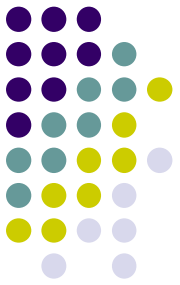




INTERNATIONAL ASSOCIATION OF
UNIVERSITIES

ASSOCIATION INTERNATIONALE
DES UNIVERSITES

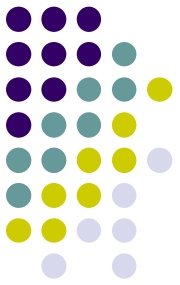
INTERNATIONAL UNIVERSITIES BUREAU BUREAU INTERNATIONAL DES UNIVERSITES



Access and International Mobility in Higher Education

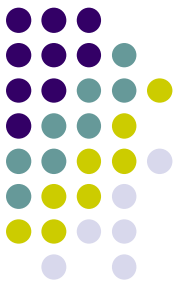
Eva Egron-Polak
Secretary General, IAU
Suleyman Demirel University, Turkey,
June 12, 2009

Presentation outline



- Access and Mobility as IAU themes
- Access and Mobility as interconnected themes
- Rationale, Benefits, Obstacles and Risks
 - In terms of Increased Access and International Student Mobility
- What does the data tell us?
- Challenges and Conclusions

International Mobility as IAU priority (1)

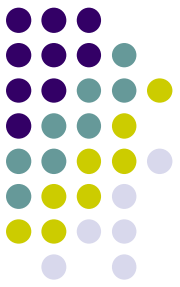


Towards a Century of Cooperation: Internationalization of Higher Education – IAU Statement, 1998

Preamble and Recommendations insist on

- promotion of cultural diversity and intercultural understanding
- building more than economically competitive and politically strong regional blocks
- narrowing gaps in the production, dissemination and appropriation of knowledge
- development of mobility programs to serve as catalysts and models for expansion of flows on the global
- expanding inter-university cooperation

International Mobility as IAU priority (2)



- ***Sharing Quality Higher Education Across Borders: a Statement on Behalf of Higher Education Institutions Worldwide – 2004***

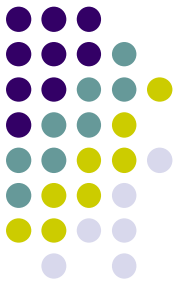
Recommendations for Higher Education Institutions and other Providers, include:

Cross border higher education should be accessible not only to students who can afford to pay but also to qualified students with financial need.

Recommendations to governments, include:

Demonstrate a commitment to access through increased support for qualified international students with financial need.

Access to HE as IAU priority (3)



- ***Equitable Access, Success and Quality in Higher Education, 2008***

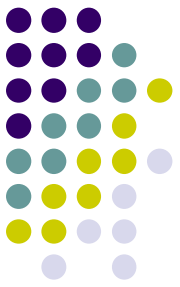
Key Principles

Access to higher learning should be made possible to all regardless of race, ethnicity, gender, economic or social class, age, language, religion, location or [dis]abilities.

Recommendations for Higher Educations Institutions

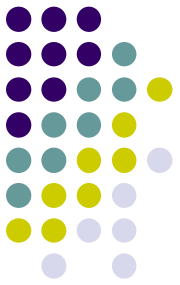
Ensure that all institutional policies for international mobility, academic exchanges as well as other cross-border educational activities take into consideration the challenges of equitable access and broadening participation at home and abroad.

A.1 Rationale for Increased Access – context matters!



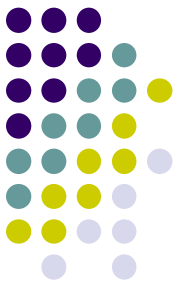
- Meet growth in demand due to improved primary and secondary education
- Facilitate social mobility & social cohesion
- Respond to changing labour market needs - KE and KS
- Reduce unemployment; re-skilling
- Demographic trends both as a constraint and as a pressure

A.2 Rationale for Increased Mobility



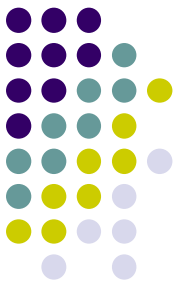
- Broadening choice of programs, including access to those unavailable at home and capacity building
- Promote international understanding
- Language learning
- Geo-political and economic interests
- Improve overall quality of programs
- Research collaboration/networks
- Demographic trends
- Revenue generation

B. 1 Benefits of Increased Access



- National socio-economic and political development
- Improved employment rates
- Competitiveness, innovation and generally improved socio-economic quality of life
- Positive impact on earnings and status for individuals
- General improvement in all health and education services

B.2 Benefits of International Mobility



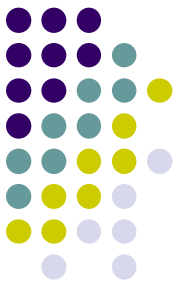
- Acceptance and appreciation of diversity
- Greater international understanding
- Improved quality of learning and access to programs unavailable
- Improved capacity to work internationally
- Enriched life experience and networks for the future
- Prestige of foreign credentials

C.1 Obstacles to Increasing Access – context matters!



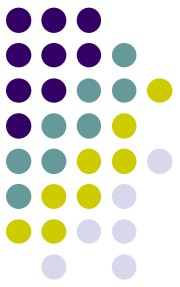
- Costs of higher education
- Demography
- Socio-economic and/or ethnic background
- Lack of HE capacity
- Poor prior preparation
- High selectivity at entrance
- Insufficient interest/ambition in family or among peer groups
- Language capacity

C.2 Obstacles to International Mobility



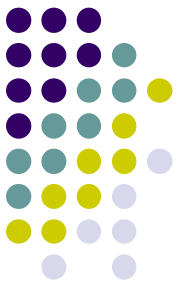
- Cost (travel, accommodations fees)
- Lack of strategy, policy and incentives at governmental and institutional levels
- Insufficient exchange/mobility programs, poor information on opportunities, lack of student services, lack of interest by students
- Poor recognition of credits/degrees abroad
- Weak language capacity
- Visa restrictions

D. 1 Risks of Inadequate or Inequitable Access



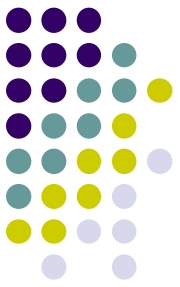
- Slow economic and social development
- Widening gaps among segments of population and social unrest
- Shortages of highly qualified personnel, ex. Doctors, nurses, academics and researchers
- Increased competition for 'best' from elsewhere, unless access is widened
- Elitism and exclusion

D. 2 Risks related to International Mobility



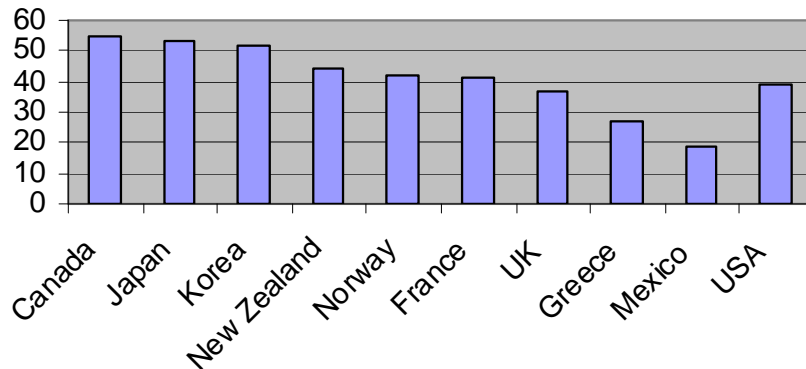
- Potential for Brain drain
- Parochialism and insularity if opportunities lack
- Potential for dominance of English /homogenization of curriculum and approaches
- Too much focus on revenue generation and commercialization/ commodification of HE
- Increasing competition among HEIs for the ‘best’
- Limited scope – in disciplines and geographically
- Elitism - access available only to those who can afford it

What does the data tell us? - Access



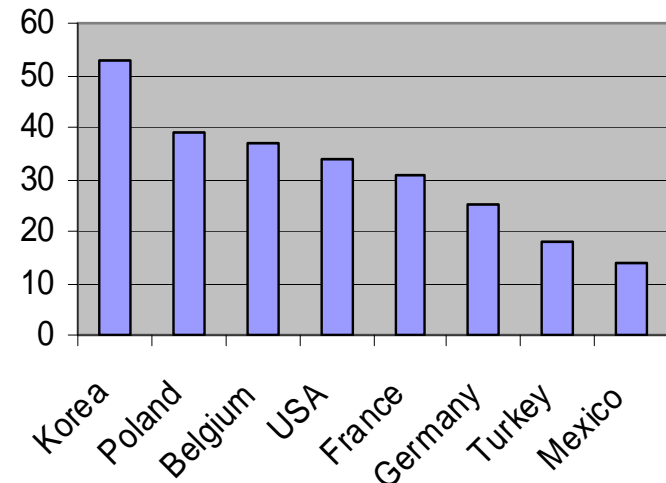
Participation and Success in Higher Education – wide differentiation

Degree attainment by 25-34 year olds

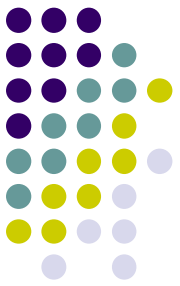


source: OECD Education at a Glance 2008

% of 18-24 year olds enrolled in tertiary education



source: OECD database



Participation Rates [1]in Higher Education in Selected African Countries

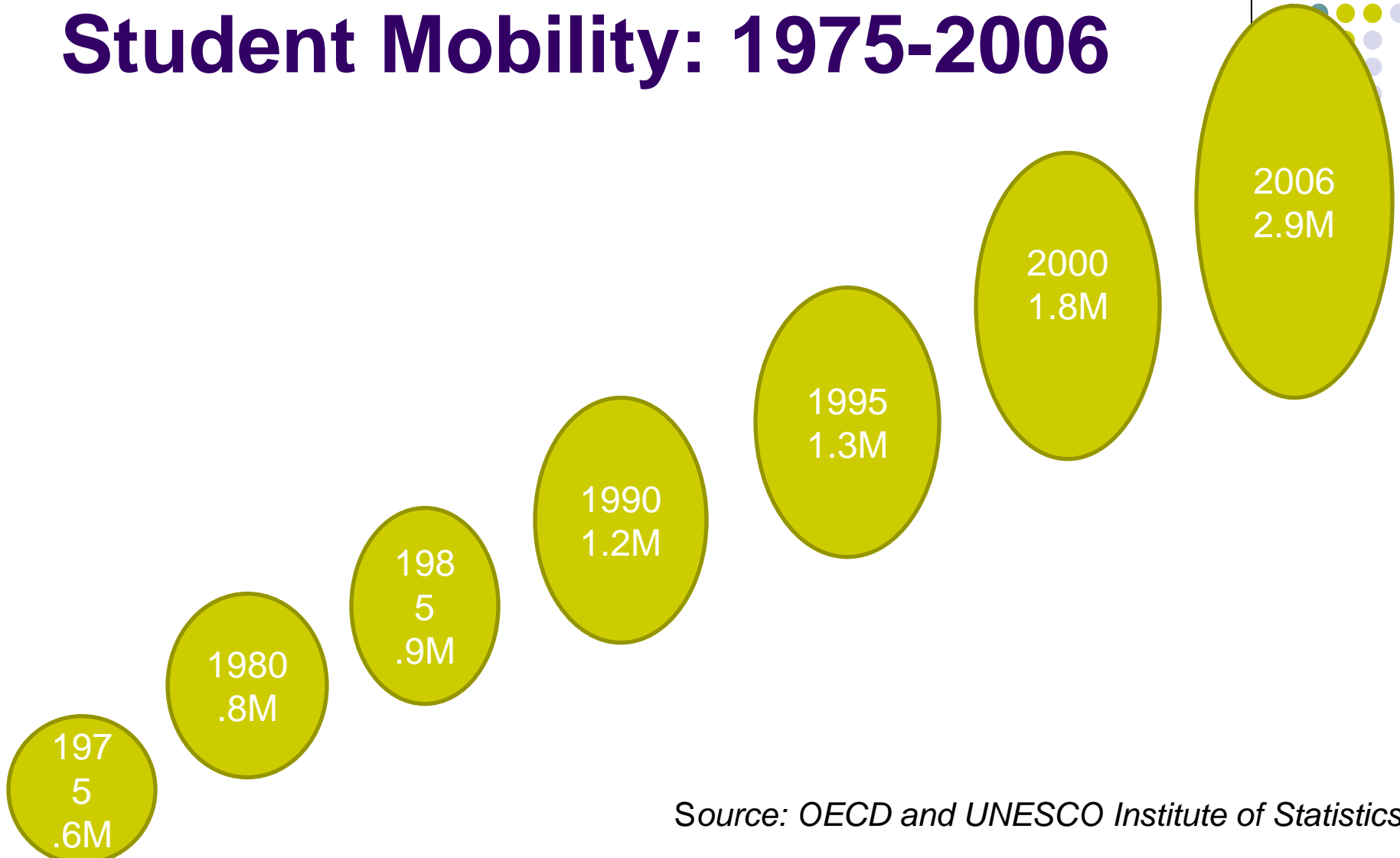
Country	Participation Rate in %
Tanzania	0.27 [2]
Kenya	1.47
Uganda	1.23
Mozambique	0.33
Botswana	1.33
Zimbabwe	1.05
Lesotho	0.98
Zambia	0.83
Angola	0.44
Malawi	0.42
Swaziland	2.22
Namibia	4.66
South Africa	9.11

[1] Participation rate is defined as numbers per 100,000 inhabitants enrolled in higher education.

[2] Participation in higher and technical education combined is estimated at 1.3%.

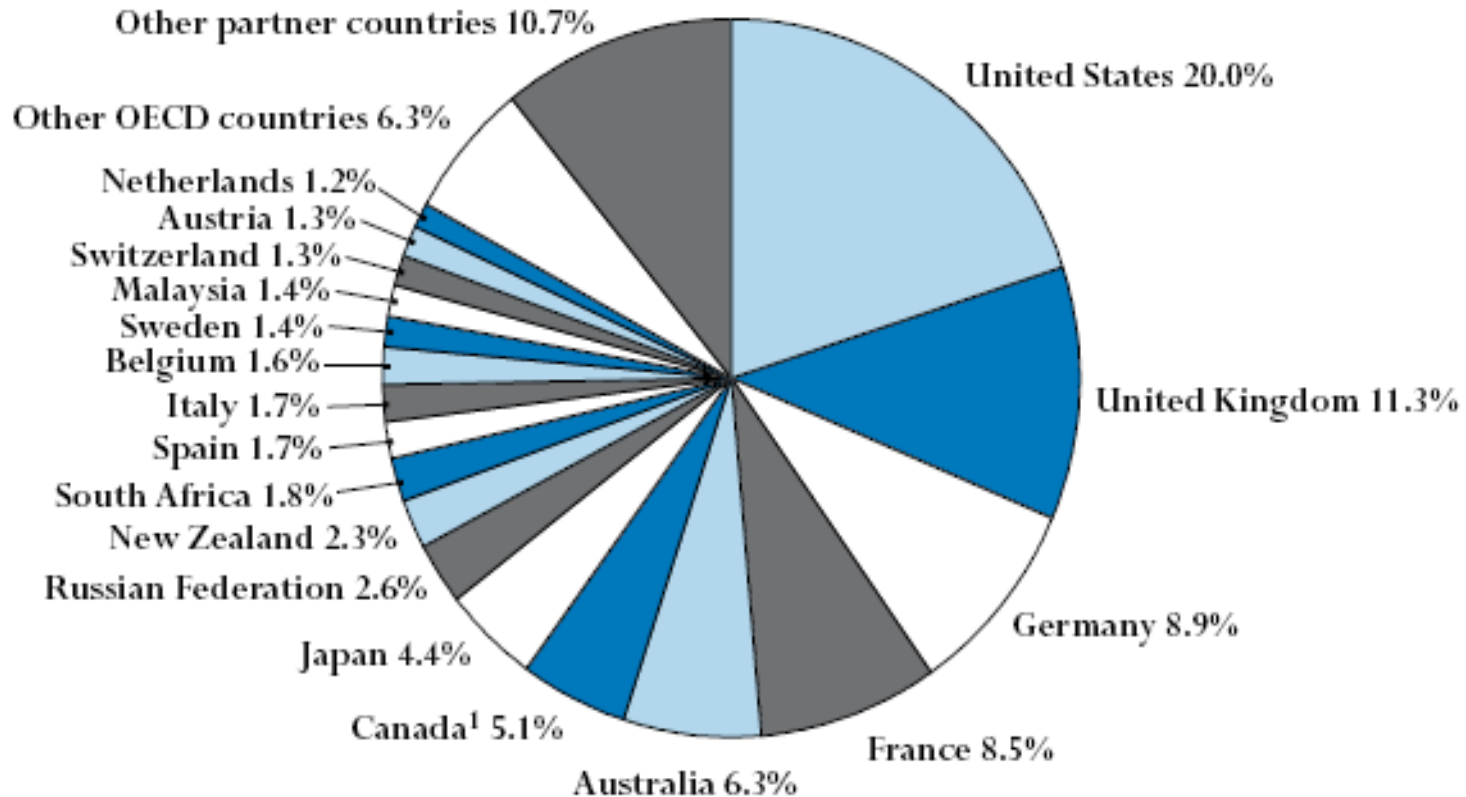
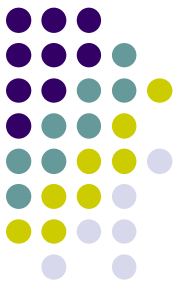
Source: Andrea Johnson, Sue Grant Lewis, African Higher Education Financing and Equity Concerns, 2008

Global Growth in International Student Mobility: 1975-2006



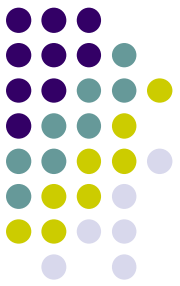
Source: OECD and UNESCO Institute of Statistics

Foreign students in tertiary education, by country of destination

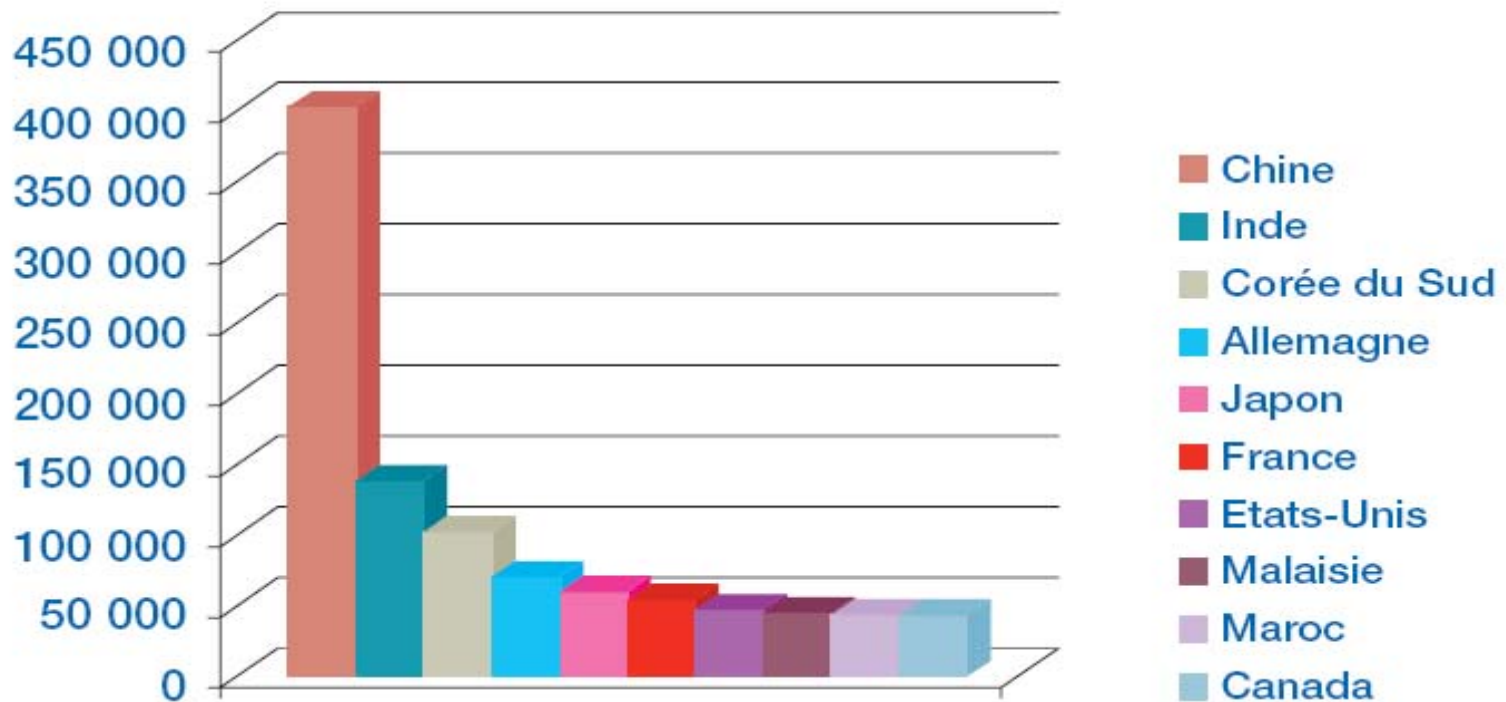


Source: *Education at a glance 2008 – OECD indicators* © OECD 2008

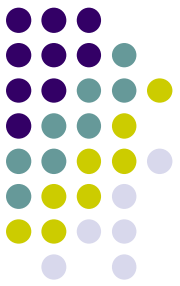
Top Source Countries



La mobilité mondiale par pays d'origine en 2006
Worldwide mobility by country of origin in 2006



Source: Campus France, using UNESCO data

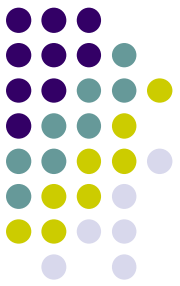


Outbound Mobility Ratio (%)

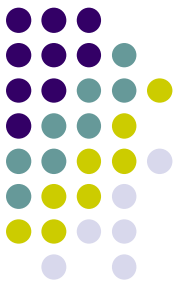
Country	2004	2006
US	0.2	0.3
Australia	0.6	1.0
UK	1.0	1.2
Norway	6.9	6.2
France	2.5	2.5
Turkey	2.7	1.5
India	1.1	1.1
China	1.8	2.0
Korea	3.0	3.0
Malaysia	6.5	6.8
Ghana	11.6	7.9
Kenya	13.0	14.2
Senegal	20.4	20.4

Source: Global Education Digest,
UNESCO, 2006, 2008

Challenges and Conclusions



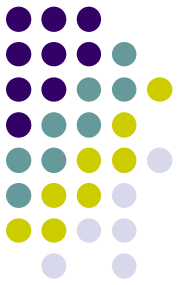
- Wide differences exist with respect to both Access and participation in international student mobility
- Africa has both the lowest participation in HE and by far the highest outbound mobility
- Mobility is highly concentrated – both in sending and host countries
- High participation in HE often coupled with low outbound student Mobility



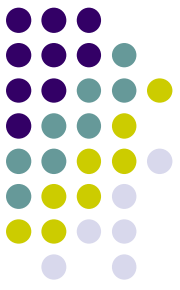
Challenges and Conclusions

- Mobility limited to those who can afford it; serves to pursue prestige, better employment potential – brain drain is a consequence for those who can least afford it
- Mobility is increasingly driving competition due to demography and because it is a source of revenue
- Alternatives – for increased access include bringing international (private higher education to students, but only for those who can pay or e-learning that requires careful quality assurance
- Potential for weakening local HEIs

Challenges and conclusions



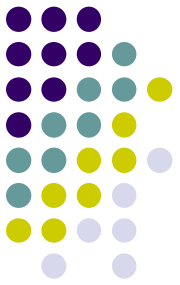
- Inter-institutional cooperation and networks are important framing structures for increasing access through mobility – new joint and dual programs sandwich degree programs etc.
- Must find ways of expanding and diversifying both access to HE and opportunities for mobility to include all segments of population and more source and destination countries
- Preventing brain drain through effective policies



Challenges and Conclusions

- Impact of Economic Crisis on both Access, and Mobility especially in terms of Equity since costs/funding are main obstacles to both
- Investment and policy in HE must aim to redress imbalances while maintaining quality
 - In-country in terms of access
 - Between countries in terms of mobility

Access and Mobility Need to Widen & Expand



Thank You

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For more information on IAU

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