

Internationalization a Key to Quality of Higher Education? Reality, Myth and Potential

Bridges of Knowledge

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Presentation Outline

- Conclusions
- The Internationalization Imperative
- Key concepts, definitions and approaches
- Trends, especially perceived risks
- Myths
- Policy initiatives for realizing full potential
- Additional concluding comments

General Conclusions

- Internationalization of higher education takes on many forms
- No guarantee that all form improve quality
- Not certain that quality is improved for all concerned
- No unique definition of quality in higher education

Therefore

General conclusions

- Need far more critical and increasingly sophisticated analysis of how internationalization impacts on HE quality (positive and possible negative ways)
- Internationalization needs to be framed by or embedded in coherent and long-term policies at institutional and national levels.
- More concerted effort is needed to make benefits of internationalization accessible to more people and more institutions everywhere.

The Internationalization Imperative

A convergence of forces - higher education institutions are both responsive and proactive

- Economic push – globalisation and decreased public support
- Political push - search for peace, security and conflict resolution through greater understanding and respect
- Cultural pressure - Embracing diversity at home and internationally
- Academic/scientific demands – knowledge explosion and curricular needs, high cost of research, lack of HE capacity to meet demand, opportunities via ICTs, demography

Internationalization stable definition – rapidly changing contexts

- Commonly used general, comprehensive definition
 - multidimensional and comprehensive efforts to introduce an international, intercultural and global dimension into purpose, functions and delivery of higher education

But the Internationalization Imperative leads to:

- Diversity of purposes, goals and rationales for HEIs
- Complex and regionally differentiated needs and interests
- New public policy objectives: Immigration, Competitiveness, Trade, Development Aid, etc

Strategies, practices and approaches - growing diversity

- Bi- and multilateral agreements for student or faculty exchanges, study abroad programs
- ‘at home’ focus on curriculum
- Research collaboration and networks
- Joint or double degree programs
- International development projects
- Off shore and on-line delivery of programs
- Franchising, Branch campuses
- International recruitment of students and/or faculty

Same impact on **QUALITY** of higher education?

Duality in Internationalization Approaches

At times characterized in dichotomies such as:

- ‘At home’ and Cross-border and transnational
- Partnerships and Exports of education
- Competition and Collaboration
- Search for global market share and Meeting demand for access
- Capacity building and Branch campuses

Same impact on quality of higher education?

Quality – a moving target

- No unanimity on what defines or guarantees quality
 - No single agreed upon goals for HE
 - Outcomes determined by a complex mix of inter-relations and variables
- Quality can mean: meeting prescribed standards; pursuit of world class excellence; relevance for local needs and communities
- Fitness for purpose & fitness of purpose;
- Efficiency and effectiveness – in terms of use of resources etc.

Hence -

- Quality – is a global issue but needs local approaches to measurement

Internationalization deemed necessary for improved quality, but needs to be defined and measured differently according to institutional context and mission and approach taken

Internationalization of Higher Education = Improved Quality

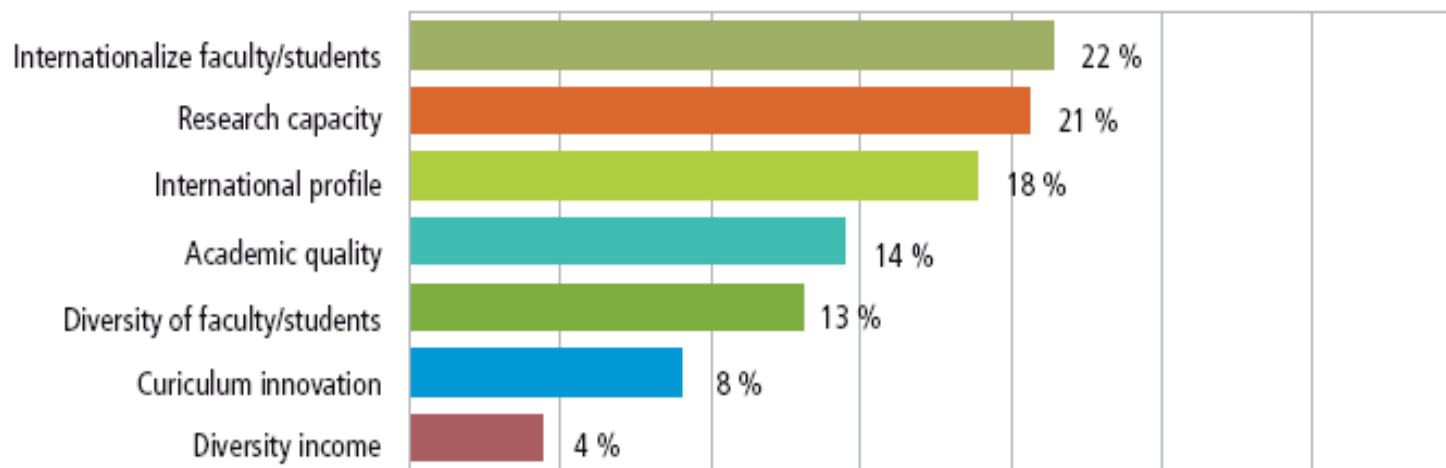
General expectations are that internationalization improves:

- Quality of learning – mobility opportunities, curricular content, choice of programs/courses, language, international staff, rich mix in student body,
- Quality of research – critical mass and improved capacity, complimentary expertise, access to field and equipment, access to additional resources, exposure, etc.
- Quality of services/outreach – capacity to better respond to needs of diverse society, potential for international consultancies, larger networks, international project for development cooperation

IAU 2005 Survey- top rationales for internationalization

Figure 4.2

Ranking by HEIs of most important rationale at institutional level



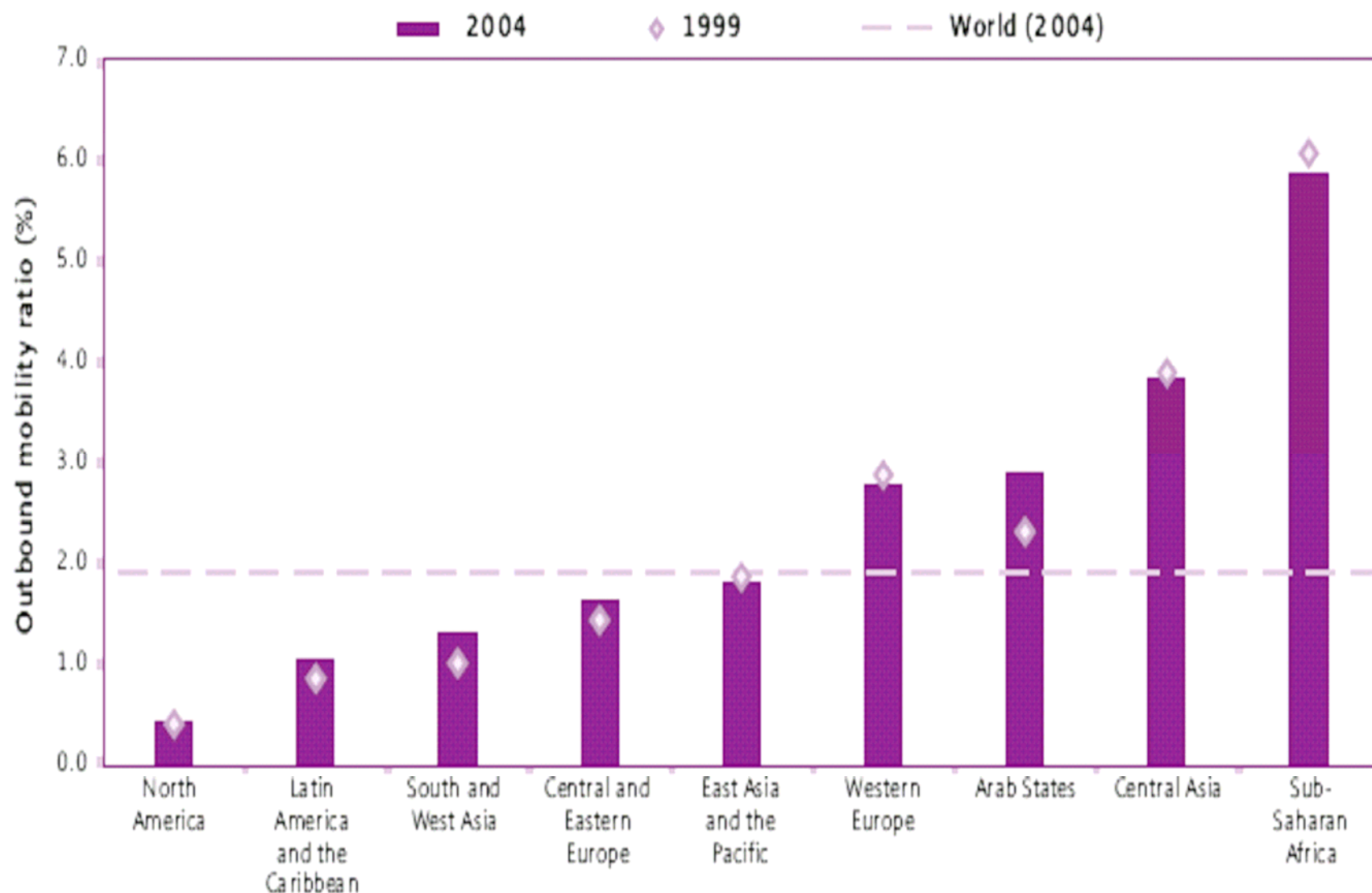
N=526 HEIs

Disturbing facts/trends - mobility

- Student mobility remains restricted to very few in any country – mostly remains (far) below 10% of students
- High level of concentration among host countries (8 countries = 80% all international students)
- Braindrain continues to be a major concern for Africa

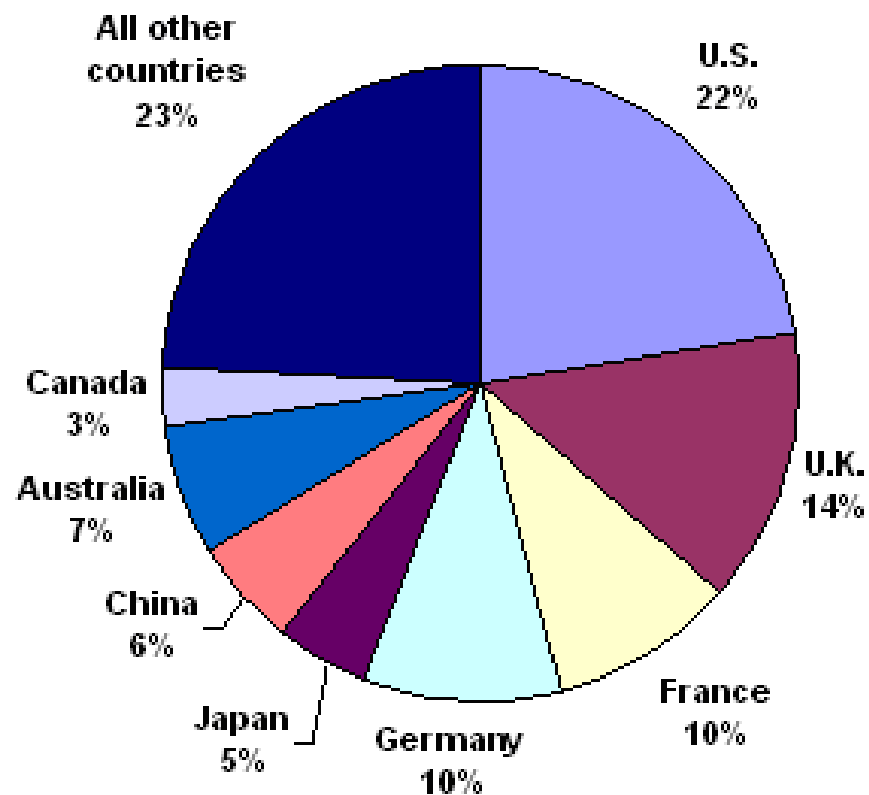
What share of students study abroad?

Mobile students from a given region as a percentage of tertiary students enrolled in that region
(outbound mobility ratio), 1999 and 2004



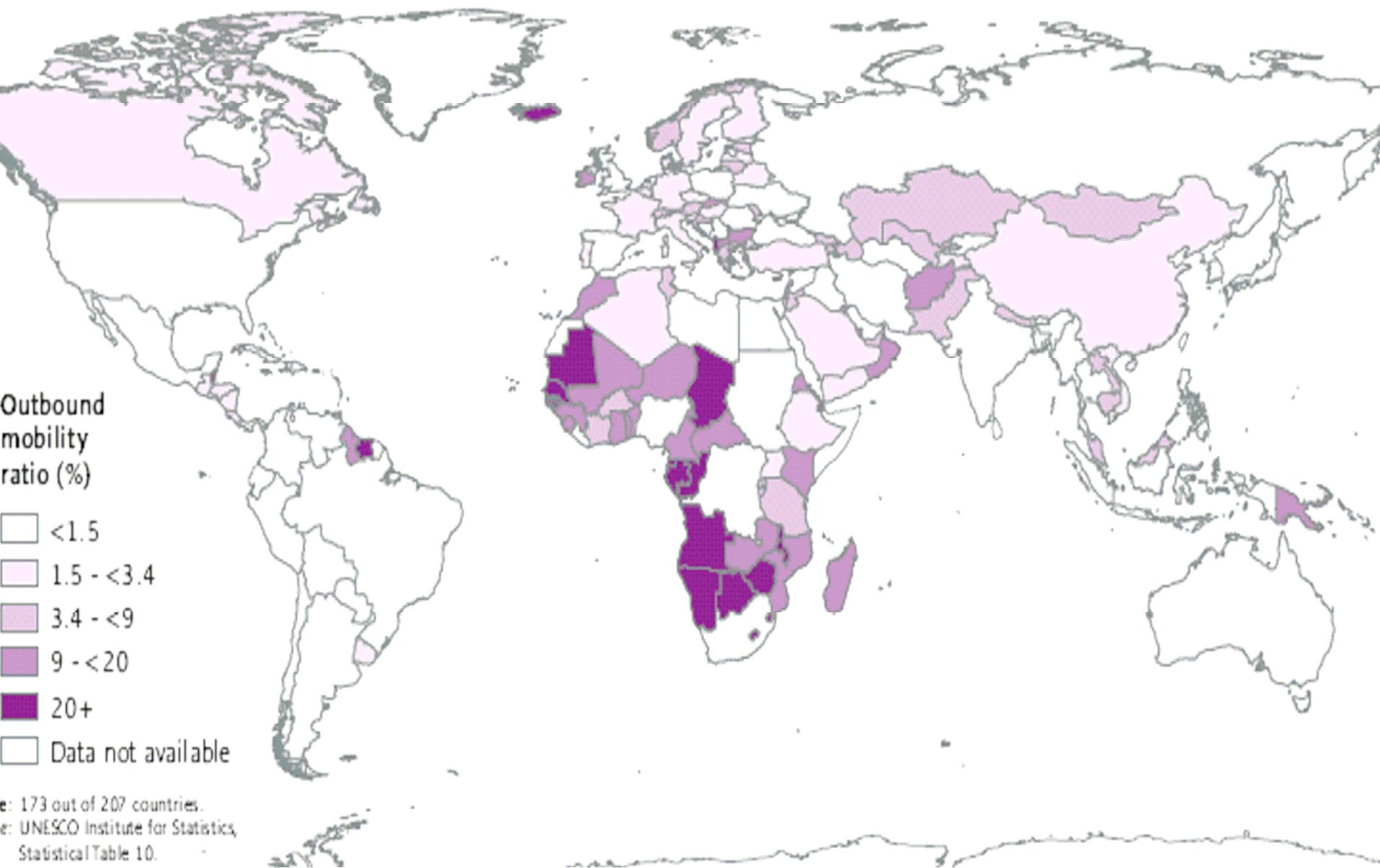
Global destination for international tertiary level students (2.5 million) in 2006

Sources: UNESCO UIS database, 2006 and *Open Doors 2006*



What share of tertiary students study abroad?

Outbound mobility ratio (percentage of tertiary students from a given country as a percentage of tertiary students enrolled in that country) (outbound mobility ratio), 2004



Source: 173 out of 207 countries.
Source: UNESCO Institute for Statistics, Statistical Table 10.

Disturbing facts/trends - curriculum

- Widespread curricular change remains difficult
- Foreign language acquisition not guaranteed
- Faculty often reluctant actors in internationalizations
- Expected International Learning Outcomes only rarely identified
- Breadth of programs offered by transnational education and accessibility remains limited
- Race to recruit international students, and most transnational education
 - little impact on quality in sending country
 - concerns often expressed in host country

IAU 2005 Survey: Top elements of internationalization policy/strategy

Element of Internationalization Policy/Strategy	Ordinate ranking
International institutional agreements/networks	1
Outgoing mobility opportunities for students	2
International research collaboration	3
Outgoing mobility opportunities for faculty/staff	4
Visiting international scholars	5
International/intercultural dimension of curriculum	6
Area studies, foreign language, internationally focused courses	7
International development projects	8
Recruitment of fee-paying foreign students	9
Joint/Double/dual degrees	10
Recruitment of foreign faculty/researchers	11
International/inter-cultural extra-curricular activities	12
Recruitment of non-fee paying foreign students	13
Liaison with community based cultural and international groups	14
Distance education	15
Delivery of education programs abroad	16
Establishment of branch campuses abroad	17

IAU 2005 Survey –Benefits and Risks of Internationalization

96% agree there are benefits
70% perceive risks as well

- Commercialization and commodification 23%
- Degree Mills 17%
- Brain Drain 15%
- Growing Elitism 12%
- Overuse of English 9%

Internationalization potential – securing the benefits

- HEI policy, codes, value statements for balance, integration and synergies between competing pressures to ‘go international’
- National policy coherence (development cooperation/aid and trade; higher education and immigration etc.)
- Sovereign HE decision-making in developing and emerging economies re QA, foreign providers
- International policy frameworks such as UNESCO-OECD Guidelines and IAU-ACE-AUCC-CHEA Statement and Checklist for Sharing Quality HE Across Borders

Concluding remarks

- Internationalization of higher education is a collective endeavour – has impact at home, abroad, now and into the future
- Impact on quality and other benefits must be considered in the same way
- Capacity to plan internationalization, reap benefits and secure quality is not equal across institutions and nations; needs to be considered when developing approaches
- Trends, developments and new modes need to be tracked and analysed on micro (HEI) and macro (national and international) level
- IAU will continue to conduct global survey to monitor and improve understanding of trends and emerging issues

Thank you

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