International Association of Universities (IAU), founded in 1950, is the leading global association of higher education institutions and university associations. It convenes and connects 600 Members from around 130 countries to identify, reflect and act on common priorities.

IAU partners with UNESCO and other international, regional and national bodies active in higher education **and serves as the Global Voice of Higher Education.**

THE FUTURE OF INTERNATIONALIZATION IN A CHANGING WORLD

IAU
INTERNATIONAL
ASSOCIATION OF
UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU

MESSAGE FROM
THE SECRETARY-GENERAL

Dear Members of the IAU,
Dear Readers,

This issue of *IAU Horizons* presents the outcomes of the very successful IAU 16th General Conference on *Relevance and Value of Universities to Future Society*. A big thank you goes not only to the speakers for their excellent contributions to the discussions at the Conference, but also to participants who came from all five continents for their great engagement during the debates and the different social events. University College Dublin was a fantastic host. The organizing team even managed to orchestrate some very welcoming and sunny weather which allowed us to take advantage of the beautiful outdoors of the University campus. It is at this important event in the life of the IAU that Andrew Deeks, President of Murdoch University, was elected to the Presidency of the IAU, along with the members of the IAU Administrative Board 2022-2026. The full list of Board members can be seen on the IAU website.

The Conference also saw the adoption of the IAU 6-years Report (2016-2022) and the IAU Strategic Plan that will lead us to 2030, reconfirming the four key strategic areas of work selected by the Members of the Association, namely Globally-Engaged Leadership; Fair and Inclusive Internationalization; Higher Education and Research for Sustainable Development; and The Digital Transformation of Higher Education. This issue of Horizons offers new insights into these strategic priorities.

Please also discover the themes retained for the plenary and parallel sessions of the IAU 2023 International Conference to be hosted by Qatar University. The overarching theme of the Conference, "Higher Education with Impact: the Importance of Intercultural Learning and Dialogue" is more important than ever in a world confronted by many geopolitical challenges which sadly result in new tensions, cultural withdrawal, and even distrust of international collaboration. I look forward to welcoming you to Doha, in November, later this year and to discussing and debating how to open up to new cultures and ensure we build constructive Teaching and learning, research and policy bridges across cultural and political divides.

The *In Focus* section offers a series of 25 papers from as many partners and countries on a theme which resonates with the very *raison d'être* of the International Association of Universities: the present and future of the internationalization of higher education in a changing world. We thank the authors for their stimulating contributions to better understanding this 'field' in full transformation. You will learn about developments in Canada, South Africa, Malaysia, Iraq, Brazil, Australia, the USA and Germany and read perspectives shared by partner organizations in Europe, Latin America and Africa. Two distinct tensions seem to be most impactful: the digital transformation of higher education and the effects this has on internationalization for students, researchers, partnerships and for the institution as a whole; and the implication of the sustainable development imperative on the internationalization strategies and activities.

Last but not least let me celebrate the Members of the IAU for their strong support for the newly adopted vision and mission of the IAU. I look forward to our continuing cooperation and together achieving the goals set out for the Association in our Strategy to 2030. I also look forward to welcoming yet more new Members this year.

Hilligje van't Land, PhD
IAU Secretary General

IAU Horizons 28.1 – Contents

IAU Horizons is published twice a year in English, in paper and online. Please feel free to circulate widely and reproduce as you see fit as long as you cite the authors properly and refer to the International Association of Universities (IAU) and to the magazine in full. Please contact us at iau@iau-aiu.net. We look forward to receiving your comments and suggestions.

IAU EVENTS

© photo: Qatar Tourism

IAU STRATEGIC PRIORITIES

© shutterstock / Maxx-Studio

IAU KNOWLEDGE HUB

IN FOCUS:

© iStock / Franck Reporter

Highlights from

IAU 16TH GENERAL CONFERENCE

RELEVANCE AND VALUE OF UNIVERSITIES TO FUTURE SOCIETY

In October 2022, 300 delegates from more than 70 countries came together at University College Dublin (UCD) in Ireland for the IAU 16th General Conference. Like so many the pandemic had forced IAU to wait patiently for two years until this important gathering of university leaders could be finally carried out – in person on UCD's beautiful campus.

It was also an occasion to reaffirm IAU's essential role in facilitating discussions across and beyond borders on higher education by hosting a truly global conference at which leaders of higher education institutions (HEIs) come together to reflect on challenges, share potential solutions and seek inspiration from their peers. This is of particularly importance in these times of increased geopolitical strife, rising autocracies, and democratic backsliding in many places around the world.

It is impossible to provide a full account of the excellent discussions and arguments that formed part of the programme. Nonetheless, we endeavour to present some of the main takeaways from the IAU 16th General Conference in the following.

The transformative Power of Higher Education

Andrew Deeks, President of Murdoch University, Australia, and newly elected IAU President, opened the first plenary session outlining several global challenges that we are currently facing in society. He posed the question of what kind of changes in higher education are needed to create more equitable and sustainable societies for the future and how we can educate citizens and leaders who will contribute to the development of a peaceful prosperous and sustainable global society.

In her welcoming address, the Assistant Director-General for Education at UNESCO, **Stefania Giannini**, reaffirmed IAU's special relationship as being *"UNESCO's most steadfast ally in the field"*. She underscored that higher education is part of the right to education and a public common good as well as a strategic force towards more sustainable, fair and inclusive societies. But she also called upon the sector to further democratise access to higher education to fully play their role as institutions of learning, research and service to society. Moreover, given the current challenges, higher education, across the sciences and the humanities, is called upon to foster a new ecology of learning, one that nurtures critical mindsets and helps the current and future generations of learners to navigate the complexities of the

world while strengthening democratic societies. Giannini called for a rethinking of higher education's disciplinary structure, forms of delivery, and governance in order to unleash its full transformative potential for society by fostering citizenship, equality and more just and sustainable societies.

In his keynote, **Antonio Nóvoa**, former President of the University of Lisbon, Permanent Representative of Portugal to UNESCO, and Chair of the Research-Drafting Committee for the UNESCO International Commission on the Futures of Education, laid out how a specific type of university modernization agenda has dominated HEIs in terms of governance, strategy, and delivery in large parts of the world. Nóvoa made it clear that despite some positive aspects, this modernisation paradigm focused primarily on the economic value of higher education, driven by *employability, excellence, efficiency and entrepreneurship*. Nóvoa argued that this development has led to a misconception of what universities are or should be and he exemplified how this development has marked the universities of today.

Firstly, the *employability* agenda, and its twin concept of lifelong learning. He claims that this agenda is driven mainly by human capital theories and in effect narrow higher education down to a focus on STEM and the formation of human resources. Secondly, *excellence*, which has come to be a term tied to systems of competitiveness, accountability, and accreditation processes. They have given rise to powerful rankings dominating university strategies, uniformity among institutions, and standardised productivism – defining academic lives, outputs and careers. Thirdly, *efficiency*, which refers to managerial efficiency, and thus incorporated into universities market rules, corporate processes, and privatization dynamics, which in turn created a powerful global higher education industry.

Although some of these trends shook universities into improving organisational issues and awakening them from inertia, Nóvoa's general assessment is that this modernisation agenda has caused universities to lose some of their relevance

and meaning over the last thirty years, even creating a sense of malaise among professors, students and researchers.

But what about the future? Based on the UNESCO Futures of Education Report [1][1], Nóvoa underlined that any future endeavour would require a new social contract, from supporting research and advancement of science to being a contributing partner to other educational institutions and programs in their communities and across the globe. Through the recognition of higher education as a common good and setting it in a new direction, Nóvoa stressed that the true unleashing of the transformative power of higher education lies beyond this modernization agenda.

Employability necessitates a broad education based on wide cooperation in a new educational ecosystem, welcoming digital innovation yet insisting on the human dimension that marks any educational and pedagogical relationships. He insisted that a higher education just for the sake of employability would be a lost education.

The term *excellence* will need to be redefined through forging a more transdisciplinary appreciation of sciences and the humanities, which values collaboration across epistemic and political spheres, including the adoption of open science. It requires a transition from the egocentric, disciplinary, and hyper-active, to a shared and long-term approach to learning and research, accessible through knowledge commons and based on a deeper exchange with the subject matter that is

freed from the time pressures that the modernisation agenda entail. *Efficiency* will have to be recalibrated by accommodating a wider participation, freedom and citizenship that recognises a common humanity in a convivial and diverse society with many voices. As a public and common good, higher education must enrich the personal, as well as the collective life. This applies to the concept of *employability* as well. The university's service to society cannot be judged through the prism of business or technology. Its value proposition is primarily to be seen in its service and commitment to the *polis* to which it belongs, and that has local as well as universal value. It is in this sense that the UNESCO report calls for a new social contract. To fulfil their missions, universities need to return to their distinct quality which informs their identity, strength and indeed relevance and value to society: that of being different from all other institutions, especially business ones.

Representing the voice of students, **Sebastian Berger,** Executive Director of the Global Student Forum, poignantly laid out what students identified as the most pressing transformations, namely the global climate crisis, one of unequal distribution of resources and access to higher education, and the unprecedented rate of democratic backsliding. Berger recognized higher education as a most powerful tool for change and to address these challenges. Universities hold the responsibility to educate learners and the future generation of leaders to become capable of creating a more equitable and inclusive future for everyone. For this, he insisted, universities need to be sufficiently and publicly funded to carry out the necessary research which will in turn enable governments and the private sector to implement practices that will protect

1. **Reimagining our futures together: a new social contract for education (UNESCO 2021)** https://unesdoc.unesco.org/ark:/48223/pf0000379707

the environment and ecosystems. For that, education for sustainable development needs to be integrated into the curricula across all disciplines. As lighthouses for other sectors in society, universities must take a lead in opting out of fossil fuels and making sustainability a binding institutional guideline in all its operations and support the transition from unsustainable to more green jobs.

The same applies to inequality. Berger stressed that while 80% of leadership positions in the world are taken up by higher education graduates, only six percent of the world population go to university. Higher education currently remains a privilege for the few. Berger underlined that equitable access to higher education can shift that power and transform socio-economic realities in a lasting way. It must therefore be made accessible to everyone, regardless of financial background, disability, gender, race, sexual orientation through flexible pathways, recognition of prior qualifications, affirmative action, and targeted subsidies that break down economic barriers. Equity and access must also extend to the curricula, which need to be decolonized and indigenized to include local knowledge systems and sensitivities. He stressed that by incorporating previously marginalized and excluded voices and pedagogies, higher education can create an environment that allows more people to question persisting imperial practices and the appropriation of resources and labour from the global south, and the illusion of everlasting economic growth in the western world.

Berger's last point regards democracy. He reminded the audience that HEIs have historically been places where critical thinking was developed even in hostile political and institutional environments that challenged institutional autonomy and academic freedom. The core of education is to empower all citizens to become active citizens fully engaged in civic discourses across all social strata. It is thus of utmost importance that HEIs excel in democratic practices in their governance, and do not become complicit in suppressing academic freedom or fundamental rights of individuals and marginalised groups. He insisted that only when all stakeholders, including the students, recognize that sharing the governance of a higher education institution is a common responsibility can the vital deliberations and the collective dialogue take place leading to long-term decisions in the strategic interests of all parties involved.

Teaching and Learning for Tomorrow's World

Discussing what kind of knowledge, skills and competences are needed to face future challenges, **Fernando Léon-García**, President of CETYS in Mexico, called for a more personalised approach to learning, one which allows for a better formal recognition and appreciation of individual learning outcomes prior and during a degree integrating new levels of diversity, inclusion, and local involvement. Many participants had raised these points in one form or other, yet García qualifies this by underlining that firstly, whatever the university chooses to do, it has to be operational and financially sustainable, which,

secondly, draws up natural limitations in that the university cannot be all things and do all things for all constituents. He calls for more flexible entry points and modular offerings that identify more clearly the anticipated competencies of both, traditional and non-traditional learners.

Universities should be more entrepreneurial, strategic, and ambitious in where they wish to go; he also made the comparison of the university-learner with that of a customer, in that the university should be mindful of the students' demand for service and support. García sees opportunities in reimagining the classroom, enriching content, and expanding the community, which translates into blended learning opportunities that can make learning more collaborative and interactive, just as flexible learning experiences will make learning more inclusive and global. The overall principle should be to meet the learners where they are rather than be limited by place or space.

Given the rapid acceleration and continuity of change brought about by the pandemic, he underlined that we will have to monitor more closely where the university is or should be heading, which is essential to the notion of a glocal multiversity. This will entail multiple learners, multiple modes of delivery, multidisciplinary approaches; multiple roles of the institution; local relevance, and global outreach at the same time.

Hanne Leth Andersen, Rector of Roskilde University in Denmark, presented on Engaging Teaching and Learning in a Changing World, with special reference to Roskilde University as a case in point with a long-standing history in project-based learning. Andersen laid out the complexities and conflicting agendas highlighting that we all strive for purpose-driven, critical and creative education and learners. Yet, higher education today is governed to a large degree by steering and paradox controlling mechanisms which make our objectives difficult to reach. She pondered whether the student is still the agent or if the student has in fact become the object of higher education. Moreover, the list of what we expect from students is long and paradoxical: skills and competencies for the future, critical thinking, expertise in their discipline, taking responsibility and collaborating at the same time, understanding media and artificial intelligence, and having strong soft skills.

Andersen underlined that indeed social, emotional and behavioural learning is important to empower learners and that we need to work together at the global level to create change makers, independent and critical thinkers. These expectations however are difficult to achieve in a performance culture manifesting itself in an excessive measure of grading. Compliance and performance through surface learning become the centre rather than the true mastery of the discipline itself. Andersen thus called for a shift from extrinsic motivation (based on goal orientation – praise and reward, threat and punishment, performance orientation) to an intrinsic motivation (as curiosity-driven, autonomous and self-efficient, mastering content and developing stamina). Roskilde University's

pedagogical approach attempts to defy hard control, steering, and excessive grading by showing how their multi-disciplinary and group-based approach sets the learner up for the 21st century, linking education to the world, real-life problem-solving skills involving context-bound cognitive processes. She proposed to repurpose the question of education by focusing on the skills and competencies, rather than on the performative aspect of the learners, to build true mastery and critical thinkers motivated by the subject matter as an end in itself.

Teri Balser, Professor and former Provost of Calgary University in Canada, called for multiple pathways in and through the curriculum. She stressed that faculty and curriculum development are often blocked in disciplinary silos, with passive and linear delivery, that do not reflect the world we live in. University teachers are usually not trained to be more than subject-matter experts, they are not trained to be learning facilitators and are often uninterested (or unskilled) in the psycho-social aspects of teaching and learning. This, in turn, necessitates that the focus is traditionally on content-delivery for standardized attainment or uniform learning goals and not on the development of competencies. The systemic aspect is the predominance of regulations which govern the curriculum with little space for customisation.

What then is the way forward for Balser? Not resting on common places. Firstly, Balser recommended to foster pedagogical practices that develop student agency by integrating opportunities to build confidence and perseverance and grit, self-reflection and analysis about their capabilities. Balser wished to focus on real world dynamics at the workplace where teams must cooperate beyond disciplines to complement each other. Curricular programmes must provide space and opportunity for authentic practice and assessment as well as multiple pathways into, through and out of the system. This approach challenge students, introduce them to research early in their career, let them see the multi-disciplinary nature of real-life problems and put students in the driver's seat. Balser is hopeful that such an approach will necessarily instil confidence, agency, engagement, interpersonal awareness, transdisciplinary experience, and resilience. Moreover, such an approach would change the institution as well through the creation of a new educational environment and ecosystem. In her conclusion, Balser reiterated the need to go beyond traditional thinking to support learners in gaining those skills, competencies, and knowledge that are needed in a rapidly changing world, to contribute as universities to local and also global solutions.

Unlocking knowledge systems in an interconnected world

What emerged was a clear call for strengthening international research collaboration and partnerships to unlock and bind together knowledge systems in different parts of the world. Convinced that closer alignment of knowledge systems would serve the global common good, humanity at large, as well as the global academy, there was agreement that the benefits would outweigh the challenges of this transformation.

In his presentation, **Svein Stølen**, Rector of the University of Oslo in Norway, explained the global nature of science, using the example of vaccine development during the pandemic to demonstrate his point. The success of vaccine development was only possible because it relied on data and expertise from different parts of the world. Yet in turn, the same example also showed the shortcomings and failures in international collaboration: in terms of vaccine production and distribution, but also through the implementation of intellectual property barriers that prevented other countries from making use of the knowledge available to save lives. Stølen demonstrated the interconnectedness of science and research which necessarily must depend on sharing capacities and insights across countries and universities to increase global intelligence and build knowledge about our world; capacities that cannot be developed by working in silos between countries and institutions. Stølen also acknowledged an urgent need to address long-standing disparities in research collaboration, requiring long-term investments to overcome structural inequalities. He further exemplified how the University of Oslo contributes to building international open knowledge systems, both at the system level (top-down) and through bottom-up initiatives driven by researchers. These approaches are complementary and contribute to building capacities, opening up access to data and research outputs, and making sure that research projects are embedded and rooted in the local context. He stressed the need to scale up actions and initiatives that contribute to unlocking science and research internationally.

With regard to academic publishing, **Saray Córdoba González**, Honorary member of Latindex and from the University of Costa Rica, pointed to the inequalities in academic publishing. González explained how in Latin America and the Caribbean (LAC) a series of joint actions had laid solid grounds for open science in the region to address inequalities in academic publishing among countries and regions. She illustrated how the repository Latindex (alongside similar initiatives) started as a rather small initiative in a few countries, but over time grew to include 23 countries; today it constitutes a major infrastructure for academic publishing in the region based on open

structures for knowledge dissemination. What is special about the developments in LAC is that the initiatives are led and developed by universities and their dedicated organisations, guided by principles of collaboration and sharing. This collaborative culture and infrastructure predated the internet which has subsequently amplified the possibilities to share and disseminate knowledge within the region. In contrast, the predominant model elsewhere in academic publishing is to outsource these services to commercial publishing houses, that in turn had made it a business to generate a profit from knowledge. She furthermore pointed to the important differences between commercial open access (Gold), where publishers charge APC (Article Production Charges), and non-commercial open access (Diamond) where the research and data are shared without incurring any fees. The LAC model was built on the principle that academic publishing as a means for disseminating knowledge should remain within the jurisdiction of the universities rather than in a closed system driven by profit-making motives.

In line with the recent adoption of the UNESCO Recommendation on Open Science, González encouraged universities to take action, use the tools available to share knowledge, and develop policies that support and provide incentives for academic publishing in open repositories. She furthermore stressed the need for increased capacity building in this field, as well as the need for connecting platforms between countries and regions, in order to unlock knowledge and truly make it a common good for humanity.

Another important message that emerged was that there is a growing expectation for universities to use their knowledge and research production more decisively for overcoming societal challenges. In that context, **Ernest Aryeetey**, the Secretary General of the African Research Universities Alliance (ARUA) highlighted that the same applies to Africa. Moreover, the relevance of universities in Africa is increasingly being questioned in the light of high unemployment rate among graduates, increasing diversification of the higher education sector in which universities no longer are the primary providers of higher education and, not least, too few women having access to higher education. Aryeetey explained how these complex developments coincide with other challenges, such as reduction in public funding, brain drain of talents, weak ICTs infrastructure and aging faculty. Despite the numerous challenges, Aryeetey stressed how essential it is to improve knowledge systems in Africa through collaboration, which in turn will contribute to enhancing graduate training and research. Yet, this would necessitate that universities more readily share resources, faculty and students and accept the need for governance systems that allow for diversity and greater partnerships. He concluded that the driving force for research collaboration must be rooted in mutual respect and a shared understanding that the universities will not be able to make it on their own; it must be a priority to make the right investments and develop the right partnerships to unlock knowledge systems for the future.

Several other speakers contributed to the debates around science, research and knowledge systems. While the road to open science remains complex and demands cultural and systemic changes, a common message emerged: that research and science are international in nature and that bringing together expertise and knowledge across countries represents an added value for the global academy. There was also a call for better science communication to elucidate more clearly the potential, as well as the limits of the scientific process. In order to build trust in society, we must also point to the uncertainty and provisional nature of scientific results in our quest to solve the grand challenges of society.

Did you know that the IAU General Conference is also the supreme decision-making body of the Association? During the Business Sessions:

- The IAU Secretary General presented the report of achievements for the past 6 years
- Members elected the new IAU President and Administrative Board members
- The General Conference adopted the IAU Strategy 2030

Learn more on www.IAUDublin2022.net

Placing the uncomfortable truth at the centre of transformations

Discussing the future of international collaboration in higher education, **Nana Amfo**, Vice Chancellor of the University of Ghana, stressed the need for global solutions to address the global challenges of our time, while acknowledging that solutions must be adapted locally and cannot simply be imported from a different context. She also called for stronger science-policy interfaces, taking into account dimensions of equity and interdisciplinarity. She underlined the synergies and enhancement of expertise that derive from international collaboration and believed them to be crucial to addressing global issues while recognizing the local context. **Fadlo Khuri**, President of the American University of Beirut in Lebanon, reiterated the need for international collaboration rather than competition. He recognized that living in a global world comes with complex challenges, but that it is important to embrace the opportunities that international collaboration can bring about. He also emphasized the importance of the humanities and the arts to ensure that we produce the ethical leaders of the world, rather than focusing solely on technological skills. He concluded by stressing that inclusion, equity, pluralism, academic freedom, inquiry, creativity and critical thinking must be at the heart of the university as well as the continuous reinforcement of integrity and ethics. These are essential for the future of an international and interconnected society.

While many aspirations, ideas and ideals were conveyed throughout the IAU 16th General Conference, ensuring the actual transformation remains complex. **Patrick Deane**, Vice-Chancellor and Principal of Queen's University in Canada, stressed the importance of examining and addressing the underlying structural challenges that counter the realisation of the transformation required. This also means confronting the uncomfortable truths about the global academy and its capacity to realise its potential. Deane stressed that many of the challenges that we are facing are global in nature, and thus building the future is conditioned by a high degree of collaboration between systems, between universities and institutions, between governments and society. Yet, while the rhetoric of interconnectedness is profoundly compelling, and even more so in a time of increasing conflicts and instabilities, the sense of interconnectedness is more important in some parts of the world than others. He pointed out that it is important to acknowledge the failures and problematic dimensions in international higher education collaboration as a step towards overcoming them. Deliberately interdependent is what we need to be in order to shape the future. Yet, it is the tragic truth that large jurisdictions do not see the importance of equitable and mutually beneficial partnerships with the rest of the world; and this is the case, especially in North America. This is particularly worrisome given how many outstanding HEIs are located there. If the future of our world and of the universities relies on our inter-connectedness, it is disturbing that significant parts are shying away from collaborating. There is a persistent trait of self-reliance in North American culture

that produces a spirit of competition. Together, self-reliance and competition in turn make the amassing rather than the sharing, the natural predisposition of the culture. In a world with pre-existing global inequities, the habits of mind – self-preservation – often prevail. Deane used the failure of sharing vaccines and intellectual property during the pandemic to demonstrate how the idea of self-preservation and profit motive remain a dominant factor, even when faced with a global crisis threatening humanity as a whole.

Deane stressed that we are living in a moment of rapid change, but also a time of profound inter-connectedness among communities, peoples, and universities. The future of our societies and universities depends on their capacity to make the most of this inter-connectedness. Wishing for change will not create change. We have to find solutions to this issue of self-interest and absence of engagement. Deane called upon the global academy to address this difficult challenge to reimagine our futures together and build a new social contract for education.

Conclusion

In their closing remarks, the hosting organizations, Acting President of UCD, **Mark Rogers**, and IAU President, **Pam Fredman**, pointed to the importance of listening to a myriad of global voices articulating their vision for the future of the sector and outlining robust responses to the challenges we face. It is important to recognize that the SDGs are interconnected

and that Agenda 2030 was ratified by 193 countries and governments thus have a responsibility towards achieving them. Interdisciplinarity is of utmost importance and to include all disciplines, not only STEM, For this, we must build relationships and share knowledge as widely as possible. Rogers insisted that we must nurture new voices alongside the more established ones. In light of the emergence of nationalism under growing insularity in some countries, it is important to challenge these developments through our academic collaboration and ensure that we are global in our outlook. Both underlined that higher education has a crucial role to play to drive social and economic progress. As leaders of higher education institutions, we must educate students to take their place as value-driven active citizens; and continue to take our place in society, be trusted advisors and critical friends to the government and its agencies. Fredman also insisted that we need to live the academic values more strongly and be more self-critical.

In the opening keynote, Nóvoa suggested that the findings of the IAU 16th General Conference could be imagined as a letter to the future – a collection of aspirations setting the direction forward and introducing ways to explore the transformative power of higher education for the common global good. Moreover, the many conclusions this conference generated confirmed the need to take a step back from everyday operations and to jointly reflect on the status quo through different lenses and from different vantage points. To consider the historical dimensions involved to inform our understanding of the state of universities today; to assess higher education
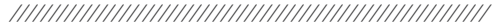
through the category of diversity while incorporating diverse cultural and political views and contexts to understand the inter-connected challenges and opportunities more deeply; to create a space to question the premises of current trends and developments, as well as identifying new inspiring ideas for the way forward. Such a space must be governed by shared trust to enable the identification and discussion also of the uncomfortable truths and systemic challenges that form part of our realities and our capacity to act and deliver on our aspirations. The conference showed that this is a space that the IAU successfully provides to its Members, a space where we come together to confront views and share aspirations to transform and develop higher education and to deliver on its promise, service, and commitment to the polis to which it belongs.

There is not a single itinerary forward, but there is a multitude of inspiring paths. What this conference brought to the fore is that we are called upon as a whole to choose the right ones forward and to tread with purpose.

THE NEWLY ELECTED IAU ADMINISTRATIVE BOARD (2022-2026)

met for a first full Board Meeting at the IAU headquarters on UNESCO premises, in Paris on 16 and 17 March, and defined the future action plan of the Association.

The Board had the pleasure to meet the representatives of their country to a nice lunch at UNESCO headquarters and to welcome Stefania Giannini, the UNESCO Assistant Director General Education to the gathering. She reaffirmed the strong cooperation and historical bonds between UNESCO and the IAU.

IAU 2023 INTERNATIONAL CONFERENCE

The IAU looks forward to convening its Members and the higher education community during the upcoming International Conference, hosted by Qatar University, Doha.

HIGHER EDUCATION WITH IMPACT: THE IMPORTANCE OF INTERCULTURAL LEARNING AND DIALOGUE

In his keynote address at the IAU International Conference in 1990, the UNESCO Director-General Federico Mayor Zaragoza, declared that "universality and diversity are not to be construed as opposition, but rather a dialectic, which has as its synthesis interdependence". More than 30 years later, this message is more important than ever.

Universities provide excellent environments to foster intercultural learning and competence which embraces diversity, treasures differences and is necessary for graduates to thrive in a globalised world. It enhances their appreciation and respect for the other and leads to a more forceful commitment to human rights, democracy, the rule of law, and building peace. The IAU 2023 Intercultural Conference will explore how universities around the world promote and support intercultural learning and dialogue, the impact geopolitics is having on this goal, and the broader implications it has for our society.

Engaged intercultural learning and dialogue is crucial for addressing the complex challenges humanity and the world is facing – many of which are synthesized in UN 2030 Agenda – Transforming our World and the 17 associated Sustainable Development Goals (SDGs).

Universities have a key role to play in establishing a sense of interconnectedness, in building intercultural competencies, and in nurturing intercultural understanding and collaboration through teaching and learning, collaborative international research and community engagement. Such approaches will contribute to building global citizenship and social responsibility within and beyond national borders.
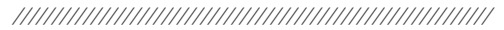
The IAU offers a truly global platform to many voices from around the world to reflect on how best to connect different perspectives and knowledge systems. Intercultural learning and dialogue is part of the Association's DNA since its creation by UNESCO in 1950; it informs fundamental academic values and underpins the UN Universal Declaration of Human Rights.

The theme of this conference cuts across the IAU priority areas of work: globally engaged and value-based leadership, fair and inclusive internationalization, higher education and research for sustainable development, digital transformation of HE for society and the global common good.

One of the strategic interests of both Qatar University and the IAU is to shape alliances between cultures and contribute to fostering understanding between them through research, scholarly publications, and other initiatives. The host will showcase their work in these areas at the conference.

The Conference will bring together perspectives from different regions and countries on how intercultural learning and dialogue enhances or can enhance the relevance of higher education and its impact on society while nurturing a culture of peace.

Check out the themes and get involved !

The Intercultural Imperative in a de-globalizing World?

In an ever-fragmented world, how can higher education institutions foster intercultural ties and learning for the end of building global citizenship, peace and social responsibility – within and beyond national borders?

UN Agenda 2030: a transcultural framework with multiple solutions?

What is required to build fair and inclusive cooperation and exchange, glocalised research projects and initiatives and reinforced community engagement in support of the UN Agenda and the Sustainable Development Goals?

The complexities of leading globally engaged universities

How to navigate the contextual and political dimensions of university leadership as champions of critical thinking and places of enhanced intercultural knowledge? In the defence of core academic values and the common good, what does values-based and globally engaged leadership entail?

Interconnectedness and intercultural competencies in teaching and learning

What does it take for HEIs to systematically establish a clear sense of interconnectedness, build intercultural competencies, and nurture intercultural understanding and collaboration through teaching and learning? What are the key challenges in this process and the aspirations for the way forward?

Opening Knowledge for Humanity in an Interconnected World

How can universities contribute to the implementation of the UNESCO Recommendation on Open Science? How to address obstacles such as traditional merit systems which are closely tied to impact factors with metrics implicitly shaping science? Which systemic and cultural changes are required to open up knowledge for humanity in an interconnected world?

The Impact of Geopolitics on the Future of International Cooperation

Todays' geopolitical tensions challenge transform the way in which countries engage with each other politically, economically, culturally and socially. How can HE contribute to counter these trends, develop new dynamics and build bridges beyond divides?

Paving the way towards Open Science – the role of universities?

Can Open Science overcome inequalities in academic publishing, democratize access to knowledge and breakdown epistemic silos? Are universities ready to reform their systems, build capacities and incentivise their staff to engage in Open Science?

Moving beyond mobility – broadening the scope of Internationalization

The dominant model of internationalization of higher education is driven by an economic interests. This model is neither equitable nor sustainable, therefore the question is: how can internationalization be beneficial to all societies around the world?

Deliberate Interdependence: what do we give up – what do we gain?

It is one of the interesting tensions of the system that universities compete while collaborating with each other. What does it take to cooperate, rationalise and synergise more decisively and share institutional resources more radically and globally?

Contribute to the conversations, join the IAU International Conference in Doha!

Register now:
www.IAUDoha2023.net

About the host: Qatar University

جامعة قطر
QATAR UNIVERSITY

Since its inception in 1977, Qatar University (QU) continues to serve as Qatar's primary institution of higher education and has become today a beacon of academic and research excellence in the region.

QU is committed to providing high-quality education in areas of national priority. Underpinning this commitment is the goal to align its colleges, programs and courses with established international standards and best practices. As a result, QU has been successful in its accreditation initiatives, earning the endorsement of numerous leading international accrediting bodies through its eleven colleges.

QU is advancing its goal to become a leader of economic and social development in Qatar through collaborations and partnerships with industry, government, academia, business and civil society in Qatar and beyond.

IAU ACTIVITIES RELATED TO ITS STRATEGIC PRIORITIES

Internationalization

IAU promotes internationalization for society and the global common good - internationalization which allows different voices from around the world to be heard; which helps students to grow as responsible citizens, promoting research collaboration to find answers not only to pressing global challenges but also at national and local level.

THE FUTURE OF INTERNATIONALIZATION IN A CHANGING WORLD

The world is continuously changing. Speaking about change could be relevant at any given time of human history. However, in the last years, different events led to profound transformations which had a substantial impact on higher education and especially on internationalization of higher education. Some of these events were sudden and unexpected, while others could have been anticipated. Different events also had different impacts, some were intense but temporary, others were mild but longstanding. What makes it particularly interesting and important to discuss the future of internationalization today is that these different events have happened in a relatively short timeframe and their effects are intertwined.

In the past few years, particularly five events have had a substantial impact on internationalization of higher education: the COVID-19 pandemic, the digital transformation, the quest for sustainable development, the changing geopolitical context and societal demands. As these are interlinked, it is almost impossible to debate one without mentioning the others.

Much has already been written about the COVID-19 pandemic and its effects on internationalization of higher education, so it is not worth repeating the whole debate in this article. Yet, three years after the outbreak of the pandemic and at a time where the global health situation seems more or less under control, it is worth stressing that many of the disruptions that COVID-19 brought to internationalization activities were temporary and that most activities have resumed. A typical example is student mobility, which, in numbers, has now returned to pre-pandemic levels in many countries in the world. However, it does not mean that everything is as it used to be. The pandemic brought transformations that are longstanding and even when things appear to be back to what they used to be, in reality, important differences can be seen. One example is the rationale for internationalization: while the recruitment of international students for economic reasons continues after the pandemic, it

is now clear that this model of internationalization is unequal and unsustainable.

The digital transformation has not completely revolutionized educational systems or even led to the disappearance of HEIs, as some people predicted during the pandemic, but it has brought substantial transformation. Virtual means of collaborating have

© iStock / Franck Reporter

IAU STRATEGIC PRIORITIES
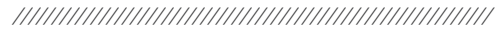
led to new partnerships between different HEIs around the world and collaborative teaching methods such as virtual exchanges and collaborative international online learning (COIL) are now more common and have contributed to place increased focus on internationalization at home at many HEIs. Virtual means of communication have also transformed the way students and HEIs communicate between and among them.

The quest for sustainable development, which was dramatically slowed by the pandemic, is more urgent than ever. Too often the link between internationalization and sustainable development is reduced to a simple narrative around mobility and environmental protection. This is an important but not exhaustive debate, a more holistic approach to both internationalization and sustainable development is being adopted by many HEIs around the world. For instance, several HEIs are framing their strategies using the United Nations Sustainable Development Goals and seeing internationalization as a means to help achieve sustainable development.

The changing geopolitical context is having a major impact on internationalization. The deglobalization process – accelerated by the COVID-19 pandemic and coupled with more interventionist policies from states, leads to less institutional autonomy, especially in terms of partnerships and particularly for research partnerships. Such political pressure might be both direct, through the introduction of new rules and regulations limiting partnerships with HEIs in certain countries, or indirect, as a kind of societal pressure to avoid collaborating with partners in certain countries by promoting a negative narrative, discouraging partnerships, or suggesting using extreme caution when collaborating with HEIs in certain countries.

The political context is one form of societal pressure that HEIs are navigating, but there are also other societal demands. The pandemic exposed the

unequal nature of internationalization which in turn has led to more voices against these inequalities. This happens both at the macro and micro level. At macro level, for instance, the decolonization movement demands internationalization to move away from colonial internationalization to one that allows HEIs to be globally engaged without losing their local specificity and values. At the micro level, different minorities and marginalised individuals are demanding more inclusion and equity in internationalization. HEIs all around the world are called to respond to these demands when developing their internationalization strategies and activities. Topics such as diversity, equity and inclusion, and social justice are high in the internationalization agendas of many HEIs around the world.

In January 2023, the International Association of Universities launched the sixth edition of the global survey on internationalization to gather data on these trends and transformations. The results of the survey will be published in the second half of the year and will contribute to better understanding how internationalization is evolving around the world, but also to inform the debate on the future of internationalization. Hopefully, it will also contribute to reaffirming internationalization as a process that can serve society and the global common good.

Make sure to contribute to:

THE 6TH IAU GLOBAL SURVEY ON INTERNATIONALIZATION
The Future of Internationalization of Higher Education

Deadline: 16 June 2023

GET INVOLVED

⊕ **Planning to revise your internationalization strategy and activities?**
ISAS (2.0) is there to support you!

As mentioned above, the world has changed because of the COVID-19 pandemic, the digital transformation, the quest for sustainable development, the changing geopolitical context and societal demands. In this new context, strategies and activities in internationalization need to be revised and rethought.

HEIs can benefit from the external expert view offered by IAU's Internationalization Strategy Advisory Services ISAS (2.0) as part of the process of rethinking internationalization and the related strategy.

With different services tailored to the different needs of institutions, ISAS (2.0) offers support to HEIs regardless of their level of engagement with internationalization.

To know more about the experience of HEIs that already undertook an ISAS (2.0) you can read the ISAS impact evaluation study and report (https://iau-aiu.net/IMG/pdf/isas_report-compressed.pdf)

FOR MORE INFORMATION, please contact:
Giorgio Marinoni at g.marinoni@iau-aiu.net

Higher Education and Research for Sustainable Development

Universities play a key role advocating, educating and leading the way for a more sustainable future. For many years, IAU has been fostering actions for sustainability in support of Transforming our world: the 2030 Agenda for Sustainable Development and the related Sustainable Development Goals.

A CHANGING WORLD: UNIVERSITIES OPENING THE DOOR TO A MORE SUSTAINABLE FUTURE

Since the early 1990s, the IAU has advocated for the key role higher education can play for a more sustainable future, supported by two IAU Policy Statements that translate this commitment: the IAU Iquitos Statement on Education for Sustainable Development (2014) and the IAU Kyoto Declaration on Sustainable Development (1993). The Association supports and informs the Transforming our World: The 2030 Agenda for Sustainable Development and is part of the UNESCO Education for Sustainable Development (ESD for 2030) initiatives. Through engagement with members at events, through publications, and providing tools and visibility through the IAU HESD Global Portal, a platform collecting higher education's actions for Sustainable Development (SD) since 2012, learning opportunities, momentum for change, and positive impact for SD are created.

In a changing world and transforming higher education landscape, universities' impact on society and the environment and the key functions they fulfil are increasingly questioned and not sufficiently acknowledged. Teaching and learning, research, community engagement, as well as partnerships, are fundamental areas that can contribute to progress toward the Sustainable Development Goals (SDGs). Many universities prioritize both Sustainable Development and Internationalization, but as processes that are often addressed separately. IAU fosters a synergetic approach to these two mutually reinforcing processes.

The IAU launched the report of the third global survey on Higher Education and Research for Sustainable Development (HESD) in January 2023. The survey, conducted in 2022, received 464 responses from 120 countries (3% from the Middle East, 3.9% from North America, 15.7% from Latin America and the Caribbean, 17.9% from Africa, 29.7% from Asia and the Pacific, and 29.7% from Europe). The findings reaffirm that higher education and partnerships are essential to address the global challenges identified in the UN 2030 Agenda and the

IAU HESD Global Cluster members at the 16th IAU General Conference

SDGs and to build a more sustainable future together. Higher Education Institutions (HEIs) are in a key position to foster engagement with SD by adopting a whole-institution approach (WIA) to Teaching and Learning, Research, and Community Engagement, thus triggering a fundamental transformation of a sector that impacts society as a whole. The survey was conducted in collaboration with the following main partners: ASEF (Asia-Europe Foundation), Crue (Conferencia de Rectores de Universidades Españolas), MECCE (The Monitoring and Evaluating Climate Communication and Education Project), which led to the inclusion of specific questions on the concept of Climate Change Education (CCE) In a similar manner, questions with a focus on policy frameworks, incentives for HEIs and tools provided by governments, suggested by ASEF, helped feed into a study report on Mapping the SDGs in Higher Education, which analysed IAU HESD data alongside data from ministries in the Asia-Europe region.

Today, and as one of the outcomes of the UN Transforming Education Summit in September 2022[2], the attention in the education policy sphere seems to be shifting back to 'greening' (for SD, the Campus, Curricular, Mobility programmes *et al.*).[3] It is critical to question what this shift implies and to what extent this renewed focus on the environmental dimension of SD might leave out the importance of the social, economic and cultural dimensions of a sustainable transformation. If "greening the

2. See also: https://transformingeducationsummit.sdg4education2030.org/

3. See also: https://www.unesco.org/en/education-sustainable-development/greening-future

campus" has the potential to initiate constructive discussion throughout the university and with society, universities must also continue to engage more structurally with SD. In particular, the practice of mobility programmes is to be evaluated against the background of its environmental impact, and the added value of physical rather than virtual mobility should more consistently be measured. But the debate should not resume to questioning whether or not 'to fly or not to fly' when engaging in international activities and consider only the environmental dimensions of this question. Instead, weighing internationalization and SD activities needs to go deeper and be seen as complementary and not opposing dynamics at a university. For the second time in November 2022, IAU was a partner in the Sustainable on the Go virtual conference,[4] organised by York University, discussing the **intersection between sustainability and internationalization** with experts and students from universities around the globe. Internationalization is more than simply mobility, and a sustainable and inclusive internationalization strategy is called for. Likewise, SD at the university should be implemented at the whole institution, not be limited to cutting carbon emissions and 'greening' the campus initiatives. The SDGs offer a holistic approach and are increasingly used as a framework that allows to combine environmental, social, cultural and economic dimensions of the transformation needed towards a more sustainable future.

On this matter, the IAU Global Survey enquired about respondents' understanding of concepts related to the 2030 Agenda and SDGs, with more than 60% of respondents indicating that they have intermediate or expert levels of knowledge. However, challenges to applying this knowledge are caused by a lack of funding, decentralised structures within universities, and a lack of leadership support. The survey results further reaffirm that HEIs are in a unique position to foster engagement with SD by taking a holistic approach to activities around sustainability and SDGs at the university. This trend is also reflected at the global level, with over half of the respondents indicating that their institutions engage with the SDGs in at least two out of the following core activities: education and teaching/learning, research, community engagement, and campus initiatives. These four dimensions are crucial to incorporating a WIA, and HEIs have started to move towards the transformation in all of them. Unsurprisingly, the SDGs most addressed at HEIs are *SDG 4: Quality Education, SDG 5: Gender Equality, SDG 10: Reduced Inequalities, SDG 13: Climate Action, and SDG 17: Partnerships*. However, the results reflect that HEIs are working with all SDGs through different areas of institutional engagement.

Many examples of this WIA can be found among the IAU Global HESD Cluster members – a network created by the IAU in 2018 to exchange good practices for the SDGs and bring forward universities' engagement with the goals. The dynamics of the IAU HESD Cluster encourage action on the different SDGs by having 16 universities each lead a subcluster of universities from all 5 continents. These subclusters or networks of 'satellite' universities develop projects around 'their' SDG. The Cluster facilitates cooperation, peer-to-peer learning, joint events, and the sharing of good practices for SD. Furthermore, the work of the IAU HESD Cluster is brought to the attention of international organisations or governments through IAU's advocacy work.

The recent IAU HESD Survey report provides data on the current state of HEIs' institutional approach(es) to SD and shows the global commitment and responsibilities of HEIs towards the 2030 Agenda and SD more generally. IAU HESD initiatives, especially examples of good practice in the Cluster Network, can point the way how to engage with SDGs. This is a starting point for further research, but more importantly for action.

---

4. See here: https://yorkinternational.yorku.ca/sotg/

GET INVOLVED and support IAU HESD:

⊙ **Read the IAU HESD Survey Report, presenting data from 464 institutions globally:**
https://www.iau-aiu.net/Publications

⊙ **Learn more about the IAU HESD Cluster in the Strategy and Working Plan 2022-2024 here:**
https://www.iau-hesd.net/sites/default/files/documents/iau_hesd_working_plan_and_strategy_2022.pdf

⊙ **Contribute to the IAU Global Portal on HESD and share your initiatives with the global higher education community:**
www.iau-hesd.net

⊙ **Engage with IAU on twitter** @IAU_HESD

FOR MORE INFORMATION, please contact:
Isabel Toman at contact@iau-hesd.net

Digital Transformation of higher education

The digital transformation of society is inevitably reshaping the higher education sector and it impacts the way HEIs operate at all levels, from governance to teaching and learning, from the content of curricula to knowledge production and research activities. The IAU supports institutions in this process of transformation that higher education institutions are reacting to, interacting with and shaping to remain relevant in increasingly digitalised societies.

OPENING UP SCIENCE IN AN INTERCONNECTED WORLD

The importance of Open Science was reaffirmed in discussions during the IAU 16th General Conference in Dublin (see page 2) and in the IAU 2022 Policy Statement: Transforming Higher Education in a Digital World for the Global Common Good, adopted at the same conference. The Open Science movement has been developing for several decades, yet, the recent normative instrument – the UNESCO Recommendation on Open Science, has created new momentum.
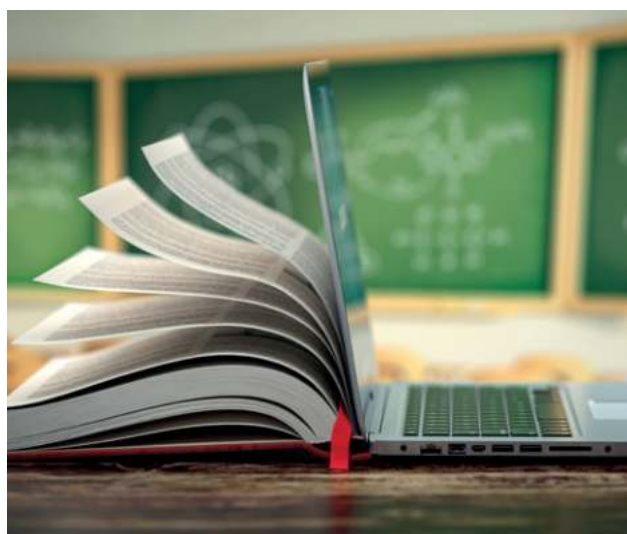

Figure 1 – Definition of Open Science

Open science *"is defined as an inclusive construct that combines various movements and practices aiming to make multilingual scientific knowledge openly available, accessible and reusable for everyone, to increase scientific collaborations and sharing of information for the benefits of science and society, and to open the processes of scientific knowledge creation, evaluation and communication to societal actors beyond the traditional scientific community. It comprises all scientific disciplines and aspects of scholarly practices, including basic and applied sciences, natural and social sciences and the humanities, and it builds on the following key pillars: open scientific knowledge, open science infrastructures, science communication, open engagement of societal actors and open dialogue with other knowledge systems"* [5].

WHY DO WE NEED OPEN SCIENCE?

Science constitutes an essential pillar of society for examining, analyzing and understanding world phenomena, to develop new knowledge and insights, and to explore opportunities for addressing the challenges of today. As many of the pressing societal challenges – environmental, social and economic – are interconnected, they cannot be solved at the national or local level alone. The purpose of Open Science is to foster more transparent, collaborative and inclusive scientific practices, and to make new knowledge more accessible and verifiable; to ensure more equitable access to science and knowledge and to enhance international research collaboration.
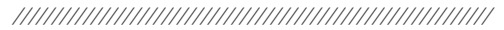

© shutterstock / Maxx-Studio

Open Science is also a mechanism that can contribute to reducing inequalities. **Figure 2** includes overview by region of the contributions to and investments in science based on the UNESCO Science Report from 2021[6]. It demonstrates clear trends of inequalities particularly for Africa and LAC, both in terms of their global share of publications, re-searchers and expenditure on research and development. In Asia the figures are higher, but this is due to a few countries in the region, and do not necessarily reflect the situation throughout Asia. To find sustainable solutions to the challenges of our time, it is essential that all countries contribute to knowledge production, that it is shared beyond borders allowing it to be adapted to the local level.

Opening up access to academic publications and data can contribute to capacity building, increasing access to expertise, and being able to reuse and adapt data and information for analysis in different contexts. It also represents an important potential to underpin teaching and learning.

WHY IS THE MOVE TOWARDS OPEN SCIENCE COMPLEX?

Although Open Science would serve society at large, the shift remains complex for many reasons.

---

5. UNESCO Recommendation on Open Science 2021(accessed 23/1/2023).

6. UNESCO Science Report 2021 (accessed 23/1/2023).

Figure 2

	Share global of publications (%)	Share of global researchers (%)	Share of Global Gross domestic expenditure on R&D (%)	Share of global population (%)	Share of global GDP (%)
	2019	**2018**	**2018**	**2018**	**2018**
North America	23.18	18.11	27.35	4.78	17.69
Latin America and the Caribbean (LAC)	5.26	3.56	0.73	8.36	7.63
Europe	34.92	31.02	22.08	10.88	24.84
Africa	3.5	2.5	1.01	16.71	4.95
Asia	48.01	44.52	45.72	58.73	43.68
Oceania	3.74	0.3	1.12	0.53	1.21

Lacking incentives for researchers and the power of commercial publishing houses

Change is complex because it means breaking with tradition. Today, reward systems and career advancement for researchers depend to a large extent on the number of publications, particularly in prestigious journals which often belong to commercial publishing houses. This applies both to early-career researchers as well as established researchers who need to maintain research grants for their work. *"…the negative effect of various bibliometric indicators in the evaluation of individual researchers cannot be understated. The counting of papers indexed by large-scale bibliometric databases […] creates a strong incentive for researchers to publish in these journals, and thus reinforces the control of commercial publishers on the scientific community."*[7] According to different studies, the top three commercial publishers account for 55% of the global journal market share. They can use this position to control pricing and studies estimate exorbitant profit margins, between 30-40%[8].

Competition versus collaboration

In a context of rising conflicts and instability, geopolitics also impacts upon science and the possibilities for international research collaboration. While the main focus is to open up access to scientific knowledge, the UNESCO Recommendation also recognizes the limitations: *"Access restrictions need to be proportionate and justified."*[5]. The problem is that interpretations of these exceptions listed in the Recommendation can differ according to countries or contexts. In a period of faltering democracies, rising autocracies and questioning of science, national politics and interests can also interfere with the aims of Open Science.

Finally, it is not only political interests that can affect the process of opening up access to scientific knowledge; economic interests can also hamper the process. Research results can represent business opportunities that can lead to access being restricted. Vaccine production during the pandemic is one example of how commercial interests can outweigh humanitarian ones. There is still room for improvement in the balancing act between international collaboration and competition.

HOW CAN UNIVERSITIES CONTRIBUTE TO CHANGE?

There is no single road to Open Science. Yet, there are several areas where institutions can take action:

- Make Open science an institutional priority and invest in initiatives that support organizational change. For example, revising policies to include incentives for open research and data.
- Build capacity and increase awareness about Open Science and address issues of concern such as legal and ethical aspects around privacy, intellectual property and open licenses.
- Contribute to connecting and building infrastructure to support Open Science practices and make use of or develop repositories for information and data sharing.
- Participate in international research collaboration that will facilitate data sharing and management practices both nationally, regionally and globally.

The conversation does not end here. The IAU is setting up a global expert group of peers to analyse transformations, discuss suitable scenarios and share lessons learned. Universities have an essential role to play to shape the transformation toward Open Science.

> **GET INVOLVED**
>
> ⊜ **Access the IAU Policy Statement**
> https://www.iau-aiu.net/New-IAU-Policy-Statement
>
> ⊜ **Express interest** in joining the IAU Expert Group on Open Science www.iau-aiu.net
>
> **FOR MORE INFORMATION, please contact:**
> **Trine Jensen at** t.jensen@iau-aiu.net

---

7. Sci Ed 2020; 7(2): 149-155. https://doi.org/10.6087/kcse.210 (accessed 23/1/2023).

8. Singh, Ranbir: Democratizing knowledge: Open Science in a Closed World, Article 12 in *IAU Horizons*, May 2021 Vol. 26, N°1.

IAU KNOWLEDGE HUB

New IAU Publications

IAU HESD Survey Report: *Accelerating Action for the SDGs in Higher Education*

The report presents the findings and analyses trends from the third global survey on Higher Education and Research for Sustainable Development (HESD). IAU conducted the survey in 2022 and received 464 responses from higher education institutions in 120 countries. The findings show that higher education and partnerships are essential to address the global challenges identified in the UN Agenda 2030 and the Sustainable Development Goals (SDGs) and to build a more sustainable future together. Furthermore, the survey looked closer at partnerships, leadership and strategy for SD and the relatively new concept of Climate Change Education (CCE).
Download the report on www.iau-aiu.net/Publications

Shaping the future of Teaching & Learning and Internationalization

In 2022, the International Association of Universities (IAU) launched the Report *Higher Education One Year into the COVID-19 Pandemic*. The findings of this report revealed to what extent Teaching and Learning (T&L) and Internationalization activities had been disrupted by confinements and other physical distancing measures. These findings led to the development of a qualitative research project placing focus on specific aspects of transformations in T&L and Internationalization.
The results of this qualitative research project show to what extent the exceptional experience HEIs during the pandemic has generated changes and transformations that remain beyond the pandemic, as the project was conducted at a time where HEIs were no longer forced to rely on digital technologies to continue their operations. The findings are divided into two sections focusing on the impact of T&L and Internationalization respectively.
Download the report on www.iau-aiu.net/publications

Higher Education Policy (HEP)
HEP 35/4 – December 2022

The final issue of 2022 presents a number of papers that, amongst others, discuss quality assurance in Nordic higher education and its relevance and for the welfare state, the influence of professional higher education associations on discourse of internationalization in the US, university reforms in Turkey during the single party era, the role of higher education in social mobility in South Korea.

HEP 36/1 – March 2023

The first issue of HEP for 2023 looks at topics dealing with anti-bullying policies at Australian universities, social inclusion of refugees in higher education in Norway, implementation of Chinese policy on private universities, the effect of social background on choice of field of study in Israeli higher education, revenue diversification in Malaysian public universities, and how toxic behaviors of leaders could cause harm for women and universities in South Africa. You can consult the full list of articles and abstracts here: https://link.springer.com/journal/41307/volumes-and-issues

For further information, please contact:
Nick Poulton at n.poulton@iau-aiu.net

IAU Annual Report 2022

The Annual Report provides an overview of our activities and initiatives implemented in 2022, together with relevant facts and figures. It illustrates how the IAU has engaged its worldwide Membership structured around the four strategic priorities namely, Leadership, Internationalization, Sustainable Development, and Digital Transformation. The report also includes information about the 16th IAU General Conference, the results of the elections of the IAU President and Administrative Board, the adoption of the policy statement on *Transforming Higher Education in The Digital World for the Common Global Good* and the advancement of Agenda 2030 through the global IAU Cluster on Higher Education for Sustainable Development (HESD) as well as many more accomplishments.
Download the report on www.iau-aiu.net/Annual-reports

IAU WORLD HIGHER EDUCATION DATABASE (WHED)

World Higher Education Database

In collaboration with:

UNESCO
United Nations
Educational, Scientific
and Cultural Organization

A UNIQUE GLOBAL REFERENCE PORTAL, FREELY ACCESSIBLE ONLINE

The IAU's World Higher Education Database (WHED) is a unique reference portal, freely available online, that lists authoritative information on accredited higher education institutions (HEIs) in some 196 countries and territories; it also provides comprehensive information on national education systems and credentials.

As the WHED only includes officially verified information provided by national competent bodies (Ministries, HE Commissions, UNESCO Delegations etc.) it is regarded as a trusted source of information on accredited HEIs. **It is continuously updated and currently lists over 20,000 HEIs and this number is growing each year. It is the only official source of information on HEIs at the global level; it is maintained in collaboration with UNESCO.**

Ultimately, the mission of the WHED is to facilitate international understanding of different systems, foster exchange, and a more fluid circulation of knowledge and talent, while fostering global trust in HE systems.

The WHED and its relevance for recognition and credential evaluation

The WHED is also a key resource for the **UNESCO** *Global Convention on the Recognition of Qualifications concerning Higher Education*, which has recently come into force, as it can facilitate academic and professional mobility. Credential evaluation and recognition systems have been in operation in some shape or form as long as universities have existed. It was quite common for students to go and study at various universities, each time equipped with letters from their professors attesting to their accomplishments.

Today, with far more international academic movement and across a far more heterogeneous student-demographic, credential evaluation and recognition draw on extensive policy frameworks and data exchange to assess an applicants' qualifications. Perhaps the most active agencies operating in this area are the ones connected to the ENIC-NARIC network (European Network of Information Centres in the European Region and National Academic Recognition Information Centres in the European Union).

The ENIC-NARICs have been a long-standing partner of the WHED and they collaborate closely in terms of data exchange

and policy-making. A recent joint IAU/ENIC-NARIC survey (with a high response rate), showed that just over a third of ENIC-NARICs stated that they use the WHED data on either a daily or weekly basis. Moreover, more than 92% regarded the listing of accredited HEIs in the WHED as either important or very important for their work. The listing of education systems was also much appreciated as a source of orientation and background information as it lays out the respective idiosyncrasies of every national education system.

Of particular interest to the IAU was the question of whether a searchable archive would add value to the services the WHED provides to HE stakeholders. Nearly 90% of approval makes it clear that a diachronic approach would be of much use to assess the higher education landscape more generally, and the world of accreditation in particular. The IAU is currently reviewing the technical implications and architecture of this project to serve higher education stakeholders by providing historical information on HEIs in addition to the current snapshot of the higher education landscape that the WHED provides today.

The digitalisation of higher education data

Each institution in the WHED has a **unique identifier – the Global WHED ID** – to help facilitate identification and thus recognition more easily. Unique identifiers have become essential for clear and unambiguous digital identification of accredited HEIs and the Global WHED ID is gaining recognition and attention as the only global identifying system available within higher education data provision and credentials recognition.

The **Global WHED ID** can be easily integrated and used for recognition and quality assurance purposes. This unique identifier has been integrated into HR systems, student tracking and applications systems, and used by researchers to track expansion and trends in higher education.

As the only global database that provides unique identifiers and degree information for all accredited HEIs, the WHED plays an important role in the qualification recognition process and it is a major player that authorities, higher education providers, and students will benefit from.

For more information, please contact:
Andreas Corcoran at a.corcoran@iau-aiu.net
and see whed.net

IAU Membership News

IAU is pleased to welcome 17 new Members from 14 different countries into its global community. We are grateful to all our Members for their incredible support and engagement.

The IAU Strategy 2030 reaffirms the strategic priorities for actions as:

- Globally-engaged and Value-based Leadership
- Internationalization for Society and the Global Common Good;
- Higher Education and Research for Sustainable Development;
- Digital Transformation of Higher Education.

Sign up for the Newsletter and follow IAU on social media to receive updates from IAU on activities and to be informed of opportunities for engagement. Make sure to share news or updates that would be of interest around the world to be published in the News from Members section on the IAU website.

For questions about membership, contact membership@iau-aiu.net

IAU-AIU @IAU_AIU

Institutions

University of Mostar
Bosnia and Herzegovina
www.sum.ba

University of Victoria
Canada
http://www.uvic.ca

CMR University
India
www.cmr.edu.in

Anant National University
India
www.anu.edu.in

GLA University
India
www.gla.ac.in

University of Messina
Italy
https://international.unime.it/

Kansai University
Japan
https://www.kansai-u.ac.jp/English/?stt_lang=en

Graduate University of Mongolia
Mongolia
gradedu.mn

Portucalense Infante D. Henrique University
Portugal
https://www.upt.pt

Abrar University
Somalia
www.abrar.edu.so

Luleå University of Technology
Sweden
www.psbu.edu.kh

University of Manouba
Tunesia
www.uma.tn

Lesya Ukrainka Volyn National University
Ukraine
vnu.edu.ua

Dnipropetrovsk State University of Internal Affairs
Ukraine
http://dduvs.in.ua

Higher Colleges of Technology
United Arab Emirates
https://hct.ac.ae/en/

Indiana University Purdue University Indianapolis
United States of America
IUPUI.edu

Affiliate

Education Sub Saharan Africa
United Kingdom
info@essa-africa.org

NOT YET A MEMBER?

Join the growing global higher education community now!
More information on https://iau-aiu.net/Join-IAU
Contact: membership@iau-aiu.net

IAU KNOWLEDGE HUB

IN FOCUS
The Future of Internationalization in a Changing World

by **Trine Jensen**, Manager, HE & Digital Transformation, Publication and Events, and **Giorgio Marinoni**, Manager, HE and Internationalization Policy and Projects

Internationalization of higher education is not a new theme, but one that remains high on the agenda of many higher education institutions and governments around the world. Unfortunately, there is very often a tendency to adopt a reductionist approach towards internationalization by focusing on international mobility alone. While this is an important aspect of internationalization, it is only one among others, and moreover, one that remains an opportunity for a few.

Yet, over the past few years the 'business as usual' of internationalization has been severely challenged. Firstly by the COVID-19 pandemic that put a halt to international mobility and secondly by current geopolitical tensions and shifts towards increasing nationalism in many countries. One may even ponder whether we are entering an era of deglobalization while facing global challenges such as climate change, access to energy and food resources, diseases and pandemics, to mention but a few. In this context, internationalization of higher education may become more important than ever before, although more complex to implement.

Against this backdrop, the 'In Focus' section is devoted to **the Future of Internationalization in a Changing World.** How will we see the role of internationalization develop beyond the pandemic and in a world of rapid change? To what extent are we returning to the 'old normal' or alternatively, what is the potential for a 'new normal'? Which external factors and silent drivers will impact the future of internationalization and what must be a priority for institutions when shaping it?

We have posed these questions to internationalization experts around the world and we thank them sincerely for accepting to share their thoughts, concerns, as well as their ambitions for the future.

In a world of increasing complexity and multiplication of approaches to internationalization, one of the themes that we see is an important call for caution regarding the concept of internationalization. There is a need for a shared understanding to avoid the notion becoming diluted by a mixture of different approaches and interpretations.

Several authors discuss how to enhance the international experience at home through the curriculum and other initiatives. The pandemic unintentionally pushed institutions to innovate, test and run new projects, particularly using digital technologies to sustain and enhance collaboration across countries. Many authors reflect on the lessons learned and on how to strike the right balance between digital and in person activities for internationalization moving forward.

The process of digital transformation is not the only one that is intertwined with internationalization; the agenda towards sustainable development also comes into the mix. The potential synergy between the aims of the sustainable development agenda and the process of internationalization are debated in several articles. This is also closely tied to questions of inequalities and the need to ensure that the positive outcomes of internationalization become mainstream rather than a benefit for the lucky few.

These are merely examples of the various important aspects that are discussed in this series of **25 articles** covering all regions of the world. Some articles address the topic from a global and conceptual perspective, some provide experiences from regional, national or institutional perspectives, while others address specific themes of internationalization. The combination constitutes an important collection of the dimensions that must be considered to understand what is at stake for the future of internationalization.

IN FOCUS

IN FOCUS

01 Internationalization of higher education: new paths and new destinations?

by **Eva Egron-Polak**, *Former Secretary General of the International Association of Universities (IAU)*

> "Universities are spaces of discussion, debate, critical thinking and analysis. They can be venues of confrontation between vastly different, if not opposing, perspectives and worldviews. In the current era, it is imperative that they remain a space for learning to resolve such conflicting views peacefully."

Internationalization of higher education, as almost all processes, is continuously evolving. The trajectory is influenced by a number of developments whose impact is still unfolding. Among these, I would underline a few, starting with the COVID-19 pandemic. Though chronologically not the most recent, it has been nevertheless, very impactful on internationalization in which academic mobility, especially of students, has been the most visible, most frequently used and most often recommended implementation strategy. This model has been highly impacted by the pandemic and, to some extent, the aftereffects of this impact persist.

A second disruptive set of forces that is changing the discourse related to internationalization in many parts of the world, are social movements such as the de-colonizing or indigenization of higher education considerations that have swept many countries and have been prominent among academics. The Black Lives Matter and MeToo movements are also raising numerous questions about the underlying assumptions and practices that still prevail in many institutions, including universities. More generally, the strong emphasis on Equity Diversity and Inclusion (EDI) policies in many nations, raises broad issues of social justice and the role of universities at home and abroad in redressing inequities and protecting rights.

The rise and prevalence of populist politics with their penchant for undermining trust in science, reliance on fake news and often promoting xenophobic attitudes also play a major role in coloring the atmosphere in which universities operate and which operate in universities, thus influencing internationalization strategies. The now, year-long war in Ukraine, perceived most especially in Europe as an attack on democracy worldwide, has also demonstrated the fragility of the geopolitical balance and how quickly alliances can shift.

Finally, the last but by no means least important development in this non-exhaustive list of forces impacting on higher education policies, including internationalization, is the strong awareness and acceptance of the imperative to address sustainable development challenges. As universities rightly claim and play their role as actors of change in this arena, they question their purposes and methods in pursuit of various policies, including internationalization and especially academic mobility with its undeniably great carbon footprint.

The impact of these various forces (and others too numerous to mention here), is different from country to country or in different world regions. However, in light of this changed context, voices in many universities, no matter where they are, are interrogating the benefits brought by internationalization so far, and the purposes of this process going forward. There is no denying that the idealized view that internationalization would bring about international understanding, intercultural sensitivity, respect and appreciation for diversity, while improving the quality of knowledge and learning, has not been fully realized. Indeed, there are those who view the ways in which internationalization of higher education has been implemented by most universities in the global north (dominated by focus on student mobility, led by commercial interests, pursuing prestige and using English as an almost exclusive language of cooperation, etc.) as having been instrumental in creating more inequalities, more friction and in some ways reinforcing the power structures that protect a single (Western) worldview, to the detriment of diversity, equity and cultural sensitivity and understanding.

So, what policies and strategies can be expected as internationalization evolves over the next few years? Perhaps the upcoming 6th edition of the IAU Global Survey on Internationalization will provide a glimpse of the changes underway. Here, let me simply speculate on possible trends, based on some anecdotal discussions with a few university leaders and scholars, some recent publications and my own wishful thinking.

While the focus on international mobility of students remains, and is likely to remain high, the Pandemic certainly served to demonstrate that technology and online interaction can serve as a highly effective complement and, at times, even as a useful substitute to physical mobility for students. There is no going back from this experience which can only enrich internationalization options, especially as online material and pedagogy continue to improve and create approaches that are truly interactive and successfully engage diverse learners. This trend, alongside continued efforts to internationalize the curriculum, may bring about the much-needed broadening access to international education to more learners everywhere.

The pressure to integrate issues of social justice; race; human rights; ethics; inclusiveness; democratic principles and the multiplicity of dimensions of sustainability into higher education policies will also color universities' redefined purpose of

IN FOCUS

internationalization and choices in the pursuit of partnerships. Some universities are considering new ways to define excellence, including in research, recognizing that values-based approaches are key, and that universities carry a social responsibility locally as well as globally. Thus, the measures of success in internationalization might slowly shift away from the mainly quantitative indicators to more difficult, but essential qualitative examination of the impact of various strategies on learning, on research, and on collaboration with external stakeholders at home as well as in the partner universities.

Universities are spaces of discussion, debate, critical thinking and analysis. They can be venues of confrontation between vastly different, if not opposing, perspectives and worldviews. In the current era, it is imperative that they remain a space for learning to resolve such conflicting views peacefully. As each HEI develops its mission and strategy to reach its vision, many voices, and many policy agendas need to be reflected. This is equally true for internationalization policies. How well universities will meet this challenge of integrating various, equally important perspectives and policy agendas into a coherent strategy, and what goals they will prioritize, will determine the internationalization trajectories. They will also determine the level of 'ownership' within universities and in society. Yet, in the current context, it would be unconscionable to reduce attention and commitment to global engagement and international cooperation among higher education institutions. Finding new paths and critically examining the destinations may, however, be in order.

02 A Complex World Demands an Internationalization *for* Complexity

by **Elizabeth Buckner**, *Assistant Professor of Higher Education at the Ontario Institute for Studies in Education (OISE) at the University of Toronto, Canada*

For many decades now, universities have embraced internationalization as a key priority. They developed strategic plans and implemented activities and initiatives across their organizations.

The key *premise* of the current approach to internationalization is that it is something that *universities do:* universities are the locus of action. This approach is in line with the very influential approach of comprehensive internationalization.

Moreover, the key *promise* of internationalization is that once universities decide to tackle it, it is relatively straightforward: integrating international perspectives into curricula; recruiting international students; and pursuing cross-national collaborations.

> **Recently, however institutions' internationalization efforts have been directly affected and undermined by a confluence of global pressures including rising nationalism and authoritarianism, war, and political backlashes against neoliberal austerity, forcing universities to re-think the future of their internationalization projects and activities.**

By 'doing' internationalization in this way, the promise is that universities are diversifying their institutions and preparing graduates to work and live in globally inter-connected societies.

In this framework, the first assumption is that the more activities we do, the better we are at internationalization. To prove that we are moving in the right direction, we identify concrete outcomes and measure our students and graduates on these outcomes.

The problem with this is that when we treat internationalization as something to be *done* at the organizational level, we focus more on the extent of the activity, making sure to document it in indicators, and less on the mindsets and relationships that underpin the activity. Often the activity gets divorced from the original purpose and intent of the activity in the first place. For example, too often, those of us in universities measure our internationalization efforts simply by how many international students we enroll without ensuring they are treated as full and equal members of our campuses and communities. This is why I have long argued that we need to embrace internationalization not as something that *universities do*, but something where the locus of action is actually the individual – and our goal as university actors is to encourage all the individuals in our campus communities to adopt a lifelong commitment to self-reflection and the unlearning of stereotypes and biases.

The second key assumption we often make about internationalization is that it could be accomplished through relatively straightforward activities within our institutions. At the end of the Cold War, internationalization promised to be the educational equivalent to globally integrated markets. Internationally-aware and integrated student bodies were meant to prepare students to be workers in internationally inter-connected labor markets. This liberal humanist vision of internationalization assumed that *by* supporting inter-cultural understanding, we might even promote peace between peoples. Internationalization's original theory of change assumes that by educating for international awareness and inter-cultural competence, we *could* effectively prepare our students for the complicated and inter-connected world of their futures.

Recently, however institutions' internationalization efforts have been directly affected and undermined by a confluence of global pressures including rising nationalism and authoritarianism, war,

and political backlashes against neoliberal austerity, forcing universities to re-think the future of their internationalization projects and activities. The era when a liberal and democratic world order was ascendant seems over. The hope that interconnected economies and societies might prevent conflict and war is belied by the realities of geopolitics.

In the wake of these events, it is clear that we need to re-think the theory of change that underpins our current approaches to internationalization. The fundamental premise of internationalization – namely, that awareness, understanding, and competencies can prepare us to compete and thrive in an inter-connected world now seems like hubris.

We don't know what war, what natural disaster, what global pandemic is next. And we cannot really predict what each new challenge will ask of us. The reality is that we will never be informed enough or prepared enough for the world of the future. From the vantage point of 2023, the future seems to promise only more complex and intractable challenges, including climate crisis and climate migration.

The complexities of the future demand an internationalization for, and in, a more complex and complicated world. The future of internationalization must be an internationalization for a world with more grey zones, or at least, one that we now recognize as not so black-and-white.

Internationalization for the future must prepare us to not only understand the world outside our national borders, but also, to accept that there are some things we will likely never understand. This internationalization must no longer promise inter-cultural awareness and competence as the solutions to complexity but must also educate students to face intractable cross-cultural differences and enduring injustices and inequalities that will not be resolved in our lifetimes. In the future, internationalization must no longer claim to prepare students for the future, but rather, to fortify them for it. I see this future of internationalization as focused less on skills and competencies and more on the contemplation of values and responses to realities that seem overwhelming.

03 Internationalization, evolving towards more inclusiveness and equality?

by **Hans de Wit**, *Professor Emeritus and Former Director of the Center for International Higher Education, Boston College, US & IAU Senior Fellow*

In 1995, Jane Knight and I wrote that there is no simple, unique or all-encompassing definition of internationalisation of the university and that it is not helpful

> **By being sloppy in its use, internationalization of and in higher education has become an obstacle instead of a solution to the future of higher education, and it is too easy to blame external factors and actors. Both scholars and policy makers need to be more clear about what they mean by internationalization and what the context is in which they use that meaning of internationalization and its different dimensions.**

for internationalisation to become a 'catch-all' phrase for everything and anything international. In 2018, twenty three years later, we wrote that that notion is probably even truer now and that internationalization has become a very broad and varied concept, including new rationales, approaches, and strategies in different and constantly changing contexts. Rumbley et al (2022) also note that "internationalization in higher education is a multifaceted and evolving phenomenon. It touches on a wide scope of issues and can be defined in a multitude of ways" (19).

It is these two dimensions, *multifaceted* and *evolving*, that are key characteristics of the internationalization of higher education; and one can add, also of several of its components: study abroad, international students, internationalization at home, transnational or cross-border education, digitalization, the use of terms like 'global citizenship', and so on.

Problematic sloppiness

Internationalization is not one model that fits all, its diversity is institutionally, locally, nationally and regionally defined, and it has changed and evolved over time in response to changing contexts and challenges. This adaptation to historical and geographical contexts is one of its strengths but at the same time it is, together with its multifacetedness, its major obstacle, as the meaning of 'internationalization' has been used by stakeholders in a diverse range of – in several cases even strongly opposing – meanings and policies. In other words, over the past five decades there has been a problematic sloppiness in the use of internationalization in the context of higher education, mixing and confusing the 'why' (the rationales for internationalization), the 'what' (its programs and actions), the 'how' (its organization), the 'impact' (its outcomes), the 'whom' (partnerships) and ignoring the 'where' (its context).

Challenges and opportunities post-pandemic

While the COVID-19 pandemic in 2020-2021 seemed to create a stimulating attitude for international collaboration in research and education, the current geopolitical tensions and increasing nationalism in the world have drifted higher

education away from international collaboration and exchange towards isolation and division. At the same time, the pandemic in combination with technology provided new opportunities for academic cooperation and exchange and a stimulus for a counter reaction to the competition paradigm, which over the past two decades emerged but waited for a momentum to move from principle to action. Movements like 'Internationalization at Home', 'Internationalization of the Curriculum', 'Comprehensive Internationalization' and 'Internationalization for Society', try to shift the focus on internationalization for all students, not exclusively for the small percentage of mobile ones. A new generation of scholars is challenging the view of internationalization dominated by Anglo-western perspectives and forms of knowledge.

Although these appeals do resonate in words, in practice the focus continues to be on internationalization abroad, mobility. The Covid-19 pandemic, and increasing concerns about climate change, inequality in society as well as geopolitical tensions, ask for a different approach to internationalization.

A change in emphasis

Jones and de Wit (2021) observe that, "far from becoming globalized in the sense of homogenization, internationalization strategy continues to develop beyond traditional understandings." (44). Thondhlana et al (2021) argue that "issues of decolonisation, de-radicalisation and de-imperialisation are necessary for healthy international interdependence and mutual respect of sovereign nations" (598).

One should not ignore these positive potentials of internationalization in higher education, including the increasing awareness of more inclusive and environmentally friendly alternatives such as virtual exchange and collaborative online international learning to decrease the inequality in its dimensions.

By being sloppy in its use, internationalization of and in higher education has become an obstacle instead of a solution to the future of higher education, and it is too easy to blame external factors and actors. Both scholars and policy makers need to be more clear about what they mean by internationalization and what the context is in which they use that meaning of internationalization and its different dimensions. Internationalization as a process can be contributing to inclusiveness and equality only by being more clear on its meaning, rationales, programs and its organization, as well as its impact in the local and global context.

IN FOCUS

04 The Future of Internationalisation is Trauma-Informed
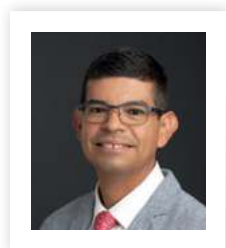
by **Gerardo Blanco**, *Academic Director of the Center for International Higher Education at Boston College, USA.*

The future of internationalisation in higher education is contingent rather than guaranteed, as the COVID-19 pandemic made evident. Therefore, the future of internationalisation requires deliberate decision-making and intentional action. Recognising the contingency of internationalisation's future implies accepting that universities around the world are one natural disaster away from closure, and that students and academics are one government transition or armed conflict away from displacement. This calls for trauma-informed approaches to internationalisation and university leadership that is both closely connected to local communities and that embraces hospitality as a core value.

Trauma-Informed Internationalisation

Futures cannot be disconnected from the past, and all foreseeable futures for internationalisation are post-pandemic. While one could wish to mask the scars left by the pandemic, current internationalisation strategies need to account for lingering disruptions, but also for internalised hesitation to in-person encounters. Even the most gregarious students and academics may be out of practice when it comes to engaging with some of the common in-person networking approaches, such as conferences. This does not mean, on the other hand, that everyone in our institutions is already well-versed with technology-mediated internationalisation strategies, like virtual exchange and collaborative online international learning (COIL).

Technology is an enabler for a less carbon-intensive internationalisation, but it is also a significant source of generational and resource divides. Even under ideal circumstances, technology for internationalisation purposes can be a significant source of anxiety, as we seek to maintain virtual connection across multiple platforms and time zones, which results in endless notifications around the clock, and extending the limits of the workday beyond what is reasonable or healthy.

Trauma informed internationalisation does not mean moving away from internationalisation on the grounds of the collective trauma that the pandemic has caused. On the contrary, it involves accepting that burnout is a real possibility as we try to work together, and that different cultures have different norms for processing trauma. A trauma-informed approach to internationalisation also involves embracing the painful, but also valuable, opportunity of having a shared experience and the opportunity to re-process experience across cultures.

> 66 The future of internationalisation of higher education requires accepting the vulnerability and precarity of individual universities, but also the enormous power of collective mobilisation. 99

Centring Empathy and Hospitality in Internationalisation

Empathy is recognised as a core intercultural competency, and the promotion of intercultural competencies is a major rationale for the internationalisation of higher education. A trauma-informed approach to internationalisation, therefore, requires teaching compassion as a fundamental disposition for intercultural contact. Some of the most consequential events for higher education after the pandemic, to name a few: The Taliban return to power in Afghanistan and its devastating effects on the education of women, the Russian invasion of Ukraine, and the devastating earthquakes in Syria and Türkiye remind us that heartbreak can be around the corner. These and many other tragedies over the past several months also serve as examples of how universities can be catalysts for international solidarity and for the mobilisation of societies to welcome displaced students and academics and to speak against injustice.

The future of internationalisation confronts us with instances of displacement in the immediate aftermath of forced stasis. Under the demands of this new internationalisation, universities around the world need to lead by example in moving their societies to open doors for displaced populations, and to mobilise resources to assist regions experiencing hardship. Empathy at the individual level translates into solidarity at the societal level, and universities are only able to promote these values if they have close collaborative ties with the local communities that sustain them.

Viable futures for Internationalisation

In the present moment, nearly all manifestations of internationalisation can constitute triggers that elicit traumatic experiences. Individuals may have negative associations toward in-person and technology-mediated experiences, which then require empathy and respect for the individual and cultural ways to handle trauma. Therefore, charting a course for the future of internationalisation needs to be focused on core values before determining specific strategies.

The future of internationalisation of higher education requires accepting the vulnerability and precarity of individual universities, but also the enormous power of collective mobilisation. This itself should be a significant rationale for internationalisation: The capacity to co-operate for agreed-upon goals. Trauma-informed internationalisation also involves recognising that, while trauma is never desirable, it can be a source of empathy, common experience, intercultural learning, and growth.

05 Does internationalization of the curriculum have a post-pandemic future?

by **Betty Leask**, *Professor Emeritus, La Trobe University, Australia*

The concept of 'internationalization of the curriculum' (IoC) and its companion 'internationalization at home' (IaH) have been discussed in many different forums and across multiple media for over 20 years. Both concepts emerged at around the same time in Australasia and Europe in the 1990's and have developed concurrently since (Leask, 2015; Beelen and Jones, 2015). Both are driven by a belief that the internationalisation of higher education has for too long focused on the wrong things. In the global south on mobility as its 'summation' (Morosini et al, 2017) and therefore the most important internationalisation activity, yet accessed by a very small number of students, being poorly integrated into state policies and having little positive impact on quality (Gacel-Ávila et al 2017). In the global north it has been focused too much on easily measurable outputs, such as numbers of students engaging in mobility programs, numbers of international students or classes taught in English and global ranking indicators of internationalisation, rather than on improving the quality and relevance of education for all students in an increasingly divided, 'supercomplex' world (Barnett, 2000; Leask 2023). Both IoC and IaH are focused on the development of the whole person, on teaching and assessing all students' international, intercultural and global learning and connecting the research, service and education agendas of institutions in ways that benefit not only individuals, but also their local communities (and ultimately the global community). There are obvious affinities with comprehensive internationalisation, the internationalisation of higher education for society and higher education for the global common good. While much work was done prior to 2020 on the theory and practice of IoC at home, the pandemic forced universities to reconsider how to engage in internationalisation given mobility was no longer an option. There were various responses to this situation. One was to put staff and student mobility programs on hold. Another was to investigate the potential of Virtual Exchange or Collaborative Online International Learning (COIL) programs. Yet another was to introduce or increase efforts to IoC at home, using approaches, models and resources that had been developed in the last 25 years.

In May 2020 my colleague Wendy Green and I asked the question, 'Is the pandemic a watershed for internationalisation?' Although the pandemic is still not over, borders have opened and people are once more free to travel. Hence it is timely to consider the future of IoC in a post pandemic world, what we have learned and what the future might hold, at a time when the collective sigh of relief from the global north is almost deafening as 'the world gets back to normal' (for some), mobility programs recommence

> ❝ **How strong is our commitment to providing all students with access to a high quality, state-of-the art internationalised education experience for the global common good? How prepared are we as a global collective to embrace what has until now been on the margins, as the 'new normal' for internationalisation?** ❞

for staff and students and international educators are once again able to meet in person to work, learn and socialise.

What did we learn during the pandemic?

Three important lessons are relevant to considering the future of IoC.

First, while quality online teaching and learning has benefits, it also requires teachers and learners to acquire new technical skills and knowledge. Access to equipment and the support to use it for teaching and learning are neither consistent nor universal.

Second, I sense a sharper awareness of how human connection and collaboration with diverse others contributes to learning, not just in class as part of the formal program of study but also online, on campus and in community-based activities related to the formal and informal curriculum. We missed a lot of these opportunities, and we're keen to get back to them.

Third, as well as the pandemic, the war in the Ukraine, growing tensions in other regions of the world, and slow progress in achieving the Sustainable Development Goals have raised awareness of the importance of all future graduates having the capacity to live and work as citizens and professionals in a world that is at once interconnected and increasingly fragile and divided.

The New Normal

To improve on the past, and avoid more of the same requires that we consider these lessons as we approach IoC in the coming years. In the new normal, IoC must be more than it has been in the past – a niche activity, lauded in policy, enthusiastically embraced by a minority of staff and institutions but regarded by many as a simple activity and/or someone else's responsibility. This means abandoning the 'old normal' which ignores that the privileging of mobility will only increase inequality locally and globally. Efforts and resources are required to increase the capacity of all graduates to assist their workplaces and local communities to deal with global threats and contribute to the global common good.

The IAU states: *Whatever future society may look like internationalization of higher education will remain relevant and of enormous value. However, it has to be implemented according to*

its definition; it has to be for all, ethical, and societal benefit must be its ultimate goal (IAU, p.9). IoC offers a viable way to ensure the relevance and value of internationalisation for future society; it can afford students with opportunities to challenge dominant paradigms, empower them with the mindsets needed to imagine new possibilities and develop their capacity to achieve them. IoC is an efficient and effective driver of change because it is anchored in the science of pedagogy, teaching and learning and encourages students and faculty to imagine new possibilities for their life and work, and for the world (Leask, 2023).

Establishing IoC for all students will require three long-term actions. First, the provision of high-quality opportunities for academic staff and teachers to develop their capacity to internationalise their programs, recognising that it is a multi-dimensional, situated activity involving many key actors and stakeholders, moral commitment and informed practice (Whitsed & Green, 2015). Second, deeper engagement with the complexity of internationalising all students' learning by national and institutional leaders and policy-makers. Third, a more outward-looking approach, moving away from an instrumental self-interested approach to internationalising the university/institution, towards internationalisation for society as a moral obligation of the institution and a global social responsibility (Jones, Leask et al, 2023).

In summary, the future of IoC depends on two big questions:

- How strong is our commitment to providing all students with access to a high quality, state-of-the art internationalised education experience for the global common good?
- How prepared are we as a global collective to embrace what has until now been on the margins, as the 'new normal' for internationalisation?

06 Resilience as a concept in higher education internationalisation

by **Peter-André Alt**, *President and* **Marijke Wahlers**,
Head of Department International Affairs The German Rectors´ Conference, Germany

I. The concept of resilience

There is much talk these days about new expectations for the internationalisation of the higher education sector.

If the debate is to be well-founded, stronger conceptual considerations are needed, which have been largely absent from the debate so far. In what follows, we will attempt such conceptual grounding with the help of an approach that has proven fruitful when applied to the tasks and missions of higher education: the concept of resilience, as developed by the American psychologist Charlie Edwards nearly 15 years ago. Edward's 4-R model defines the following four core elements of a resilient society:

- Robustness, i.e., the ability of a system to withstand stresses;
- Redundancy, i.e., the existence of alternative ways for a system to perform vital tasks;
- Resourcefulness, in the sense of a system's ability to respond persistently and creatively to a damaging event (agility & adaptability) and
- Rapidity, meaning a system's ability to respond and regenerate quickly in the event of a disaster.

The following section outlines how the concept of resilience can be applied to future-proof the internationalisation of higher education institutions.

II. Resilience in internationalisation

Only a truly international university will be sustainable in the long run and will fulfill its most important missions, namely to qualify its students as globally responsible citizens and to conduct research for the further development of societies. This guiding principle was formulated by the German Rectors' Conference (HRK) in its international strategy. Even and especially in times of crisis, it is in universities' own interest to continue their international commitment. Only in global cooperation can researchers succeed in finding answers to global challenges, formulating new findings and pointing the way out of the crises of our time. Nevertheless, in view of profound societal changes – national, regional and global – and against the backdrop of growing risks, vulnerabilities and challenges in international higher education cooperation, it is necessary to make the central areas of action more robust and thus fit for the future. This is where the concept of resilience comes into play.

"Robustness" in internationalisation

To increase its robustness, the internationalisation of universities must be viewed in the context of comprehensive institutional risk management. This involves examining existing internationalisation activities in research and teaching, as well as the governance structures on which they are based, for existing challenges and risks, and developing reliable strategies for robust and thus future-proof internationalisation.

In teaching, an important focus should be on the holistic quality management of cross-institutional teaching projects: In the future, teaching must incorporate international and intercultural perspectives to an even greater extent, thus educating students to become responsible citizens. In research

> **" Given the increasing restrictions on academic freedom in many countries around the world, it will be more necessary than ever to reflect and proactively safeguard institutional values as a basis for international collaboration. "**

and innovation, scientific, ethical and legal standards as well as data security issues must be taken into account in joint projects. In addition, it is important to establish transparent rules for sharing research infrastructures and unimpeded access to jointly generated research data.

Given the increasing restrictions on academic freedom in many countries around the world, it will be more necessary than ever to reflect and proactively safeguard institutional values as a basis for international collaboration. Institutional partnership and risk management must be established that can respond flexibly to new (geopolitical) developments. In international collaboration, it is important to ensure a partnership approach to cooperation. In doing so, the interests of one's own university must not be lost sight of and institutional values must not be compromised. This requires continuous partnership management, which must be anchored in the governance structures of the universities. Institutional communication strategies must also be reformulated if the university is to be able to communicate quickly and effectively in a crisis. Last but not least, the triad of environmental, social and economic sustainability should be considered as an integral part of an institutional internationalisation strategy in terms of robust internationalisation.

"Redundancy" and "resourcefulness" in internationalisation

The need for redundancy through alternative options and creativity in dealing with new challenges is evident in all areas of internationalisation. Increasingly integrated models of cooperation with foreign partners require the resolution of legal issues of cooperation on an equal footing, for example in the design of joint appointments and the establishment of transnational structures and processes. At the same time, it is a matter of placing the funding of institutional internationalisation activities on a broader basis. The criterion of redundancy can also be applied to the selection of international cooperation partners. Even if it makes sense to define a limited number of strategic partners, the range of cooperation partners should be sufficiently broad and diversified to make it easier to shift the focus of cooperation in the event of (geo)political changes.

Also in the spirit of redundancy and inventiveness, the potential of interactive forms of teaching and learning for international cooperation will be even better exploited through the increased use of digital tools in internationalised teaching. Here, it is important to further develop the technical-regulatory framework in a targeted manner in the coming years. Finally, due to the

obligation to use our natural resources sparingly, it will be important to actively promote forms of virtual and blended mobility for students, lecturers and researchers. This will not only be a matter of adapting subject-specific didactic concepts, but also of appropriately adapting the regulatory framework of internationalisation, for example questions of residence rights and social security, to these new developments.

"Rapidity" in internationalisation

Speed is a function of the other characteristics of resilience. Reduced investment in resilience, lack of redundancy in systems or processes, and failure to develop capabilities that support resourcefulness will result in taking longer to respond to emergencies and damage. The above actions will result in universities being resilient to both minor and major disruptors to internationalisation and able to respond swiftly and appropriately to changes in their environment. Not only should university internationalisation be made more resilient and regenerative, i. e. more effective in the sense of a good ratio of input to outcome and output, but universities must be enabled to act quickly and flexibly in the sense of learning organisations, thus taking advantage of the many opportunities internationalisation offers.

Resilience, redundancy, resourcefulness and speed – intra-university exchange about the related necessities to further institutional internationalisation will lay the foundations for a common understanding of truly lived internationality and interculturality.

07 The future of internationalisation in a changing world: Erasmus Student Network perspective
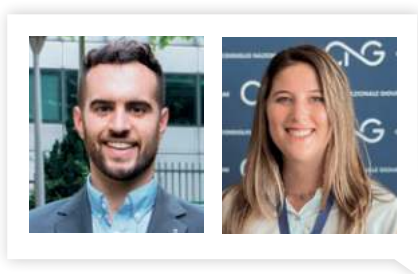
by **Juan Rayón González**, *President* & **Sara Tagliabracci**, *Global Mobility Coordinator, Erasmus Student Network*

Internationalisation is fundamental in life: it prepares students and educational institutions to become global citizens and operate in an increasingly interconnected and complex world. No other opportunity than student mobility offers a bigger "bang for your buck", in terms of impact on participants, communities and Higher Education Institutions (HEIs) and systems.

It is especially interesting to start this reflection with the "why" behind student mobility. Latest data from ESN's flagship research project, the ESNsurvey, shows that students are

> ❝ The majority of students who come back from mobility want to have more international experiences and are interested in living outside their home country, and they feel keener on topics such as climate change, human rights, international conflicts, and global citizenship, as well as feeling more of a European identity. ❞

driven to go on mobility for a variety of reasons, such as the opportunity to learn in different environments, connect with new people, and live in a foreign country. By offering international studies and the possibility of participating in exchange programs, HEIs ensure that students better understand different perspectives and ways of thinking. There are interesting differences between students and trainees: for the trainee cohort, career development is also a large factor for those pursuing mobility, as they seek to expand their professional prospects and networks.

Nonetheless, despite internationalisation being a more prominent feature for the leadership of HEIs, not many students see direct benefits from it. Participation rates remain really limited in learning mobility – in the case of the countries of the European Higher Education Area, data from 2020 shows that the rate remains below 10% on average. That is why it is important to reflect on the challenging aspects of internationalisation of higher education and how they relate to broader societal trends, such as social cohesion and the importance of inclusive societies.

Widening participation in international opportunities is at the core of ESN's work. We see inclusive internationalisation as fundamental, and we try to connect international opportunities with social mobility and civic engagement. This is the reason why understanding why students don't engage with these opportunities is so important to us. As part of the Social Inclusion and Engagement in Mobility project, the partners developed a "social model" to inclusion in mobility, which identifies three types of barriers that prevent students from engaging in international opportunities: institutional barriers, connected to the way in which the programmes and funding schemes are built; environmental barriers, concerning society and the resulting obstacles depending on the place of origin; and attitudinal barriers, regarding lack of support and consequently of recognition of the value of a mobility experience. Results show that only through a barriers-based approach, internationalisation would be more qualitative and accessible to everyone, even for those whose participation is not directly affected by those obstacles: the regulations of the programmes should be changed, in order to allow the access of underrepresented student groups to mobility opportunities; environmental barriers should be tackled by providing access for everyone to clear and detailed communication and support regarding mobility. It is fundamental to overcome disinformation and therefore make students aware of all the mobility opportunities they have.

A key component of increasing the overall impact of internationalisation is to focus on a less visible but crucial part of student learning and the creation of an increasingly global society: internationalisation at home. It is an approach to learning that makes sure that different types of students – both those who are studying abroad and those who are staying in their home country – are included in the learning process. It encourages them to gain an understanding of international and intercultural perspectives through participating in research projects, as well as virtual informal activities, virtual collaborations, that make students improve their communicative and social skills: in shared teaching activities and assignments, students are encouraged to collaborate and exchange with those from different backgrounds, both domestic and international. This helps to promote intercultural dialogue and exchange, while fostering greater understanding of globalisation, migration, and cultural diversity.

What can be done to boost internationalisation at home? Most of the attention has been focused on the role of virtual tools and changes in the curricula, but the role of civic engagement has, from our perspective, been overlooked. The ESNSurvey shows, that at the end of a mobility period, most participants expressed a desire to help other students become mobile, such as through associations, ambassadorships, or being a buddy. However, less than 20% said they felt encouraged to do so by their home universities, that is why HEIs should promote more reintegration activities and involvement in 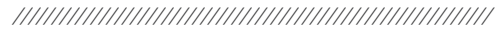alumni communities through the help of student associations. The majority of students who come back from mobility want to have more international experiences and are interested in living outside their home country, and they feel keener on topics such as climate change, human rights, international conflicts, and global citizenship, as well as feeling more of a European identity. For these reasons, it can be concluded that internationalisation brings so many benefits to today's society; it stimulates people to feel like active citizens, promoting greater participation in democratic life. So why not work together among institutions and civil society organizations to facilitate the process of internationalisation in education?

08 The Light of the World: The Student and Global Citizenship
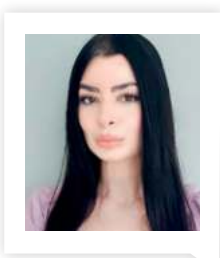
*by **Ellen R. Dixon***, *Steering Committee Member, Global Student Forum*

Lernfreiheit: The Light of the World

In the 19th century, William von Humbolt's education reforms enshrined *lehrfreiheit* (freedom to teach) and *lernfreiheit* (freedom to learn) within higher education. American

> **Education is resilient and organic, not reified in buildings, funding models, or practices *but in the student's freedom to engage in education itself.***

philosopher, Charles Sanders Pierce, stated this made universities "the light of the world". This light was the freedom of the educator to teach unencumbered, and the student's ability to explore their education. These freedoms reinforced the essence of the "university": an Anglo-French term related to the Latin *universus* meaning "whole" or "universal" order.

The university for the student has always been universal because of this ability to explore. Students from across the Muslim world travelled to study at the oldest university, the University of Al-Karaouine; early universities Bologna, Oxford and Paris provided a model for European higher education. Students' studies have always transcended borders, with French scientist, Louis Pasteur, claiming: "Science knows no country because knowledge belongs to humanity, and is the torch which illuminates the world." Such is the origin of higher education's role in public diplomacy, where "soft power" from students' exchange of knowledge, contributes to multilateral agreements between nations, and between universities.

Internationalisation: Global Citizenship or Commercialisation?

In the contemporary era, the internationalisation of higher education has been framed as:

> *the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education.*[1]

Such integration endorses students' physical and intellectual exercise of *lernfreiheit* by developing a student's global citizenship. This citizenship is what UNESCO considers a 'sense of belonging to a global community and a common sense of humanity' [2]. It proposes students can assume local, regional and global roles to address global problems. This citizenship is civic understanding concerning the social, political, cultural and economic dimensions of learning, making human rights more accessible on and off campuses.

Yet in this era, internationalisation is synonymous with privatisation and commericialisation. This originates from the belief that idealism and instrumental rationalism can be integrated. An idealistic position upholds the values of a democratic world where knowledge is accessible to all. Meanwhile, national economic goals drive transnational and supranational cooperation of governments and organisations, regulating cross-border student mobility and quality assurance.

Such internationalisation has then evolved to focus less on exploration and global citizenship, due to the predominance of an hegemonic global economic discourse. This discourse is due to the neoliberal marriage of commercialism and higher education, and closely related to deregulation, marketisation and corporatisation. In this context, students were made the passive recipients of education "products" as "consumers" of learning. Students' citizenship has been reduced to the biopolitical pantomime of rote testing, disposable or canceled scholarship, self-monitoring, limited recognition of democratically elected student bodies, and the normalisation of impoverished living. [3]

Internationalised Futures: Student Citizenship At Risk?

Despite this, the neoliberalisation of the university should not be thought of as the only factor impacting students' global citizenship. Education is currently populated by global crises, from attacks on academic freedom, to the rise of disinformation, or ethical questions in relation to AI. Increasing interstate warfare and the climate crisis are displacing students, while the pandemic reinforced inequality between and inside countries:

The pandemic has exposed multiple levels of inequalities that in higher education include differential treatment of students based on their background, closed access to knowledge and research results, unevenness in global patterns of research collaboration, and lack of access to the basic requirements of digitalized higher education such as devices, internet access, and electricity. [4]

The flow of student mobility, the demand for strategic international cooperation and competition, and the influence of rapid technological developments, i.e. MOOCs or AI, create questions regarding what higher education should look like today. This cacophony of global developments is underpinned by one overarching existential question that one dares not ask: *is the campus dead?*

But perhaps this is the wrong question. Learning for students has always focused on the exploration 'of knowledge, identity, culture and engaged citizens [...] far beyond the classroom'. [5] Such an education is resilient and organic, not reified in buildings, funding models, or practices *but in the student's freedom to engage in education itself.*

Students expect to come from across the world, be taught by travelling academics, and create their own global democratic structures to uphold their pursuit of "the light of the world". Such is not done to simply address the global labour market, but instead seeks a citizenship that combats existential crises by encouraging students not to look for a "knowledge" but "knowledges".

These "knowledges" are the celebration of the multiplicity and diversity of humanity, which the student argues is *what makes the exploration of learning possible in the first place.*

09 UNESCO's Qualifications Passport: A Game-Changer for Forcibly Displaced Individuals Seeking Higher Education

by **Min Zhang**, *Project coordinator, Section for Migration, Displacement, Emergencies, and Education in the Education, UNESCO*

Despite the growing mobility of international students, access to higher education remains elusive for the majority of forcibly displaced individuals. According to recent UNHCR data, only 6% of people of concern have been able to obtain tertiary education, with financial, linguistic, and emotional barriers among the key challenges. But perhaps the biggest obstacle is the lack of recognition of prior learning of forcibly displaced populations, which prevents them from accessing higher education in host countries.

In a bid to address this issue, UNESCO has upscaled the Qualifications Passport (UQP) program beyond the European region. The UQP is a globally standardized document that provides a common recognition methodology across countries and the world. With the UQP, a forcibly displaced person can have their qualifications recognized when traveling to another country.

The UQP aims to facilitate the recognition of the qualifications of forcibly displaced populations when there is insufficient documentation. This recognition enables them to pursue further studies at tertiary and higher education levels and access potential employment opportunities in the host country and beyond. UNESCO piloted the project in 2019 and has since proved the methodology scalable worldwide.

Moving beyond the pilot stage, UNESCO plans to implement the UQP through a whole system approach, anchoring the recognition methodology within existing national mechanisms to strengthen the host country's institutions' capacity and empower them to support the inclusion of forcibly displaced populations. This approach weaves a network for all relevant national qualifications and/or recognition authorities to connect and practice the common methodology and share their experiences from various country contexts.

Thanks to the great support provided by various national authorities, including the Zambia Qualifications Authority, Ministry of Education, the Ministry of Home Affairs and Internal Security, and the Ministry of Labour, Social Security, a successful implementation experience in Zambia has enabled the establishment of an ecosystem at the national level, ensuring coherence and consistency of inclusion policies for

> **Universities and other higher education institutions shall need adequate support and empowerment to serve as enablers for a more inclusive internationalization of higher education.**

the forcibly displaced population in various areas of action. Higher Education Institutions, including Cavendish University Zambia, University of Lusaka, and Chalimbana University, have recognized the UQP as a validated document for the admission application procedure. Within the past six months, nine UQP holders have received admission letters in various programmes at the bachelor and master levels, with more positive results expected to come soon.

To consolidate pathway opportunities for UQP holders, UNESCO is collaborating with various international and regional actors, including the Council of Europe, UNHCR, World Economic Forum, and the World Bank. With regard to the project's expansion, discussions are ongoing with relevant Higher Education authorities from Kenya, Uganda, Iraq, Qatar, Zimbabwe, and Türkiye.

In addition to the UQP, UNESCO is developing an evidence-based policy monitoring framework for implementing relevant inclusive policies for the forcibly displaced populations. This work includes data infrastructure mapping to understand the gaps in data monitoring for forcibly displaced populations at tertiary and higher education levels. Additional work is needed to improve the data system at the national level.

A more inclusive internationalization of higher education also implies the need for adequate, sustainable financial support at the institutional level. As more than 74% of refugees are hosted in low- and middle-income countries, solutions must be identified locally. Strengthening collaboration with national higher education authorities is crucial for implementing inclusion policies at the national and institutional levels and providing a supportive learning environment for the displaced youth. This includes adequate support beyond financial and academic, such as social and mental support, network building, and language support.

The World Bank report on *Steering Tertiary Education: Toward Resilient Systems that Deliver for All* (2021) has well observed that "decades of insufficient and ineffective investment in postsecondary education and the advanced skills developed through higher learning opportunities have only exacerbated global equity gaps". It is high time for "the development of effective, equitable, efficient, and resilient tertiary education systems and institutions" (World Bank, 2021).

As the only UN agency with a mandate in higher education, in 2021, the UNESCO *Paris Declaration: A Global Call for Investing*

in the Future of Education urges "all governments to develop strategies to increase resources for education and use these resources effectively to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UNESCO, 2021). As well stipulated by the 2020 Global Education Monitoring report "to rise to the challenges of our time, a move towards more inclusive education is non-negotiable – failure to act is not an option" (UNESCO, 2020).

In fine, enhancing the recognition capacity through globally standardized tools like the UQP could foster a more inclusive internationalization of higher education, to include the forcibly displaced and marginalized populations into the higher education institutions. The crisis of the Covid-19 pandemic has highlighted the systemic fragilities in higher education institutions, and pressing need for increased investment and systemic strengthening, not only in developed countries but also in developing and underdeveloped ones. Universities and other higher education institutions shall need adequate support and empowerment to serve as enablers for a more inclusive internationalization of higher education.

10 Key compass points for the future: foregrounding purposefulness, coherence and agility
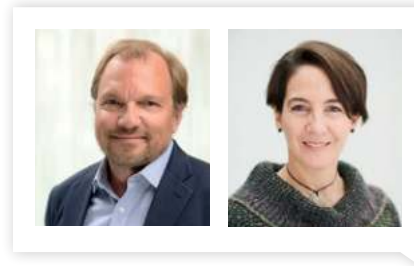
*by **Piet Van Hove**, President, European Association for International Education (EAIE) Senior Policy Advisor for Internationalisation, University of Antwerp & **Laura E. Rumbley**, Associate Director, Knowledge Development & Research, European Association for International Education (EAIE)*

In recent years it has become clearer than ever that it's impossible to predict the future. We don't know where we will stand 5, 10 or 20 years from now, or even next year. We do, however, have a compass to guide us. Our direction of travel and our ambitions are based on the values and ideals which underpin our work in internationalisation of higher education. Focusing on "key compass points" will help to ensure we move in directions that align with our best hopes and aspirations for what internationalisation can deliver to our higher education institutions (HEIs), systems and the societies they serve.

Importantly, those hopes and aspirations are highly contextual. The future of internationalisation will – and *should* – play

out differently in different institutions, countries and regions around the world. From our vantage point in Europe, we perceive a number of developments and imperatives that will be particularly important in shaping how we approach this work. Notably, **purposefulness, coherence** and **agility** stand out for us as key compass points guiding our way toward the future of internationalisation.

Moving with purpose

In Europe, as elsewhere, the higher education sector is operating in complex and fast-moving environments. Leveraging internationalisation to meet the challenges and opportunities of these dynamics requires purposeful planning and action. There is no 'business as usual'. This is particularly important in a context in which many policymakers see HEIs as integral to long-term social, political and economic well-being across Europe. For example, the European Commission's (2022) *European Strategy for Universities* articulates a key role for HEIs in terms of "supporting our European way of life", ensuring the success of the European Union's (EU) "twin green and digital transitions", and helping to drive "the EU's global role and leadership".

Rightly so, the achievement of ambitious agendas in these areas is perceived to be possible only through "closer cooperation with and between Member States, universities and other stakeholders." The EU's focus on "transnational cooperation between universities" is perhaps nowhere more evident than the European Universities Initiative (European Commission, n.d.), but even more broadly across the region, some perceive a "decidedly networked future'" (Ferencz & Rumbley, 2022) whereby collaborative engagement stands as a fundamental reality and imperative of internationalisation in Europe for the foreseeable future.

Continuing to define and refine the sense of common purpose with regard to the future of internationalisation in Europe will be an important ongoing task. Equally crucial will be the ways in which the sector operationalises that shared sense of purpose. Bringing together allies in more systematic thinking – and holding them together in purposeful, collaborative action – will be essential.

Coalescing around a coherent narrative

Purposeful, collaborative action around internationalisation will clearly be important to the future of higher education in Europe. However, that work cannot reach its full potential without the articulation and ongoing strengthening of a responsible and coherent narrative for internationalisation. Such a narrative will ideally enhance clarity and shared understanding among stakeholders, as well as build long-term support for this vital work. Notably, the definition of internationalisation of higher education has evolved over the years, and the scope of the field has grown to include a very diverse set of activities. While specific goals and priorities

> **Our sector needs a shared understanding of how the many different incarnations of internationalisation fit into the same conceptual framework and build towards a common vision. Associations such as the IAU and our own, the European Association for International Education (EAIE), provide the much-needed platforms for co-creating this narrative.**

can and will be very different for each institution and each stakeholder, our sector needs a shared understanding of how the many different incarnations of internationalisation fit into the same conceptual framework and build towards a common vision. Associations such as the IAU and our own, the European Association for International Education (EAIE), provide the much-needed platforms for co-creating this narrative.

Encouraging agility

No matter the visions we aspire to for internationalisation's positive effects, the truth is that our best laid plans can never take into account the full range of surprising developments that may stymie our pursuit of those goals. Wars, pandemics, environmental and economic crises (and more) will continue to present us with unexpected disruptions. An urgent consideration for the future is how best to foreground better understanding and practice of agility within our institutions and across our higher education systems, so that our ability to weather the unexpected is more readily assured. This is, of course, more easily said than done. But the profound nature of recent disruptions to the social, economic and educational environments around us offer ample evidence that real threats to the status quo are out there. And failure to proactively prepare for the unexpected unwisely jeopardises the considerable investments – financial, material and conceptual – currently being made in internationalisation in Europe and elsewhere. Agility and resilience deserve much more of our attention at the *planning* stages of our work in internationalisation in higher education today.

Charting a path forward towards the future of internationalisation is both exciting and daunting. Taking the time to foreground key compass points that matter to our respective institutions, countries and regions makes the process of embarking on this path that much more meaningful and, ultimately, rewarding.

11 Fostering inclusivity in internationalization of higher education
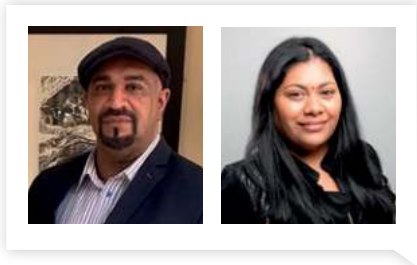
by **Lavern Samuels**, *Director for International Education and Partnerships and* **Divinia Jithoo**, *Specialist International Education, Durban Technical University, South Africa*

In a post-pandemic world, the notions of equality, social justice and fairness seem to have waned in the wake of the return to face-to-face engagement. Access to engagement opportunities such as conferences or academic mobility programmes are increasing in costs. During the pandemic participation in international endeavours, including collaborative research, included voices from the global south who could afford to participate, given the benefits of the virtual modalities.

In the context of Africa, higher education has been characterized by inequality for decades, prompting the call for transformation for increased access long before the pandemic. Dissemination of research and participation in international academic collaborative endeavors has been a challenge. The virtual space allowed for increased opportunities to participate in international events or engagements as a result of reduced costs and consequently included voices traditionally excluded from these spaces.

In a post-pandemic world, the high costs of higher education internationalization in-person events have resulted in reduced

> 66 **In a post-pandemic world, the high costs of higher education internationalization in-person events have resulted in reduced participation from those contributing to the diversity within engagements that we saw in hybrid or virtual events brought about during the pandemic.** 99

participation from those contributing to the diversity within engagements that we saw in hybrid or virtual events brought about during the pandemic. This article aims to explore the notions of inclusive internationalization within the context of the developing world seeking to contribute their voices to such debates in a post-pandemic era.

Figure 1 outlines global participation in R&D, indicating representation per region as of 2015. This image shows that in the region of Africa, along with other regions in the global south, engagement in the conception, or creation, of new knowledge, products, processes, methods, or systems is far less than in regions such as North America and Europe.

Similarly, Teferra and Altbach (2004: 38) contend that the general state of research in Africa is extremely poor, and its research infrastructure is inadequate. They (2004: 38) specify a number of limitations as contributors, including: scarcity of laboratory equipment, chemicals, and other scientific paraphernalia; a small number of high-level experts; poor and dilapidated libraries; alarmingly low and declining salaries of academic and research staff; a massive brain drain out of academic institutions; the "expansion" of undergraduate education; poor oversight of research applicability; and declining, non-existent and unreliable sources of research funds. **Figure 2** shows the proportion of authors per continent and highlights the low rate of contribution from the global south including Africa.

These statistics could be a result of the limited opportunities to participate on the global stage due to various challenges that existed in a pre-pandemic world. Tarkang and Bain (2019: 3) argue that the reason Africa only accounts for less than 2% of the world research output is that research papers from Africa are often rejected when submitted to international journals for publication. They (2019: 3) further argue that there is a lack of academic journals on the continent.

International academic collaborative research team leaders from research-intensive universities in South Africa have expressed challenges in the dissemination of research through academic journal publications. However, they have also

Figure 1: Researchers in R&D per million, 2015

Source: Our World in Data (2017).
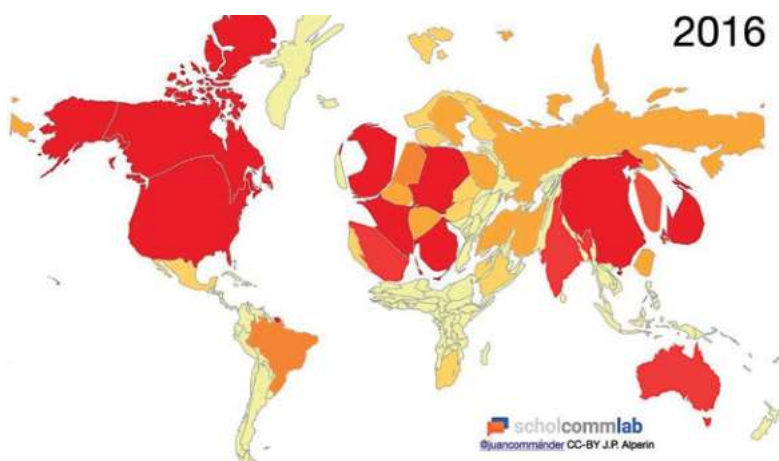
Figure 2: The World Scaled by Authors from each Country in Web of Science
Source: Alperin (2016).

noted the possibility of overcoming this challenge through the presentation of research at international conferences that consequently lead to publication in conference proceedings or journals associated with the conferences. South African academics have attributed this situation to the fact that international conference organisers are currently interested in including the voice of Africa.

During the COVID-19 pandemic, participation in international conferences became more accessible to participants from the global south due to online modalities. These initiatives contributed to enhanced diversity of perspectives through conference presentations. Chasi and Heleta (2022: 1), argue that returning to pre-pandemic face-to-face international engagements would be irresponsible in the current climate of inequality and inequity as well as in terms of an existential climate crisis. However, many international higher education conferences, forums and engagements have returned to face-to-face engagements rather than hybrid approaches that facilitated increased participation, particularly from Africa, during the pandemic.

It is widely argued that research and development contributes to the positive development of countries in the global south. Participation in research and development is also imperative for economic development of a region and it can be supported by comprehensive internationalisation. Senevirante (2021) discusses inclusivity via digitalised international education and argues that the advantages of internationalisation are even greater for underrepresented groups.

Chasi and Heleta (2022: 11) have added that internationalisation should be comprehensive.

> *"We have to work harder to ensure that internationalisation is comprehensively integrated in everything universities do. We must do more to collaborate fairly and equitably and develop new knowledge based on epistemic plurality"* (Chasi and Heleta, 2022:11).

Cunningham (2020) refers to the need to conceptualise the process and practice of internationalisation towards a "holistic" conceptual framework. This implies analysing internationalisation of higher education both internal and external to the institution and the reciprocal processes existing between these structures. Furthermore, it includes a phenomenological understanding of the actors involved. Considering internationalisation from a social psychological frame, it links cognitive and structural frameworks for impact beyond the university setting through the internationalised mindset of the student and staff body within an institution.

If we are to pursue sustainable development as a global collective objective, the inclusive comprehensive and holistic approach should be a focus in higher education internationalisation. In a post-pandemic world, a global realignment of priorities and approaches is required by higher education institutions and organisations. Practices and activities that allow for enhanced inclusivity and diversity of perspectives must be encouraged.

12 When is the future?

by **Márcio Venício Barbosa**, *President of FAUBAI – Brazilian Association for International Education & Secretary of International Relations at the Federal University of Rio Grande do Norte, Brazil*

Today we are not living the future that we envisioned a few decades ago when measures to expand internationalization were intensified. The prospect is not favorable for the Lower middle income countries, where the number of young people with no access to higher education exceeds the number of those who overcome the barrier of entry to a Higher Education Institution (HEI). Even then, the dropout rates among those who do get in is a matter of concern.

This observation alone would be enough to highlight a first fundamental element when we consider the internationalization of higher education. Do the low access and the high dropout rate in HEIs need to be addressed before we go international even if we consider that internationalization is a practice that can help reverse this situation?

There are many reasons for the low access of young people to higher education, starting with the simple lack of places for everyone. This creates enormous competition among students. This competition unveils all the socioeconomic

> **The internationalization of the future should not only be anchored in today´s knowledge, but also in today´s sufferings.**

issues that affect the lives of students, particularly those from low-income backgrounds, who suffer from a lack of financial input due to social exclusion, the scarcity of jobs and lack of government assistance.

Moreover, there has been a succession of economic and political crises, wars and natural disasters in recent years. In this scenario, it was expected that human intelligence would be able to cope with so many problems. And indeed, it delivered technological products that helped navigating the health crisis, especially in times of lockdowns. Unfortunately, these technological products were not available to everybody, but only to those who could afford them. Products of human intelligence seldom respond to the needs of the poorest populations. Those with access to technological intelligence seem to inhabit a parallel universe – a universe that is on the edge of reality – where there is no need to fight hunger or show empathy for the suffering of humanity. Even more paradoxically, in Brazil for example, many consumers of technology conveniently, ignore the fact that it was developed thanks to science, and do not hesitate to deny… science!

Therefore, how should internationalization present itself, if not with an urgent humanitarian character? Many other questions can be added to this one if we consider our international cooperation practices. How can artificial intelligence and natural disaster prevention be combined in the same mobility program? How can we present innovation to a world in which a large part of the population has not yet had access to certain technologies that are now being discarded as obsolete? What aims are missing from our research projects to bring answers to refugees fleeing war and to the destitute victims of floods and earthquakes?

The internationalization of the future should not only be anchored in today´s knowledge, but also in today´s sufferings. We cannot maintain the idyllic aspect of the world to be discovered by young people with good intentions. When they are making their discoveries, our young people need to be confronted with the difficult conditions of poor populations that are becoming worse by the day. Perhaps our international scientific cooperation should be guided by the following ideas:

Empathy, to know how to share among partners, both problems and successes but also to understand the culture we choose to interact with. Empathy is important for openness to differences as it allows us to combine tolerance and solidarity, solidifying the actions of inclusion.

Discernment, to use the knowledge that is presented to us every day and that, with the expansion of artificial

intelligence, is beginning to escape from our hands, or from our own understanding, exercizing a direct interference in our lives, whose results we are not even able to measure at present. Discernment is needed to direct innovation towards human welfare.

Freedom, finally, to enable us to live with our differences without the arbitrariness that has been expanding across the world. When we don`t have political freedom and, above all, freedom of speech and teaching, we do not value diversity in our HEIs, we do not open up the spaces to women that are rightfully theirs and we do not address gender issues in an adequate way.

Empathy, discernment and freedom are not innovative concepts. They seem to impose themselves, in this unexpected future that we are living in due to our predecessors' actions, as a condition for knowledge to be produced without borders, by the hands and minds of our students and teachers. Internationalization of higher education needs to put forward actions that help understand the major challenges the world is facing and provide answers for a changing world. We cannot wait for the future of internationalization to spring up from a brilliant idea, because this future is beginning now and we can only achieve this with what we have at our disposal: a lot of knowledge and little application; many ideals and little freedom; few natural resources and a lot of destruction… Our challenge today is to face this adverse scenario and make internationalization a tool capable of promoting access to knowledge, defending freedom and peace and, not least, presenting solutions to the environmental crisis.

13 The Future of Internationalisation in a Changing World: a European perspective
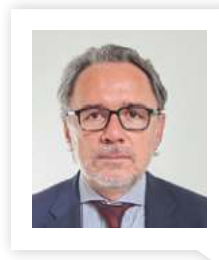
by **Villano Qiriazi**, *Head of Council of Europe Education Department*

As a European I continue to be inspired by the European project. Though born out of the circumstances exclusive to our continent, it has never been about exclusivity, about the territory, but about transcending borders, about inclusivity, freedom, and security, and about humanity's future.

The germ of the recent changes and challenges we are facing has always been there, and therefore the answer has always been calculated in the design of the European project, in its mission that encompasses the values of democracy, human rights, social justice, multiculturalism, sustainable development and global cooperation. While there is still much work to be done, Europe's efforts have helped create a more tolerant and

inclusive society that values diversity and promotes human rights for all.

Moreover, Europe's unique blend of cultural, economic, and political diversity has made it an ideal laboratory for exploring new ideas and approaches to addressing some of the most pressing challenges facing humanity today. By continuing to foster innovation and creativity, Europe can help shape a better future for people around the world.

The Power of Education and "European Consciousness"

Education, the most powerful asset for human development is essential for the acquisition of knowledge and skills that enable individuals to understand the world around them, is crucial for personal growth and development, and has the potential to transform societies by improving the quality of life for individuals and communities.

In addition to education being recognised as a human right and as essential for the promotion of mutual understanding across Europe, education has been entrusted with meeting several other important goals, including the development of "European consciousness", of writing our new cultural, social, and historical frame taking us into a global age.

Moreover, the European project being concerned with the broader human welfare in the world of increasing risk, diversity, and interdependence, could also be seen as contributing to a "global consciousness" that befits an increasingly interconnected and globalised society.

It is essential to recognise and value our shared humanity and work together to create a more interconnected, sustainable, and just world. Some steps that could help bring humanity towards a more global consciousness are to promote transnational education, mobility of students, teachers, and researchers, foster global cooperation, encourage civic engagement, encourage ecological sustainability, and promote equality and fight discrimination. These steps, already essential part of the European project, will require sustained effort and collaboration over time.

Generating New Forms of Internationalisation and Global Citizenship through Higher Education

The European aim for education has been to develop a system that enables students to study and pursue their education across different countries in Europe. This concept comprises eliminating hurdles such as language difficulties, discrepancies in qualification recognition, and the absence of harmonised education systems. Several Council of Europe treaties express this commitment and ambition.

> " Education, the most powerful asset for human development is essential for the acquisition of knowledge and skills that enable individuals to understand the world around them, is crucial for personal growth and development, and has the potential to transform societies by improving the quality of life for individuals and communities. "

How education and higher education contribute to the European project

The upward mobility and belief that we must reduce inequalities have been an essential part of the European 'project'. The society cherishes the idea of social justice for all, strongly believing that it is the forces outside of an individual's personal control that determine success, and not his or her own shortcomings. In Europe, higher education is defined as a right, and there are endless examples of those coming from poor backgrounds who by the virtue of the European approach of universal higher education, public and free of charge, became leading figures in our societies.

Rather than with upward mobility, the internationalisation that transforms the future of higher education is concerned with international mobility, that has also been at the centre of our mission at the Council of Europe since our first treaty on education adopted in 1953. Though what first comes to mind may be that internationalisation benefits universities and colleges by expanding their reach and reputation, we were firstly concerned with what it can do for human rights and democracy, and with creating policies that promote inclusivity.

Enhancing education's social responsibility and responsiveness

The right to education is enshrined in the European Convention for Human Rights. The right to education is exercised in full only if the education is of adequate quality. Inclusion should be considered for the entire education system and all education levels. Inclusion and access to higher education for vulnerable and disadvantaged groups is also a crucial element to take into consideration. Among the most vulnerable are refugees, whose access to further education and employment is particularly challenging, especially in cases when their educational documentation is partial or absent.

When one talks about the right to education, especially in higher education, this entails among others, the right to mobility of students spending at least a part of their study programme in a different higher education system. Fair recognition of academic qualifications goes hand in hand with mobility, along with the digitalisation of student data and qualifications.
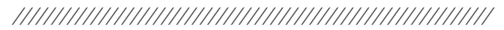
The Council of Europe makes it its goal to foster the social dimension of education to strengthen inclusion, equity, and diversity at all levels of education systems.

Digital Transformation

After the transformations induced by the Covid-19 emergency that led to adapting educational systems, we know that there will be no going back to the education models of the past. The changes linked to the digitalisation happen fast while having the potential to profoundly influence the former practices. The time and the space of our institutional functioning and human realities are transformed by the speed, pace, flow, density, and connectivity of the virtual space. We must reimagine education systems and institutions, integrating and garnering the immense potential of the new connected world, to share expertise, knowledge, research, teaching resources, and so on. We will also need to address the major challenges this brings in relation to the human experience, as well as the fundamental changes to our democratic processes.

To meet the challenges and continue to thrive in a rapidly changing world, Europe will need to remain adaptable, innovative, and open to new ideas and perspectives. This will require ongoing investment in education, research, and development, as well as continued engagement with other regions and countries around the world. Ultimately, the success of Europe's future internationalisation efforts will be based on how it accommodates the many forces that are leading us to a more connected and interdependent globalised world.

14 Internationalization in the Americas, reinforcing a continental space for collaboration
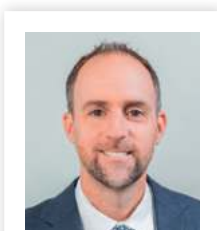
by **David Julien**, *Executive Director, Inter-american Organization for Higher Education (OUI-IOHE)*

All of us involved in the internationalization of higher education across the world have been delighted to reconnect with our peers and establish new cooperative relationships as we have resumed our working missions over the past few months. While the pandemic disrupted our traditional ways of doing business, it has also been a source of change and innovation. In some regions of the world, notably in Latin America and the Caribbean initiatives related to the internationalization of higher education were normally below average in comparison with developed countries and remained limited to a privileged group of students looking for study abroad experiences. The forced virtualization of many academic activities and practices during the pandemic led to an impressive number of

> **❝ The lessons learned should help inform new models to enable continuing education accessible to all students. In this context, several educational institutions have expanded their online model to different courses or complete subjects. ❞**

new initiatives that offer a greater number of students new opportunities to engage with the world.

Although current developments suggest a certain resumption of our so-called "normal activities", socio-economic conditions invite us to be cautious and keep one question in mind: How can we revisit the innovative and sometimes temporary solutions developed during the pandemic to overcome external constraints and integrate them as sustainable and permanent solutions in our internationalization efforts?

For at least a decade, several reports have confirmed a wide gap in access to higher education in different countries and although this marginalization is more frequently identified in developing countries, this continues to be a global phenomenon even among developed countries. This marginalization in access to higher education increases when you take a look at international mobility, which is usually only accessible to socio-economically advantaged groups. Another gap can be seen in the lack of diversity and inclusion in the institutional leadership of the university sector. The challenge then is to identify how these aspects of marginalization are maintained, how can they be combated, and thus define the necessary actions needed to resolve these problems.

Among the various actions that colleges and universities can focus on, there is a need for equitable access to higher education and the implementation of inclusive institutional policies to tackle some of the problems in modern societies. One clear example of innovative measures adopted in recent years is a consequence of the COVID-19 pandemic, which shook traditional institutional structures to drastically push for the application of new technologies in teaching and learning. The lessons learned should help inform new models to enable continuing education accessible to all students. In this context, several educational institutions have expanded their online model to different courses or complete subjects. This is where we found the value of belonging to an international network of universities, such as the IAU, the IOHE or others, for it offers our academic communities the benefit of multiplying these learning opportunities.

For example, if we look closely at the Americas, IOHE implemented the Virtual Mobility Space in Higher Education (eMOVIES from its Spanish acronym *Espacio de Movilidad Virtual en Educación Superior*), which, in collaboration with 130 participating HEIs from 14 countries (Argentina, Bolivia,

Brazil, Canada, Chile, Colombia, Dominican Republic, Ecuador, El Salvador, Mexico, Panama, Paraguay, Peru and Venezuela), has generated a pool of more than 4,000 courses offered by the consortium member institutions to their many students. And while changing the rules of "the mobility game", the participating institutions have agreed to work on the basis of mutual reciprocity, thus not charging any additional fees for those students wishing to take a course at a foreign institution. In keeping with the principles of partnership and increasing accessibility and equity in higher education, IOHE has developed and offered its eMOVIES exchange platform at no cost to its members. The impact couldn't be more gratifying: in only 2 and a half years, more than 5,000 students have taken advantage of this opportunity! Not to mention a significant increase of mobility among non-traditional destination countries, the demand on certain fields of study, a wider age breakdown of students and a very positive 70/30 ratio in terms of female/male students engaged in the program.

This type of initiative brought along a series of short-, medium- and long-term benefits. In the short term, and especially during the pandemic shutdown, it gave a concrete alternative to the traditional mobility model. Now that some students are boarding airplanes again, in the medium and long term such a virtual mobility program opens the doors to a more equitable internationalization by promoting distance learning in foreign institutions, allowing for opportunities to expand the cultural and educational horizon of all different student profiles, whether they are part-time workers, low-income students or even young parents already coping with other life responsibilities. From a strategic perspective, it promotes the development of new institutional partnerships and the experience of incoming and outgoing mobility as a concrete *Internationalization at Home* initiative.

Such initiatives also bring personal and direct benefits to the students and the participating community, such as developing global citizenship skills, broadening their network of contacts or opening up opportunities to learn other languages. Furthermore, an intercultural awareness module has been developed to enhance the students' experience and provide them with a basic reference framework to better understand intercultural communication within multicultural virtual learning environments.

With very positive and tangible results in terms of outreach and response, eMOVIES clearly became a unique way to address a specific and urgent need during the pandemic. But we are committed to the continuity of this program and we are now looking at ways to expand it. Already, a trans-continental pilot project has taken place between Brazil and Mozambique (both Portuguese-speaking countries) to engage students in South American and African exchanges. Other regions of the world could also be part of such an initiative, and we are looking for ways to apply this model to faculty mobility and even internships. This will be discussed at the Conference of the Americas on International Education (CAIE), which is happening next November 6 to 8, 2023, in Las Vegas, Nevada and where IOHE and its member institutions from the region together with partners from other continents will gather to review new trends and expand our horizons.

15 Challenges and Opportunities for Internationalization of HE in a Changing World
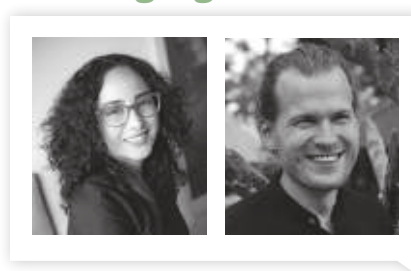
by **Sandra Guarín Tarquino**, *Director of International Relations at Antonio Nariño University and Co-founder of Latin American Initiative for Internationalization (INILAT), and **Per Emil Renström**, *Director of NGO and HEI Relations in Global Developing Communities, Colombia*

The Internationalization of Higher Education (IHE) is a dynamic and complex process that is constantly evolving. As the world continues to change, the voices, mechanisms, stakeholders, and topics related to IHE also constantly evolve, expand, and diversify. The rise of the global south and the emergence of new actors in the field have led to an expansion of the ways internationalization is approached and carried out. In this article, we explore the challenges and opportunities that lie ahead, as well as the impact of global phenomena such as pandemics, geopolitical shifts, and calls for equity and sustainability.

The use of technology has played a significant role in IHE, as it has created great opportunities for increasing virtual exchange, cross-cultural interactions, and collaborations without travel, and for creating new opportunities for internationalization. Creativity is the limit, and there are now accessible resources that were previously unavailable. New cooperation initiatives that connect regions and global actors have emerged, such as the Latin American Initiative for Internationalization (INILAT), the DELFIN Programme, and Erasmus+ Capacity Building projects.

The need to balance virtual and in-person activities is becoming increasingly important. Universities need to find ways to provide engaging international experiences. A paradigm shift in IHE is needed to align with sustainable development and promote greater equity with equal opportunities, particularly for those with fewer resources or no online access. Universities must create opportunities for underrepresented groups and marginalized communities to participate in international programs. They must also consider the role of

> **The future of IHE is closely tied to the macro changes happening in the world. The role of IHE in war and conflict contexts is becoming increasingly important as universities are called upon to help facilitate dialogue and reconciliation between parties. Universities can play a key role in fostering peace and stability through education and research.** 🙶

internationalization in addressing global issues such as climate change, poverty, and inequality.

Moreover, climate change is another global challenge that universities need to consider in their internationalization strategies. This includes looking at ways to reduce the carbon footprint of international travel, and to develop partnerships and collaborations with institutions in other countries that are working to address climate change. Universities also need to consider the ways in which their internationalization efforts can help to promote sustainable development and support communities that are most affected.

Technological developments such as artificial intelligence (AI) will also impact internationalization. As AI becomes more integrated into society, universities will need to ensure that their internationalization strategies are closely tied to this development, and that students and researchers are equipped to navigate the ethical and social implications of AI. This may lead to international partnerships with institutions that are at the forefront of AI research, as well as the development of cross-disciplinary programs that bring together experts in AI, ethics, and international relations.

The stakeholders in IHE are diverse and include universities and other educational institutions, governments, businesses, civil society, NGOs, and communities. Each stakeholder has their own interests, and universities should consider their perspectives and learn to work effectively with them for the benefit of society. This also includes addressing issues of social justice and human rights, such as ensuring that international collaboration does not perpetuate existing power imbalances and includes underrepresented groups such as women and minorities. The future of IHE is closely tied to the macro changes happening in the world. The role of IHE in war and conflict contexts is becoming increasingly important as universities are called upon to help facilitate dialogue and reconciliation between parties. Universities can play a key role in fostering peace and stability through education and research.

It is also essential for universities to consider the impact of internationalization on communities, such as increased cultural exchange and development, and to be aware of negative consequences such as displacement and exploitation. Universities must work to ensure that their internationalization efforts

contribute to sustainable development and benefit all members of the community. This includes addressing issues of diversity, equity, and inclusion (DEI) by creating an internationalized environment on campus and in society. When partnering with institutions in countries with poor human rights records, it is crucial to consider the ethical implications to ensure that welfare interests are protected through transparency in disclosing all information and through inclusive decision-making processes.

The future of IHE is closely tied to the future of the world. As the world becomes more interconnected and global challenges become more complex, internationalization of higher education will play an important role. Universities must continue to adapt and develop their strategies to meet the changing needs and priorities of the global community, considering DEI, sustainable development, social justice, promoting cultural exchange and understanding, and engaging in international collaborations that benefit all members of the community. IHE is not just about connecting institutions and individuals from all over the world, it is about creating a better future for everyone. Cooperation, global learning, dialogue between diverse groups, and collective construction will become increasingly important. Higher education institutions are hereby called upon to lead these conversations, generate innovative collaborations, and be ready to take on new challenges.

16 The future of higher education internationalization in Latin America and the Caribbean
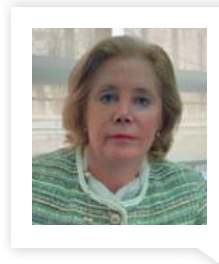
by **Jocelyne Gacel-Avila**, *University of Guadalajara, Mexico, UNESCO Chair Internationalization of higher education and Global Citizenship*

With internationalization booming around the world, the pandemic effects on international mobility and cooperation were unexpected and have led to a questioning of the future of internationalization, at least as it used to be. Optimists stress this could be the opportunity for internationalization to stop being primarily focused on an elitist model focused mainly on physical mobility, giving way to more innovative and inclusive modalities, such as internationalization at home (IaH) and virtual collaborative projects.

In our opinion, adaptation to this new context could differ and be more difficult to achieve according to the country, region, and the state of the internationalization process before the pandemic outbreak.

A global interregional comparative perspective based on the main findings gathered from the most outstanding

> **" The limited internationalization in LAC could be attributed to several factors like: low priority in HE agenda due to systems still in consolidation; lack of public policies to foster internationalization; lesser importance given by educational authorities to internationalization as an effective lever to HE transformation; as well as deficient or unconsolidated organizational and programmatic structures. "**

studies on global internationalization trends, such as the Internationalization Surveys carried out by the International Association of Universities (IAU) (Marinoni, 2019) and the British Council (BC) (Ilieva & Peak, 2016); as well as regional studies specific to Latin America and the Caribbean (LAC) such as the ones led by the referred UNESCO Chair (Gacel-Ávila *et al.*, 2023) and UNESCO-IESALC (IESALC, 2019) show that, if LAC internationalization has certainly progressed in the last decades, advances have been on average rather modest, when compared to other regions; although there are institutions which certainly have excelled in this process.

In the present document, our assumption is that, the main specific characteristics of LAC internationalization process could represent a handicap for the region to adapt to new internationalization trends.

LAC stands out as the region with the least national and regional policies to foster internationalization (student and faculty mobility; research collaboration; international collaborative programs; recognition of international degrees and diploma), occupying the same position as African countries (Botswana, Ethiopia, Kenya and Nigeria), in sharp contrast with China, India, Indonesia, Malaysia, Thailand and Vietnam (Ilieva & Peak, 2016).

Data from the IAU most recent survey reveal that 84% of higher education institutions (HEIs) declare that internationalization is mentioned in their development plan or mission (against 91% globally). Nevertheless, a further look reveals deficiency in planning, with 51% and 34% of them declaring not having established an internationalization plan, nor evaluation and monitoring procedures (against 81% globally), respectively (Gacel-Ávila *et al.*, 2023; Marinoni, 2019).

International activities are mainly centered on individual initiatives; marginal to institutional priorities and policies on curriculum and research; internationalization strategies and programs lack sufficient administrative support and funding, hampered by an inefficient, inflexible bureaucracy, and outdated institutional regulations (Gacel-Ávila *et al.*, 2023).

According to the same above-mentioned survey only 46% of the heads of institution consider internationalization as *"very*

important" in contrast to 76% globally (Marinoni, 2019). International Offices (IO) lack professionalization and expertise due to high staff turnover. Furthermore, the fact that only 26% of IO responsible holds a senior level position (Vice Rector/ President/Chancellor) (Gacel-Ávila *et al.*, 2023) against 60% globally (Egron-Polack & Hudson, 2010); demonstrates that this activity is considered less important in LAC than in other parts of the world; and leaves them with little decision-making capacity in terms of institutional policies.

While between 2012-2017, global student mobility increased from 4 to 5 million, LAC mobility only increased from 258 000 to 312 000; in sharp contrast with Southeast Asian countries where volume has tripled. LAC sends more students than it receives (regional deficit from 10 to 1); and is one of the least attractive destinations in the world, receiving only 3.5% of the total of international students (69% being from the region itself) (IESALC, 2019).

In terms of curricular internationalization (IoC), HEIs majority report no institutional policy, mainly due to traditional and outdated curricular structure; low availability of academics with international profile; and scarce financial support to encourage academics to get involved in internationalization projects of institutional scope, among others (Gacel-Ávila *et al.*, 2023). In terms of international/global competences, LAC occupies the last position among countries when it comes to including student learning outcomes. Additionally, only 40% of HEIs offer joint/double degree programs, against 57% globally; below Africa (46%) and the Middle East (59%) (Marinoni, 2019).

For English proficiency, LAC ranks last in the world after Africa, Asia, Europe and North America (EF, 2020). This deficiency ranks second among the strongest barriers to internationalization, while other regions rank it fourth or fifth; or does not even mention it as an obstacle in the case of Africa (Marinoni, 2019).

LAC is among the regions with the lowest research budgets in the world, implying that the resources available for international collaboration are even more limited. Furthermore, it is the region that receives the least international funding for research (Marinoni, 2019).

The limited internationalization in LAC could be attributed to several factors like: low priority in HE agenda due to systems still in consolidation; lack of public policies to foster internationalization; lesser importance given by educational authorities to internationalization as an effective lever to HE transformation; as well as deficient or unconsolidated organizational and programmatic structures. In contrast, a comprehensive inclusive internationalization based on IaH strategies needs to be rooted in solid national and institutional policies, to count on scholars with an international profile and management staff with expertise, as well as adequate organizational and programmatic structures provided with sufficient financial resources.

In short, LAC internationalization shortcomings could be even more complex to overcome in the context of an acute economic crisis, whose immediate effects have resulted in budget cuts in HE and research; thus, making it difficult for the region to adapt to new internationalization trends. Consequently, LAC internationalization could lose even more ground and relevance in the global scenario, making it harder for the region to overcome its historical development traps (productivity, global competitiveness and social vulnerability).

17 Internationalizing Higher Education in the Kurdistan Region of Iraq

by **Aram Qadir**, *Minister of Higher Education and Scientific Research, Kurdistan Region of Iraq*

Many universities seek to ensure that their graduates have the necessary skills to integrate into the world of work upon graduation. Iraq and the Kurdistan Region (KR) have passed from a situation of a poor level of education to a phase where the workforce is highly affected by not being able to make use of their skills. Many university graduates suffer from unemployment, especially because they expect positions in the public sector, which only disposes of limited possibilities of employment.

The Ministry of Higher Education and Scientific Research (MHE) in the Kurdistan Region of Iraq, similar to many other higher education entities in the country, strives to address this issue. The ministry's plans and policies focus on skill deficiencies and options to deal with the remedial training. For the mentioned purpose, remedial trainings and job-learning opportunities are provided for the vocational learning programs with the support of private sector companies such as Asia-Cell, Huawei and Korak Telecom.

To achieve the employment objectives, MHE started introducing the standards of the Bologna process and globalizing higher education programs as one way of meeting the job-market demands and responding to student expectations. However, it required structural reforms to make this type of cooperation possible. This type of international integration is one way of building talent and a well-qualified workforce, which competes locally and globally. This process is ongoing since the early 2000s when the KR began the process of internationalizing higher education in order to reform the sector at home and to meet the global internationalization objectives.

Internationalization contributes to enriching reforms in university programs. International awareness and the interdependency of global business markets have created the

> ❝ **Internationalization means supporting diversification of the competencies acquired by the graduates and increasing student-centered learning to better prepare students to transition into the workforce upon graduation.** ❞

need for new types of skills and competencies. The KR has recently obtained access to the Erasmus programs, which has helped universities to practice greater student and staff mobility within European universities.

Against the backdrop of better internationalizing higher education, the ministry has focused on different measures to overcome the educational challenges facing the Kurdistan Region and Iraq: first, the quality of education based on global standards; second, helping students complete schooling; and third, preparing students to acquire the necessary skills that meet international standards. The Kurdistan Region has considered the Sustainable Development Goals (SDG), explicitly SDG4 "ensuring inclusive and equitable quality education," yet, having suffered from years of war and conflicts, it has been difficult to incorporate the main components of SDGs, namely the full enrollment of youth in schooling and the possibility of employment.

Internationalizing higher education programs has also meant changes in quality assurance, paying attention to academic mobility for both education and research. Improvements take time, but the KR works to internationalize educational programs and curriculums to improve learning outcomes.

Internationalization means supporting diversification of the competencies acquired by the graduates and increasing student-centered learning to better prepare students to transition into the workforce upon graduation. Co-creating programs based on international collaboration contributes to a shift towards a higher degree of mixture between soft and hard skills, besides knowledge and credentials.

This current approach also includes creating public-private partnerships for skills development in collaboration with private companies for some programs. This approach helps graduates to acquire additional skills as part of their education. Continuous training for graduates and university students exposes them to international labor requirements, new skills, and provides them with a better understanding of the demands of the world of work.

Internationalization of higher education programs contribute to preparing graduates to meet the labor market conditions in general. In Iraq, youth unemployment has become a serious challenge for the government to tackle. Due to years of conflict in Iraq, youth unemployment has increased. The lack of proper employment opportunities has driven many graduates to work informally or in poor working conditions. The Ministry

IN FOCUS

has thus decided to implement the reforms deriving from the Bologna process to focus on life-long learning opportunities and student-centered learning, which are means to improve the quality of education.

Besides the Bologna process, Erasmus Mundus program, and Human Development Program, the Ministry of Higher Education and Scientific Research of Kurdistan Region of Iraq has begun promoting vocational education and training (VET) to increase vocational competencies and meet the expectations and needs of employers.

It is the responsibility of the Ministry and the universities to ensure that graduates are well equipped for the job market, and internationalizing higher education is a useful process in order to improve the quality of the educational offer.

18 New Paradigms of Student Mobility Post-pandemic in Japan

by **Shingo Ashizawa**, *Vice President, Kansai University of International Studies*

The impact of COVID-19 in Japan brought a new paradigm to student mobility and management of international education. Similar to the main actors of educational exchange in Europe, North America and Oceania, Japanese HEIs have been exercising a variety of educational modes utilizing information technology such as virtual exchange, blended learning and COIL (Collaborative Online International Learning). Students can select programs from shorter, less costly, and less risky options when they join educational programs abroad. Consequently, we have been able to invite non-traditional participants to international education. Those students who used to have difficulty in joining mobility programs have started to participate in educational exchange program thanks to virtual mobility and COIL programs.

The Japanese government has been relaxing regulations related to student mobility even before the pandemic. This

> **Creative methodologies to utilize digital and online tools, effective resource sharing, and learning from good practices are all essential to adapt to this new paradigm shift.**

trend has been further accelerated now. Originally, more than 60 credits out of 124 academic credits required for a 4-year undergraduate program can be earned through distance education. This means roughly half of the academic terms, up to two years, can be conducted through distance or online education. On April 2, 2021, MEXT (Ministry of Education, Culture, Sports, Science and Technology) announced that up to 50% of the other two years, which was supposed to be conducted via face to face instruction, can now be taught via distance or online education.

In addition to this relaxation of regulations, MEXT allows students who are enrolled in correspondence education programs to receive a BA degree by gaining all the credits through distance or online education. Traditionally, correspondence college education in Japan required 25% of the entire curriculum to be offered as face to face (in classroom) course work. After the pandemic, the government relaxed the regulation.

Universities themselves have also relaxed their regulations related to international student exchanges. For instance, the University of Tokyo and Toyo University allow their students to enroll on their home school's online courses while they study abroad. Similarly, many schools encourage students to enjoy online study abroad, not only for regular course work but also for experiential learning including internships and fieldwork.

Competitive project funding supported by MEXT still have a significant impact in the development of international education in Japanese higher education. The Top Global University Program (TGU), a 10-year project, is still in progress and will run until 2024. In the TGU project, 13 universities were selected as Type A (Top Type) universities that are conducting world-leading education and research, and 24 universities were selected as Type B (Global Traction Type) universities that are leading the globalization of Japanese society. These 37 universities have been working hard on internationalization and university reform. Since 2011, the Inter-University Exchange Project has been providing 5-year grants for universities to initiate innovative programs with universities around the world. Every year, MEXT designates specific areas or countries as well as educational models when they announce a call for proposals. For instance, the call for proposals of 2022 FY[1] Inter-

Regulation on Remote Learning in Japan

\<Possible learning model\>

1st Year	2nd Year	3rd Year	4th Year
Spring semeste / Fall semeste	Spring semeste / Fall semeste	Spring semeste / Fall semeste	Spring semeste / Fall semeste
60% Face to Face 40% Remote Learning	Remote Learning from Overseas	Remote Learning from other cities in Japan	60% Face to Face 40% Remote Learning
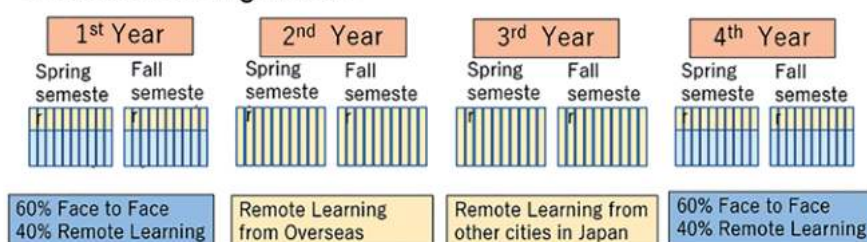
University Exchange Project was dedicated to programs with the UK, India and Australia, and 14 out of 30 grant applications were selected[2]. Programs with US institutions with emphasis on COIL (Collaborative Online International Learning) will be selected for the 2023 FY Inter-University Exchange Project. Competitive funding for internationalization such as the TGU and Inter-University Exchange Programs tend to be granted to a limited number of major universities. For instance, 67.1% of selected Inter-University Exchange programs between 2011 to 2021 were granted to universities which had received this grant more than 4 times. MEXT introduced some resource sharing models in order to disseminate the impact of competitive grants to a wider audience. The Japan Forum for Internationalization of Universities (JFIU) was established in September 2021 with the goal of strengthening cooperation among universities in Japan[3].

Good practices exercised by those grantees are shared with other universities through the JFIU platform. For example, the Intercultural Collaborative Learning (ICL) project, initiated by Tohoku University has been exercising a good practice of collaborative learning which aims to foster "meaningful interaction" typically between international students and domestic students[4]. Furthermore, Kansai University's IIGE (Institute for Innovation and Global Engagement) has been introducing methodologies and tools for COIL to other universities not only in Japan but worldwide[5]. As part of the JFIU program, the Japan Virtual (JV) Campus was started in 2021[6]. JV-Campus aims to provide an online platform to all the universities in Japan in order to share educational content and methodologies. In addition, JV-Campus uses Moodle, the global standard in e-learning systems, to implement full-featured Massive Open Online Courses (MOOCS) and Learning Management Systems (LMS). Lastly, the JV-Campus project also aims to establish a micro-credential system as a recognition tool for traditional and non-traditional international learning.

For faculty and staff development, SIIEJ (Summer Institute on International Education, Japan) has been conducting all-Japan efforts to illustrate models and good practices for international educators since 2018[7]. By inviting various experts and guests from Japan and overseas, SIIEJ offers foremost learning opportunities for practitioners and researchers both in online and face to face settings. SIIEJ 2023 is scheduled to be held on July 20-21 at Tohoku University.

In conclusion, in reaction to challenges caused by COVID-19, international education at Japanese universities experienced a relaxation of government regulation and diversification of learning modes and styles. Reflecting limited financial support and resources, the government and university leaders are seeking more opportunities via all-Japan efforts and resource sharing. As such, creative methodologies to utilize digital and online tools, effective resource sharing, and learning from good practices are all essential to adapt to this new paradigm shift.

19 The Challenges to the Internationalization of Moroccan Higher Education

by **Hajar Anas**, *Junior researcher* and **Yamina El Kirat El Allame**, *Director of the Moroccan Institute for Advanced Studies, Mohammed V University in Rabat, Morocco*

This paper attempts to provide insights into the challenges to the internationalization of higher education in African countries in general and Morocco in particular. The reflection tries to highlight the main challenges to internationalization and formulate some recommendations.

A weighty colonial heritage to overcome

The education system in general and higher education, in particular, is closely bound to the colonial history in most Sub-Saharan and North African countries. Indeed, the African higher education system is the product of colonial policies (Altbach & Selvaratnam 1989; Lulat 2003). Most of the present-day academic institutions have been fashioned according to the models of the colonial authorities, which did not match the local educational philosophy, values, or social thoughts. They spread the colonial culture and imposed their language as the medium of instruction and communication.

During the last decades, most African countries have been trying to promote learning that can foster sustainable development through higher education reforms to develop a model of learning in accordance with the needs of the 21st century and the ongoing technological advancements. Sub-Saharan and North African universities have become aware of the fact that internationalization has evolved 'from the fringe of institutional interests to the very core' of higher education (Brandenburg & De Wit 2010). National governments, higher education institutions, international organizations and accreditation agencies all over the world have increased focus on internationalization.

In the name of globalization, Moroccan universities have been trying to open to the world and adhere to the internationalization process, as it is no longer a choice, but a means for improving the quality of teaching and learning. However, a number of challenges still hinder the process and discourage both in-bound and out-bound students' and staff' mobility and academic and scientific collaboration, especially in social and human sciences. The medium of instruction, the

> In the name of globalization, Moroccan universities have been trying to open to the world and adhere to the internationalization process, as it is no longer a choice, but a means for improving the quality of teaching and learning. 〞

ECTS and the logistics and infrastructure stand on top of the list of issues.

The Medium of instruction: A key challenge to the internationalization of HE

With the English language at the core of its practices, the internationalization of higher education is most commonly seen as a western trend, and colleagues in social and human sciences in Africa, in the global south and in Morocco in particular, are still struggling to embrace the international dimension and the use of English as the medium of instruction and research. Moroccan higher education, which is modeled after the French system, relies on French as the medium of instruction for scientific subjects, while Modern Standard Arabic is the main language used in social and human sciences. The use of these languages discourages in-bound staff and student mobility both from African English-speaking countries and from other countries in the world. English-speaking foreign students do not consider studying in Morocco because few programs are offered in English. The English-language nature of internationalization also discourages outbound mobility due to limited mastery and use of English in Morocco. Research and publication in French and Arabic reduce the visibility and impact of Moroccan scientific research due to the linguistic barrier. A heated debate has recently taken place on the efficiency and value of using French and Arabic in higher education, and many university faculties and students have called for the adoption of English as a medium of instruction. In response, the Minister of Higher Education, Scientific Research and Innovation has launched a "National Plan for Accelerating the Transformation of the Ecosystem", which is expected to take effect in 2023. This plan necessitates that students pass the English proficiency test and demonstrate an intermediate level to earn their undergraduate degree.

Logistics and Infrastructure: A real hindrance

The grading system is another challenge to the internationalization process of Moroccan higher education. The ECTS credit system to which Moroccan HE was supposed to adhere with the adoption of the Bachelor, Master, Doctorate system has not yet been adopted. This hampers the transfer of credits related to mobility, especially for credit-seeking students. The specificities of the Moroccan grading system do sometimes hinder the potential graduation of international students.

Another serious challenge in most Moroccan universities is the absence of the logistics and infrastructure required for the internationalization process. The majority of universities lack an international office that can support international students, both in-bound and out-bound, during their mobility experience. There is a lack of information on the universities' websites about the courses offered in Moroccan universities, as well as all the details needed by international students, course descriptions, semester calendars, exams, and evaluation systems. It is furthermore a real challenge that it is not possible to submit an online application, and the lack of dormitories and university campuses for international students force students to opt for off-campus lodging and housing.

Need for a national vision and a policy of internationalization

Moroccan universities have a lot to gain from the internationalization process. Staff and students' mobility enables the acquisition of intercultural skills, competencies, and global awareness. The pandemic turned Morocco into a key destination for global students, particularly for students from sub-Saharan African countries. Morocco's attractiveness has tripled in less than ten years, mainly because of its geographical proximity to the countries of West Africa, its educational quality and variety, including programs directly relevant to Africa's development needs, and scholarships offered through the Moroccan Agency for International Cooperation.

To boost the process further, the Moroccan Ministry of HE should set a clear and united vision for all Moroccan universities and concrete policies and strategies for the internationalization of Moroccan HE. Moroccan HE institutions should strengthen new mobility schemes and focus on quality rather than quantity. They should increase mobility opportunities, particularly in human sciences, and offer internationalized curricula while strengthening the "authenticity" of their programs. It is also high time for the HE Ministry to adopt the ECTS system to facilitate credit transfers (El Kirat & Kouaachi, 2023).

The Moroccan HE Ministry needs to enhance internet access to universities, build virtual partnerships with universities abroad for joint classes, and create student forums to engage in exchange and research. Language training programs must be offered by universities through affordable online courses. The digitalization of higher education and research is equally important.

Concluding Remarks

Educational policymakers and institutional leaders need to consider internationalization, first and foremost, as a tool for empowerment and societal development, and ultimately a means to prepare young people for a highly competitive global job market. Despite the efforts, the internationalization of Moroccan HE is still hindered by the above cited challenges. The Ministry of HE should promote the use of English in both scientific and human sciences so as to provide Moroccan students with more opportunities to study abroad. Increasing the number of English programs will also impact positively inbound mobility as it would

allow English-speaking students coming from all over the world to take Moroccan programs. The Ministry of HE needs to establish a platform that will make it possible to draw up an updated inventory of projects and agreements, as well as a comprehensive database of mobility opportunities. Furthermore, Moroccan HE institutions are required to develop an infrastructure that meets international standards, particularly the university residences. All universities need to set up an international office that can assist and provide international students with guidance and support and facilitate their integration into the Moroccan context.

[20] Internationalization at Home as a Trendsetter

by **Jinyan Wang**, *Policy Advisor at the University of Potsdam, Germany*

Internationalization at Home (IaH) has gained increasing importance in recent years, because of the COVID-19 pandemic, various geo-political crises, the raising awareness of CO_2 emission related to mobility, and, broadly, the increasing amount of e-learning opportunities in HE. IaH aims to create authentic international learning environments and to stimulate intercultural dialogues within domestic learning spaces. It is gaining strategic importance, and, though it comes with potential, it is also surrounded by challenges.

IaH is widely established in implicit or explicit ways both at the institutional and national levels. By 2025, the German Academic Exchange Service strives to ensure that 50% of students at German universities are enabled to gain substantial international and intercultural experience through, amongst others, IaH (German Academic Exchange Service, 2020). The Colombian Ministry of Education considers virtual exchanges and the face-to-face mobility of professors and students as KPIs for internationalization in the HE sector (Ministerio de Educación Nacional, 2022). At the University of Potsdam (UP), digitalization for flexible and innovative mobility is defined as an approach to implementing universities' internationalization strategy.

What makes IaH unique is that it provides equal opportunity for all students, including those with less travel readiness due to economic reasons, disabilities, or other obligations. It thus carries the potential to support other national and institutional strategies in HE, namely diversity and inclusion.

IaH unfolds its full potential when it is embedded in curricular activities, which require continuous collaboration between the HEIs. As an example, the Universidad Pontificia Bolivariana (UPB, Campus Bucaramanga), Colombia and the UP have developed and implemented two intercultural online lecture series from 2021 to

> ❝ IaH aims to create authentic international learning environments and to stimulate intercultural dialogues within domestic learning spaces. It is gaining strategic importance, and, though it comes with potential, it is also surrounded by challenges. ❞

2022 during their DIES[9]-partnership. This partnership focused on internationalisation through digitalisation, HE management and quality management in teaching. The sub-project team dedicated to internationalisation through digitalisation consists of the head of international relations office at the UPB, e-learning experts as well as a student assistant at the UP. Working in a heterogeneous group, members brought different perspectives to the conception and implementation process.

The project was initially designed as a face-to-face collaboration in 2020, but since the Covid-19 pandemic prevented face-to-face meetings, it was decided to meet virtually and transfer the planned lecture series into an online format. The first series in 2021/2022 brought academic dialogue on societal transformation processes including perspectives from Colombia and Germany. In 2022, the second series focused on the interplay between research and practices related to the Sustainable Development Goals (SDGs) and their regional implementation. In each of the seven-session series, two speakers from Germany and Colombia respectively presented their research perspectives or civil society engagement via live stream.

From this experience, we recommend conceptualizing the IaH experience by choosing topics that are global in scope, such as the SDGs. This enables students to obtain input on similar topics from different worldviews. It can also be inspirational for interdisciplinary research projects when including contributions from different disciplines. It may sound cost-effective, yet it is important to note that setting up this form of collaboration, designing the programme, and identifying lecturers are time-consuming.

To build on the momentum and expand based on this experience, it is important that IaH is more systematically included as part of the curricular activities. It requires that lecturers are familiar with e-learning didactics and that the collaboration responds to curricular objectives. Lecturers should be invited to connect with their counterparts from other HEIs and research institutions, flanked by local training and support services. Students can be mobilized and engaged by underlining the opportunity to practice their language, intercultural, and critical thinking skills. It is also important to use a low threshold and functional platform that enables the

---

9. DIES: Dialogue on Innovative Higher Education Strategies. The DIES partnership (2019-2022) was funded by the German Academic Exchange Service (DAAD) with funds from the Federal Ministry for Economic Cooperation and Development (BMZ), Germany.

participation of all students. Last, but not least, success lies in the organisational details. One of the main challenges could be to set a common schedule since partner universities might operate in differentiated time zones and academic calendars.

Big things often start small. We recommend starting small to establish the collaboration in order to ensure high quality IaH. Based on the examples of good practices, combined with topics rooted in society and a growing international community of lecturers, IaH will certainly continue to grow as an important dimension of internationalization.

21 Practising ethics of care in hosting our international students
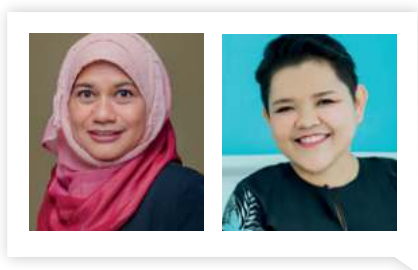
by **Yazrina Yahya**, *Associate Professor, Faculty of Information Science and Technology, Universiti Kebangsaan Malaysia and* **Doria Abdullah**, *Senior Lecturer, Faculty of Social Science and Humanities, Universiti Teknologi Malaysia*

On 31 January 2023, Universiti Sains Malaysia (USM), via the Commonwealth Tertiary Education Facility (CTEF), the National Higher Education Research Institute (IPPTN), and the Malaysian Society for Higher Education Policy and Research Development (PenDaPaT) hosted a forum entitled "Internationalisation and Student Mobility in Post Pandemic Higher Education".

The forum discussed current and emerging issues on internationalisation and postgraduate students' mobility, as cross border travels resume and higher education systems recover from extended periods of inertia caused by the global COVID-19 pandemic.

The "new normal" for international student mobility in a post-pandemic world is online, in the form of online and distance learning, micro-credentials, remote supervision and attachments, virtual exchanges, as well as digital credit transfer systems, among other online modes of programme delivery. International collaboration and partnerships will require a virtual dimension, on top of a physical presence. Digital technologies, such as teleconferencing facilities, are platforms enabling these interactions to take place, sans movement of persons across borders.

In the postgraduate student roundtable session, students narrated their experiences, both good and bad, in maintaining continuity in their studies throughout the pandemic. The students also shared how their institutions provided assurance

> **International collaboration and partnerships will require a virtual dimension, on top of a physical presence. Digital technologies, such as teleconferencing facilities, are platforms enabling these interactions to take place, sans movement of persons across borders.**

and support at the height of lockdowns imposed by their host countries. Mainly two areas of recommendations were shared by the students. The first area concerns the role of hosting institutions in making international students feel welcomed and valued. These include providing adequate academic, career, and financial support to the students, particularly at the initial stages of arrival; offering welfare packages not only for the students, but also the students' dependents; assuring student safety from harm and disasters, natural or otherwise; offering job opportunities for students; and establish consistent communication through various platforms, both online and offline.

The second area concerns the relationship between international students and immediate committees surrounding the hosting institutions. One student summed it up well: being international means being open to learn from others who have a different view from you. The students want to feel connected, and they want to learn and be engaged with the ongoings of these communities throughout their sojourn. They also want to maintain connections and develop their social capital with different stakeholders, establishing meaningful long-term connections that go beyond their duration of studies.

The two areas are not foreign to scholars and practitioners working on internationalisation of higher education. Even before the global pandemic, the above-mentioned recommendations were prevalent across research and practice. Why would the students touch on these areas, despite the extensive research conducted on international student mobility and international student experience?

The human touch is still much needed today, especially as internationalisation adopts a digital dimension. This observation raises three questions. One, how might we develop trust and collegiality among our students, scholars, and partners? These are key values enabling many international partnerships and collaboration to occur pre-pandemic. Two, how should we develop cross-cultural understanding behind a computer screen, in spite of different time zones and availability of broadband connections and digital devices across participating stakeholders? Finally, as more internationalisation activities are conducted online, what should we do to ensure our international students and staff still feel welcomed and valued?

As with the rest of the global higher education community, we are still seeking answers to the above-mentioned questions. We should, at all times, practice ethics of care towards our international student population, who are both 'present' physically

or at a distance. This has long been promoted by the International Association of Universities (IAU) since 2012 through a document entitled *Affirming Academic Values in Internationalisation: A Call for Action*[10], specifically in the following statement:

> *In designing and implementing their internationalisation strategies, higher education institutions are called upon to embrace and implement the following values and principles [...] Treatment of international students and scholars ethically and respectfully in all aspects of their relationship with the institution... (p.5)*

Eleven years on, this document is still relevant, and is a timely reminder of our roles as hosts of international students. They may spend three to five years with us, depending on the study levels undertaken with our institutions. However, they are our hope for a more inclusive, sustainable, and humane future. We need to show them kindness and grace, let their voice be heard, and support them in their path towards academic excellence.

22 Responsibility, Inclusivity, and Sustainability: Navigating a Changing Normal in International Mobility Programs in Higher Education
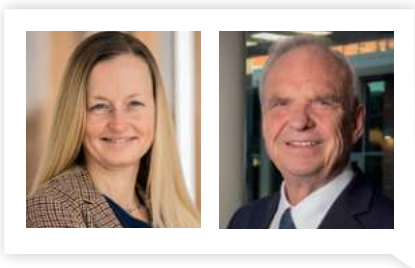
by **Katrin Kohl**, *York University, Faculty of Education, Executive Coordinator to the UNESCO Chair and* **Charles Hopkins**, *York University, Faculty of Education, UNESCO Chair in Reorienting Education towards Sustainability*

International mobility programs in higher education have grown from 0.3 million in 1963, to 2 million in 2000 and up to 6 million in 2019 (UNESCO IESALC, 2022). While programs were still on the rise, a growing conscience of students and faculty for their ecological footprint had created hesitation and some started abstaining from travel.

The ecological footprint recognizes the limit to the carrying capacity of the earth. It demonstrates the degree to which humans use natural resources faster than the earth can replenish them. Amongst the largest contributors to one's individual ecological footprint is the consumption of energy, and an often-cited contributor is travel. Justifying the ecological footprint

> **Mobility programs can unite internationalization and sustainability as complementary concepts, enhancing transformative education experiences. But HEIs must design their initiatives towards a positive handprint in justifying the embedded ecological footprint.**

of travel had become a challenge for mobility programs in HE. However, HEIs had been slow in leaving the traditional approaches behind and addressing the growing concerns. Only during the pandemic, when border restrictions halted travel globally, HEIs pivoted to a 'new normal' of virtual exchange programs, avoiding the discussion of travel footprints. As travel is possible again, HEIs need to make the case for in-person mobility programs as virtual programs have become widely accepted.

The ecological footprint is a valid concern but a rather negative image. Since the 2000s, the 'handprint' model has become increasingly popular as a positive alternative perspective. It stands for actions that can be taken to balance or even restore the damage of footprints of human activity on earth. The story behind: While being taught about the ecological footprint, a 10-year-old girl told her teacher that she had hands to do something about her footprints. The teacher did not only address the idea by making painted handprint symbols in her class but brought the student's handprint concept[11] forward.

We must address environmental challenges, such as climate change and biodiversity loss. But we also need to keep in mind the original definition of sustainable development, used in Brundtland's *Common Future* and still valid today in the *2030 Agenda* with the *SDGs*, equally referring to addressing environmental, economic, and social sustainability challenges. For a sustainable future, focusing on reducing humanity's ecological footprint will not be enough. This future will only be possible with humans living in just and equitable societies and within economic systems that are moving away from exhausting natural resources.

Hence, we need learners that combine ecological concern and a sense of solidarity with other humans, all forms of life, and the planet itself. This is particularly important for HEIs as their graduates disproportionately represent the majority of today's and tomorrow's decision-makers and influencers.

To achieve these desired learning outcomes, *UNESCO* promotes the idea that education needs to transform. This transformation begins with the acquisition of up-to-date knowledge and the learners' ability to seek and critically analyze new information. In addition, transformation continues from experiential exposure to realities and building deeper connections to the point that compassion and a sense of solidarity is possible, eventually leading to informed action. It is hoped that these extensions of learning will transform the learner and create paths of empowerment.

---

10. For full statement, see the following link: https://www.iau-aiu.net/IMG/pdf/affirming_academic_values_in_internationalization_of_higher_education.pdf

11. More about the handprint idea: https://www.handprint.in/the_handprint_idea

Virtual exchange programs, often delivered at convenient times and consumed from the comfort of one´s home, have great difficulty in providing the experiential exposure to develop the compassion so needed to achieve the transformative effects sought from the experiential exposure in international mobility. It remains important to further increase the number of in-person participants from less than 3% worldwide (2019) while still addressing ecological concerns. Now is also the time to discuss the social justice challenges within mobility programs, e.g., who gets to participate or is left out, what is the impact, and to create suitable programs for those who have traditionally not been able to participate, especially vulnerable groups.

York University (Toronto, Canada) has included the motive of the handprint versus footprint in their *Sustainable on the Go Initiative* (SOTG)[12], as a project within a university-wide effort to elevate actions towards achieving the *SDGs*[13]. *SOTG* addressed the need for international mobility and intercultural exchange to take place in synergy with sustainable development through the lens of inclusivity, innovation, collaboration, experiential learning, and *Education for Sustainable Development* (ESD, stated in SDG 4.7).

The first part of the initiative was to create a space for dialogue with two virtual conferences. Each time, approximately 500 participants from 60 countries exchanged ideas, once in 2021 when all forms of in-person education were halted and again in 2022, focusing on young voices and their hopes for the post-pandemic future. In the second part, York University wishes to redesign their own internationalization approaches, making travel more sustainable.

Mobility programs can unite internationalization and sustainability as complementary concepts, enhancing transformative education experiences. But HEIs must design their initiatives towards a positive handprint in justifying the embedded ecological footprint.

23 How to unite contradictory visions of Sustainable Internationalization
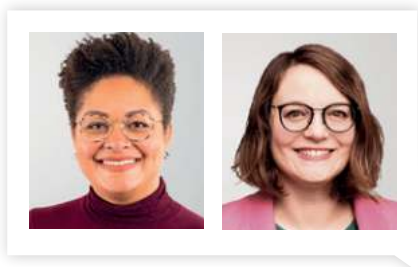
by **Luzia Ferreira Santos**, *PhD student and research assistant* and **Eva Maria Vögtle**, *postdoctoral researcher, German Centre for Higher Education Research and Science Studies, Germany*

While demands for sustainable models of internationalization are a recurring theme in the debates on internationalization, it cannot be assumed that shared meanings underlie these discussions and proposed solutions. In the realm of the project INDISTRA[14], investigating the impact of covid-driven digitalization on the internationalization strategies of German higher education institutions (HEIs), the results of a review of international literature show that the conceptualizations of internationalization in higher education are contextual, and constantly evolving, therefore not free of ambiguity. As a result, different interpretations, ideologies, and motivations inform internationalization policies, leading to particular practices at HEIs. This opinion piece discusses how different understandings and drivers of internationalization might be at odds as HEIs are called to rethink their strategies and practices toward sustainable internationalization and provides some key strategies for implementing sustainable internationalization of HEIs.

Visions of 'sustainable' internationalization are surrounded by stark contradictions. On the one hand, the term is associated with the economic need to conceive innovative 'business models' that- aligned with national policies of foreign affairs and trade- can enhance the resilience of HEIs and support economic recovery in the aftermath of the pandemic (Kanwar & Carr, 2020, p. 326). This conception has been criticized by those who conceive 'sustainable' internationalization beyond commercial terms, supporting approaches closely aligned with the 2030 Agenda of Sustainable Development of the United Nations[15]. In particular, those concerning inclusion and lifelong learning (Josefsson *et al.*, 2022; Woicolesco *et al.*, 2022), citizenship education (Guimarães & Finardi, 2021), and environmental awareness (Caniglia *et al.*, 2018; Jack & Glover, 2021; Pedersen *et al.*, 2020). Internationalization efforts are aligned with 'explicit intentions and policies' depending on actors and contexts (Huang *et al.*, 2022, p. 204).

As covid-driven digitalization has given traction to inter-institutional collaboration, including those between HEIs of the global north and south, greater efforts will be required from HEIs to set the record straight in relation to the underlying concepts and values guiding their strategies and actions. Considering that internationalization is still associated with the risk of 'brain drain' and the unequal share of benefits among partners (Marinoni, 2018), it will undoubtedly matter whether the pursuit for sustainability implies the active recruitment of fee-paying international students for revenue generation, or if sustainability is seen in connection with opportunities for diverse groups of students to engage in international experiences (e.g. through Internationalization at Home). With reference to the results of the scoping review conducted in the realm of the INDISTRA

12. More about the Sustainable on the Go Initiative: https://yorkinternational.yorku.ca/sotg/

13. More about the York University Academic Plan 2020-2025: https://www.yorku.ca/uap2020-25/

14. Internationalization in the Digital Transformation – Strategies of German Higher Education Institutions – INDISTRA - Retrieved Feb. 20, from https://www.dzhw.eu/forschung/projekt?pr_id=690

15. The United Nations (UN) explicitly links the achievement of its Sustainable Development Goals (SDGs) to the balanced intersection of social, economic, and environmental dimensions (United Nations, 2012), reflecting a dominant yet contentious understanding of sustainability (Purvis *et al.,* 2019).

IN FOCUS

> **It will undoubtedly matter whether the pursuit for sustainability implies the active recruitment of fee-paying international students for revenue generation, or if sustainability is seen in connection with opportunities for diverse groups of students to engage in international experiences.**

project, to make internationalization sustainable for its own purpose, some key strategies can be distilled:

1. Develop a clear internationalization strategy: In alignment with their missions, and clearly communicated to their stakeholders, HEIs should develop a strategy that outlines the objectives, priorities, and goals of internationalization. This can be put in place through inclusive communication strategies across institutional actors and sectors, strong leadership (Findlay, 2020), and promoting active engagement of the different stakeholders while acknowledging their contributions towards the achievement of common goals (Hudzik, 2011; Castro *et al.*, 2016). The overall resulting strategy should be regularly reviewed and updated to ensure that it remains relevant and effective.

2. Foster equitable partnerships and collaborations: Collaboration between institutions, both domestic and international, can enhance the quality and sustainability of internationalization efforts. Equitable partnerships can facilitate the exchange of knowledge, resources, and expertise, leading to mutually beneficial outcomes.

3. Integrate internationalization into the curriculum: To ensure that students are exposed to diverse perspectives and cultures, internationalization should be integrated into the curriculum through study abroad programs and international internships. At the same time, internationalization of the curriculum can simultaneously be connected to local relevancy (for instance when it comes to decolonial perspectives).

4. Support structures for international students and staff: Institutions should provide support services for international students and staff to ensure their successful integration into the academic and social life of the institution. This includes language and cultural support, visa and immigration assistance, and academic advising.

5. Evaluate the impact of internationalization: Institutions should measure the impact of internationalization efforts to determine their effectiveness and to identify areas for improvement. This can be achieved through surveys, evaluations, and other methods of assessment.

By implementing these strategies, institutions can ensure that internationalization of higher education is sustainable for its

own purpose and the different perceptions of sustainability do not have to be mutually exclusive. While it seems unrealistic that sociocultural and academic rationales will prevail over pervasive economic drivers of internationalization, striving for balance between the social, economic, and environmental dimensions is instrumental for attaining sustainable internationalization. Hence, it is plausible to conceive a model of sustainable internationalization that would simultaneously pay attention to cost-effectiveness, social equity, and environmental responsibility. However, rather than attempting at universalizing strategies and practices as in a 'one size fits all' approach, the participatory development of shared visions where the needs and interests of diverse stakeholders at the local, national, and global levels can be taken on board should be fostered. Communication channels and support structures should be deployed to facilitate dialogue, equalize competing perspectives, and steer action, thereby creating spaces where seemingly conflicting views can come into dialogue. This certainly is more relevant than attempting to create a common universal framework for sustainable internationalization as diversity of perspectives should be integral and indeed expected in international higher education.

24 Internationalization in a Changing World: The role of technology

by **Roberto Escalante Semerena**, *Secretary General, Unión de Universidades de América Latina y el Caribe (UDUAL)*

The intense relationships that guide the world nowadays, in every aspect of life, can be broadly identified as internationalization. Everybody can follow developments in economy, society, politics in real time.

The impact of this is of great magnitude and importance. This can be exemplified clearly in the financial world. Those involved in such activity react immediately when stock exchanges experience movements in value of the shares.

In higher education, the process of internationalization has become endemic. And, as a result of technological developments, the internationalization process has accelerated recently. The Internet and other digital communication tools are progressing every day and facilitate interactions that a few years ago were thought impossible.

During the pandemic, digital technologies allowed higher education institutions (HEIs) to continue operations and prevented greater disruptions. From one day to another, universities and other higher education institutions (HEIs) moved from face-to-face activities to online activities.

> **In Latin America and the Caribbean, internationalization facilitated by digital technology produces differences which do not necessarily contribute to making the world a more equitable and inclusive one. For that reason, it is very important to contextualize internationalization led by digitalization.** 99

As the pandemic continues to fade out, HEIs have resumed face-to-face activities. However, many have continued using online tools and are combining face-to-face learning with online pedagogy, leading to a more hybrid mode of delivery of education.

The consequences of these developments have already begun to emerge. The results of such transformations do not necessarily point in the right direction. This process has inaugurated a debate at the global scale about the pros and cons of using technology to make advances, particularly for what concerns the quality of education.

Internationalization and technology go hand to hand. They transform everything and introduce new goals and promises, but also new challenges.

These are the issues that deserve consideration and an ample debate. Is it true that technology ensures good education? Is the new model created to provide learners with competences to enable them to adapt more quickly to the labour market while excluding epistemologies and values that are still considered unavoidable in the process of educating professionals?

These topics are not irrelevant; they can mean big changes not only in the educational world but also, in society more broadly. Do we still support the idea that HEIs should educate citizens with a critical mind and prepositive capacities to solve problems? Or, should the emphasis be placed on developing students' capacity to quickly satisfy the needs of the labour market?

Today big technology companies (e.g. Google, Amazon, etc.) offer the possibility of training engineers, architects and other professionals in a very short timeframe. Some even claim that the universities as we know them nowadays are entities in extinction. There are claims that they are unnecessary and very costly to maintain.

Others defend the idea that universities should never be considered as factories of workers for the labour market. Universities are social spaces which facilitate the exchange and open discussions of issues of interest in the different areas of science. They cannot be substituted.

Despite these different approaches to higher education prompted by the emergence of powerful technologies, the question of what do to with internationalization in a changing world remains. The discussion is not new, but the introduction of powerful technologies has enhanced it and deserves a careful reflection.

It is important to recognize that internationalization is, by large, a positive phenomenon which has helped to solve the acute problems mankind is facing, like the recent pandemic. Such achievements were made possible by the internationalization of knowledge supported by the use of efficient digital technologies. However, the internationalization facilitated through digital technology must be analyzed in the social context in which it occurs. There is a big gap between the developed world and the developing one in terms of access to technology and, therefore, to the implied benefits that the internationalization of knowledge brings about. The world of higher education nowadays is highly stratified, and one of the main contributing factors is the access to technology in all aspects, i.e. connectivity, hardware, software, etc.

This means that universities with more financial means, equipped with the latest technology, are able to offer blended learning opportunities, drawing both on face-to-face and online education. This also gives HEIs and students the opportunity to pursue new modalities of internationalization through online collaboration. The problem is that this opportunity is restricted to those sectors of society who can afford it. This particularly true in the developing world. Unfortunately, many universities, including public universities, are unequipped. While online education does offer new opportunities for pursuing internationalization, it is at the same further socially stratifying higher education. Therefore, depending on in which universities students are enrolled, their capacities and development will vary.

In sum, at least in Latin America and the Caribbean, internationalization facilitated by digital technology produces differences which do not necessarily contribute to making the world a more equitable and inclusive one. For that reason, it is very important to contextualize internationalization led by digitalization.

25 The clock is ticking for the SDGs

by **Joanna Newman**, *Chief Executive and Secretary General of the Association of Commonwealth Universities (ACU)*

As the coronavirus wreaked havoc on lives and livelihoods around the world, the clock ticked ever closer to 2030 – the deadline for the Sustainable Development Goals (SDGs). The pandemic had a grave impact on progress towards the goals, pushing millions back into poverty and hunger and exacerbating inequalities

> **By working together to close the digital divide and by fostering international collaboration through inclusive internationalisation of higher education, we have a real opportunity to reduce the barriers to higher education.**

across the board. But it also underlined their relevance, laying bare the cracks in our societies and consequences – from healthcare to education – of a deeply unequal world. Universities play a vital role in achieving all 17 of the Goals, but a concerted collective effort is now more urgent than ever.

International collaboration in higher education is a vital part of this endeavour. Many universities have already aligned their activities with the Goals, but it is only by sharing the wealth of knowledge, ideas and perspectives that we can find solutions to problems that no country can tackle alone. Indeed, a study published by the Association of Commonwealth Universities (ACU) and British Council showed that international partnerships in higher education are highly effective in driving progress towards the SDGs. By harnessing the potential of diverse disciplines, sectors, and organisations, partnerships were shown not only to deliver added value to donors but to help universities, policymakers, and beyond to share knowledge, drive innovation, and turn research into action.

International organisations like the ACU and IAU offer valuable frameworks that universities can use to forge these partnerships in a renewed global effort to achieve the SDGs. With more than 500 member institutions across 50 countries, the ACU's thematic networks, for example, enable collaboration on themes such as climate resilience, peacebuilding, and universities' engagement with the SDGs. Meanwhile our funding opportunities for students and staff to study or undertake research in other countries continue to enable the vital interchange of ideas and knowledge.

Like many organisations, the pandemic highlighted for us the value – and the practical and inclusive advantages – of virtual international collaboration and exchange, and we will continue to offer and develop these opportunities. On the other hand, the pandemic revealed the vast digital divide in higher education – whether due to poor internet connectivity or a lack of access to data and devices. This digital divide left millions unable to learn, teach, or continue their research when campuses closed, and today presents a major obstacle to realising the potential of online learning globally and to achieving SDG4: quality education for all.

As the only accredited voice for higher education in the Commonwealth, we are actively advocating for governments to tackle the digital divide in higher education, as well as to invest in the physical and digital infrastructure needed to ensure equitable access for all. Last year, we represented

our members at the 21st Conference of Commonwealth Education Ministers – a summit of government ministers from Commonwealth nations – to whom we made a series of recommendations, created in consultation with our international network of universities. These included: ensuring equitable access to higher education, addressing the digital divide as key to that, and recognising higher education's role in delivering all 17 SDGs. The ministerial statement issued from the summit not only endorsed the recommendations but also called for increased investment in tertiary education. These recommendations were later submitted to the Commonwealth Heads of Government Meeting in Rwanda, sounding a clarion call on a global stage.

The challenge for all of us now is to work together to build on the rapid shift to online learning to find long-term solutions to widening access. Access to higher education remains a huge concern in many parts of the Commonwealth. In sub-Saharan Africa, for example, where 70% of the population is under the age of 30, gross tertiary enrolment lags at just 9.4%.

International collaboration has a vital role to play here, enabling universities to draw on the knowledge of the international higher education community to find innovative ways to reach and teach more students. While digital learning will never fully replace face-the-face teaching, blended learning – which combines the two in a complementary way – offers a powerful alternative.

The ACU-led Partnership for Enhanced and Blended Learning (PEBL) in east and west Africa draws on international collaboration to support universities in the design and delivery of blended learning. The project brings universities together with international partners with expertise in open educational resources to co-create quality-assured, credit bearing modules taught through blended learning. These modules can then be shared and replicated at scale in universities across the regions.

PEBL East Africa has been highly successful, unlocking learning opportunities for over 40,000 students to date and training more than 3,400 academics in the design and delivery of blended learning. Last year, we partnered with Australia's Department for Foreign Affairs and Trade and Australian universities to launch PEBL West Africa, which is today working with universities across Ghana and Nigeria.

I believe that by working together to close the digital divide and by fostering international collaboration through inclusive internationalisation of higher education, we have a real opportunity to reduce the barriers to higher education, but one thing is clear: we cannot and must not wait for another crisis to force our hand.

IN FOCUS

REFERENCES AND NOTES:

03 Internationalization, evolving towards more inclusiveness and equality?

Jones, E. and de Wit, H. 2021. The globalization of Internationalization? In Cohn D and Khan H.E. (Eds.), *International Education at the Crossroad*. Pp. 35-48. Indiana University Press.

Rumbley, L.E., Altbach, P.G., Reisberg, L. and Leask, B. (2022). Trends in Global Higher Education and the Future of Internationalization, Beyond 2020. (pp. 3-22). In Deardorff, D., de Wit, H., Leask, B. and Charles, H. (Eds). (2022). *Handbook on International Higher Education, 2nd edition*. Stylus.

Thondhlana, J., Garwe, E. C., De Wit, H., Gacel-Ávila, J., Huang, F., & Tamrat, W. (2021). *The Bloomsbury Handbook of the Internationalization of Higher Education in the Global South*. London: Bloomsbury.

This contribution is a summary version of de Wit, Hans (2023). Internationalization in and of Higher Education: Critical Reflections on its Conceptual Evolution. Chapter 2 in Engwall, Lars and Börjesson, Mikael (Eds.). *Internationalization of Higher Educations Institutions*. Cham: Springer (forthcoming).

05 Does internationalization of the curriculum have a post-pandemic future?

Barnett, R. 2000. *Realising the university in an age of supercomplexity*, The Society for Higher Education and OUP, Ballmoor, Bucks.

Beelen, J., and Jones, E. 2015. Redefining internationalisation at home. In A. Curai, L. Matei, R. Pricopie, J. Salmi & P. Scott (Eds.), T*he European higher education area: Between critical reflections and future policies* (pp. 67-80). Dordrecht: Springer

Gacel-Ávila, J. Bustos-Aguirre, M. & Freire, J.C. Jr. 2017. 'Student Mobility in Latin America and the Caribbean: Latest Trends and Innovative programs'. In de Wit, H., Gacel-Ávila, J., Jones, E., & Jooste, N. (Eds) *The Globalization of Internationalization: Emerging Voices and Perspectives*, pp. 61-73. Routledge.

International Association of Universities. 2022. 'IAU Strategic Priorities. *In Horizons, Vol 27, N°. 2 October 2022* pp 4-10.

Relevance and Values of Universities to Future Society. IAU.

Jones, E., B. Leask, H. de Wit, U. Brandenburg (2021) Global social responsibility and the internationalisation of higher education for society. *Journal of Studies in International Higher Education* Vol. 25(4) 330–347 https://doi.org/10.1177/10283153211031679

Leask, B. 2015. *Internationalising the Curriculum*. Routledge

Leask, B.R., 2023. Reimagining internationalization of the curriculum. In: Tierney, R.J., Rizvi, F., Erkican, K. (Eds.), *International Encyclopedia of Education, vol. 8*. Elsevier, pp. 220–232. https://dx.doi.org/10.1016/B978-0-12-818630-5.02038-8. ISBN: 9780128186305

Morosini, M. C.,Corte, M. D., & Guilherme, A. (2017).Internationalization of Higher Education: A Perspective from the Great South. Creative Education, 8, 95-113. https://www.scirp.org/journal/paperinformation.aspx?paperid=73540

Whitsed, C. & Green. W. (2015) 'Critical Reflections on the Internationalization of the Curriculum' in Green, W. & Whitsed, C. (Eds) *Critical Perspectives on Internationalising Curriculum in Disciplines: Reflective narrative accounts from Business, Education and Health*, pp 277-296. Sense Publishers.

08 The Light of the World: The Student and Global Citizenship

[1] Knight, J. (2004). Internationalization Remodeled: Definition, Approaches, and Rationales. Association for Studies in International Education, 8(1), pp. 11

[2] https://unesdoc.unesco.org/ark:/48223/pf0000248232

[3] MacFarlane, B. (2016). The freedom to learn: The threat to student academic freedom and why it needs to be reclaimed. London, UK: Routledge.

[4] https://www.iesalc.unesco.org/en/2022/05/18/report-reveals-the-state-of-higher-education-two-years-on-from-the-disruption-of-covid-19/

[5] https://www.timeshighereducation.com/campus/campus-dead-long-live-campus

09 UNESCO's Qualifications Passport: A Game-Changer for Forcibly Displaced Individuals Seeking Higher Education

The World Bank Group, 2021, *Steering Tertiary Education: Toward Resilient Systems That Deliver for All*, retrievable at, https://documents1.worldbank.org/curated/en/394931632506279551/pdf/Steering-Tertiary-Education-Toward-Resilient-Systems-that-Deliver-for-All.pdf

UNESCO, 2020, *Global education monitoring report, 2020: Inclusion and education: all means all*, retrievable at, https://unesdoc.unesco.org/ark:/48223/pf0000373718

UNESCO, 2021, *Paris Declaration: a Global Call for Investing in the Futures of Education*, retrievable at, https://unesdoc.unesco.org/ark:/48223/pf0000380116

10 Key compass points for the future: foregrounding purposefulness, coherence and agility

European Commission. (n.d.). European Universities Initiative. https://education.ec.europa.eu/education-levels/higher-education/european-universities-initiative

European Commission. (2022). *Communication from the Commission on a European Strategy for Universities*. https://education.ec.europa.eu/sites/default/files/2022-01/communication-european-strategy-for-universities-graphic-version.pdf

Ferencz, I. & Rumbley, L.E. (2022). Europe's post-pandemic internationalisation: Challenges and possibilities in a decidedly networked future. Higher Education Quarterly. https://doi.org/10.1111/hequ.12381

11 Fostering inclusivity in internationalization of higher education: IAU Horizons

Alperin, J.P. (2016). *World scaled by number of documents with authors from each country in Web of Science*. [online] Figshare. Available at: https://figshare.com/articles/figure/World_scaled_by_number_of_documents_with_authors_from_each_country_in_Web_of_Science_2016/7064771/1

Chasi, S and Heleta, S. (2022). *Towards More Sustainable, Equitable and Just*

REFERENCES AND NOTES:

Internationalisation Practices: The Case of Internationalisation Conferences. [online] Journal of Studies in International Education. Available at: https://journals.sagepub.com/doi/full/10.1177/10283153221139924

Cunningham, P. (2020). *Holistic Internationalisation (For Empirical Research)*.

Our World in Data. (2017). *Researchers in R&D per million people.* [online] Available at: https://ourworldindata.org/grapher/researchers-in-rd-per-million-people

Seneviratne. K. (2021). *Digital transformation of international HE gathers momentum.* [online] Available at: https://www.universityworldnews.com/post.php?story=20220215170723502

Tarkang, E.E. and Bain, L.E. (2019). The bane of publishing a research article in international journals by African researchers, the peer-review process and the contentious issue of predatory journals: a commentary. *Pan African Medical Journal*, [online] 32(119). doi: https://doi.org/10.11604/pamj.2019.32.119.18351

Teferra, D. and Altbach, P.G. (2004). African higher education: Challenges for the 21st century. *Higher Education*, 47(1), pp.21–50. doi: https://doi.org/10.1023/b:high.0000009822.49980.30

16 The future of higher education internationalization in Latin America and the Caribbean

Egron-Polak, E., & Hudson, R. (eds.) (2010). Internationalization of Higher Education: Global trends, regional perspectives. IAU 3th Global Survey. International Association of Universities.

EF. (2020). Education First English Proficiency Index. Retrieved from: http://www.ef.com.mx/epi/

Gacel-Ávila, J., Vázquez-Niño, G. & Villalón, E. (2023). La Internacionalización de la Educación Superior en América Latina y el Caribe: Diagnóstico y Oportunidades. Universidad de Guadalajara.

Ilieva, J., & Peack, M. (2016). The Shape of Global Higher Education: National Policies Framework for International Engagement. British Council.

Marinoni, G. (2019). Internationalization of Higher Education: An Evolving Landscape, Locally and Globally. IAU 5th Global Survey. International Association of Universities.

IESALC. (2019). La Movilidad en La Educación Superior En América Latina y el Caribe: Retos y Oportunidades de un Convenio Renovado para el Reconocimiento de Estudios, Títulos y Diplomas. Instituto Internacional de la UNESCO para la Educación Superior en América Latina y el Caribe.

18 New Paradigms of Student Mobility Post-pandemic in Japan

[1] FY stands for Fiscal Year. FY in Japan generally starts in April and ends in the end of March in the following year.

[2] The selected programs are listed in the following URL: https://www.jsps.go.jp/english/e-tenkairyoku/sentei_jigyo.html

[3] Please refer to the following URL: https://www.jfiu.jp/en/

[4] Please refer to the following URL: https://intercul.ihe.tohoku.ac.jp/en/

[5] Please refer to the following URL: https://www.kansai-u.ac.jp/Kokusai/IIGE/

[6] Please refer to the following URL: https://www.jv-campus.org/en/

[7] Please refer to the following URL: https://siiej.org/

19 The Challenges to the Internationalization of Moroccan Higher Education

Altbach, P.G. & Selvaratnam, V. (eds) (1989). From dependence to Autonomy: The Development of Asian Universities. Dordrecht, Netherlands: Kluwer.

Brandenburg, U., & De Wit, H. (2011). The End of Internationalization. International Higher Education, (62). https://doi.org/10.6017/ihe.2011.62.8533

El Kirat El Allame, Y. & Kouaachi, A. (2023). The Internationalization of Moroccan Higher Education: Achievements, Intended & Unintended Outcomes and Future Prospects. In Unintended Consequences of Internationalization in Higher Education: Comparative International Perspectives on the Impacts of Policy and Practice. Edited By Shahrzad Kamyab and Rosalind Latiner Raby. Copyright Year 2023.

Lulat, Y.G-M. (2003). 'The development of higher education in Africa: A historical survey', in Teferra, D. and Altbach, P.G. (eds.), African Higher Education: An International Reference Handbook. Bloomington: Indiana University Press, pp. 15–31. Makerere University (2020). Undergraduate Students' e-Learning Readiness Survey. https://news.mak.ac.ug/2020/07/makundergraduate-students-e-learningreadiness-survey-2020/

20 Internationalization at Home as a Trendsetter

German Academic Exchange Service (online): Strategy 2025; URL: https://www.daad.de/en/the-daad-who-we-are/strategy-2025/ (accessed 20.02.2023).

Ministerio de Educación Nacional (online): Propuesta de indicadores para la internacionalización de la educación superior; URL: https://www.mineducacion.gov.co/1780/articles-408425_recurso_9.pdf (accessed 20.02.2023).

22 Responsibility, Inclusivity, and Sustainability: Navigating a Changing Normal in International Mobility Programs in Higher Education

Balderama H., Gengatharan, V., Guerrero, M., Hopkins, C., Kohl, K., Li, L., Smith, E., Talla, M. (eds.) (2021) *Sustainable and Inclusive Internationalization: Reimagining Approaches in Higher Education in an Era of Global Uncertainties.* Toronto: York University. DOI: 10.25071/10315/38628. https://yorkinternational.yorku.ca/sotg-publication/

Kohl, K., Hopkins, C., Barth, M., Michelsen, G., Dlouhá, J., Razak, D.A., Abidin Bin Sanusi, Z. and Toman, I. (2022), *"A whole-institution approach towards sustainability: a crucial aspect of higher education's individual and collective engagement with the SDGs and beyond"*, International Journal of Sustainability in Higher Education. 23(2), 218-236. https://www.emerald.com/insight/content/doi/10.1108/IJSHE-10-2020-0398/full/html

REFERENCES AND NOTES:

UNESCO. (2020). *Education for Sustainable Development*. A Roadmap. Paris: UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000374802

UNESCO IESALC (2022). M*oving minds: Opportunities and challenges for virtual student mobility (VSM) in a post-pandemic world*. Caracas: UNESCO International Institute for Higher Education in Latin America and the Caribbean. https://www.iesalc.unesco.org/en/2022/02/25/future-of-international-mobility-will-combine-physical-and-digital-experiences-to-reach-a-wider-range-of-students/

Wackernagel, M., & Rees, W. E. (1996). *Our ecological footprint: reducing human impact on the earth*. Gabriola Island, BC; Philadelphia, PA, New Society Publishers.

York University. (2020). *York University Academic Plan 2020-2025. Building a Better Future*. York University, Toronto, ON, Canada. https://www.yorku.ca/uap2020-25/

23 How to unite contradictory visions of Sustainable Internationalization

Caniglia, G., John, B., Bellina, L., Lang, D., Wiek, A., Cohmer, S., & Laubichler, M. (2018). The glocal curriculum: A model for transnational collaboration in higher education for sustainable development. Journal of Cleaner Production, 171, 368–376. https://doi.org/10.1016/j.jclepro.2017.09.207

Castro, P., Woodin, J., Lundgren, U., & Byram, M. (2016). Student mobility and internationalisation in higher education: perspectives from practitioners. Language and Intercultural Communication, 16(3), 418-436.

Findlay, S. M. (2020). An Analysis of Campus Services for International Students at Institutions in the Midwest. Illinois State University. França, T., Alves, E., & Padilla, B. (2018). Portuguese policies fostering international student mobility: a colonial legacy or a new strategy?. Societies and Education,16

Guimarães, F. F., & Finardi, K. R. (2021). Global citizenship education (GCE) in internationalisation: Coil as alternative Thirdspace. Globalisation, Societies and Education, 19(5), 641–657. https://doi.org/10.1080/14767724.2021.1875808

Huang, F., Crăciun, D., & Wit, H. de (2022). Internationalization of higher education in a post-pandemic world: Challenges and responses. Higher Education Quarterly, 76(2), 203–212. https://doi.org/10.1111/hequ.12392

Hudzik, J. (2011). Comprehensive internationalization: From concept to action. Washington, DC: NAFSA: Association of International Educators.

Jack, T., & Glover, A. (2021). Online conferencing in the midst of COVID-19: An "already existing experiment" in academic internationalization without air travel. Sustainability: Science, Practice, and Policy, 17(1), 293–307. https://doi.org/10.1080/15487733.2021.1946297

Josefsson, K. A., Haarr, K. H., Eriksen, S. S., & Borhaug, F. B. (2022). Using Digital, Universal, and Intercultural Didactics to Improve Higher Education-A Project Protocol for a Norwegian Interactive and Collaborative Improvement Study Concerning Master's Level Courses in "Theory of Science, Research Methods, and Research Ethics". FRONTIERS in EDUCATION, 7. https://doi.org/10.3389/feduc.2022.851783

Kanwar, A., & Carr, A. (2020). The impact of COVID-19 on international higher education: New models for the new normal. Journal of Learning for Development, 7(3), 326–333. https://www.scopus.com/inward/record.uri?eid=2-s2.0-85103277213&partnerID=40&md5=8d5b744a25309df08a80addab4326360

Marinoni, G. (2018). Internationalization of Higher Education: An Evolving Landscape, Locally and Globally. IAU 5th Global Survey. International Associations of Universities.

Pedersen, J. M., Frick, J., Kirikova, M., & Lima R.M., Villas-Boas V., Koomsap P., Sethanan K. (2020). International student projects and sustainable development goals: A perfect match. International Symposium on Project Approaches in Engineering Education, 10. https://www.scopus.com/inward/record.uri?eid=2-s2.0-85090823396&partnerID=40&md5=ec7bd1ec3ca9e6a9c27410be57bb24a4

Purvis, B., Mao, Y., & Robinson, D. (2019). Three pillars of sustainability: in search of conceptual origins. Sustainability Science, 14(3), 681–695. https://doi.org/10.1007/s11625-018-0627-5

UNESCO. (2005). Unesco and sustainable development. Paris – France. Education for Sustainable Development Section and Bureau of Strategic Planning-UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000139369.locale=en

United Nations. (2012). A/RES/66/288: The future we want.

Woicolesco, V. G., Cassol-Silva, C. C., & Morosini, M. (2022). Internationalization at Home and Virtual: A Sustainable Model for Brazilian Higher Education. Journal of Studies in International Education. Advance online publication. https://doi.org/10.1177/10283153221076898

Follow IAU on...

in IAU-AIU

🐦 @IAU_AIU

As an IAU Member, you can increase your visibility on the IAU website:

➲ Share your news in IAU News from Members

➲ Advertize your events in the Global Calendar

➲ Showcase your initiatives on IAU specialized portals

www.iau-aiu.net

Hilligje van't Land
Andreas Corcoran
Diana-Camelia Iancu
Editors

The Promise of Higher Education

Essays in Honour of 70 Years of IAU

OPEN ACCESS

Springer

JOIN US IN DOHA!

© photo: Qatar Tourism

IAU 2023
INTERNATIONAL
CONFERENCE

25-27 november
Qatar University, Doha

HIGHER EDUCATION
WITH IMPACT:
THE IMPORTANCE
OF INTERCULTURAL
LEARNING AND DIALOGUE

—————————

Universities provide excellent environments to foster
intercultural learning and competence which embraces
diversity, treasures differences and is necessary for
graduates to thrive in a globalised world. It enhances their
appreciation and respect for the other and leads to a more forceful commitment
to human rights, democracy, the rule of law, and building peace. The IAU 2023 Intercultural
Conference will explore how universities around the world promote and support intercultural learning and
dialogue, the impact geopolitics is having on this goal, and the broader implications it has for our society.

Take part in the conversations and engage with peers from around the world!

Register today and enjoy early bird registration fees:
www.IAUDoha2023.net

HOSTED BY QATAR UNIVERSITY

جامعة قطر
QATAR UNIVERSITY

IAU
INTERNATIONAL
ASSOCIATION OF
UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU