Internationalisation: where next?
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Presentation outline

- CGP at BU
- The context: known/unknown
- Possible challenges
- Important in the future:
  - Mobility
  - Partnerships
  - TNE
  - Curriculum/pedagogy
  - staffing
- Institutional challenges

Internationalisation- a reminder

- '*In an increasingly globalised world there is wide spread acceptance of the importance of 'internationalising" higher education and giving students the skills to enable them to operate effectively across boundaries*.' (Rammell 2007)
- No clear consensus on meaning of internationalisation in HE context (Caruana 2007)
- How do we know we are doing enough and doing the right things?

The Centre for Global Perspectives
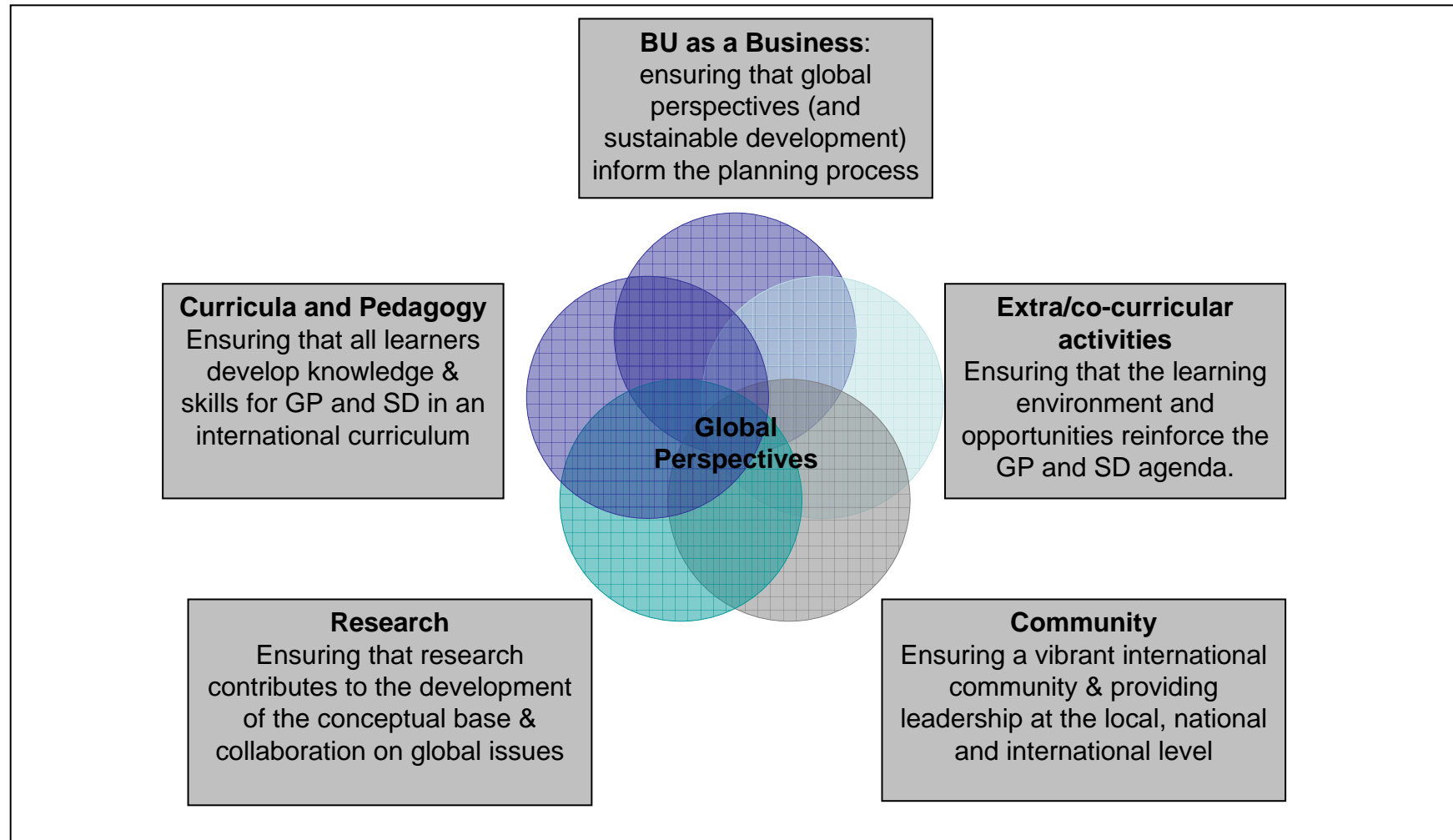(see Petford & Shiel, 2008)

Cross-institutional, cross- discipline working to support the aim:

To ensure that all graduates will be able to evaluate the impact of globalisation and sustainable development in their personal and professional spheres, now and in the future.
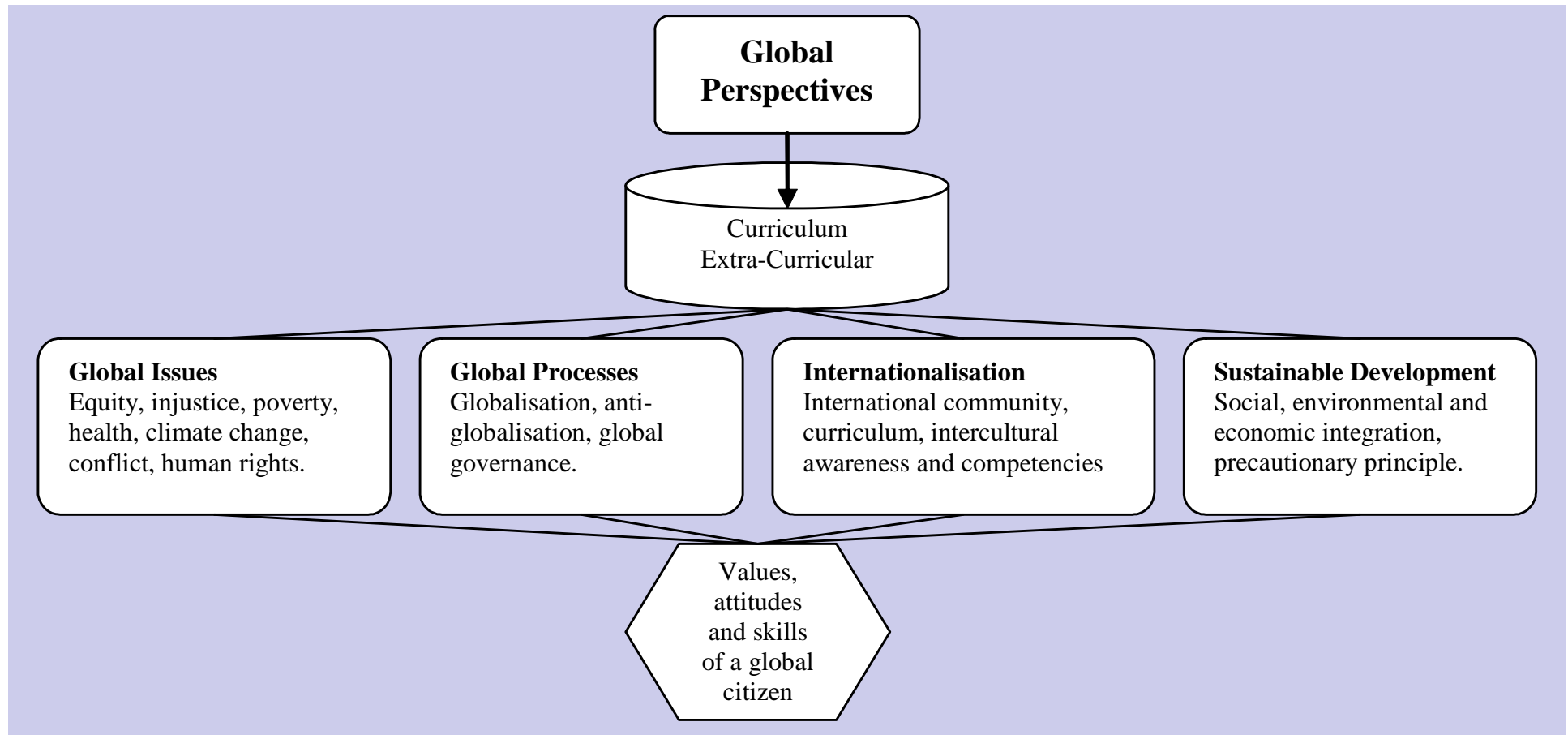
And to lead activities to develop

'*Active and employable citizens*' **who might** '*foster international understanding.*' **(David Lammy, MP, 2008)**

Global Perspectives: a holistic approach

BU as a Business: ensuring that global perspectives (and sustainable development) inform the planning process

Curricula and Pedagogy
Ensuring that all learners develop knowledge & skills for GP and SD in an international curriculum

Extra/co-curricular activities
Ensuring that the learning environment and opportunities reinforce the GP and SD agenda.

Global Perspectives

Research
Ensuring that research contributes to the development of the conceptual base & collaboration on global issues

Community
Ensuring a vibrant international community & providing leadership at the local, national and international level

A holistic approach to agendas
(Shiel & Mann 2005)

Global Perspectives

Curriculum
Extra-Curricular

Global Issues
Equity, injustice, poverty, health, climate change, conflict, human rights.

Global Processes
Globalisation, anti-globalisation, global governance.

Internationalisation
International community, curriculum, intercultural awareness and competencies

Sustainable Development
Social, environmental and economic integration, precautionary principle.

Values, attitudes and skills of a global citizen

Exploring what it means to be a Global Citizen

Obama: 'The Burdens of Global Citizenship Continue to Bind Us together'

BU students now have a better understanding of GC

'A good global citizen is someone who understands not just local issues, but issues that involve the wider world. These citizens will have a longing to understand how to help and engage others, and will want to lend their services to others. He/She will understand cultural differences and will treat all citizens with respect, giving their time and effort for no other reason than the fact that they want to help to provide stability, knowledge and skills to those around them and for future generations.'

- Many reference *the planet*, *the future*, *having curiosity* and *being willing to learn* and include respect for *diversity*, *tolerance*, *helping* and *joy of life*.

'One who does not see divides; One who does not define themself by race; One who is not fearful of unfamiliar custom; One who seeks fairness and justice; One who embraces everything with curiosity and tolerance.'
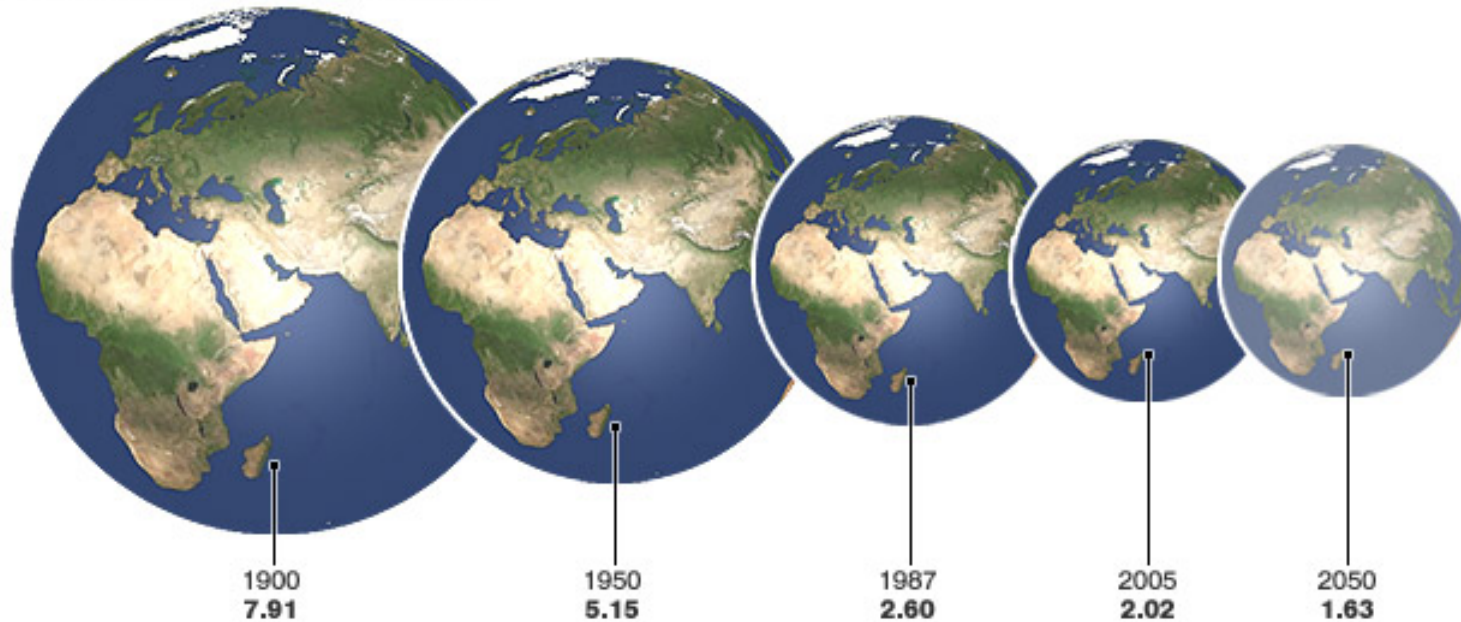
Globalisation is 'the widening, deepening and speeding up of interconnectedness across all aspects of contemporary social life' (Held et al, Global Transformation)

(mis)managing a world which seems smaller

Diminishing resources

RISING POPULATION
Hectares of available land per person

| 1900 | 1950 | 1987 | 2005 | 2050 |
| 7.91 | 5.15 | 2.60 | 2.02 | 1.63 |

Where drivers are rooted in capitalism: winners/losers

- **Big bonuses in City despite credit crisis** (Hickman, Consumer Affairs Correspondent, Independent *Friday, 14 December 2007*

mfi001 www.fotosearch.com

FIRED

Unemployment – 2m by Dec 2009.
Repossessions 1900 in 6 months

WORK FOR FOOD

Where top three global businesses are:

- **Arms Trade**: 50-60 billion $; Small arms 4 billion annually; illicit?

- **Drugs**: "With estimates of $100 billion to $110 billion for heroin, $110 billion to $130 billion for cocaine, $75 billion for cannabis and $60 billion for synthetic drugs, the probable global figure for the total illicit drug industry would be approximately $360 billion.

  (Source: United Nations Drug Control Program, "Economic and Social Consequences of Drug Abuse and Illicit Trafficking," Technical Series No. 6, 1998, p. 55)

- **Human Beings**: UNICEF put the global value of human trafficking at over $12 billion dollars a year, just $2 billion less than Albania's gross domestic income.

- In Belarus, over 800,000 are "missing" believed to be working - many against their own will or in extremely hazardous conditions.

And where globalisation highlights global inequality

UN Millennium Declaration, September 2000

"…the central challenge we face today is to ensure that globalization becomes a positive force for all the world's people."

"…we have a collective responsibility to uphold the principles of human dignity, equality and equity at the global level."

and despite 'google' there is so much we do not know

http://www.youtube.com/watch?v=UIDLIwlzkgY

Numbers of international students in the six largest destination countries

	USA	UK	Germany	France	Australia	Japan
All students in HEIs (A)	10,312,000 (in 2003)	1,428,000 (in 2003)	2,019,000 (in 2003)	2,232,000 (in 2004)	945,000 (in 2004)	3,656,000 (in 2005)
International students (B)	564,766 (in 2005)	356,080 (in 2005)	248,357 (in 2005)	265,039 (in 2005)	228,555 (in 2004)	121,812 (in 2005)
(B) as a ratio of (A)	5.5%	24.9%	12.3%	11.9%	24.2%	3.3%

Source : Made from MEXT's data

What we know: Internationalisation is a trade – that will continue

Shares of world's foreign students – will that continue in same way?

UNESCO data for 2005
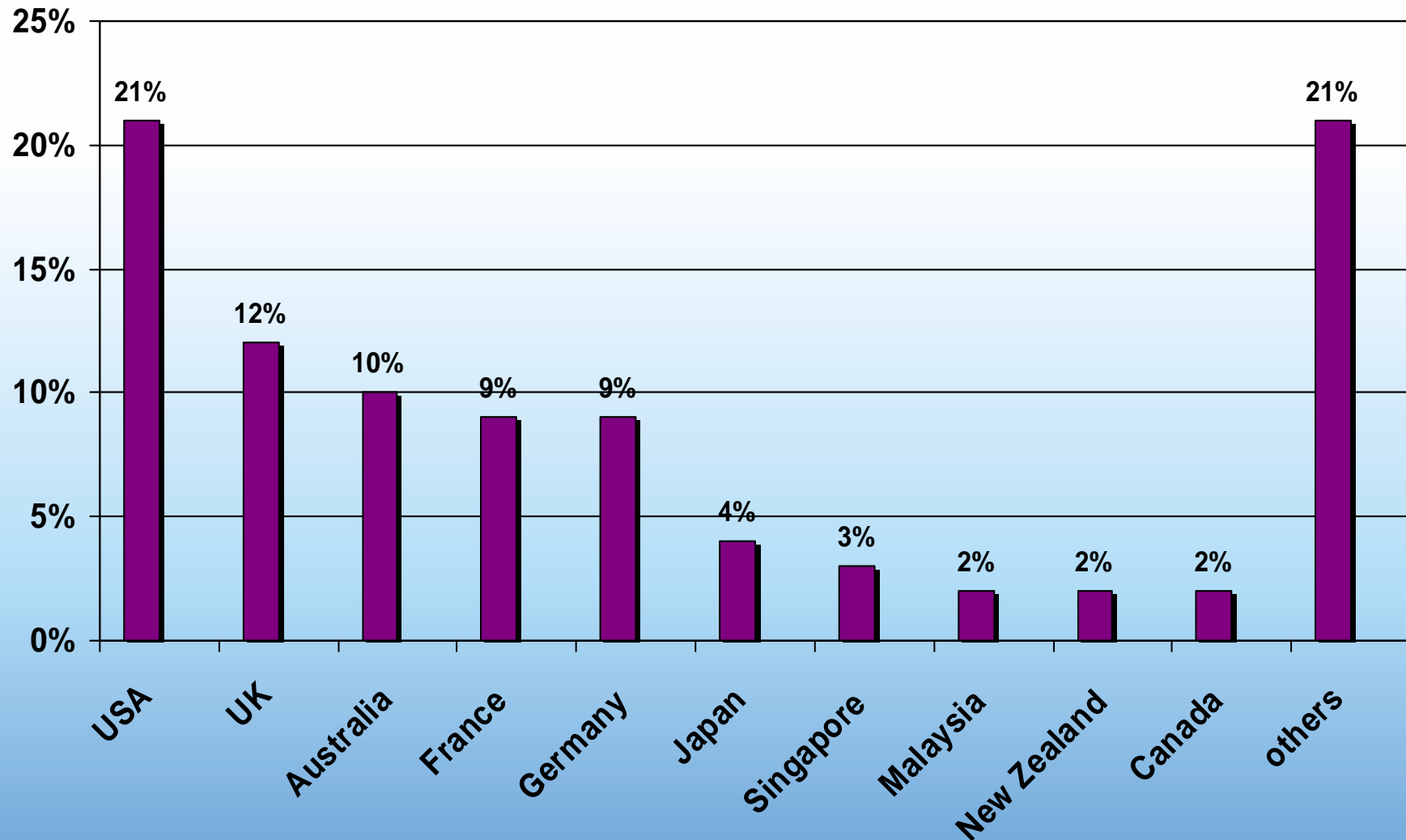
United Kingdom HE Entrants 2008/09 (HESA Data)

2008/2009 Entry	No. of students from Country
China	53750
India	36545
United States	20400
Germany	16935
France	15935
Nigeria	15070
Greece	13170
Malaysia	13120
Ireland	11425
Pakistan	10270
Total for Top 10 Markets	206620
Total for All Markets	415585

No of Students from Country
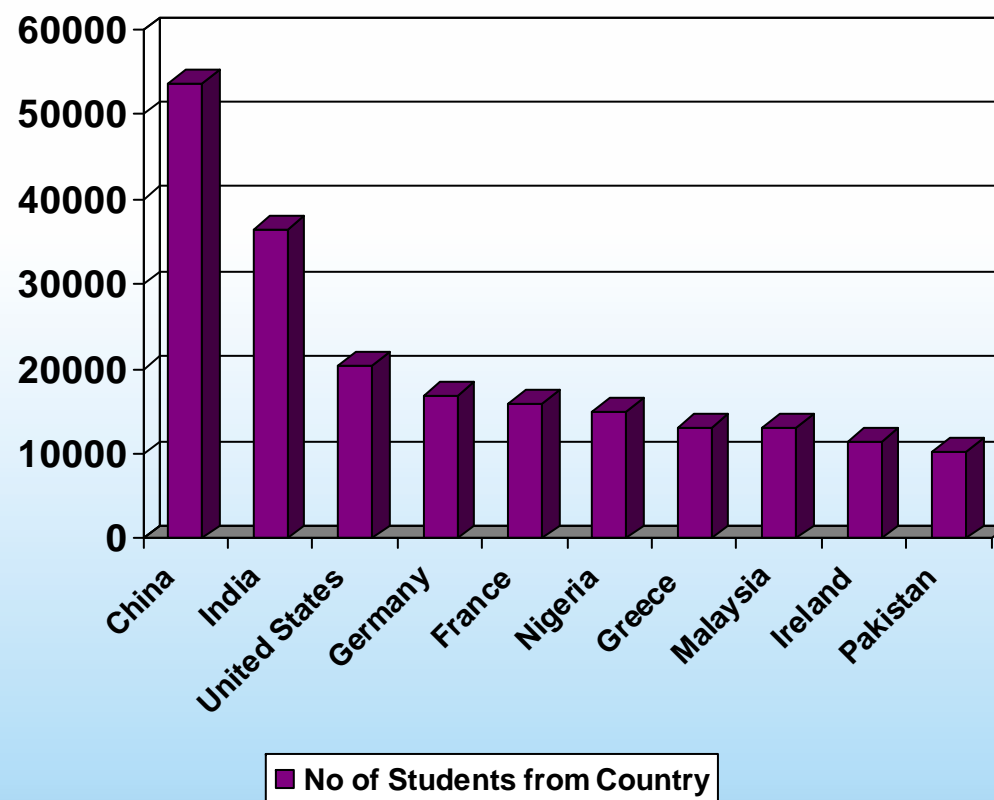
Will we continue to rely on China- what are the consequences?

East Asia

Chinese students = approx 25% of all UK, Int students. Why so low a share in India?

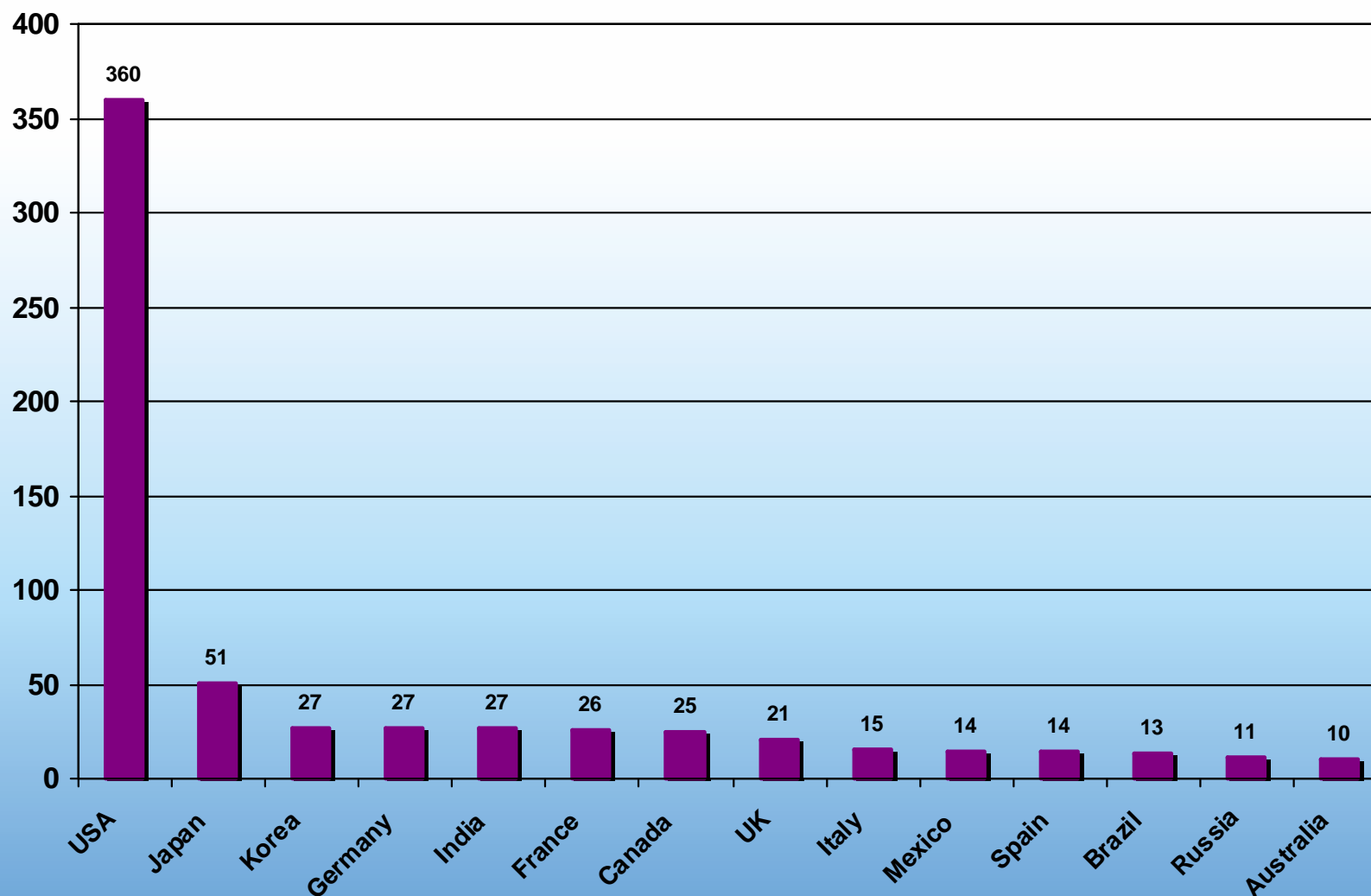| Country	Total	US Market share	UK Market share	Australia Market share	Largest market share (%)
India	153,312	56.0%	15.4%	15.9%	US (56%)
Pakistan	26,614	22.3%	37.8%	8.5%	UK (37.8%)
Iran	22,523	12.6%	10.8%	>5%	US (12.6%)
Bangladesh	14,758	16.6%	18.1%	19.6%	AUS (19.6%)
Nepal	14,575	54.4%	16.1%	14.3%	US (54.4%)
Sri Lanka	12,697	19.0%	24.0%	28.0%	AUS (28.0%)

Market share of international HE students from the south and west Asia region: top 6
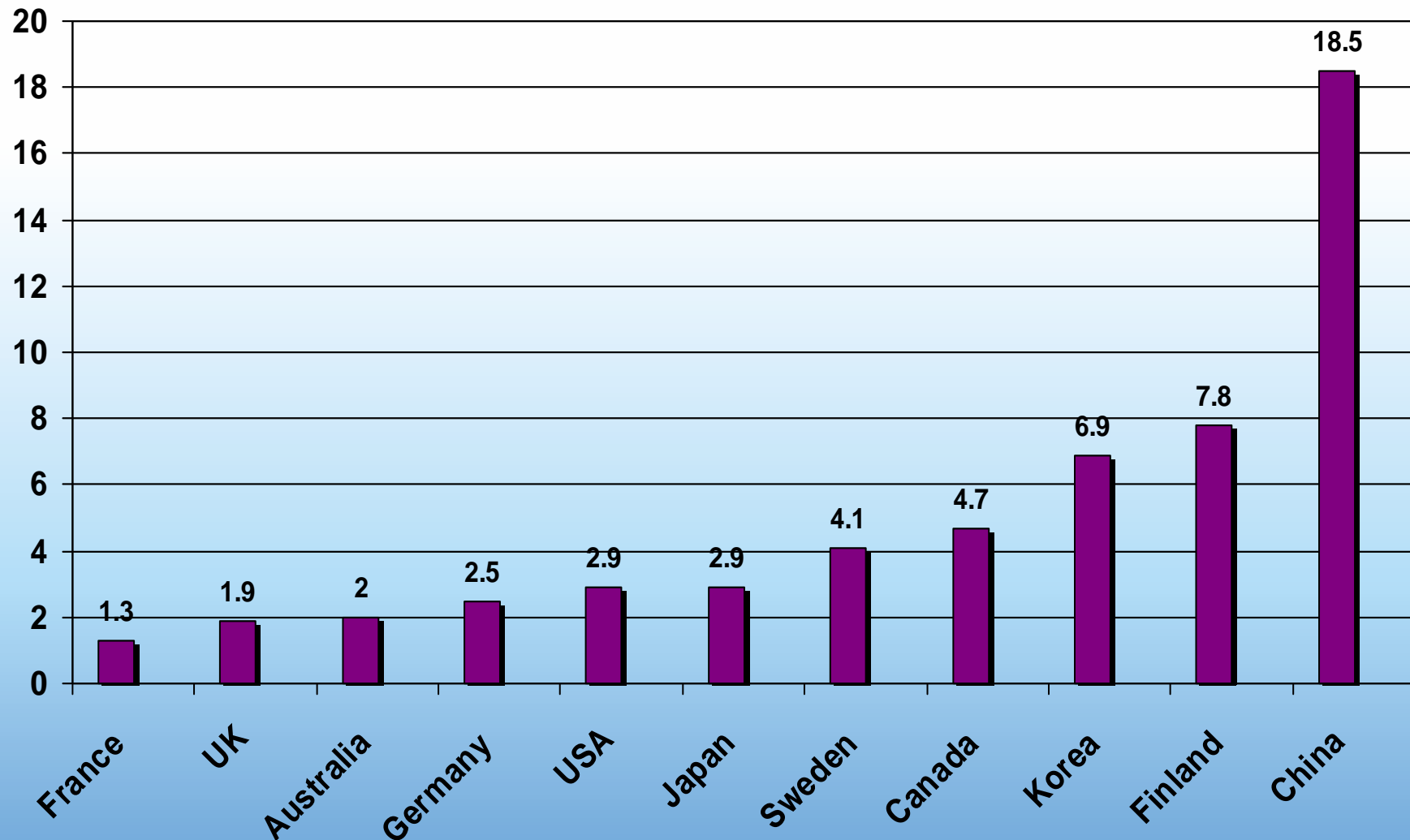
Adapted from UNESCO, Global Education Digest, 2009

Investment in higher education- unlikely to increase?

National investment in higher education, 2005, USD $s billion

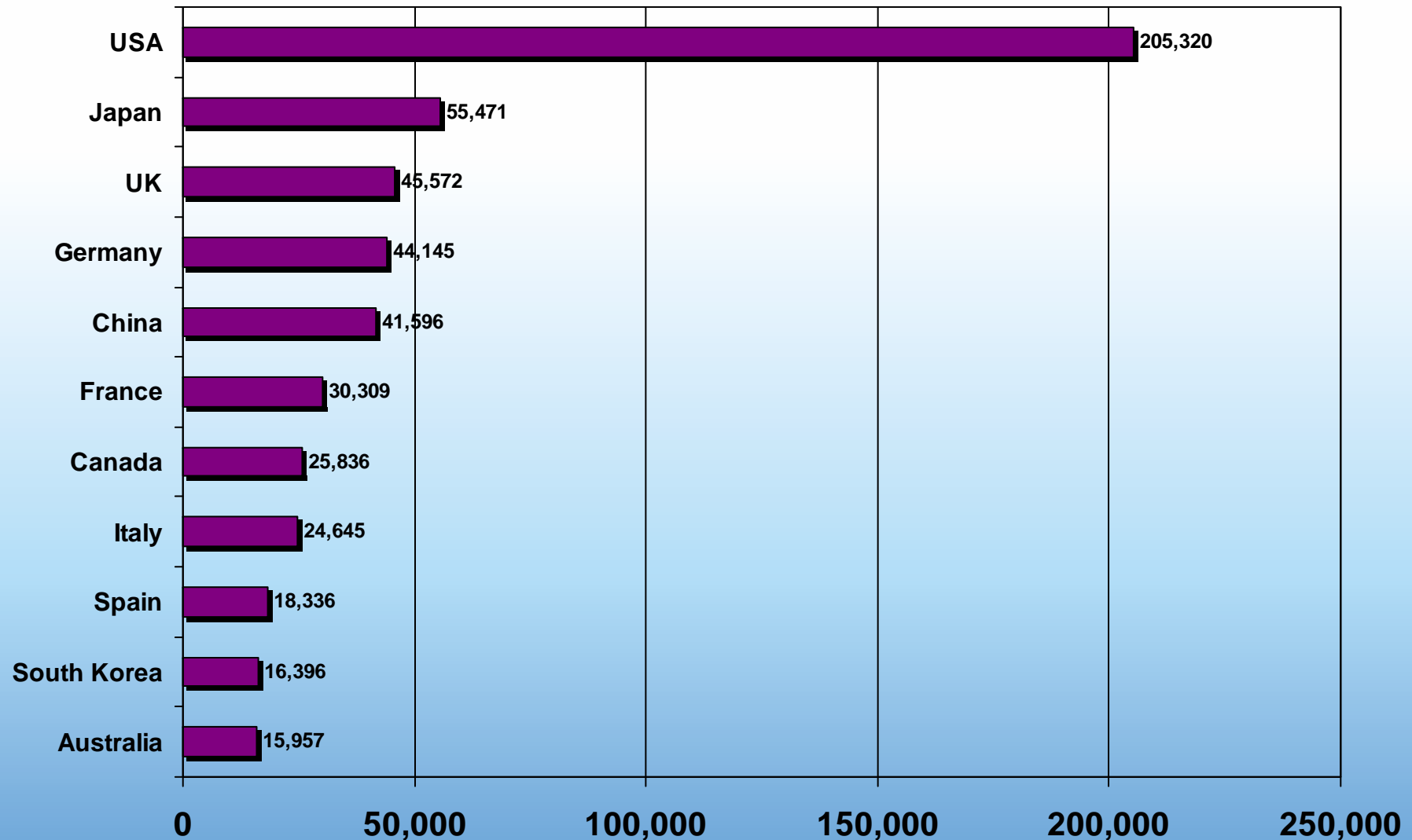(OECD and World Bank data sets. Data for China not available)

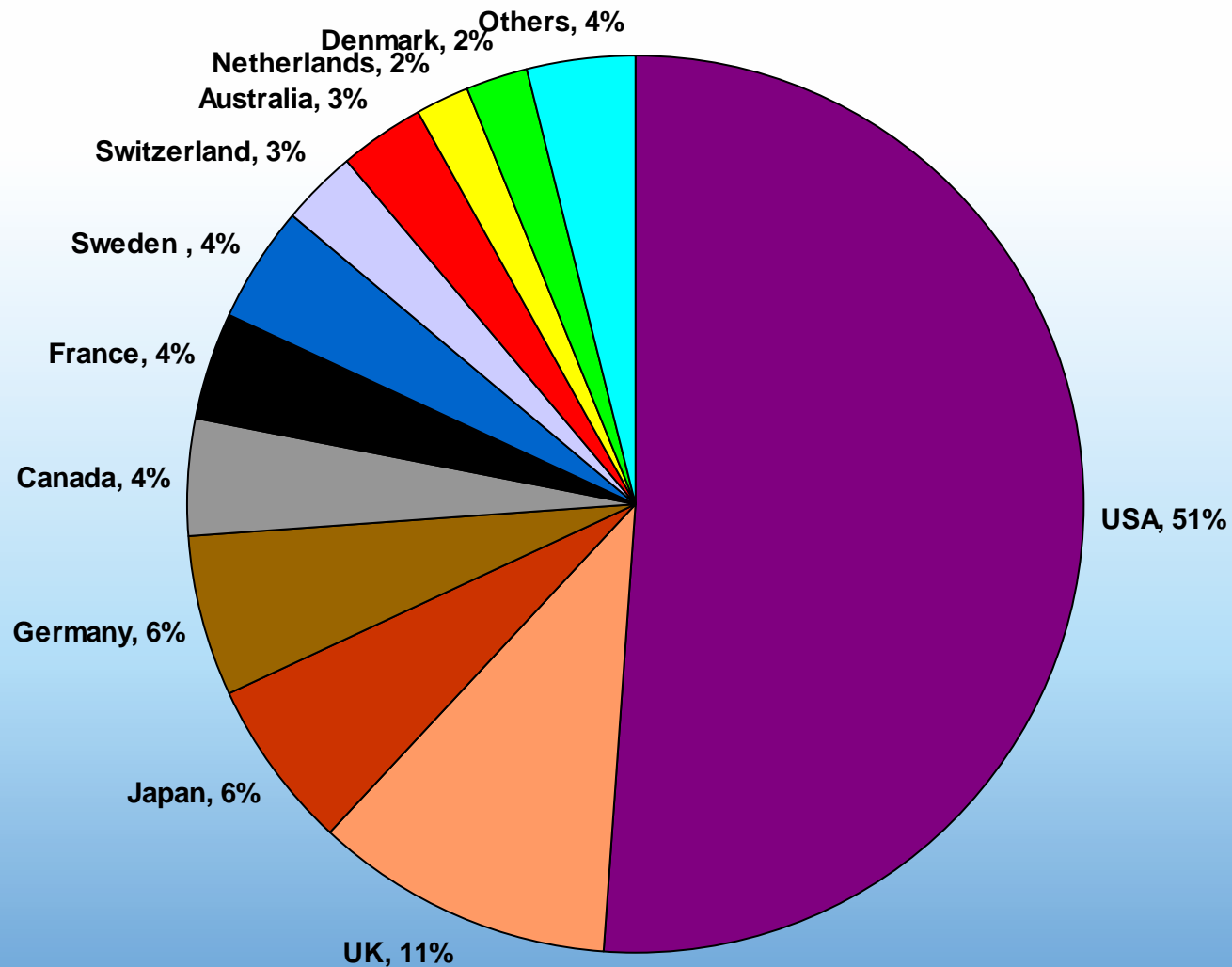Average annual growth of spending on R&D 1995-2005 (%) – down perhaps?

Country	Value
France	1.3
UK	1.9
Australia	2
Germany	2.5
USA	2.9
Japan	2.9
Sweden	4.1
Canada	4.7
Korea	6.9
Finland	7.8
China	18.5

Volume of research papers

Number of science, technology and social science papers in 2005, NSB USA

Country	Value
USA	205,320
Japan	55,471
UK	45,572
Germany	44,145
China	41,596
France	30,309
Canada	25,836
Italy	24,645
Spain	18,336
South Korea	16,396
Australia	15,957

World top 100 research universities
Shanghai Jiao Tong University ranking 2008

- USA, 51%
- UK, 11%
- Japan, 6%
- Germany, 6%
- Canada, 4%
- France, 4%
- Sweden , 4%
- Switzerland, 3%
- Australia, 3%
- Netherlands, 2%
- Denmark, 2%
- Others, 4%

Emergence of Global League tables: Top 100 research university in the disciplines, Jiao Tong ranking, 2008

|	PHYSICAL SCIENCES	ENGINEERING	LIFE SCIENCES	MEDICINE	SOCIAL SCIENCES	TOTAL
United States	59	49	62	61	77	308
United Kingdom	9	7	11	12	11	50
Canada	2	6	5	6	7	26
Germany	7	1	6	6	0	20
Japan	7	7	3	2	0	19
Netherlands	1	3	2	5	4	15
Switzerland	3	2	4	2	0	11
Australia	1	3	4	3	1	10
Israel	4	2	2	2	0	10
China	0	9	0	0	1	10
Sweden	2	3	2	2	0	9
France	5	2	1	1	0	9
Belgium	0	2	3	2	1	8
Italy	2	3	0	1	0	6
Denmark	2	1	1	1	1	6
South Korea	1	3	0	0	0	4
Singapore	1	2	0	0	1	4
others	1	2	1	3	1	8
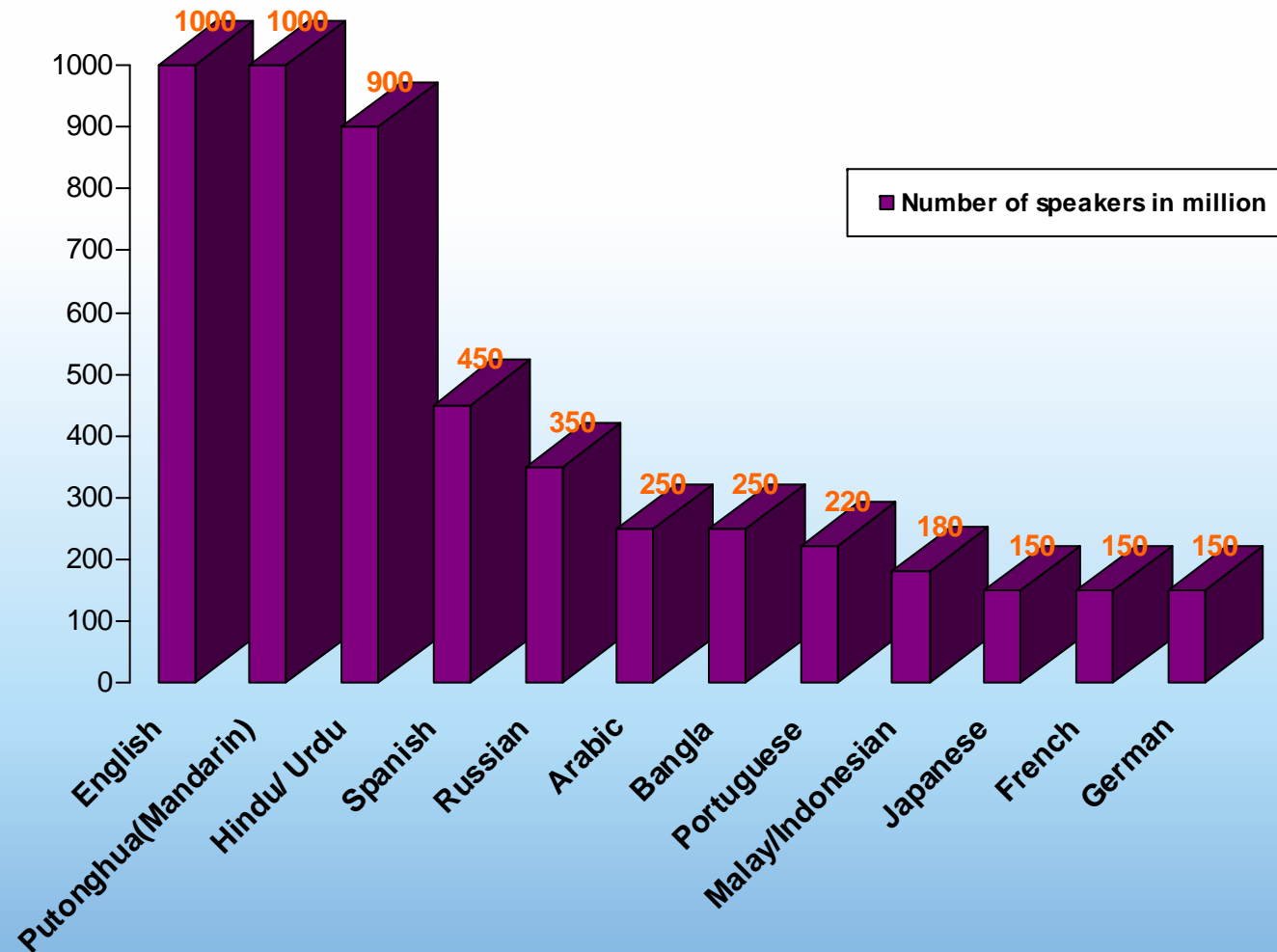
Challenges/changes?

- US gearing up …. use of agents
- China investing ..demographic downturn
- Australia and New Zealand increasing market share
- Japan coming out… 'Global 30'
- Germany up-scaling infra-structure
- Visa system crucial to mobility - switching
- UK spending on HE: 0.8% GDP
- Fees; ££ of study in relation to experience
- More provision in English

So the future: on the horizon…

- Good support for Int students but in context of enhancing support for all students, as fee differential reduces (finer grained research?)
- Inclusive pedagogy (learning about global in local)
- Continuing to Internationalise UK HE
- Embedding skills for global employability
- Enhancing mobility; developing alternatives?
- Partnerships

- *"Global businesses are increasingly recruiting globally. Graduates who have international experience are highly employable because they have demonstrated that they have drive, resilience and inter-cultural sensitivities as well as language skills."* (Brown, Archer & Barnes 2008)

Employer comparison of mobile and non mobile graduates
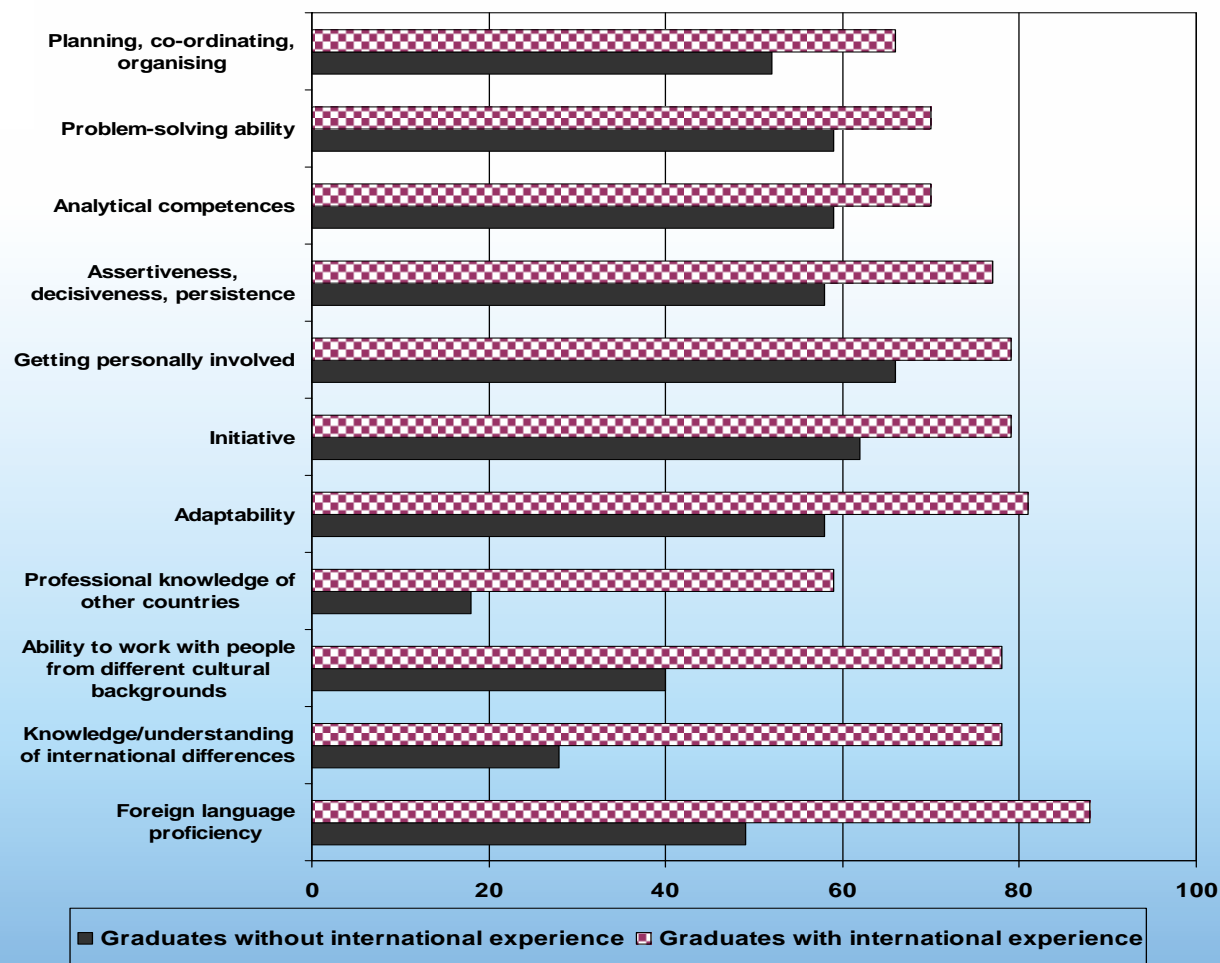
Source: International Centre for Higher Education Research Kassel; Valera Survey of former ERASMUS students 2006
http://www.cihe-uk.com/docs/PUBS/0810GlobalHor3.pdf

Top 10 destinations for UK student mobility (Carbonell, 2008 survey of 57 HEIs)

2003/04			2004/05			2005/06			2006/07			2007/08	
France	2,306		France	2,146		France	2,192		France	2,159		France	2,190
USA	1,665		USA	1,802		USA	1,832		USA	1,935		USA	1,789
Spain	1,637		Spain	1,654		Spain	1,578		Spain	1,632		Spain	1,749
Germany	1,130		Germany	985		Germany	971		Germany	1,010		Germany	986
Italy	741		Italy	669		Canada	686		Italy	654		Canada	720
Canada	625		Canada	652		Italy	658		Canada	631		Italy	671
Australia	397		Australia	419		Australia	473		Australia	529		Australia	561
Netherlands	365		Netherlands	382		Netherlands	325		Netherlands	323		Netherlands	360
Sweden	238		Sweden	251		Finland	241		Sweden	262		Sweden	278
Finland	233		Finland	213		Sweden	222		Latin Amer.	213		Finland	209

International student mobility

- The Major Players – USA (22%), UK (12%) and Australia (11%)

- The Middle Powers – Germany (10%) and France (10%)

- The Evolving Destinations – Japan (5%), Canada (5%) and New Zealand (3%)

- The Emerging Contenders – Malaysia (2%), Singapore (2%) and China (7%)

(OBHE, 2007)

Partnerships

- More collaborative approaches
- Dual and joint degree programmes
- Delivery online (Nottingham/Kumamoto)
- Graduate and post-graduate certificates in specialised disciplines
- CPD in workplace/for working professionals
- Private providers (e.g. Kaplan, Laureate)
- Networks – multi-institutional research/balance mobility flows

TNE, increased press but what are returns?

- Economic driver
- Brand – presence
- Contributes to Internationalisation; needs strategic consideration
- Private partners
- Issues
  - Risk
  - Quality
  - Resourcing/staffing

TNE- programmes & providers on the move

- Of the 82 HE branch campuses operating globally in 2006, more than half were American, 12% were Australian, and 5% were from UK HEIs. (OBHE, 2006)

- In 2006-07, 20 UK HEIs offered undergraduate and postgraduate degree courses through Indian partner institutions to approximately 4,100 Indian students. (British Council, 2007)

- In 2006-07, 81 UK HEIs delivered 617 undergraduate and postgraduate programmes in Hong Kong. This represented more than half of all international HEI activity in Hong Kong. (British Council, 2007)

- The UK has become very active in mainland China: Between 2004 and 2005, UK HEIs increased their market share for delivery of UK degrees from 5% to 31%. (In 2005 there were 43 UK HEIs awaiting approval for 115 degree programmes). (British Council, 2007)

- The number of English-language study programmes offered by Dutch Universities has risen to 1,300. The Netherlands is the biggest provider of English-language higher education in continental Europe. (Nuffic 2007)

TNE, further thoughts..

- Indonesia, Thailand and Vietnam – high population, low GDP (Sofres, for British Council 2009)
- 54% of population in India born after 1985
- CPD/workplace delivery
- Knight's typology useful (2005)
- Importance of VLE

At home: rethinking the curriculum:

- Rethinking programmes to address the agenda
- Challenging ourselves/ euro-centric perspectives!
- Programme ILOs that address global issues, global processes, 'inter-connectivity', inequality, cross cultural sensitivity, sustainability etc for example:

- Identify the significant global issues in the 21st century
- Display an ability to think globally, consider issues from a variety of perspectives and evaluate local/global links
- Utilise decision making tools to analyse/develop alternative, sustainable courses of action.
- Appreciate the importance of multi-cultural diversity to professional practice
- Evaluate ethical issues that may occur in their personal and professional lives in local and inter-cultural contexts.

Global & inter-cultural education; transformational learning; changing meaning perspectives?

'Approved ways of seeing and understanding, shaped by our language, culture, and personal experience set limits to our future learning' (Mezirow, 1991)

Understanding schema, social representations and stereotypes (see Augoustinos and Walker 1999)
UNLEARNING

Exploring tacit belief systems…seeking '**emancipatory action**' (Habermas 1984, 1987)

At home: Helping students develop GC by exploring schema: walking in other shoes

At home (and opportunities for research):

- International curriculum; inclusive pedagogy
- Internationalising all aspects of the student experience
- Extra-curricular: volunteering, social enterprise
- Opportunities to experience other cultures – locally and abroad
- Developing skills for global employability
- Developing staff capability

More international staff base

- About 20% of UK academic staff are from abroad. (Universities UK, 2007)

- 27% of academic staff appointed in the UK in 2005-06 were from abroad. (Universities UK, 2007)

- What are the implications?

Institutional Challenges

- Balancing regionalisation with globalisation
- Leadership: strategy, structure, resources
- Ensuring internationalisation permeates all aspects of university life
- Coherent approach to curriculum development/inclusive pedagogy
- Structures/resources to enhance mobility - developing new partnerships, flexible curriculum and extra-curricular

'The best thing about the future is that it comes only one day at a time' (Abraham Lincoln)

Thank you –questions?

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