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 widespread 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.

**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.

**Extra/co-curricular activities**
- Ensuring that the learning environment and opportunities reinforce the GP and SD agenda.
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
Where drivers are rooted in capitalism: winners/losers

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

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

- **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

<table>
<thead>
<tr>
<th></th>
<th>USA</th>
<th>UK</th>
<th>Germany</th>
<th>France</th>
<th>Australia</th>
<th>Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students in HEIs (A)</td>
<td>10,312,000 (in 2003)</td>
<td>1,428,000 (in 2003)</td>
<td>2,019,000 (in 2003)</td>
<td>2,232,000 (in 2004)</td>
<td>945,000 (in 2004)</td>
<td>3,656,000 (in 2005)</td>
</tr>
<tr>
<td>(B) as a ratio of (A)</td>
<td>5.5%</td>
<td>24.9%</td>
<td>12.3%</td>
<td>11.9%</td>
<td>24.2%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

*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

USA: 21%
UK: 12%
Australia: 10%
France: 9%
Germany: 9%
Japan: 4%
Singapore: 3%
Malaysia: 2%
New Zealand: 2%
Canada: 2%
others: 21%
Will we continue to rely on China- what are the consequences?
Chinese students = approx 25% of all UK, Int students. Why so low a share in India?

<table>
<thead>
<tr>
<th>Country</th>
<th>Total</th>
<th>US Market share</th>
<th>UK Market share</th>
<th>Australia Market share</th>
<th>Largest market share (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>India</td>
<td>153,312</td>
<td>56.0%</td>
<td>15.4%</td>
<td>15.9%</td>
<td>US (56%)</td>
</tr>
<tr>
<td>Pakistan</td>
<td>26,614</td>
<td>22.3%</td>
<td>37.8%</td>
<td>8.5%</td>
<td>UK (37.8%)</td>
</tr>
<tr>
<td>Iran</td>
<td>22,523</td>
<td>12.6%</td>
<td>10.8%</td>
<td>&gt;5%</td>
<td>US (12.6%)</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>14,758</td>
<td>16.6%</td>
<td>18.1%</td>
<td>19.6%</td>
<td>AUS (19.6%)</td>
</tr>
<tr>
<td>Nepal</td>
<td>14,575</td>
<td>54.4%</td>
<td>16.1%</td>
<td>14.3%</td>
<td>US (54.4%)</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>12,697</td>
<td>19.0%</td>
<td>24.0%</td>
<td>28.0%</td>
<td>AUS (28.0%)</td>
</tr>
</tbody>
</table>
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?
Volume of research papers

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

- USA: 205,320
- Japan: 55,471
- UK: 45,572
- Germany: 44,145
- China: 41,696
- 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%
- 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

<table>
<thead>
<tr>
<th>Country</th>
<th>Physical Sciences</th>
<th>Engineering</th>
<th>Life Sciences</th>
<th>Medicine</th>
<th>Social Sciences</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>59</td>
<td>49</td>
<td>62</td>
<td>61</td>
<td>77</td>
<td>308</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>9</td>
<td>7</td>
<td>11</td>
<td>12</td>
<td>11</td>
<td>50</td>
</tr>
<tr>
<td>Canada</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>Germany</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Japan</td>
<td>7</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>Netherlands</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Switzerland</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Australia</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Israel</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>China</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Sweden</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>France</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Belgium</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Italy</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Denmark</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>South Korea</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Singapore</td>
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<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>others</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>
English is the only global language now; others may emerge

Languages with more than 100 million speakers worldwide [Linguasphere]
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)

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

Acknowledgement to D. Killick
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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