IEASA
International Education
Association of South Africa

Global
Dialogue
2014

Programme

15th - 17th January 2014

Background Information

IEASA was launched in January 1997 as a result of the need for tertiary institutions in South Africa to respond to international educational trends. The basic premise was, and still is, that if South Africa was to remain competitive within the global economic and political environment.

IEASA, a private, non-profit association, is the only South African organisation representing the interests of those engaged in the internationalisation of higher education in South Africa. It is a member orientated and inspired organisation promoting international education and providing professional development opportunities to the field. The organisation focuses on three major areas: creating and disseminating knowledge; influencing internationalisation policy; and maintaining a strong association.

Having identified internationalisation as one of the vital forces shaping and reshaping higher education IEASA finds it necessary to build a stronger coherence between the overall policy for higher education and internationalisation, to enable the higher education sector to make the fact of internationalisation an integral part of its teaching, research and service functions.

IEASA's activities currently focus on creating and developing knowledge and expertise amongst its members, especially those directly involved with various forms of internationalisation at their institutions. IEASA serves its members, their institutions and organisations, and others engaged in international education and exchange.

The development of best practice in internationalising the curriculum and services to students has become central to the organisation's efforts to attract international students who are crucial to the integration of South African higher education institutions and their students into the rest of the world.

Since its launch in 1997, IEASA has pioneered and played a vital role in promoting the internationalisation of higher education in South Africa.

Many IEASA members volunteer to serve the association; they serve on committees, project teams, and as consultants.

IEASA has developed into an association that enjoys support from many international as well as regional organisations and institutions. These include NAFSA: Association of International Educators in the United States, the European Association of International Educators (EAIE), the South African Government and the Higher Education South Africa (HESA), the association of Vice-Chancellors and Rectors of higher education public institutions in South Africa, among others.

Goals:

1.) IEASA supports its membership in advancing internationalisation, by using its collective expertise and capacity
2.) IEASA is a sustainably resourced organisation with effective and efficacious governance, structures and service
3.) IEASA is the recognised organisation that promotes internationalisation in the developing world

 Dear Colleagues

On behalf of IEASA it gives me great pleasure to welcome you to the 2014 Global Dialogue hosted by IEASA. This is a historic event for both IEASA and our global partners and we have no doubt that both the formal deliberations over the two days and the social events will provide great opportunities to foster a better understanding of the challenges of internationalisation of higher education and the need to harmonize our efforts, as organisations and individuals that are at the forefront of internationalisation. Our objective, in the first instance, would be for us to recommit ourselves to developing a strategic framework that takes into account not only our diverse backgrounds and needs but also our common understanding in addressing global challenges. I trust that our deliberations will advance international education and particularly its contribution to addressing broader national and international challenges that we are all faced with. I once again welcome you to the 2014 Global Dialogue and wish you an exciting, productive and fulfilling visit to South Africa and more particularly to this historic area now referred to as Nelson Mandela Bay.

Dr Lavern Samuels
President: International Education Association of South Africa (IEASA)

The Rationale for the Dialogue

The 2012 Colloquium hosted by the Nelson Mandela Metropolitan University in South Africa, focused on the topic Internationalisation of Higher Education Institutions 2025, concluded that a Global Dialogue needs to be organised for all the role players in the realm of Higher Education Internationalisation. The International Education Association of South Africa (IEASA) agreed to arrange the Global Dialogue to discuss the future agenda of Internationalisation of Higher Education.

In announcing the Global Dialogue the question was asked if the Internationalisation of Higher Education can be the focus in the emerging and developing world given the uneven levels of development of Higher Education systems globally. If the answer is, however, in the positive, it should be questioned what, if anything, should the developing world be doing differently in their practice of Higher Education Internationalisation to be relevant globally?

The question about the future agenda of Higher Education Internationalisation should at the same time discuss the fundamental questions around what role the Internationalisation of Higher Education should play in order to create a more just society in a world that is so unevenly developed. Discussions about Internationalisation of Higher Education in the future cannot ignore an in-depth discussion about the power relationships that currently drive the world of Higher Education Internationalisation. A further question to be answered at the Global Dialogue would be concerning the most appropriate social contract between the university and society whilst practising Internationalisation of Higher Education.

The Global Dialogue is arranged in a way where those that were excluded from the debate in the past, mostly by default and not by design, play a real role as equals in the setting of the future agenda. This dialogue should recognise that the participants will be from a variety of backgrounds and with different expectations. It will further require that we recognize that the possible solutions will be obscured because most of the solutions are framed by the way the questions are asked and this is often determined by the ideological components we don't always see.

It is recognised that the factors influencing the future agenda, especially the fluidity in the global geo-political environment, will make it complex and challenging. It is not envisaged that a final agenda will be finalised. The outcome, however, should produce a draft agenda that is evolving, dynamic and that would assist all in guiding the participation of the Global Higher Education Community in the Higher Education Internationalisation endeavours.

However, in having an inclusive dialogue with the philosophy of participative democracy, Internationalisation of Higher Education might finally begin to be all inclusive and truly international.

Dr Nico Jooste
Deputy President: International Education Association of South Africa (IEASA)

Global *Dialogue* Day 1: (16th January 2014)

Time	Activity
07:45	Be ready for pick up from your hotel
08:00 - 08:45	Registration
08:45 - 09:00	Welcome and Opening (Dr. Lavern Samuels, IEASA President)
09:00 - 10:15	Opening and Plenary Presentations by Specialist Invitees
10:15 - 10:30	Tea
10:30 - 11:00	Derek Swemmer, Dialogue Facilitator: To propose dialogue process and finalise agenda
11:00 - 12:30	1st Facilitated Group Discussions
12:30 - 13:15	Lunch
13:30 - 15:00	Group Report Back and Discussions
15:00 - 15:15	Tea
15:15 - 16:45	2nd Facilitated Group Discussions
16:45	Group Photo in Athanaeum
17:15	Leave for Boat Cruise

Global *Dialogue* Day 2: (17th January 2014)

Time	Activity
07:45	Be ready for pick up from your hotel
08:30 - 10:00	Group Feedback and Discussion for 2nd Group Session
10:00 - 10:15	Tea
10:15 - 12:15	3rd Facilitated Group Discussions – Develop Future Agenda Points
12:15 - 13:00	Lunch
13:00 - 14:00	Report Back and Discussions
14:00 - 15:45	Final session: Draft Proposed Nelson Mandela Bay Statement
16:00	Leave for Kragga Kamma Game Park

Participating Organizations and Representatives

National Organizations

Association of International Education Administrators (AIEA)

AIEA, a membership organisation formed in November 1982, is composed of institutional leaders engaged in advancing the international dimensions of higher education. The purposes of the Association are to:

- Provide an effective voice on significant issues within international education at all levels,
- Improve and promote international education programming and administration within institutions of higher education,
- Establish and maintain a professional network among international education institutional leaders,
- Cooperate in appropriate ways with other national and international groups having similar interests.

Dialogue representatives: Dr Sabine Klahr - President, s.klahr@utah.edu ,Dr Darla Deardorff , Executive Director d.deardorff@duke.edu

Canadian Bureau for International Education (CBIE)

CBIE, Canada's International Education organisation, offers international colleagues entrance to the exciting world of Canadian education.

With over 45 years of experience, CBIE offers informed, integrated and innovative services to members and partners. CBIE engages in capacity-building partnerships in countries in the Middle East, Africa, Eastern Europe, Asia and the Americas. Areas of expertise include scholarship management, governance, education institutional design and management, and education sector capacity building. CBIE's research and policy development partnerships circle the globe.

CBIE's vision is to position Canada as a leader in international education. Global-mindedness, sustainable practice, innovative action, entrepreneurial spirit and informed advocacy are promoted. CBIE believes that international education is one of the best ways to bridge cultures, encourage mutual understanding, and to develop enduring political, cultural and economic links among nations.
CBIE works across the full spectrum of education, focused on fostering international education opportunities. Among national organisations, only CBIE spans the field of Canadian education, bridging the interests of all learning levels, from K-12 to postgraduate, and engaging both the public and private sectors.

Dialogue representative: Vice-President: Jennifer Humphries, JHumphries@cbie.ca; MPaquette@cbie.ca

Association of Brazilian Higher Education Institutions Offices for International Relations (FAUBAI)

FAUBAI was founded in 1988 with the aim to promote integration of international relations co-ordinators at institutions of higher education in Brazil. Through the exchange of experience and common activities such as seminars, workshops, participation in national and international projects, the FAUBAI Association strengthens operational capacities to manage international relations and consequently to improve education and research activities of its member universities. Exchange of information among international offices, management of database on international co-operation, expansion of relations with universities and institutions of higher education outside Brazil, consulting services on higher education international policies for universities, public institutions and other entities are some examples of the major objectives set by the FAUBAI Association

Dialogue representative: Prof José Celso Freire Junior, jose.celso.freire@gmail.com

International Education Association of South Africa (IEASA)

IEASA was launched in January 1997 as a result of the need for tertiary institutions in South Africa to respond to international educational trends. The basic premise was, and still is, that if South Africa was to remain competitive within the global economic and political environment. IEASA, a private, members-based, non-profit association, representing the interests of those engaged in the internationalisation of higher education in South Africa.

Since its launch in 1997, IEASA has pioneered and played a vital role in promoting the internationalisation of higher education in South Africa.

Dialogue representatives: Dr Lavern Samuels, President, samuelsl@dut.ac.za
Dr Nico Jooste, Vice- President, nico.jooste@nmmu.ac.za

International Education Association of Australia (IEAA)

The International Education Association of Australia (IEAA) strives to empower professionals, engage institutions and enhance Australia's reputation as a provider of world-class education.

The needs and interests of professional staff and academics who work in international education are served. Through networking and professional development events – including workshops, seminars and symposia – individuals are empowered and best practice among education institutions is encouraged. IEAA works in close collaboration with industry stakeholders, affiliated peak bodies and all levels of government. IEAA also has an active research program and public policy agenda.

Dialogue representative: Helen Zimmerman , President, Helen.Zimmerman@navitas.com

Japan Student Services Organization (JASSO)

Japan Student Services Organization (JASSOA) was formed on the 1st of April 2004 when The Japan Scholarship Foundation, Association of International Education, Center for Domestic and Foreign Students, The International Students Institute, and The Kansai International Students Institute unified to establish Japan Student Services Organization. JASSO now functions as an independent administrative institution established under the Ministry of Education, Culture, Sports, Science and Technology (Monbukagakusho).

JASSO comprehensively administers scholarship loan programs, support programs for international students, and student support programs. The purpose of these programs is to foster the development of creative individuals who, rich in humanism, will become the leaders of society in the next generation, while at the same time to promote international understanding and exchange.

Dialogue representative: Prof. Hideki YONEKAEWA, Vice President , msuzuki@jasso.go.jp

Mexican Association for International Education (AMPEI)

The Mexican Association for International Education (AMPEI), which was founded in July 1992, is a non-profit association whose mission is to assist in the strengthening of the academic quality of Mexican educational institutions through international cooperation.

To this end AMPEI engages in a variety of activities including the promotion of academic exchanges and collaboration among higher education institutions in Mexico and abroad; research and analysis of management processes in international education; policy and practice recommendation; professional development of those involved in international education and academic exchanges; and dissemination of relevant information.

Dialogue representative: Dr Thomas Buntru, Board Member and Past President, tbuntru@udem.edu.mx

NAFSA: Association of International Educators

NAFSA was founded in 1948 as the National Association of Foreign Student Advisers to promote the professional development of U.S. college and university officials responsible for assisting and advising foreign students who had come to study in the United States after World War II.

Since then, NAFSA has grown to become a non-profit professional organization serving over 10 000 international educators and their institutions and organizations by establishing principles of good practice, providing training and professional development opportunities, providing networking opportunities, and advocating for international education.

NAFSA's mission, as stated in 2010, is to advance international education and exchange and global workforce development.

Dialogue representatives: Dr Fanta Aw, President, fanta@american.edu
Marlene Johnson, CEO and Exec Director, jazminer@nafsa.org; marlenej@nafsa.org

National Research Foundation – South Africa (NRF)

The NRF was established through the National Research Foundation Act (Act No 23 of 1998), following a system-wide review conducted for the Department of Arts, Culture, Science and Technology (DACST). The new entity incorporated the functions of the research funding agencies that were previously servicing various sections of the research community, namely the former Centre for Science Development (CSD) of the Human Sciences Research Council (HSRC) and the former Foundation for Research Development (FRD) that included several National Research Facilities.

As an independent government agency, the NRF promotes and supports research in all fields of knowledge. It also conducts research and provides access to National Research Facilities. The NRF provides services to the research community especially at Higher Education Institutions (HEIs) and Science Councils with a view to promote high-level human capital development.

Dialogue representative: Dr Aldo Stroebel, Executive Director International Relations and Cooperation, aldo.stroebel@nrf.ac.za

Regional Organizations

African Network for Internationalization of Education (ANIE)

The African Network for Internationalization of Education (ANIE) is an independent, non-profit making, non-governmental African network committed to the advancement of high quality research, capacity building and advocacy on internationalization of higher education with prime focus on Africa. ANIE is a membership based association serving its members since 2008, understanding the internationalization of higher education. The network aims to be the leading organization in enhancing the understanding and development of the international dimension of higher education in Africa by expanding both knowledge and building, strengthening and sustaining a cohort of competent professionals in this field. ANIE is an autonomous institution whose secretariat has been set up at Moi University, Eldoret, Kenya.

Dialogue representative: Prof. Chika Sehole, Chairperson of the ANIE – Board, chika.sehoole@up.ac.za

Association of Arab Universities

The Association of Arab Universities (AARU), founded in 1964 is an Arab organization with an independent legal entity. AARU's objectives are mainly to enhance cooperation amongst Arab universities and to coordinate their efforts with a view to raising the quality of university and higher education.

Dialogue representative: Prof.Sultan Abu-Orabi, Secretary General, wafa@aaru.edu.jo

Consortium for North America Higher Education Collaboration (CONAHEC)

CONAHEC advises and connects institutions interested in establishing or strengthening academic collaborative programs in the North American region. The Consortium for North American Higher Education (CONAHEC)'s primary mission is to foster academic collaboration among institutions, organisations and agencies of higher education in Canada, Mexico and the United States. CONAHEC also promotes linkages between North America and higher education entities around the world.

Dialogue representatives: Dr Sean Manley-Casimir; Associate Director, smanleyc@email.arizona.edu;
Jenni Lee, jennylee@email.arizona.edu

European Association of International Education (EAIE)

The EAIE is the European leadership center for expertise, networking and resources in the internationalisation of higher education. It is a non-profit, member-led organisation serving individuals actively involved in the internationalisation of their institutions through a combination of training, conferences and knowledge acquisition and sharing. EAIE equips academic and non-academic professionals with best practices and workable solutions to internationalisation challenges and provides a platform for strategic exchange. The center partners with key stakeholder organisations and institutions to promote membership interests, and advance international higher education in Europe and the rest of the world.

Dialogue representatives: Hans Georg Van Limpdt – President, H.G.vLiempd@uvt.nl
Leonard Engel , Executive Director Engel@eaie.org

Regional Organizations

Inter-University Council for East Africa (IUCEA)

The Inter-University Council for East Africa (IUCEA), based in Kampala, Uganda, is an institution of the inter-governmental organisation, the East African Community. IUCEA aims to foster collaboration between universities in Kenya, Tanzania and Uganda and was initially formed in 1980 by the signing of a memorandum of understanding between universities of the three countries.

Their main objectives are, firstly, to facilitate networking among universities in East Africa, and with universities outside the region; secondly, to provide a forum for discussion on a wide range of academic and other matters relating to higher education in East Africa; and lastly to facilitate maintenance of internationally comparable education standards in East Africa so as to promote the region's competitiveness in higher education.

Dialogue representative: Cosam Joseph , cosam@iucea.org

Southern African-Nordic Centre (SANORD)

The Southern African-Nordic Centre (SANORD) is a partnership of higher education institutions from all the Nordic countries and southern Africa. Its primary aim is to promote multilateral research cooperation on matters of importance to the development of both regions. There are currently 42 members.

SANORD is committed to advancing strategic, multilateral academic collaboration between institutions in the two regions, as they seek to address new local and global challenges of innovation and development.

Its activities are based on shared fundamental values of democracy, social equity, and academic engagement, and on the deep relationships of trust built up between the regions over many years.

Dialogue representative: Leolyn Jackson, Director, ljackson@uwc.ac.za

Organizations with a Global Mandate

Center for Global Education at UCLA

The Center for Global Education, a renowned resource for promoting international education, has become part of UCLA's Graduate School of Education and Information Studies. Established in 1998, the Center has received funding through competitive Comprehensive Program grants from the Fund for the Improvement of Postsecondary Education (FIPSE) in the U.S. Department of Education.

The Center's goals include increasing participation, conducting professional research, and developing resources to support faculty and staff working with U.S. students who study abroad and international students who study in the United States.

Dialogue representative: Dr Gary Rhodes, Director, garymrhodes@gmail.com

German Academic Exchange Services (DAAD)

The German Academic Exchange Service (DAAD) is the largest funding organisation in the world supporting the international exchange of students and scholars. Since it was founded in 1925, more than 1.5 million scholars in Germany and abroad have received DAAD funding. It is a registered association and its members are German institutions of higher education and student bodies. Further to this, the DAAD supports the internationalisation of German universities, promotes German studies and the German language abroad. It also assists developing countries in establishing effective universities and advises decision makers on matters of cultural, education and development policy.

Dialogue representative: Prof W Zimmerli, Walther.Zimmerli@TU-Cottbus.De

Institute of International Education(IIE)

The Institute of Internationals Education is an independent non-profit organisation founded in 1919. The IIE is among the world's largest and most experienced international education and training organizations. We are committed to delivering program excellence to a diverse range of participants, sponsors, and donors. The IIE administers the Fulbright Program, the U.S. Government's flagship international exchange program. It also, supported by a grant from the Bureau of Educational and Cultural Affairs at the U.S. Department of State, produce Open Doors, a comprehensive information resource on international students and scholars studying or teaching at higher education institutions in the United States, and U.S. students studying abroad for academic credit at their home colleges or universities.

Dialogue representative: Dr Rajika Bhandari, Deputy Vice President, Research and Evaluation, RBhandari@iie.org

International Association of Universities (IAU)

IAU, founded in 1950, is the UNESCO-based worldwide association of higher education institutions. It brings together institutions and organisations from 120 countries for reflection and action on common concerns and collaborates with various international, regional and national bodies active in higher education. Its services are available on the priority basis to members but also to organisations, institutions and authorities concerned with higher education, as well as to individual policy and decision-makers, specialists, administrators, teachers, researchers and students.

The Association aims at giving expression to the obligation of universities and other higher education institutions as social institutions to promote, through teaching, research and services, the principles of freedom and justice, of human dignity and solidarity, and contributes, through international cooperation, to the development of material and moral assistance for the strengthening of higher education generally.

Dialogue representative: Eva Egron-Polak, Secretary General, e.egronpolak@iau-aiu.net

The International Network of Universities (INU)

Formed in 1998, the International Network of Universities (INU) is a consortium, currently of eleven member institutions, and has its headquarters at James Madison University, Harrisonburg, USA.

The Mission of the International Network of Universities (INU) is to advance the internationalization of INU member institutions through co-operation in university management, research collaboration and student and staff mobility. It allows member universities to provide a richer array of international activities and to share good practices. The INU has endorsed the theme of Global Citizenship as a common element across the teaching and research of its member universities.

Members of the INU have a strong commitment to internationalization, innovative teaching and learning methods and research. Another core value is the interaction with the community on both local and global contexts as well as the adherence to the concept of students being educated to act and to think globally irrespective of their discipline of study. The goal is to provide students with the tools to play an active role in creating and maintaining a more humane and sustainable world.

Dialogue representatives: Prof Lee G. Sternberger, President, sternblg@jmu.edu
                 Felix Wang, Coordinator, wangch@jmu.edu

The International Graduate Insight Group (i-Graduate)

The International Graduate Insight Group (i-graduate) is the world leader in customer insight for the education sector, tracking and benchmarking student and stakeholder opinion across the globe. Our purpose is to help education providers to enhance competitive advantage and quality.

Our customers and partners include over 1,400 of the world's leading universities, colleges and schools, plus governments and government agencies in 24 countries. And our consultants, staff and advisors around the world are some of the most experienced professionals in international education and customer insight.

Dialogue representative: William Archer, Chief Executive Officer, will.archer@i-graduate.org

Participating Organizations and Representatives *(cont.)*

Organizations with a Global Mandate

Nuffic

Nuffic was founded on 11 January 1952 with its primary goal being to organise English education for students from developing countries that had recently gained independence. Today Nuffic, is an independent, non-profit organisation based in The Hague, the Netherlands, which supports internationalisation in higher education, research and professional education in the Netherlands and abroad, and helps improve access to higher education worldwide.
While Nuffic focuses its service in the Netherlands, its mission extends beyond that. To this end Nuffic cooperates with foreign partners, institutions and governments. The organisation dedicates itself primarily to the Dutch knowledge economy, but at the same time it stimulates capacity building in developing countries, driven by its motto "Linking Knowledge Worldwide".

Dialogue representative: Beer Schroder, schroder@nuffic.nl

QS Quacquarelli Symonds

QS Quacquarelli Symonds was founded in 1990 and has established itself as a global provider of specialist higher education and careers information and solutions. QS believes that education and career decisions are too important to leave to chance, And it ensures that candidates have access to the best tools and the best independent expert information before making a decision. Services are provided at each key career stage; first degree, Masters, PhD, MBA, and executive-level.

Dialogue representative: Baerbel Eckelmann, baerbel@qs.com

Utrecht Summer School

Utrecht Summer School started in 1987, with one course: Dutch Culture and Society. Nowadays the programme offers a broad selection of over academic 170 courses in virtually all disciplines organised by Utrecht University, HU University of Applied Sciences and HKU University of the Arts. These institutions offer high quality, challenging summer courses on bachelor, master and PhD level. All courses are taught in English by our academic staff. In 2013 the Utrecht Summer School attracted around 3000 students from over 98 different countries. ECTS credits are rewarded for most of the course.

Utrecht Summer School is spread over several locations in and around Utrecht, with a satellite campus at the University College Roosevelt in Middelburg. International combination courses give students the possibility to attend an international course of which part of the programme takes place outside The Netherlands at cooperating partner universities in Italy, Germany, Estonia and many more places.

Dialogue representative: Jeroen Torenbeek ; Director, J.L.Torenbeek@uu.nl

Invited Higher Education Specialists

Provost Devinder Malhotra	St Cloud State University
Dr Miguel Martinez-Saenz	Dean, University College & Associate Provost for Student Success, St. Cloud State University.
Dr Derek Swemmer	Registrar - University of the Free State - Founding member of IEASA and Dialogue Facilitator.
Professor Hans de Witt	Professor of Internationalisation of Higher Education, Asterdam University of Applied Sciences and Director of the Centre for Higher Education Internationalisation (CHEI), Universita Cattolica Sacro Cuore, Milan, Italy

International Education Association of South Africa

Board Members in Attendance:

Orla Quinlan	Rhodes University
Arthur Johnson	University of Fort Hare
Samia Chasi	Witwatersrand Univeristy
Ms Merle Hodges	Cape Town University of Technology
Ms Tohiera Moodien	Nelson Mandela Metropolitan University
Mr David Farirai	Past President

Global Dialogue 2014

Documents submitted by Partcipating Organizations

Vision for the Future of International Education
&
Critical Items for Discussion

Association of International Education Administrators (AIEA)

Vision for the Future of International Education & Critical Items for Discussion

The Association of International Education Administrators (AIEA), a membership association of leaders in international higher education, has long been concerned about the lack of diversity represented in the international higher education dialogue, in its membership, and in important events and discussions in our field. With the majority of AIEA members based in the U.S. and in Europe, we tend to see few senior international officers (SIOs) from the developing world at our conferences and equally, few SIOs from the United States tend to participate in conferences in Asia, Latin America, and Africa. Additionally, we also see little diversity among SIOs in the United States or in the types of institutions represented among our members.

Attempting to bridge the North – South divide has been discussed for a long time in our field, but we never seem to make progress. In the Global Dialogue, we'd like to understand why progress has not been made so we can understand barriers that are preventing us from moving forward together. Further, the needs and special concerns of developing countries in international higher education are still not being addressed comprehensively to advance internationalization around the globe. Moreover, there is much to learn from colleagues in the developing world. In the Global Dialogue, AIEA representatives would like to explore ways in which our colleagues' voices can be heard more prominently in our field and ways in which we can mutually determine solutions together that can be practically implemented at our universities.

The perspective from AIEA is that the future of higher education internationalization must facilitate inclusion and take into consideration the challenges and issues in the developing world. We can no longer forge ahead with global initiatives without considering our institutions' global responsibilities, beyond a sole institutional focus. However, many leaders in international higher education in the United States may not be fully aware of the different needs of higher education in African nations, for example, or we may recognize the challenges, but do not know how to resolve differences or reduce negative impact. A lack of financial resources and time to attend conferences and meet with colleagues in other parts of the world such as in India or South Africa hinders our ability to gain more awareness and explore solutions with our counterparts there. Another challenge is that leadership for internationalization varies by institution and it is often difficult to know how to connect with counterparts. For example, U.S. institutions are often highly decentralized and there are many institutions that do not have a senior international officer or centralized organizational structure for global initiatives and programs. This is another priority for AIEA: to work towards "standardizing" the SIO position at institutions, just as all universities tend to have a chief information officer or a chief financial officer. Having such leadership for internationalization would allow for improved awareness and integration regarding collaboration with the developing world into global initiatives in higher education.

The three main questions we seek to address:
1. How do we implement true collaboration between the North and the South to advance internationalization in a mutually beneficial manner?
2. How do we increase the diversity of individuals, institutions, and countries represented in our associations to truly engage in a global dialogue at our conferences and via other venues?
3. What would institutions in the developing world like the institutions in the developed world to know and understand about advancing comprehensive internationalization?

Submitted by:
Dr. Sabine Klahr, AIEA President
Dr. Darla K. Deardorff, AIEA Executive Director

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Canadian Bureau for International Education (CBIE)

Prepared by Jennifer Humphries, CBIE
For the Global Dialogue on Higher Education Internationalization
January 15-17, 2014, Port Elizabeth, South Africa

Vision for the Future of International Education

I. Introduction
CBIE is pleased to respond to the challenge set for us by the International Education Association of South Africa (IEASA) and Nelson Mandela Metropolitan University (NMMU) to describe our vision for the future of international education.
This challenge is issued as we witness numerous tragedies unfolding in the world – in Syria, in Somalia – and the ongoing struggle for democracy and justice in Ukraine, Thailand and elsewhere.
It is a timely challenge, as the world honours the memory and the legacy of the great South African – and international – leader, Nelson Mandela.

Mr. Mandela did not shy away from radical approaches when they were needed. I think we can all agree that he would consider a radical change in our approach to international education to be exactly what is needed today. Discussing – and acting on – this radical change is an appropriate way to honour Mandela's passing and build on his legacy.
We have become institutionalized in our thinking. What was fresh 25 years ago is now conventional. Moreover it does not address world realities.

Given humanity's ever-expanding connectedness and interdependence, international – and perhaps more precisely – intercultural education is the only kind of education that makes sense.
CBIE proposes a radical transformation in our approach. More than a shift to International Education 2.0, it is time to think big in order to cope with the enormous issues that face us all.
At no time has international education been more critical to seeking solutions and to building our capacity to seek solutions to global challenges.

Nelson Mandela said, "There is no passion to be found playing small in settling for a life that is less than the one you are capable of living." We believe he would find it appropriate to apply his thinking to international education organizations in the 21st century.
CBIE's focus in this paper is on what we perceive as the fundamental attributes of international education transformed: relevance and reach.

II. What Shapes CBIE's Vision
In the invitation to this Dialogue, we read: "The dialogue will have to recognize that the participants will be from a variety of backgrounds with different expectations."

Where we are coming from in this Global Dialogue shapes our perspectives and our proposals. At the same time we recognize the importance of listening not just hearing, and of achieving consensus where we can do so without compromising what we believe to be genuine, valid objectives and useful actions to accomplish them.

What shapes CBIE's vision, then, or what comprises our frame?
It has been said of Canada that it is the world's experiment, the place where immigrants are welcomed as new citizens and where they are encouraged to keep their home culture and to adopt Canada's values – to add to our multicultural blend. Public education plays a critical role in the success of this experiment.

While undeniably true that Canada is a great place to live for the vast majority, this view overlooks major issues such as the relationship between the First Nations peoples and our other communities, and our various governments, and the cultural and linguistic tension between Québec and "the rest of Canada." Added to this, Québec's provincial government recently proposed a Charter of Values that would limit religious expression through headwear and other outward signs of belief by employees of public institutions. These institutions include schools, universities, colleges and even daycares. The majority of Canadians see the proposal as in direct conflict with our Charter of Rights and Freedoms, and entirely unacceptable.

What else about the frame? In general, Canadians are well off. Our standard of living is among the highest in the world. The social safety net is relatively strong. Primary and secondary education is publicly funded, so all have access. Post-secondary education receives partial public funding, and tuition fees remain lower than in many developed countries as a result. Some students and families face challenges in paying for post-secondary education, but for most these are not insuperable. Universities and colleges increasingly need to seek alumni, corporate and foundation donations to balance their budgets, but overall are able to fulfill their mandates.

To complete the frame, we need to consider CBIE's own beginnings. CBIE originated as a student group after World War II. We were first called Friendly Relations with Overseas Students, which today sounds quite naïve. However, as the name suggests, from the beginning our organization aimed to welcome people from diverse countries and backgrounds. It was never a question of just "tolerating" newcomers. As the Chair of our Board of Directors, Ann Buller, says, does anyone really want to be "tolerated"?

CBIE today is the national voice promoting Canadian international education on behalf of members by mobilizing expertise, knowledge, opportunity and leadership. Our vision is to make Canada a global leader in international education. This vision entails partnership more than competition, and our core values are Quality, Equity, Inclusion and Partnership.

Our 2013 conference brought us back to the fundamentals, addressing the theme of Education for a Better World: Our Global Social Responsibility.

III. Key Issues

This paper merely scratches the surface of a highly important discussion. During the Dialogue, we hope to identify and reach consensus on a number of key issues with our colleague organizations, with the goal of transforming international education. What follows in this paper are more questions than answers. But this has to be the starting point.

Relevance
The most striking characteristic of international education discourse is its limited relevance to genuine social needs and global challenges.

To be fair, international education has had to develop over the past quarter century, and has made significant strides in winning over institutional leaders, faculty and students to the concept. We have worked to infuse international perspectives in the curriculum of higher education institutions and in their processes and activities. Good work has been done, and now a large number, possibly a majority of education professionals and students are convinced that internationalization is good for them.

But we have shifted the focus to the commercial aspects of internationalization. This is in part to persuade leaders who are keen to balance budgets to support our endeavour, and although bottom lines are our everyday fiscal reality, this is now also in part because we have become quite interested in the financial benefits for our own well-being.

It could be said that the tail is wagging the dog. We spend much of our time cultivating relations (some might say currying favour) with governments and corporations to obtain funding – often settling for inconsequential sums based on government or corporate priorities, not our own – instead of bringing evidence-based information and understanding to them and demanding that they act accordingly.

Not only international education, but universities in general seem to have diverged from their fundamental role and responsibility. In a recent paper, Budd Hall quotes Cristina Escrigas, Executive Director of the Global University Network for Innovation: "It is time to review and reconsider the interchange of values between university and society; that is to say, we need to rethink the social relevance of universities." Dr. Hall further quotes Saleem Badat, Vice-Chancellor, Rhodes University, South Africa: "The responsiveness of universities cannot only be economic in character; it has to be of a wider social character."

We have to turn the international education enterprise on its head. Its true value is in reaching out across borders to engage and empower, to advocate and negotiate to ensure that individuals and communities of various capacities and in diverse roles have the opportunity to shape their lives and give input to initiatives that will impact them.

While we study terminology and examine ranking schemes, the world witnesses the fragmentation of countries and the deepening of ethnic and religious conflict.

As international education thinkers, we need to re-vision how the world is politically constructed and start to talk about that, to infiltrate the public space and present international education in a new light that makes its relevance to society clear and worthy of support.

We have acquiesced in the creation of an acquisitive society rather than a sharing or giving one. As a result we are now in a place where 1% of the population has many times the wealth of others.

Budd Hall writes of his concept of knowledge democracy which "is about intentionally linking values of democracy and action to the process of using knowledge."

If international education thinkers and leaders do not act to rebalance and transform the conduct of internationalization, it will persist in discussing unimportant matters – not unlike the purported debates regarding the number of angels that can dance on the head of a pin – and become increasingly irrelevant.

While international education debates terminology, what we really need to do is take it down from the ivory tower and bring it to the public arena.

Reach
The second salient characteristic of international education as currently practiced is its limited reach.

If we can successfully reinvent our field, and make it genuinely relevant and connected to the real issues and needs of humanity, we will still not have achieved much if we reach only an elite group.

We need to consider the importance of education from K-12 levels, and of informal and adult education. This is where the vast majority learn.

If we are to make an impact on attitudes to others, social engagement, and equity, that is where we need to focus.

During the memorial week for Nelson Mandela, Canada's Prime Minister announced the African Leaders of Tomorrow Scholarships Fund. This is a laudable initiative, certainly. However the number of individuals who will benefit will be extremely limited. This kind of effort in Africa and around the world must be bolstered by broad access to quality education that is infused with intercultural and international perspectives from kindergarten to graduate levels.

A key part of our reach is what has come to be termed "internationalization at home." While mobility is desirable, we must cease to view intercultural, internationalized education without mobility as second-best. It is the good that has the greatest chance of being offered to many, and frankly, makes the most sense from a social, environmental and equity perspective.

IV. A New Vision: Making International Education Relevant and Giving it Reach

It is relatively easy to point out what is wrong with international education. It is more difficult to identify the way to change it and to determine next steps.

The Global Dialogue is timely in the utmost.

It aims to identify a fresh agenda for international education in an era that desperately needs engagement and collective action at the global level.

It aims to decolonize internationalization, taking it from a northern/western-driven construct to one that is built by north/south/east/west working together using shared beliefs and values. It aims to create genuine partnerships across all sorts of divides.

It aims to de-marginalize internationalization. If international education is to play the essential role that it must to achieve resolution to global issues, it must become exoteric. It must enter communities. It must enter politics. Its principles must become widely known and adopted.

The partners in this Global Dialogue are sister organizations from several countries and regions. We have a bold task before us: crisply and clearly stating the challenge, pinpointing the actions needed to deal with it, and identifying who does what and what kinds of tools we can craft and share to accomplish the task.

These are among the critical tasks that internationalization must undertake:
1. Helping people navigate pluralism and embrace difference
Internationalization creates people-to-people bonds. But we need to take the individual benefits and even the institutional benefits of internationalization to a much higher level, and a much broader audience. While there are many individual lives and institutions

that have gained global connectivity through our work, hatred and conflict based on ethnicity, race and religion persist in numerous communities and countries. We need to have a much bigger impact, or we will not truly have accomplished the people-to-people ties and the peaceful, supportive, sharing global relationships to which we aspire. We need to clearly make the link between international and intercultural. There are a number of success stories here. Canada's integrated public school system from kindergarten to secondary offers an example.

2. Making internationalization equitable
The discussion and implementation of internationalization have been driven by wealthy, industrialized countries. Without undoing the good that internationalization has accomplished, we need to make its future development more equitable and more widely participatory in order to ensure that its benefits pertain to all and are supportive of global solutions. More than this, we need to bring it to a much broader community through effectively connecting with primary and secondary education and with informal and adult education, and integrating distance education methods including MOOCs.

3. Identifying what we need to do to effectively underpin the above
   Our actions will include:
   • Public education
   • Media relations
   • Outreach to politicians – refashioning the relationship to become the trusted adviser rather than the follower
   • Gaining the support of philanthropists, foundation and corporate executives
   • Planning, developing and disseminating learning infused with intercultural concepts for a range of ages, students, teachers, and other learners
   • Outreach to international organizations such as UNESCO and the World Bank to engage with us to better understand the potential of international education to lead to better global and national outcomes, and to develop actions that will fulfill this potential.

V. Role of CBIE and of our Sister Organizations

The international education organizations have a leading role to play in ensuring the relevance and reach of internationalization as we go forward. We will be most effective in this regard if we work together.

We need to do a lot of outreach to communities and the corporate world, explaining why international education matters. It is not just about the flow of resources, human or otherwise. It is about tackling global issues effectively. It is not only about doing the right thing: it makes business sense. Business can best be done if we have skilled people who can work together, if we have peaceful communities and a secure business environment.

Here's one thing we can do: Collectively apply to the Bill and Melinda Gates Foundation's Grand Challenges in Global Health Program with a proposal to identify ways to mobilize international / intercultural education to improve national and global social outcomes, and to help people to live better together on the planet; and to identify what we need to do to ensure that everyone has enough to live well and has an equal chance to earn a living and contribute to society. This work will entail a lot of listening, then acting. We will need to dive in to communities both in and outside the formal education sector and to identify how we can use education of various kinds to empower and improve. International / intercultural education is intimately linked to improvement in global health and other essential elements of a full, engaged, problem-solving life, in particular when it encompasses Hall's concept of knowledge democracy: "intentionally linking values of democracy and action to the process of using knowledge."

We can also find a way to work together on an international campaign about the value of international / intercultural education - why it's important, how to participate, and so on.

We can do more to share the data on the megatrends. Project Atlas is a useful forum. Let's see how we can expand its mandate. Knowing about mobility matters, not for competitive reasons, but so that we can support each other and other countries that may not be benefiting – and in fact may be disadvantaged – by outward mobility.

What does this mean for
   • Our advocacy and public relations?
   • How we relate to the corporate world?
   • How we relate to government?

• How we relate to each other? We often talk of working together but our efforts founder on discussions of who will do what and who will fund our collaborative activities.
• How we ensure our institutions are connected globally and focused on global challenges?
• How we combat the drive for competitiveness (and the risk of exclusive or exclusionary action at the international level – such as elite networks of institutions) with the need for an all-out effort in order to impact a critical mass?
• How we balance financial realities with the need for true partnership / inclusion?
• How do we ensure international education remains a cooperative endeavour instead of a competitive one?
• How do we ensure the global flow of students is more balanced?
• How do we ensure the global recognition of credentials, with growing free trade and labour mobility?
• What are we teaching? What cross-cultural skills are we fostering?
• What should UNESCO be talking about with governments? Why isn't it playing a more active role?
• What can the World Bank do?
• What are our international institutions doing to surface the potential of international education to lead to better global and national outcomes?

These are not simple questions and there are no easy answers, but we are living in a period of major economic, social, cultural, political and ecological upheaval that demands a bold and courageous response that puts the greater good before self-interest and makes complacency entirely unacceptable.

VI. Concluding Remarks

At CBIE's 2013 conference on the theme of Education for a Better World: Our Global Social Responsibility, Coro Strandberg spoke of The Human Project. She posited that the global issues confronting us are so vast and so critical to the health and survival of all humanity that they can only be solved if humans work together urgently and with determination. She urged us to transform how we relate to the natural world and our neighbours, and to acknowledge our deep interdependence in this endeavour. She urged us to educate and build leaders, of course, but also natural people – good citizens – who understand the issues and play their part in resolving them.

In other conference discussions, we heard about the importance of connecting health and education; jobs and education; environmental sustainability and education. We heard of the importance of engaging young people in the discussions and in action.

Stephen Toope, President of the University of British Columbia, delivered the closing speech at our conference. His remarks were entitled "Learn, Discover, Contribute, Disrupt: The Mission of the Global University." He began by quoting Martin Luther King, Jr., as follows: "One of the great liabilities of life is that all too many people find themselves living amid a great period of social change, and yet they fail to develop the new attitudes, the new mental responses, that the new situation demands. They end up sleeping through a revolution."

Prof. Toope urged us to make our institutions and classrooms safe spaces where our students and faculty can "disrupt." He said: "Disruption can be a catalyst for change – the forward moving process. It can challenge old assumptions, spark dialogues, create action and expose new possibilities. Disruption can awaken us to new possibilities to the most difficult issues facing our global society – from the challenges of cultural diversity to the failure of fledgling democracies and the lack of civil society infrastructure in so many areas of the world. We fear disruption, but these times in which we live demand that we do it."

He concluded, "It is the way of the peaceful revolutionary: to disrupt the status quo. To awaken."

At no time, has international education been more critical to addressing our capacity to find solutions to global challenges, and to the requisite precondition: transforming the knowledge, attitudes and behaviours of our citizens – through a peaceful revolution.

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"What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others that will determine the significance of the life we lead."
Nelson Mandela

Canadian Bureau for International Education (CBIE)

Critical Items for Discussion

At no time in history has international education been more critical to addressing world issues and to building our collective capacity to find solutions to global challenges.

CBIE's 2013 annual conference took as its theme "Education for a better world: Our global social responsibility." As international education professionals, we hold a particular responsibility for making sure that internationalization is used to improve lives and communities, create peaceful societies, and sustain the planet.

We need to rethink how we relate to the natural world, and how we relate to our neighbours. We need to truly embrace our interdependence in this endeavour that is the "human project."

The Global Dialogue is timely in the extreme.

It aims to identify a fresh agenda for international education in an era that desperately needs engagement and collective action at the global level.

It aims to decolonize internationalization, taking it from a northern/western driven construct to one that is built by north/south/east/west working together using shared beliefs and values.

It aims to de-marginalize internationalization. If international education is to play the essential role that it must to achieve resolution to global issues, it must become exoteric. It must enter communities. It must enter politics. Its principles must infiltrate the public space.

The partners in this Global Dialogue are sister organizations from several countries and regions. We have a bold task before us: crisply and clearly stating the challenge, pinpointing the actions needed to deal with it, and identifying who does what and what kinds of tools we can craft and share to accomplish the task.

We see three critical tasks that internationalization must undertake:

1. Helping people navigate pluralism with tolerance
Internationalization creates people-to-people bonds. But we need to take the individual benefits and even the institutional benefits of internationalization to a much higher level, and a much broader audience. While there are many individual lives and institutions that have gained global connectivity through our work, hatred and conflict based on ethnicity, race and religion persist in numerous communities and countries. We need to have a much bigger impact, or we will not truly have accomplished the people-to-people ties and the peaceful, supportive, sharing global relationships – to which we aspire. We need to make the links between international and intercultural.

2. Making internationalization equitable
The discussion and implementation of internationalization have been driven by wealthy, industrialized countries. Without undoing the good that internationalization has accomplished, we need to make its future development more equitable and more widely participatory in order to ensure that its benefits pertain to all and are supportive of global solutions.

3. Identifying what we need to do to effectively underpin the above
What are the challenges 25 years out?
What is the role of this group of sister organizations?
What does each of us need to do in terms of public education?
What do we need to do in the areas of capacity for languages and increased outbound mobility for our students?

We are primarily focusing in this Dialogue on higher education, but internationalism can begin at a young age. A stronger focus on internationalization in K-12 education has the potential to set more of our peoples on the road to international and intercultural understanding.

How do we deploy our limited resources?
How do we advise our governments and businesses to deploy their resources?
What are our international institutions (for example, Unesco and the World Bank) doing to surface the potential of international education to lead to better global and national outcomes?

Center for Global Education (UCLA)

Vision for the Future of International Education

International Education: Central or at the Periphery: Looking at Critical Issues, Resources and Challenges
Prepared by Gary Rhodes, Ph.D., Director, Center for Global Education - Graduate School of Education and Information Studies, University of California at Los Angeles

"Education is the most powerful tool which you can use to change the world." - Nelson Mandela
http://db.nelsonmandela.org/speeches/pub_view.asp?pg=item&ItemID=NMS909&txtstr=education%20is%20the%20most%20powerful
- July 16, 2003

I view the Global Dialogue in South Africa as an effort to discuss how WE can make international education a more important tool to change the world!
Following are some issues that international education can address and some of the ways that the Center for Global Education at UCLA is working to address some of these issues. However, to truly impact these issues on a global scale, it is clear that more resources and more collaboration to most effectively maximize our collaborative potential are necessary.

Background
The Center for Global Education at UCLA promotes international education to foster cross-cultural awareness, cooperation and understanding. Living and working effectively in a global society requires learning with an international perspective.

We promote this type of learning by collaborating with colleges, universities and other organizations around the world to:
• create new and enhance existing study abroad programs;
• integrate an international and intercultural perspective into the US educational system;
• increase the ethnic diversity of participants in study abroad and provide special resources to support their participation;
• provide information to better prepare students and other travelers for their experience abroad; and
• encourage research in the field of international education.

Which Students Should Apply? Are international education programs for students from disadvantaged backgrounds?

"More children from disadvantaged backgrounds should be given the chance of this international education. In this regard we welcome your decision to establish a Fund named after the South African President to assist the integration of gifted disadvantaged children into international life." - Nelson Mandela

http://db.nelsonmandela.org/speeches/pub_view.asp?pg=item&ItemID=NMS323&txtstr=international%20education
November 3, 1995

The Center for Global Education has developed the AllAbroad.us (www.allabroad.us) Diversity Outreach for Study Abroad resource to provide support for students from ethnically diverse backgrounds in the U.S. to help them study abroad. The website includes:
1. Advice from Mentors from diverse backgrounds about all aspects of study abroad
2. Resources and Information to help find programs and funding to support participation
3. Methods and sample outreach resources (PowerPoint presentations, flyers, etc.) to support focused outreach to students from diverse backgrounds

Many times, international education initiatives do make an impact on students who study abroad, they learn languages and about the cultures and peoples around the world. However, there continues to be uneven opportunities for international learning. Should international education be for all students or only for the educational elite? Many international education opportunities are available mostly for students from developed countries with larger financial resources. What more can be done to make these opportunities available for students from countries with lower levels of development and limited financial resources?

Impact of Study Abroad on Retention and Success
(http://globaledresearch.com/study-abroad-impact.asp): The Center has created a clearinghouse resource collecting data on the impact of study abroad on retention and success in the U.S. as well as special programs implemented on campuses to directly impact retention and success through study abroad.

California Community College Student Outcomes Abroad Research (CCC SOAR) Project (http://globaled.us/cccsoar): The Center is engaged in a study looking at both quantitative and qualitative data on the impact of study abroad for international learning and retention and success. We are looking at all students and providing a special focus on Hispanic students in California.

There is positive data on the impact of study abroad on retention and success, however, not many U.S. institutions are looking at that data nor implementing programs intentionally impacting students at risk. If participation is focused only on the best students going abroad their third year at university, those who may fall out of the higher education system already have. However, there are some institutions providing special programs for at risk students and they are finding that study abroad has the potential to engage students in their university education in general and international education in particular through study abroad.

If asked, many students taking part in mobility programs would say that study abroad was an opportunity for them to learn in a country outside of their home. However, would they say that opportunity would be critical for supporting their commitment to their academic program and support their success in completing their degree program? Will international education help them stay at their home university and be better prepared for their future in concrete ways? Will international education improve their career path right after university and throughout their professional life? Will international education help them really understand countries and cultures outside their home? Will international education result in brain drain or a return home to help enhance the future of their home country? Will international education make them a better member of society and more philanthropic?

Making international education help solve critical local, regional, national, and international problems

"The question is how we match those demands of the free market with the burning social issues of the world. Poverty and its related social phenomena are the major challenges humankind faces here at the beginning of the twenty-first century.

The gap between the rich and the poor is widening rather than closing. We are producing enough to feed, clothe, shelter, educate and provide health care for all the people of the world. Yet, the poor are becoming poorer and more socially deprived." - Nelson Mandela

- http://db.nelsonmandela.org/speeches/pub_view.asp?pg=item&ItemID=NMS955&txtstr=university
- November 12, 2003

There is no scientific antidote (to the atomic bomb), only education. You've got to change the way people think. I am not interested in disarmament talks between nations…. What I want to do is to disarm the mind. After that, everything else will automatically follow. The ultimate weapon for such mental disarmament is international education. - Albert Einstein

- Cited in Kegley, Jr., Charles, World Politics: Trends and Transformation, 2009-2010 Update Edition

The Center has developed 3 sets of online courses to enhance study abroad opportunities. Each set of courses includes Course 1: Before Study Abroad, Course 2: While Abroad, and Course 3: After Returning Home. These have been developed for U.S. students studying abroad (www.globalscholar.us), international students studying in the U.S. (www.uStudy.us), and any students moving from any country to any other country (www.iStudent101.com). They include practical content and cross-cultural, language, and information to learn about the country where they are studying. It includes reflection exercises where students can develop goals for their time abroad and reflect on whether they are reaching those goals. It includes preparation to teach others while abroad about the country where they are from. While abroad, along with practical support, content supports maximizing the experience for international learning, degree study, as well as for their future career. It includes outreach support about the country where they are from, and preparation for outreach about their international learning after their return home. For many students with a successful international experience, the return home may be difficult, The re-entry course includes help with practical re-entry support, ways to integrate the international learning at home, and sample outreach materials to help do outreach about their international experience after returning home as well as ways to integrate their international learning to support their career or future study.

What are the critical issues that face us in the 21st Century and how will international education help us respond to those issues (war, poverty, environmental challenges, UN Millennium Goals, etc.)? Is international education integrated into all academic areas so that study abroad and international learning are integral parts of each academic program's priority areas of learning (from the humanities, to social sciences, to physical sciences, to engineering)? Are international educational professionals trained and provided sufficient resources to maximize the impact of international learning activities? Are students seeing international education opportunities as serious programs to enable them to solve critical local, regional, national and international problems or only as a vacation/ international travel tour?

Understanding International Education and Finding Global Institutional Partners
The Center has developed GlobaledResearch.com (www.globaledresearch.com) to provide a searchable bibliography and abstracts of the study abroad literature available online.

The Center has developed World Wide Colleges and Universities (www.globaled.us/wwcu) to provide connections to universities around the world, including links to their home language homepage, their English language homepage, and their international relations office. Where available, we link to information about the background of the higher education system in that country.

What resources are necessary to expand international education activities? What research is necessary to maximize the impact of study abroad? What programs are critical and what funding is available to support those programs? With so many universities around the world, how is it possible to find relevant partners in countries with different higher education systems and language barriers? Health and Safety Issues That Should Be Addressed to Enhance Student Mobility, But Also Limit International Education Activities… Yet Have the Potential to Enhance The Impact of International Education Programs

"It can be said that there are four basic and primary things that the mass of people in a society wish for: to live in a safe environment, to be able to work and provide for themselves, to have access to good public health and to have sound educational opportunities for their children. Currently we as a society may be struggling in each of those four areas, but we must remain confident that with the personal commitment of each and every one of us we can and will overcome the obstacles towards development." - Nelson Mandela

http://db.nelsonmandela.org/speeches/pub_view.asp?pg=item&ItemID=NMS912&txtstr=health
- January 2, 2007

For many students and their parents, concerns about health and safety are a limiting factor in their participation in study abroad programs. When governments provide travel warnings about safety and health conditions in countries that often results in the limitation of institutional linkages and affiliations. Although those health and safety issues are real for students moving abroad, should the real questions be how we can all work together to make all countries healthy and safe for the citizens of that country and for students and faculty who move around the world to support international learning and understanding. The following documents provide resources and information to support U.S. college and university policy on health and safety and study abroad:

1) The Interassociational Advisory Committee on Safety and Responsibility in Study Abroad (formerly the Interorganizational Task Force on Safety and Responsibility in Study Abroad)
   a) Responsible Study Abroad: Good Practices for Health & Safety
2) The Forum on Education Abroad
   a) The Standards of Good Practice for Education Abroad
   b) The Standards of Good Practice for Short-Term Education Abroad Programs
   c) Code of Ethics for Education Abroad
   d) Quality Improvement Program (QUIP) Review
   e) Critical (Safety) Incident Survey Data
3) U.S. Government
   a) U.S. Department of State Travel Warnings, Travel Alerts, and Country-Specific Information
   b) U.S. Department of State Overseas Security Advisory Council (OSAC) Resources
   c) U.S. Centers for Disease Control and Prevention Country-Specific Health Information
   d) Clarification on Clery Act Requirements for Study Abroad
4) Council for the Advancement of Standards in Higher Education
   a) CAS Standards for Education Abroad Programs
5) United Educators
   a) A Checklist for Campus Administrators Managing Short-Term International Programs
   b) A Checklist for Leaders of Short-Term International Programs
   c) Managing the Risks of Short-Term International Programs: A UE Roundtable

d) Minors on Study Abroad Trips

e) Risk Management Guide for Study Abroad

f) Short-Term International Programs: A UE Online Course

g) Travel Alerts, Warnings, and Advisories

h) Understanding and Managing the Risks of Short-Term International Programs

6) NAFSA Association of International Educators

a) Health and Safety Resources for the Education Abroad Knowledge Community

7) Institute for the International Education of Students (IES)

a) IES Abroad MAP for Student Health, Safety & Crisis Management

8) Center for Global Education at UCLA

a) Safety Abroad First - Educational Travel Information (SAFETI) Safety Audit Checklist for Study Abroad

b) Legal Audit of Study Abroad

c) SAFETI Adaptation of Peace Corps Resources

d) Alcohol Awareness for Study Abroad Video and Faculty and Student Guides

e) Student Study Abroad Handbooks

f) GlobalScholar.us Online Courses for Study Abroad

The Center has developed the Safety Abroad First – Educational Travel Information (SAFETI) Clearinghouse (www.globaled.us/safeti) to support institutional policies and procedures for supporting health and safe study abroad.

The following list of health and safety issues provides a place to start when thinking about what potential issues might be faced abroad that could impact program continuation, as well as the health and safety of students, faculty, and staff (http://globaled.us/safeticrisis_and_management/analyze_risk_and_capabilities.asp):

1. Alcohol and Drug Use and Abuse
2. Conflict Between Students or Between Students and Program Faculty/Staff
3. Crime and Violence
4. Crisis Management
5. Emergency Communication
6. Environmental Challenges/Disaster Response
7. Faculty and Staff Leaders with Limited Knowledge and Skills to Support Effective Decision–Making for Health and Safety Support
8. Fire Safety
9. Kidnapping and Terrorism
10. Legal Issues Abroad
11. Medical/Physical Health Response
12. Mental Health Support
13. Political Instability Challenges/Response
14. Responding to Discrimination Abroad
15. Responding to Guidance of the U.S. Centers for Disease Control and Prevention Abroad
16. Responding to Guidance by U.S. Department of State Abroad
17. Science Laboratory Hazards
18. Sexual Harassment and Assault
19. Supporting Students with Special Needs and Disabilities
20. Transportation Safety
21. Tropical Diseases/Special Health Issues in the Developing World
22. Water Safety
23. Other Health and Safety Challenges

Should there be common health and safety standards for student mobility and other international education activities? Should international health and safety issues be integrated into international education programs so that those programs serve international development and health and safety standards rather than being situations where international students use and then leave local institutions as is? Should international students be housed at locations that follow home country safety standards or does that isolate them from local realities that their program should help with? How should the international education field respond when countries are labeled not healthy or safe for study abroad, but people still live there?

Conclusion:

"Education is the most powerful tool which you can use to change the world." - Nelson Mandela

http://db.nelsonmandela.org/speeches/pub_view.asp?pg=item&ItemID=NMS909&txtstr=education%20i

s%20the%20most%20powerful

- July 16, 2003

We have the potential to make a powerful different in individual student learning, but also in making the world a more collaborative and better place for the people in all countries around the world. What can we do to work together? What can we do to look at the perspectives, strengths, and challenges of developed and developing countries to support maximizing the impact of international education activities in the 21st Century?

Center for Global Education (UCLA)

Critical Items for Discussion

Prepared by Gary Rhodes, Ph.D., Director, Center for Global Education - Graduate School of Education and Information Studies, University of California at Los Angeles

Which Students Should Apply? Are international education programs for students from disadvantaged backgrounds?

Many times, international education initiatives do make an impact on students who study abroad, they learn languages and about the cultures and peoples around the world. However, there continues to be uneven opportunities for international learning. Should international education be for all students or only for the educational elite? Many international education opportunities are available mostly for students from developed countries with larger financial resources. What more can be done to make these opportunities available for students from countries with lower levels of development and limited financial resources?

Impact of Study Abroad on Retention and Success

If asked, many students taking part in mobility programs would say that study abroad was an opportunity for them to learn in a country outside of their home. However, would they say that opportunity would be critical for supporting their commitment to their academic program and support their success in completing their degree program? Will international education help them stay at their home university and be better prepared for their future in concrete ways? Will international education improve their career path right after university and throughout their professional life? Will international education help them really understand countries and cultures outside their home? Will international education result in brain drain or a return home to help enhance the future of their home country? Will international education make them a better member of society and more philanthropic?

Making international education help solve critical local, regional, national, and international problems

What are the critical issues that face us in the 21st Century and how will international education help us respond to those issues (war, poverty, environmental challenges, UN Millennium Goals, etc.)? Is international education integrated into all academic areas so that study abroad and international learning are integral parts of each academic program's priority areas of learning (from the humanities, to social sciences, to physical sciences, to engineering)? Are international educational professionals trained and provided sufficient resources to maximize the impact of international learning activities? Are students seeing international education opportunities as serious programs to enable them to solve critical local, regional, national and international problems or only as a vacation/international travel tour?

Understanding International Education and Finding Global Institutional Partners

What resources are necessary to expand international education activities? What research is necessary to maximize the impact of study abroad? What programs are critical and what funding is available to support those programs? With so many universities around the world, how is it possible to find relevant partners in countries with different higher education systems and language barriers?

Health and Safety Issues That Should Be Addressed to Enhance Student Mobility, But Also Limit International Education Activities...Yet Have the Potential to Enhance The Impact of International Education Programs

Should there be common health and safety standards for student mobility and other international education activities? Should international health and safety issues be integrated into international education programs so that those programs serve international development and health and safety standards rather than being situations where international students use and then leave local institutions as is? Should international students be housed at locations that follow home country safety standards or does that isolate them from local realities that their program should help with? How should the international education field respond when countries are labeled not healthy or safe for study abroad, but people still live there?

Other Questions:

What can we do to work together? What can we do to look at the perspectives, strengths, and challenges of developed and developing countries to support maximizing the impact of international education activities in the 21st Century?

Mexican Association for International Education (AMPEI)

Critical Items for Discussion
Prepared by Thomas Buntru

Item 1: Building international education and cooperation around common issues

It is rather sad to observe that international education today is mainly driven by nationalistic agendas determined by neoliberal economic thought, profit motives, and national security interests, while it claims, at the same time, that its reason for existence is to prepare our young people of today for the globalized world we are living in by helping them to develop intercultural competencies and understand the complexities of globalization. However, if we scrape a little under the surface, we can see that in many countries, especially of the developed world, the justifications for international higher education are grounded in guaranteeing the competitiveness of graduates, companies, industries, and universities; in the attraction of money and resources; in the recruitment of talent, especially in the STEM fields; and in the defense of national security interests. A clear example for this is the report on "Global Competence & National Needs: One Million Americans Studying Abroad" prepared by the U.S. American Commission on the Abraham Lincoln Study Abroad Fellowship Program in November 2005.The main arguments of the report for providing more study abroad experiences for U.S. Americans are (1) economic competitiveness , (2) national security, (3) U.S. leadership in the world, (4) career skills sets of future graduates, and (5) active engagement with the international community as a significant foreign policy tool. In the whole document, there is not a single mention of the words friendship, peace, conflict resolution, solidarity, collaboration, cooperation, sustainability, tolerance, or empathy.

In my opinion, the big common issues in social, economic, and political terms should be centered on developing international friendship and understanding, on peace building and conflict resolution, on capacity building based on intercultural competencies, multilingualism, and diversity issues; all centered on the search for the common good, on horizontal cooperation and knowledge transfer, and the UN Millennium Development Goals.

Therefore we have to redefine our roles as international educators. We cannot limit ourselves to being recruitment agents, service providers, salespeople, income generators, instructors, and scholars. We need to see ourselves as lobbyists, political activists, engaged citizens of the world, promoters of peace and understanding.

To begin with, we have to move international education beyond the ivory tower of higher education. We need to start as early as possible, preferably on the K-12 level with projects centered on the UN Millennium Development Goals, foreign language acquisition, diversity issues, and youth exchanges. The International Baccalaureate Program is a good example. We also have to take international education out of the schools and into the communities and help develop sister city programs, assistance programs for local immigrant and indigenous communities and other communities in need.

We must influence national policies and agendas to move them toward cooperation instead of competition, toward knowledge transfer instead of brain drain, toward exchange instead of one-way mobility schemes, toward horizontal instead of vertical relationships. We need to promote regional integration, fair trade, and engagement in supranational organizations.

I have always wondered why there is such an abundance of national and regional international education associations, which are all driven by their own interests and their particular constituencies. Considering the nature of our subject matter, it is quite strange that there is no truly international or global association for international education. Maybe it is about time to start one, possibly chartered by UNESCO?

Item 2: Collecting reliable global student mobility and other internationalization data

While there are many noteworthy efforts to collect reliable student mobility data worldwide, there are only few successful undertakings, such as Open Doors in the United States or Wissenschaft Weltoffen in Germany. In the case of Mexico, for example, the participation rate of universities in Patlani, the Mexican national survey of student mobility is so low that we cannot affirm that it constitutes a census; it only allows us to point out tendencies. I think the same is true for many other countries. Maybe we could improve this through more cooperation among the different international education associations by sharing good practices and common lobbying.

Considering that worldwide only a fraction of students are internationally mobile, student mobility figures can capture only a tiny fragment of educational internationalization. Concordant with the movement of Internationalization at Home (IaH) as a response to this in our institutions, we must also look at ways of gathering more complete information on internationalization, including foreign language acquisition, intercultural competencies programs, collaborative online international learning initiatives, and other curricular internationalization activities.

I would like to explore ways to achieve this with colleagues from around the globe at the 2014 Global Dialogue.

Consortium for North America Higher Education Collaboration (CONAHEC)

Vision for the Future of International Education & Critical Items for Discussion

Higher Education Internationalization and the Promise of Collaboration
Prepared by Sean Manley-Casimir, Jenny Lee and Matthew Mars

Accelerating globalization fed by modern improvements in information and communications technologies, infrastructure and transportation, international trade, and the gradual reduction in barriers to our interconnectedness are some of the factors leading to improvements in the lives of many, but with uneven benefits, and some negative consequences. This increasing interconnectedness and mobility is incorporating people at very different rates, rapidly changing day-to-day life for people in the developed world while marginalizing large portions of the population in many countries around the world and excluding them and their interests from the consideration of those who are more connected.

Higher education is often considered a means for socio-economic advancement for individuals, groups and societies in general. In many cases, the marginalized are now much more aware than they had been in the past of the benefits of higher education and the opportunities it can provide. Higher education remains highly exclusive however, with access elusive to the majority of appropriately-aged people in most countries. A dramatic increase in the demand for higher education is sharpening the competition for spaces, diversifying the student body and forcing evolution in higher education provision. Use of information and communications technology holds the potential to address some access-related issues and to offer high quality educational opportunities to a widening group of people, although the value of presential higher education experiences continues to hold.

The process of internationalization of higher education has many positive consequences. At a fundamental level, people are becoming more aware of one another, able to see and empathize with each other's concerns, and, at times, able to help one another. At the same time, there are many ways in which internationalization, if not carefully considered and deliberately designed, can have negative consequences which at their worst are sometimes characterized as new forms of subjugation. Stakeholders active in the internationalization of higher education must be deliberate in identifying and encouraging the good aspects and practices in this process while energetically addressing, limiting or eliminating the negative ramifications and results. Higher education internationalization processes must also incorporate the voices of those who are interested but have not yet provided their perspectives on this important topic since they are likely to have wide-reaching effects.

While there are many difficulties surrounding collaboration itself, working together holds the promise for addressing the many challenges we face in the process of internationalization of higher education. In support of higher education collaboration, a fundamental need for institutions is their active participation in international networks with activities designed to provide thoughtful, cost-effective and mutually beneficial initiatives to their participants such as those of the Consortium for North American Higher Education Collaboration (CONAHEC). It is also critically important to attend and participate in these kinds of dialogues and ensure a diversity of perspectives continue to be considered. International higher education collaboration is the central theme of CONAHEC's 16th North American Higher Education conference "The Promise of Collaboration" which will be held in Tucson, Arizona in October 2014, hosted by The University of Arizona. We hope you can join us!

Deutscher Akademischer Austausch Dienst
German Academic Exchange Service (DAAD)

Vision for the Future of International Education & Critical Items for Discussion

Future Agenda of the DAAD: Where we stand today and what we want to achieve by 2020

Within its recently adopted "Strategy 2020", the DAAD is developing a vision of its future role in international higher education. Based on a thorough analysis of the major challenges to the global academic system, we have worked out a set of precise goals that we aim to achieve in our three main courses of action: 1) Scholarships for the Best, 2) Structures of Internationality and 3) Expertise for Academic Collaborations.

What does the DAAD stand for?

The DAAD is an organisation of German higher education institutions and their student bodies which promotes internationalisation of the higher education system. It awards scholarships to outstanding students and researchers in Germany and abroad, providing them with the opportunity to study or conduct research in a different country. At the same time, the DAAD works to create the institutional and structural conditions for the transnational university of tomorrow.

The DAAD is convinced that vibrant exchange in academia between different countries is essential for meeting the challenges of the future. The DAAD provides access to the best study and research opportunities in Germany. In this way, it contributes to the high quality and international competitiveness of our universities.

The DAAD is an intermediary organisation for foreign cultural, educational and scientific policy and foreign development collaboration. It fosters friendships for Germany and promotes its culture and language around the world. It bridges divides and lines of conflict and encourages open dialogue between cultures. With its programmes and partner universities, it supports the creation of productive higher education systems in developing countries, which in turn promotes social, economic and political development.

The DAAD is a self-governing organisation which is financed primarily through public revenues. It makes its funding decisions in a transparent, quality-assured process, based on recommendations by independent academics and researchers.

The DAAD is a professional organisation with a high degree of competence in the area of programme administration and possesses extensive expertise in systems of higher education around the world.

The DAAD is a German organisation in Europe. It plays a vital role in shaping the European Higher Education Area and the European Research Area and promotes the interests of Europe together with its partner organisations.

The DAAD aims to initiate change through exchange. In other words, new scientific findings help surmount global challenges, cooperation leads to political and social progress, and exchange promotes understanding between individuals and entire societies. The DAAD will pursue three main courses of action to ensure that it continues achieving these goals in the future:

I. **Scholarships for the Best:** Awarding scholarships to the best German and international students and researchers who, in a demanding application process, demonstrate exceptional ability and willingness to accept responsibility

II. **Structures of Internationality:** Creating higher education structures in Germany and abroad (e.g. international degree programmes, bilaterally founded universities, academic networks, etc.) which promote international qualification, mobility and dialogue which, in turn, improves the quality of research and instruction

III. **Expertise for Academic Collaborations:** Systematising, developing and providing expertise in educational cultures and systems of higher learning, which the DAAD has gained through its work and network and which is essential for developing internationally successful collaborations

What do we want to achieve by 2020?

We believe the following tasks to be essential for internationalising the German higher education system by the end of this decade. These tasks will require the mutual effort of the DAAD, universities, policymakers and our foreign partners.

I. Scholarships for the Best

- As globalisation and participation in higher education grows both in Germany and abroad, so does the demand for scholarships for outstanding students and researchers who will later achieve positions of responsibility and remain in contact with Germany or their host country. The DAAD will continue to ensure that scholarship candidates are chosen through a selective and competitive procedure and can engage in successful study and research.

- Most foreign DAAD scholarship holders are master's or PhD students. Our scholarship programmes are focused on graduate students, because they have already proven their academic merit and can benefit more from a scholarship than undergraduates. Practically all mobile bachelor's students in Germany and abroad finance their studies themselves. The DAAD, therefore, only awards scholarships to bachelor's students who finish at the top of their class in German Schools abroad. Our doctoral and master's degree scholarships play an important role in cultivating a new generation of university instructors and future leaders in politics, business and culture. With the development of attractive scholarship programmes – some of which are English-language master's degree programmes in Germany - the DAAD is investing more of its resources in master's degree scholarship programmes; target group distribution and scholarship categories will continue to vary depending on the respective country. We will also offer an increasing number of scholarships to candidates who wish to participate in outstanding structured PhD programmes.

- The DAAD wants to play a key role in shaping the international campus of tomorrow, a place where researchers and students of different origins and backgrounds can study, teach and conduct research together. Accordingly, the DAAD wishes to provide candidates access to funding opportunities based more strongly on their affiliation with a German or foreign university and less on their citizenship. We want to grant foreign scholarships to foreigners as well, who complete an entire study phase or research project in Germany and wish to study or research abroad as part of their degree programme. Germans, enrolled in a full-time degree programme at a foreign university, should also be eligible for a DAAD scholarship to finance a limited period of study or research project in Germany.

- We want to increase our efforts to strengthen academic, interdisciplinary and sociocultural integration and networking among our scholarship holders. We also want to develop new welfare and student services which promote intercultural dialogue and make mutual collaboration on global issues possible. Our aim is to encourage our scholarship holders in all disciplines to think and act in a globally responsible manner.

- We must ensure that our scholarships remain attractive. We want to improve our services in such a way that, in addition to simplifying the administrative procedures, scholarship holders will be in a position to make their own decisions based on transparent conditions.

- We shall make every effort to remain in permanent contact with our former scholarship holders (alumni), promote networking among them and their host universities, support their future academic work and continuing professional education, and recruit them as ambassadors of international cooperation.

- The competitive drive for "excellence" in the higher education sector may result in an increase in inequality (based on social or ethnic background, gender, religion, etc.) at the national and international level. For its part, the DAAD will pursue a policy of equal opportunity and offer special funding programmes which target candidates from underprivileged groups who demonstrate high academic potential.

II. Structures for Internationalisation

- German institutions of higher education are developing their own internationalisation strategies based on their specific strengths, profiles and strategic goals. We want to design our funding instruments in such a way that the universities will be able to apply them to their respective strategies. We also wish to simplify our funding measures by reducing the number of programmes and allow the universities to use various modules for DAAD-approved projects. Furthermore, the DAAD must continue to offer programmes (preferably the majority) which award funding to outstanding candidates and innovative projects.

- By engaging in international research and offering relevant degree programmes, universities can do their part to solve global problems and overcome conflicts especially in developing countries, and in so doing, contribute to achieving the Millennium Development Goals. In the future, we want to tap the potential of universities for development cooperation even more strongly. This involves strengthening the teaching and researching capabilities of developing and emerging countries ("capacity building" through cooperation) and providing individual funding to talented candidates who are able and willing to develop their countries

from within and reduce social inequality.

- Universities of applied sciences and sandwich courses have to be integrated even more strongly into international cooperation. They are an important factor for more permeability in higher education. Many of our partner countries require and are becoming increasingly interested in practice-oriented degree programmes, like those offered in various models by many universities of applied sciences in Germany. Therefore, we will continue ensuring that our programmes correspond to the conditions and requirements of such degree programmes and do our part to create more model projects abroad.

- With transnational education projects, such as single degree programmes, research institutes, centres of excellence and bilateral universities, the DAAD strengthens the internationalisation efforts and international visibility of German universities, promotes the academic principles and structures which make the German higher education system so successful, and supports competency-building efforts in developing and emerging countries.

- The opportunities provided by new information and communications technologies are being integrated in every form of international university cooperation. Consequently, traditional structures and patterns are undergoing rapid change. For example, courses and degree programmes will be offered in part or entirely in virtual environments. And students might also benefit from shorter stays abroad, embedded in "blended learning" programmes. In the coming years, we will support such forms of virtual learning in internationally-oriented degree programmes and cooperation centres, and also use these tools to reach new target groups (e.g. in the area of continuing education).

- Funding measures and internationalisation structures have to adjust to more diverse populations and life-long learning. We will expand our programme range so that students, who had little opportunity in the past to study abroad because of their educational background or special academic situation (e.g. dual degree programme), may gain foreign experience or acquire up-to-date international competence. Furthermore, we want to help universities do more in the field of life-long learning through transnational education programmes.
- Germany must take steps to retain its position as one of the top five leading host countries for mobile international students. This entails attracting at least 350,000 foreign students to Germany by the end of the decade. In order to sustain the German higher education system in its current form, guarantee its innovative ability and ensure a sufficient pool of international talent, Germany must attract a high number of qualified international students in the coming decade. With the support of the DAAD, we must continue working to achieve this goal despite the large number of German students expected to enrol at university in the coming years. The universities will require additional resources to create the necessary space for these talented foreign students.

- In cooperation with GATE-Germany and scientific organisations, the DAAD will continue to actively implement modern marketing activities for Germany as a place of higher learning and research, using its extensive network and the most modern media tools available.

- We must increase the academic success rate of international students to at least 75% which is equivalent to that of German students. This will require better counselling and integrative support, to which the DAAD will contribute with its funding programmes and support of good practices. Even before the admissions process, universities have to assess the preparedness and language proficiency of their international applicants. In order to successfully integrate these students at university and in society, university entrance procedures have to be more strongly differentiated.

- We know that many foreign students wish to and indeed join the German labour force as qualified professionals after graduation. We respect their decision whatever it may be – to return home, transfer to other countries or remain in Germany. Of course, we are delighted if qualified international graduates choose to contribute to the creativity, diversity and prosperity of Germany. However, we will continue offering scholarship programmes which focus on other academic, foreign- and development-political goals.

- With regard to the international qualification of future German professionals and executives, our aim is to provide 50% of every graduating class the opportunity to gain international study-related experience. However, for German students to gain access to such foreign mobility, we must provide them with suitable structures and sufficient information. As a result, in addition to granting scholarships to the best students, we also want to concentrate on promoting mobility. This could include measures which cover the additional costs incurred through mobility – as is done with the successful Erasmus Programme. Most importantly, we must safeguard the high quality and long-term benefits of foreign study visits – full recognition of academic achievement, intercultural qualification and better language proficiency.

- The DAAD supports international academic collaboration with complimentary and subsidiary mobility funding in alliance with national and European research funding efforts. The DAAD is especially committed to promoting international mobility in academically and thematically structured research programmes.

- We work to promote German as an internationally recognised language of culture and research through the support of German language programmes. If German is to retain its standing as one of the most commonly spoken languages in the world, it is vitally important that young people at foreign universities discover the practical value of German for business, politics and culture, as well as for becoming acquainted with our own academic culture and tradition. Therefore, we will focus our efforts on improving German language instruction for students and researchers of many different disciplines. In this way, we can do our part to enhance the value of modern German Studies and strengthen its international relevance.

- We actively advocate multilingualism. Even those who study and conduct research in English can only gain full access to the richness of academic and social life by learning the language of their host country.

- We are a German organisation in Europe. Together with our European partners, we wish to actively shape and use the European Higher Education Area and European Research Area. We support a European framework which allows national sys tems to develop in their own way and the German higher education system to continue building on its specific strengths and traditions. DAAD scholarship holders from non-European countries should become acquainted with Europe and establish contacts with other EU nations. To this end, we are working with our European partner organisations on a global scale and designing our funding programmes to complement those offered by the EU. The National Agency for EU Higher Education Cooperation is of central importance to the work of the DAAD.

III. Expertise for Academic Collaboration
Research and academics are increasingly being conducted in international networks. The process of internationalisation requires expertise in systems of higher education worldwide, research locations and important partners.

- With its extensive, regionally-specific expertise in systems of higher learning and university collaboration worldwide, the DAAD provides educational, scien tific and cultural policymakers a basis for making well-informed, strategic decisions.

- Our experience and recommendations aim to advance the internationalisation agenda of German universities and more strongly influence international discourse about issues which concern the DAAD.

- The DAAD systematically offers its expertise to German universities in particular, but also to international organisations and clients in the form of continuing education (iDA, DIES), advising and publications. If they have sufficient resources, external parties and institutions are required to pay a surcharge for customised services which go beyond the general information provided by the DAAD.

- The DAAD will consolidate and make stronger use of its network, currently comprised of 15 branch offices, over 50 information centres, more than 500 lecturers, thousands of alumni and partner organisations throughout the world. For the DAAD and the entire range of German higher education and research institutions, this network is a direct portal to almost every higher education system in the world and serves as the basis for our exceptional regional expertise.

- Should changes occur in the international higher education system and/or the global education market, the strategies for individual countries and regions have to be adjusted accordingly. The DAAD will develop and regularly update such strategies for its most important partner countries. With flexible, specially designed funding instruments, the DAAD will be better prepared for possible changes in the international academic sector.

The general working conditions of the DAAD
- International cooperation and exchange require resources; a high level of public funding is necessary to ensure that the DAAD can continue achieving its goals. The DAAD endeavours to secure higher revenues from foreign governments, foundations, corporations and individuals – provided they fit to our mission and our portfolio.

- We remain an independent academic organisation of German higher education institutions. We shall only provide services on commission to external parties (including German and foreign governments) if they are in the interest of the universities and do not

conflict with the DAAD's institutional goals and standards of quality.

- We will continue to improve both the quality of our work through systematic monitoring and make more efficient use of our available resources by concentrating on funding areas of importance and rationalising work processes.

- We need financing mechanisms which meet the requirements of modern public administration. The Freedom of Science Act also grants the DAAD more flexibility and responsibility. Whenever possible, the DAAD will strive to extend its newly gained freedoms to its project partners at the universities.

- To ensure successful operation in the future, the DAAD will also have to overhaul and modernise its internal structures. Specifically, this entails:

- Creating an open organisational culture which encourages initiative among its employees, promotes project-related collaboration and faster decision-making.

- Recruiting and retaining highly qualified and dedicated employees, for example, by means of a systematic personnel development concept.

- More strongly internationalising our own working processes and the composition of our workforce.

- Designing more efficient working processes using IT to free up resources which could benefit our funding recipients. This can be achieved by standardising basic processes and, if necessary, consolidating areas which share the same or similar responsibilities.

- Systematically expanding quality assurance measures for funding recipients (individuals and projects) and the administrative processes involved.

- Simplifying the programme structure so that fewer steps are required to evaluate and, if applicable, grant funding to a diverse range of funding proposals by individuals and institutions.

Documents submitted from:
Deutscher Akademischer Austausch Dienst
German Academic Exchange Service (DAAD)

Critical Items for Discussion

Global challenges in international higher education: A DAAD perspective

The programmatic goals and core programmes of the DAAD have stood the test of time for decades. Therefore, there is no pressing need to change everything. However, academia in different countries is changing and we must be prepared to meet these new challenges with new measures. These challenges include:

- Global responsibility for research, instruction and study: In order to understand how we should address the global threats of climate change, poverty, epidemics and energy shortages, we need to create international collaboration throughout the world. Universities, researchers and students alike must actively participate in addressing these challenges in a responsible and committed manner.

- Global competition between universities and higher education systems: There are distinctive differences between academia in different countries; consequently, there is growing competition between universities. While some universities will join the ranks of the world's best institutions, there will be a need to ensure high quality standards in research and instruction for the entire system.

- Internationalisation will become standard procedure at universities: In the coming years, internationalisation efforts at universities will become an integral part of their core operations (e.g. research, instruction and services), and will have to be financed with

resources that are traditionally allocated to these core operations. Internationalisation will also shape the future curricula and learning forms for students who are not enrolled in study-abroad programmes themselves. Each university will continue developing a distinctive profile and implement internationalisation strategies which correspond to their institutional goals and strengths.

- New educational paths – Diversity and life-long learning: In the future, universities will see a surge in students from Germany and abroad whose families are unaccustomed to the forms of higher learning. As a result, the admissions phase will have to be adjusted to take these changing circumstances into account. At the same time, many young adults will discover that a single (undergraduate) degree no longer guarantees a successful career; universities must be prepared to offer more life-long learning programmes. This includes more practically oriented international degree programmes, better mobility opportunities for employed students and more continuing education programmes with learning phases abroad.

- Increasing interest in applied degree programmes: As more and more people seek participation in higher education, there will be a growing need in Germany and abroad for educational concepts which combine academic instruction with practical professional application.

- Other learning forms through new media: As new information and communication technologies become more prevalent, teaching and learning forms will inevitably undergo significant change. In the past, funding structures have been oriented to classical full-time and on-site programmes. In the future, new technologies will create new forms and opportunities for international cooperation.

- "New Argonauts" and the international campus: Young adults and researchers are embarking on careers that are more international and multifaceted. Geographically speaking, academic and professional mobility doesn't necessarily lead students back – at least not immediately – to where they began. The world's best universities will define themselves in future as "global universities". And most other universities will offer what they call "international campuses", where students of different origins and backgrounds will study and research together. Therefore, we will require corresponding funding opportunities.

- Demographic change and competition for the brightest minds: Geographic mobility increases in proportion to falling birth rates, which means that Germany will have to attract more qualified workers from abroad in the future. Even if more foreign graduates of German universities were to seek employment in Germany, the funding goals set by most German and foreign scholarship providers can only be achieved if the majority of scholarship holders return to their home countries.

- New global academic hubs: The international sector of higher education is undergoing major changes due to emerging countries, today China and Korea, and tomorrow, perhaps India, Brazil and Russia. This means that the important academic hubs will no longer be concentrated in the North Atlantic region. At the same time, other regions are in danger of losing access to education and its benefits due to poverty, crises and war.

European Association of International Education (EAIE)

Critical Items for Discussion

Global/Europan trends in HE internationalisation:
- Internationalisation is here to stay so our profession is ''secured''
- More institutions will internationalise, internationalization will become more mainstream so the numbers of professionals in the sector will most probably increase
- The disciplines within sector will increase: e.g. professionals in HR need international perspective as well as spokespersons of universities etc.
- Professionals will change jobs more frequently within the sector and outside the sector
- Will this lead to a shift in the need for professional development
- Will the difference in the needs of members change per country/region/institution influenced by budgets, change in government funding, shift in mobile students (more to and less from emerging economies)
- What is the influence of the commercialization on our sector?

How do these (possible) trends influence our business?
- Can we accommodate all the needs of all these (new) professionals or should we specialize such as we do within EAIE with Expert communities?
- How do we keep track of our membership needs? (explain a bit about our initiative on knowledge based policy !)
- Much more research of our sector is needed: more research of needs, of developments, more publications
- Are these trends different per regions?
- What about the advocacy role of our organisations towards EC, UNESCO, OECD etc.
- Should we try to become an associate member of UNESCO?

Some ideas, future developments :
- Conferences: Will there be a need for alignment of our conferences? Smaller regional conferences and world conference (on a bi-annual/tri-annual basis): like football: European Championship, African, Asian, (south) American and World cup every four years?
- More cross-regional professional development and training for members of different organisations? Acknowledge PD across organisations? Work towards a professional sectorial degree based on (online) training?
- Joint research of developments in the sector?
- Joint publications?

Association of Brazilian Higher Education Institutions Offices for International Relations (FAUBAI)

Vision for the Future of International Education & Critical Items for Discussion

The scenario of international education is diverse and complex. The Brazilian contribution to the discussion in the Global Dialogue will focus on two issues that are, according to FAUBAI, of utmost importance.

To ground the discussion, we would like to expose a situation believed to be present in most relations between Higher Education Institutions (HEIs), from countries at any level of economic development. We will use the situation in Brazil as a case study, which, after the emergence of the Science without Borders program came to occupy a prominent place in internationalization.
The Science without Borders program, created by the Brazilian government, involves an enormous amount of resources in its implementation, approximately $ 3 billion. These resources have been made available to provide about 100,000 people with an international experience. This figure, in a troubled world economy, sparked many interests; however, Brazilian HEIs have the impression that the recent interest of foreign institutions in developing cooperation is due almost exclusively to the need for fund raising.

Brazilian HEIs have been visited by delegations from HEIs of developed countries in search of "collaboration." However, in almost every case the single agenda in discussions is the Science without Borders program. The members of these delegations are almost exclusively recruiters, who ignore the quality of science as well as the number of scientific publications developed in the country.
And those numbers should not be neglected. Brazil is today, according to different sources, among the top 13-15 countries with the highest number of scientific publications in the world. In some areas, such as agricultural sciences and dentistry, Brazilian universities are among the world leaders in publications. In a world that aims to become green, Brazil has developed one of the most successful programs in biofuels. Besides this, Brazil currently awards over 12,000 doctorates per year in different areas of knowledge. Although it is true that a lot still needs to be explored in order to increase the impact of science produced in the country, the numbers are not negligible and should be known to those involved in the internationalization of higher education.
In this scenario one should also consider the quality and quantity of Brazilian scholars, who long before the Science Without Borders program, through the support of the Brazilian funding agencies CNPq and CAPES (created in 1951), have been developing top quality research in some of the most prominent educational institutions in the world. Through the Science Without Borders program, the number of students involved in international mobility programs has increased exponentially, allowing institutions that previously had little contact with Brazil to receive these highly qualified academics.

Even so, most of the discussions with the delegations who visit Brazil have been focused on the Science Without Borders program and how to attract students.

Thus, taking Brazil as an example and considering the outcomes of science in less developed economies, we would like to present as a point of discussion the factors that can make international education develop through institutional cooperation that is predominantly bilateral, over and above financial and other interests, such as human resource suppliers.

In this economic scenario, where effective bilateral institutional academic cooperation is difficult to implement, another issue that can be analysed involves clear identification of interests that can lead scholars of institutions from developed countries to undertake actions that provide an international opportunity to millions of students from their academic institutions, which are excluded from the world of internationalization because they cannot afford an international program.

Although the process of "Internationalization at Home" seems more interesting for institutions in countries with less developed economies, their development is certainly beneficial for everyone involved. Institutions in countries with more developed economies must understand that they should bear the cost of offering a better quality education to their own students, due to the international exposure that their international students experience. We understand that the ways that lead to this awareness can and should be discussed as well.

Vision for the Future of International Education

As a global association of higher education institutions, the most important mission for the International Association of Universities (IAU) remains advocacy for internationalization that could be qualified as 'fair' and 'inclusive'. Viewed in such terms, internationalization requires relationships among higher education institutions and their stakeholders (leadership, staff, faculty and students) that are based on collaboration, mutual respect and appreciation, pursuit of shared benefits. The main, if not exclusive, goal of such internationalization is to increase the quality and relevance of learning, research and services to the community locally and globally. Much of the work IAU has done in the recent past, and much of what it plans to undertake in the future must contribute to this mission and to providing HEIs with the knowledge and skills to make the most of out of the many potential benefits that internationalization can bring, yet respecting the IAU values and principles.

IAU actions are articulated around three of four different axis as follows:

1.) Research and analysis of trends
Gathering and using evidence in support of the positions that IAU and others adopt on higher education internationalization is essential to best inform policy making at institutional, national and regional levels that take into account real trends and developments. As these evolve rapidly and in a variety of ways, IAU will continue to collect institutional data globally on numerous dimensions of internationalization, using inputs from a wide spectrum of experts.

The IAU 4th Global Survey on Internationalization of Higher Education results will be published and disseminated widely in 2014.

2.) Awareness raising and advocacy
The Global Survey report is a key resource for policy makers, institutional leaders and other stakeholders and the 4th edition will highlight the benefits and the challenges of internationalization, paying particular attention to regional differences. IAU will present the results in various ways, including by organizing Webinars and publishing papers. Links to IAU statements, such as the 2012 the Affirming Academic Values Call for Action will always be drawn.

3.) Advisory services and capacity building
Providing advice and recommendations to institutions which are developing or adjusting their institutional strategy for internationalization is a service to Member institutions and other HEIs which IAU has been providing for several years. Alongside this service, the Association plans to grow its offer of training and capacity building workshops. IAU is committed to working with international experts from all regions of the world in such initiatives in order to ensure that diverse perspectives and experiences are brought to bear on the advice, commentary and recommendations that are provided. Institutions in Japan, Malaysia, Romania, Botswana, Peru and Argentina are at present benefitting from such advisory services or leadership training offered by IAU.

4.) Global forum for debate
Internationalization is only one of several themes on which IAU focuses. Others include Education for Sustainable Development, Equitable Access and Success, Ethics, links between Higher education and EFA/MDGs, etc.). In these areas as well, IAU has a number of actions underway. Nevertheless, all IAU events are international and global in nature and there is an international dimension to the debates of all higher education and research activities. In the coming years, IAU will carry out the following initiatives specifically focusing on internationalization:

- An invitational workshop organized with BC during Going Global 2014 on inclusive internationalization with a statement delivered in final Plenary

- A second Executive Seminar in Prague, 2014 during the EAIE conference
- 2015 IAU International Conference on Internationalization, Sienna, Italy

Critical Items for Discussion

1.) How to move from aspiration to action on principles and values articulated in the Affirming Academic Values in Internationalization of Higher Education: Call for Action

2.) Feasibility of defining, collectively, features of internationalization that would lead to increased global social responsibility on the part of higher education and research stakeholders

3.) To integrate or not to integrate? – the place of internationalization strategies in HEI overall policy.

4.) To decentralize or not to decentralize? – new trends in leading and managing internationalization at HEI level

5.) The place of internationalization in in quality assessment and enhancement strategies – integral to or separate from QA agencies' assessment of institutional or program performance?

6.) The pros and cons of English as the lingua franca of international education and its effects on internationalization of higher education

7.) Balancing competition and collaboration in international relations among higher education institutions on an unequal playing field

8.) The reality with regard to brain drain, brain gain and brain circulation. Do we know the facts in terms of which countries are at present losing and which countries are benefitting? What mechanisms are effective in safeguarding the rights of individuals without undermining the development capacities of nations?

9.) How to moving from this Global Dialogue to collective and collaborative action without duplication and without undue burden on all participating groups, institutions, individuals.

The International Education Association of Australia (IEAA)

Vision for the Future of International Education

The International Education Association of Australia (IEAA) is an association of international education professionals. It was established in 2004 to serve the needs and interests of the large number of individuals working in Australian international education, to encourage informed and ethical professional practice among members, and to promote international education to governments, education organisations and within the community.

IEAA aims to work in close collaboration with educational institutions, Australian governments and their instrumentalities, industry peak bodies, and business groups. We are not-for-profit, representing members from all education sectors (public and private) – university, vocational education, schools, pathways and English language – as well as from governments, business and support service organisations. Currently IEAA has 2,000 individual members who work in teaching, research, management, marketing, admissions, student support services, study abroad, student exchange, administration, policy and the media.

IEAA's Statement of Purpose is to:

- Serve and support the professional needs and interests of individuals working in international education;
- Encourage informed and ethical professional practice among members and institutions;
- Promote international education and its benefits with governments, educational institutions, business, and within the community;
- Promote Australian education overseas, through and in the interest of members; and
- Advance Australia's global reputation and standing as a provider of high quality education services.

IEAA's strategic plan and intent is first and foremost to support Australian international education. To that end, in 2011 IEAA published *Making a Difference – Australian International Education*[1], the first fully documented and comprehensive record of Australia's international education initiatives, capturing the breadth and depth of over four decades of engagement and the resulting economic, social, national and international benefits.

Professional Development, Enquiry and Research

IEAA serves the needs and interests of professional staff and academics through an annual conference, special interest groups, networking and professional development events – including workshops, seminars and symposia.
Together with IDP Education, IEAA presents the annual Australian International Education Conference, the largest conference of its kind in the Asia-Pacific region. The 2013 conference theme, 'Global Imperatives – Local Realities', focused on the global, regional and local drivers that are influencing and shaping international education and attempted to address questions regarding the impact international education is having globally and locally; how local realities affect our ability to respond to global imperatives and opportunities; how to achieve balance between local and global needs; and how international education is likely to influence and shape the future of nations and the world. Conference streams reflected current areas of endeavour and focus within the sector: Global Challenges and Future Trends; The Student Experience; Knowledge, Skills, Mobility and Employment; Strategy, Policy, Quality and Regulation; Marketing, Recruitment, Cooperation and Competition.

IEAA has a small but active research program organised by a specialist Research Committee. The Association also provides support for the International Education Research Network (IERN), which brings together leading and emerging academic researchers from around Australia. IERN aims to connect, inform and lead research activities across all sectors and to impact international education public and institutional policy and practice. IEAA delivers a suite of annual research events and high-level national symposia which contribute to and inform Australia's international education research agenda.

National symposia and research roundtables in 2012/13 focused on the major issues of concern and interest to IEAA members, namely:
- Internationalisation of the Curricula and Learning and Teaching Across Cultures;
- Engaging with Asia – challenges and opportunities in collaborating on international education research and student mobility (forthcoming IEAA/APAIE symposium on Internationalisation of Higher Education in the Asia-Pacific);
- Cross-country/regional collaboration, e.g. The UK-Australia Policy Dialogue; joint IEAA/EAIE Delphi Study on Leadership in International Education;
- English Language Competence of International Students Symposium– following on from the 2007 ELC symposium, new research evidence to address best practice in ensuring international students are well prepared in English language to succeed in their tertiary studies and to transition effectively into the workforce.

In addition, IEAA members have highlighted a number of issues that require ongoing debate:
- The role of host governments, business and educational institutions in preparing international and domestic students for 'global citizenship' and 'global careers';
- How to engage communities in welcoming cultural diversity and internationalisation;
- Learners as consumers;
- The impact of digital technologies on access to education, teaching and learning, and educational structures and business models;
- The role of languages in internationalisation; and
- Leadership and intercultural competencies required of educational professionals.

Policy & Advocacy

As a result of significant macro and micro factors impacting international education over the past few years IEAA has moved into an active public policy role. One of our key objectives is to inform Government, and the wider community of the social, intercultural, human capital, national and economic benefits that international education provides to Australia.

Our experience has been that successful advocacy with government requires an aligned, coordinated effort. IEAA, with the agreement of sectoral peak bodies[2], has taken on a coordinating role on matters that are of national importance to the international education community and which require a whole-of-industry approach. One example has been sustained advocacy for a national, long-term strategic framework for Australian international education, which assisted in the establishment of the International Education Advisory Council that produced the report *Australia - Educating Globally*[3].

The Global Dialogue 2014 is timely and welcomed. IEAA members have been passionately committed to international education and the internationalisation of education over many decades. They recognise that international education and their own 'world views' are being impacted and challenged by global social, economic, demographic, environmental, political and technological forces. They understand that "higher education is undergoing a fundamental transformation in terms of its role in society, mode of operation, and economic structure and value"[4] and realise that it is imperative that we collaborate across borders in ways that recognise, respect and include difference, support the sharing of, and access to knowledge, and develop civil societies.

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[2] For example: Universities Australia, The Council of Private Higher Education, The Australian Council for Private Education and Training, TAFE Directors Australia, English Australia, Australian Government Schools International, Independent Schools Council of Australia, and the Council of International Students Australia (CISA).

[3] Australia - Educating Globally, Advice from the International Education Advisory Council, Commonwealth of Australia, February 2013

[4] University of the Future- A thousand year old industry on the cusp of profound change, Ernst & Young, 2012

[1] (Ed) Davis & Macintosh, Making a difference – Australian International Education, UNSW Press, 2011

Documents submitted from:
The International Education Association of Australia (IEAA)

Vision for the Future of International Education

Student Voices - student experiences, student participation

How are we promulgating and implementing the International Student Mobility Charter?

In 2010 IEAA was party to developing and endorsing an International Student Mobility Charter[1]. The focus of the Charter, which has been endorsed by many of the organisations attending the Global Dialogue, was on gaining recognition, within the global community, of the importance, complexity and diversity of student mobility and on securing international students' rights and welfare.

The Charter enumerated 10 fundamental elements in the delivery of international education:

1. Equity of treatment
2. Intercultural competences
3. Integration of international students
4. Opportunity to compete studies
5. Portability and continuity of funding
6. Student status
7. Visas and formal requirements
8. Information
9. Student rights support
10. Quality assurance

IEAA would like the Global Dialogue to consider how we currently use the Charter, whether we are achieving its intent to 'endorse, support and promote' its 10 fundamental elements, and whether the Charter has a place in its current, or an amended form, as part of "setting the ground rules for future Higher Education Internationalisation".

Are international students active participants in the higher education internationalisation dialogue?

IEAA has become increasingly concerned that international student voices have been missing at the policy development and implementation level. A key priority for the Association in 2012 and 2013 has been to engage with, actively support and promote the Council of International Students Australia (CISA), the national peak student representative body for international students, to ensure it is given platforms and a voice in debates and discussions on the present and future of Australian international education.

Australia has had a mixed experience in the manner in which it has gone about supporting our international students. Up until the past few years the voices of international students were largely absent from international education policy development (at state and federal government levels), within peak body deliberations, and in the development of educational institutions' internationalisation strategies and operational planning. It is clear that government, peak body and institutional internationalisation strategies require integrated frameworks that encompass teaching and learning, intercultural competences, and staff skills and training with other aspects of the student experience (accommodation, transport, welfare counselling, health and safety); strategies which can only be better informed by consistent and systemic input from international students.

The recent Australian experience

In 2010 three international student representative bodies came together to form the Council of International Students Australia, "with the purpose to:

- Advocate for the interests and needs of international students;
- Advocate for high quality education for international students;
- Facilitate network building among stakeholders with an interest in supporting international students;

- Host an annual national forum for international students;
- Provide a means of consulting and engaging with international students;
- Host future international student roundtable events in partnership with various government entities;
- Promote cross-cultural awareness and interactions in Australia;
- Advocate for non-racist, non-discriminatory law reform concerning international students."

CISA has a constituency of almost half a million students studying in Australia. They are a powerful, articulate and welcome 'voice at the table', now influencing government, peak body and institutional policy agendas.

At the same time CISA has launched the Student Welcome Services Online Orientation Program[2] and the International Student Good Practice Program for Australian Education Providers[3]. They also initiated a project to raise awareness about international students' presence and their participation in the Australian community. The story project, 'I am not an Australian, but I have an Australian Story'[4], has as its long term vision to help facilitate conversation and interaction between international students and the wider community, most importantly, to better inform others by creating a positive perception towards international students in Australia through their real life stories.

IEAA would like the Global Dialogue to consider how we involve international students as participants in the dialogue on the future of higher education internationalisation.

[1] http://www.ieaa.org.au/documents/item/14

[2] *The program is provided free to education institutions through Allianz Global Assistance.*

[3] *https://s3.amazonaws.com/pieronline-studentexperience/accounts/10610/Site/1/6671_CISA_Good_Practice_Program_original.pdf*

[4] *www.cisastories.net.au*

International Education Association of South Africa (IEASA)

Vision for the Future of International Education & Critical Items for Discussion
Prepared by Dr N J Jooste. Deputy President: IEASA

Introduction

The year 2014, is a historic year for South Africa and its higher education system! Twenty years ago, a democratic South Africa formally joined the world of higher education. Most of the global world had already been actively internationalising its enterprise for a few decades or more. Confused but determined, the leadership of South Africa, both political and Higher Education leadership recognised the necessity for South Africa to enter a global higher education scene that now looked so different from the one they had been excluded from since the early 1960's. The cultural boycott against the South African Apartheid system was a planned strategy to bring to and end a unjust and inhumane system. This strategy also included the systematic isolation of South African Higher Education institutions from the international world was a last attempt to force an end to the unjust exclusion of the majority of South Africans from the world of higher learning.

This episode in South Africa's Higher Education history was aptly described, by Prof Colin Bundy, then, Vice-Chancellor of the University of the Witwatersrand, at the second IEASA conference in 1997 in his paper entitled "A world of difference? Higher Education in the Global Era". He described the academic and cultural boycott as follows:

"South African academics were barred from attending the World Congress on Archaeology, in Southampton. The Southampton Congress and the furore it caused represented the high-water mark, visible, well-publicised episode in the attempts to boycott South African scholars and their institutions. Much harder to measure or describe were the invisible effects of the academic boycott. I don't suppose that we will ever know how many overseas scholars simply refused to come to South Africa during the high noon of apartheid; nor how many South African scholars were left off invitation lists or cold-shouldered when they attended international conferences. The brain-drain of South African academics over forty years of apartheid rule has never been accurately measured. And I am not sure that even now, South African universities fully realised how damaging was their partial exclusion from the global community of scholars."

The relevance of the isolation and inclusion of South Africa into the world of international Higher Education to the Global Dialogue is that today we are discussing a different form of isolation, but an isolation that nonetheless - needs to be debated with the same conviction and determination as the implementation of the academic boycott in the mid - 1980's. In a foreword to the book that described the Southampton Congress- -the Reverend Trevor Huddleston provided a message that can be applied to the current debate around higher education internationalisation and the inclusion of all when he described the meaning of the 'victory' of Southampton by saying:

"Everyone concerned with the battle for liberation in South Africa and the ending of apartheid should read this book (refer to foot note 2) .The issue of the cultural boycott as a major instrument in isolating South Africa is fundamental to the whole process of liberation. It should be a required reading for all academics but it is essential for those who wish to understand the meaning and principles of solidarity in struggle" [3]

The isolation of South Africa as discussed above was a calculated and deliberate activity driven by those that believed in equality and liberty. The question should however be asked whether the exclusion of large parts of the world from higher education internationalisation, for the past 25 years, as a result of the fact that it was mainly conceptualised and driven by the education systems of North-America, Europe, the UK and Australia is as damaging as the isolation of South Africa was. This global dialogue is the perfect place to debate this matter and to ask the next question - can we continue with this without running the risk of creating 'gated higher education systems' focussing only on the national issues and ignoring the interconnectedness of global higher education systems?

IEASA and its role in South African Higher Education

The International Education Association of South Africa (IEASA), a non-profit, volunteer - driven, membership organisation, was established in January 1997, as a result of the need for universities and universities of technology in South Africa to respond to the international educational needs of the South African Higher Education system. The period of 1992 to 1997 was a period during which the system analysed the level of its disconnection from the world of global higher education. It however from the outset, however, that it was left with no choice, notwithstanding the challenges to overcome internal differences of a divided higher education system as well as a lack of capacity in a system that was for so long isolated from the mainstream internationalisation of higher education debates and practices, to re-connect in a way that it was never connected before. The resolve, determination and leadership of the internationalisation pioneers of IEASA set it on a clear course that is still today, fourteen years later, guiding it. Its core business is still the internationalisation of Higher Education in South Africa. Guided by the IEASA Vision to be "The African Organisation advancing the internationalisation of Higher Education in the developing world" and driven by the Mission "To advocate, promote and support the internationalisation of Higher Education by providing a professional forum for institutions and individuals to address challenges and develop strategic opportunities in international education in Africa and the rest of the developing world".

Thus IEASA established itself as the voice on international affairs of higher education in South Africa and in the absence of similar organisations in Southern Africa, it is mostly also seen to be the voice of the rest of Southern Africa. Understanding this responsibility, IEASA is bringing to the Dialogue more than just a South African perspective. By default it is also representing those without a voice at the table from other parts of Southern Africa. The use of its own networks to promote the cause of the rest of Southern Africa is also informing its standpoints at this Dialogue.

The Dialogue

The concept 'University' and the origins of the institution called 'university' that higher education professionals identify with is as diverse as the concepts used to explain what is currently understood by internationalisation of higher education. Whilst global debates still take place around this topic from time to time, mainly to satisfy philosophical and sometimes political means. International educators accept the fact that when we speak about higher education internationalisation and its manifestations in Universities we refer to the institution that is granting qualifications. It is also generally accepted that the University as we know it today has its origins in Europe and is still largely a western model. Altbach confirms the above when he describes a University as:

"The basic European University model first established in France in the 13th century, modified but remains the universal pattern of higher education. The Paris model placed the professor at the centre of the institution in contrast to the Bologna model of Italy that was student dominated" [4]

Altbach went on to say that the western style Higher Education model was accepted globally and as such became the way Universities functioned in the colonialized and non-colonialized world. [5]

In the modern era the University mostly functioned as a national institution and became an extension of the state in some form or another. However, the power relationship that existed between the state and the University began to change during the latter parts of the 20th Century, with the emergence of an ever globalizing world. The internet and modern communication networks are generally seen to be the catalyst of this change [6]. This phenomenon has and is altering the power relationship between the state and the university. Not only is it changing the way in which institutions of higher learning functions but also how they relate to each other globally. One of its most important features is the power relationships that develop through the inclusion and exclusion from networks. Manual Castells describes this as follows:

"….power is not located in one particular social sphere or institution, but it is distributed throughout the entire realm of human action. Yet, there are concentrated expressions of power relationships in certain social forms that condition and frame the practice of power in the society at large by enforcing domination. Power is relational, domination is institutional." [7]

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[1] Jooste, Nico : The History of IEASA. 2007, p.14.

[2] The World Archaeological Congress became the battle ground of people with different views on isolating South Africa academically from the mainstream academic debates and participation. What made this such a significant academic matter was that the world renowned South African Palaeontologist Prof P V Tobias was also prevented from participating in this major global event , notwithstanding his opposition to the Apartheid philosophy. Although the conference took place it lead to the split of the World Archaeological Society. The events of this conference were documented in detail in the book by Peter Ucko: Academic Freedom and Apartheid. The Story of the World Archaeological Congress, 1986.

[2] Ucko, Peter: Academic Freedom and Apartheid. The Story of the World Archaeological Congress, 1986, p.ii.

[4] Altbach, Philip, G: Comparative Higher Education Knowledge, the University and Development, 1998, p.4.

[5] Ibid, p.7

[6] This was in detail debated during a visit to South Africa by Manual Castells and Martin Carnoy on invitation by Dr Nico Cloete, Director of the Centre for Higher Education Transformation. The deliberations of this visit were published in Challenges of Globalisation. South African debates with Manuel Castells, edited by Muller, J, Cloete, N and Badat, S. Section 4 describes the engagements around higher education and the network society and provides a detailed description of the influence of information technology and networks as change drivers of modern higher education.

[7] Castells, M: Communication Power, 2009 p. 15.

According to Castells power relationships exists in social structures that are in most cases not primarily located at the national level, but are global and local at the same time, thus changing the boundary of society and with it the frame of reference of power relationships that transcend the national. He then concludes that national boundary power relationships are just one of the dimensions in which power and counter power operate. [8]

The relevance of the theories of networks, communication and power to higher education and internationalisation is that the roles of higher education institutions as well as national and regional organisations involved in the practice of internationalisation are evolving towards a new form and toward relationships in which they become local, national, regional and global at the same time. This is still a new and evolving occurrence and as such requires constant re-evaluation and re- thinking by all role- players. It is interesting to note that in this new evolving world those seen to be 'powerful' enters into debates with those perceived to be 'less powerful' as future power relationships are not clear due to a perception that those that are joining networks could become - as powerful as those who dominated power individually in the past.

The changes and turbulence caused by the developing new world order is forcing higher education to re-think its enterprise. Not only is the introduction of the internet and communication technologies driving this process but the geo-political re-organisation that is at the core of current changes was already identified by Altbach in 1998 when he indicated that:

"This is not an especially happy time for higher education worldwide. Academics are everywhere under attack. University leaders have been unable to defend the institution successfully from its critics and from governments committed to cutting budgets and shifting governmental priorities. The academe community does not speak with a united voice. Indeed, in general it does not speak at all." [9]

A globalising world is, however, not creating fairer and juster world as President Mandela warned and cautioned us at the occasion of receiving his honorary doctorate degree from Harvard University in 1998. He had clearly already challenged us to get together on a global scale to help with the re-shaping of the current world and so clearly identified the problems. He suggested the solution when he said:

"The current world financial crisis also starkly reminds us that many of the concepts that guided our sense of how the world and its affairs are best ordered have suddenly been shown to be wanting. They are seen to have hidden real structural defects in the world economic system. The precepts of the economic theorists who could so confidently prescribe to all, now appear to have drawn much of their apparent intellectual validation from having been unchallenged by the day-to-day operations of a system that operated in the interests of the powerful. Not only does this crisis call for fundamental rethinking and reconceptualisation on the part of the theorists of the North. It more particularly and urgently emphasises the need for thinkers and intellectuals of the developing world to sharpen their skills and analyses, and for a genuine partnership between those of the North and the South in helping shape a world order that answers to the shared and common needs of all peoples." [10]

In the true Mandela way he also provided guidance as far as the ethical practice that should guide us in staking out the new path in these times of globalisation. He clearly warns against the obvious danger of focussing on globalisation merely from a financial point of view. His challenge of the globalisation of responsibility should be a guiding principle for all international higher education practitioners. He advises us as follows:

"We often talk about the globalisation of our world, referring to our world as a global village. Too often those descriptions refer solely to the free movement of goods and capital across the traditional barriers of national boundaries. Not often enough do we emphasise the globalisation of responsibility. In this world where modern information and communications technology has put all of us in easy reach of one another, we do again share the responsibility for being the proverbial keeper of our brother or sister." [11]

IEASA's proposed Agenda Items for the Dialogue.

In the spirit of the rationale developed for the dialogue IEASA proposes the following two items for discussion.

i. Given the changing global higher education landscape, can internationalisation of higher education be re-conceptualised in such a way that it would be clearly identified that the overarching characteristic of higher education globally is its availability in a just and equitable way to all those who want to engage with it?

The indicators that are currently used to determine the international character of higher education institutions and systems follow the original mission of the modern university, namely teaching and learning and research. Currently, one of the most common indicators used to determine the level of higher education internationalisation is student mobility, especially who attracts the most international students.

To determine what is a just and equitable share in the population of globally mobile students, a detailed national, regional and global student mobility evaluation should be developed so that the real understanding of reciprocity can be determined. All current databases and reports indicate that the majority (more than 60%) of degree and study abroad student mobility is towards the developed world. Current strategies of nation states representing the developed world identify the inward mobility of international students as both an economic and knowledge creation priority [12]. Linked to the bias created by the ranking criteria towards the developing world that focuses on those criteria that represent the very thinking behind the university before modern times, e.g. research output, staff - student numbers, number of international students etc. The status quo will undoubtedly remain unless the effect of the uneven mobility is evaluated at a global scale. The current practices enhance the perception that the original concept of a university is the only quality practice. It is a well known fact that perceptions become reality and it is the responsibility of higher education international practitioners to engage truthfully with this to assist with more equitable participation.

To begin this debate, the question should be asked as to whether the principles behind the philosophy of restorative justice apply. In this case we should recognise that restorative justice is concerned with the restoration of equilibrium. Restorative justice practices maintain that its goals are best achieved through a communicative process. It is further understood that the imbalances caused by free-riding and the use of power to enhance the one instead of the other need to be rectified in the process of restoring justice in the situation that is unjust. [13]

Should we not begin to debate how to restore equilibrium globally through higher education internationalisation instead of contributing to the further unequal development of the world? Nelson Mandela asked the world of higher education a number of times to be conscious of the current unjust world. He also warned that if this was not addressed innovatively the world would not become a better place. He in typical Madiba style warned and advised that:

"The greatest single challenge facing our globalised world is to combat and eradicate its disparities. While in all parts of the world progress is being made in entrenching democratic forms of governance, we constantly need to remind ourselves that the freedoms which democracy brings will remain empty shells if they are not accompanied by real and tangible improvements in the material lives of the millions of ordinary citizens of those countries. Where men and women and children go burdened with hunger, suffering from preventable diseases, languishing in ignorance and illiteracy, or finding themselves bereft of decent shelter, talk of democracy and freedom that does not recognise these material aspects, can ring hollow and erode confidence exactly in those values we seek to promote. Hence our universal obligation towards the building of a world in which there shall be greater equality amongst nations and amongst citizens of nations. The disparity between the developed and developing world, between North and South, reflects itself also in the sphere of educational and intellectual resources. When in Africa we speak and dream of, and work for, a rebirth of that continent as a full participant in the affairs of the world in the next century, we are deeply conscious of how dependent that is on the mobilisation and strengthening of the continent's resources of learning." [14]

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[8] Ibid., p.44.

[9] Altbach, Philip.G: Comparative Higher Education Knowledge, the University and Development, 1998, p. xxvi.

[10] Mandela, Nelson: Speech on receiving Honorary Doctorate from Harvard University Date: Friday, September 18, 1998. Nelson Mandela Foundation.db.nelsonmandela.org/ speeches/pub-view.asp?pg=item &item ID=NMS919&txtstr=22% November downloaded 15 December 2013.

[11] Mandela, Nelson: Speech on receiving the Freedom Award from the National Civil Rights Museum, November 2000. Nelson Mandela Foundation.db.nelsonmandela.org/ speeches/pub-view.asp?pg=item&item ID=NMS919&txtstr=22% November downloaded 15 December 2013.

[12] A variety of reports by Government Agencies and Research Agencies appeared in the past 12 months. Most of them confirm each other's findings, refer to the following as examples: British Council, Shape of Things to Come: Higher Education Global Trends and Emerging Opportunities to 2020. Global Edition. Going Global, 2012; International Education Advisory Council, Australia– Educating Globally. February, 2013 Reference all the latest reports by Governments; The Observatory on Borderless Higher Education. Lawton, William et al: Horizon Scanning: What will higher education look like in 2020?, September 2013 Research findings from other organisations operating mostly in the developing world, however, provide different data that contradicts those from the developed world. Refer to Abedian, Iraj: Guest Lecture at NMMU Business School Strategic Conversation, 10 May 2013. The research by the Pan-African Holdings research group indicates that the African Labour Force will grow by 122 million this decade. By 2035 it will be the largest global labour force. India's labour force will grow during the same period by 78 million. North America by only 8 million and Europe will see a decrease of 4 million. These data findings contradict the reasons for student mobility to the developing world as predicted in the earlier mentioned reports.

[13] Waldman, Ellen: Healing Hearts or Righting Wrongs? A Meditation on the Goals of Restorative Justice. (Downloaded from: Social Science Research Network Electronic Paper Collection at, http://ssrn.com/abstact:-id-598502.)

[14] Mandela, Nelson: Speech on receiving Honorary Doctorate from Harvard University Date: Friday, September 18, 1998. Nelson Mandela Foundation.db.nelsonmandela.org/ speeches/pub-view.asp?pg=item &item ID=NMS919&txtstr=22% November downloaded 15 December 2013.

It is suggested that the solution does not lie in a reversal of the current mobility practices but rather to innovatively investigate additional avenues of student, staff and knowledge mobility. This would, however, require a real commitment from the developed higher education systems to invest some of the money that is flowing from the developing world towards the developed economies into programs that would see true reciprocity in student flows to the developing world. Joint post graduate degrees as well as focussed research mobility programs should be considered. This will not only see some form of reciprocity in mobility but will also enhance the development of new knowledge creation at the post-graduate and global level with clear benefits to both the North and South. The solution for the unequal development, one of the real problems of the global world of 2014 can only be found if research and development happens at both ends. Higher Education institutions in the emerging and developing world are in many cases better placed to provide real time laboratories for these problems. The solutions would though benefit all.

It is, however, important that a clear understanding be developed around the functioning of the different higher education systems so that credit mobility linked to learning outcomes determines the future practices notwithstanding the differences in the practice of higher education. A critical matter that should form part of this discussion is the different financial arrangements within higher education systems.

ii. Should Higher Education Internationalisation be globally coordinated to promote inclusivity, development of - systems, institutions and individuals and excellence at the same time?

To guide the discussion of the above question the following should be noted -higher education internationalisation is mainly practiced within the boundaries of nation states with the following consequences:

a. National systems largely dictate the practices at the micro-level. A consequence of this is that tensions exist between higher education institutional internationalisation policies and global international higher education practices. An example of this is that, (especially in the west, for example most international public conferences on internationalisation of higher education), the value of internationalisation is projected to be academic. However, policy statements of a number of Governments and Government agencies in 2013 indicated that student mobility into the national higher education space, to promote national interests, finance and labour, should be the main focus of internationalisation.

b. Higher Education Institutions are largely following the direction set by nation states in their determination of institutional internationalisation policies.

c. Autonomy of decision making at a national and international level by higher education practitioners is not judged against its perceived autonomy. Notwithstanding this, can a global voice be developed that can guide, advise and sometimes judge national policies and practices that affect the global higher education space?

d. Urgent attention should be paid to the development of a variety of layers of leaders and practitioners of higher education internationalisation that can both steer and administer internationalisation of higher education. It is suggested that this be achieved through the development of a variety of joint Masters programs in higher education internationalisation. These programs will aim to address the variety of needs that exists within the different higher education systems and institutions globally.

e. Research about Higher Education Internationalisation would intensify on a global scale. The implications of internationalisation should be analysed both from the North and the South in integrated ways. As a multidisciplinary knowledge domain, research projects by teams of researchers, should become the norm. New voices should be added to the debates through evidence-based research.

Concluding remarks

The enthusiasm with which the invitations to this 'global dialogue' was met is a clear illustration that the leadership of international higher education is aware of the shifting power relationships within global higher education and as such would like to be part of shaping this new future. It is, however, new territory. New rules will have to be developed if a fundamental re-shaping is the goal of this debate. As stated in the rational to the dialogue document, the development of an appropriate social contract between university and society whilst practicing internationalisation of higher education should be one of the outcomes of the Dialogue. We should thus not only ask the questions differently but accept that the rules are changing and as such we need to act differently if we want to shape the future differently. Can we thus develop a set of values that would guide higher education globally?

Vision for the Future of International Education & Critical Items for Discussion

Opening Minds to the World: IIE's Priorities in International Education

The Institute of International Education (IIE) was established in 1919 in the aftermath of World War I by two Nobel Peace Prize winners and a professor, who each believed that we could not achieve lasting peace without greater understanding between nations—and that international educational exchange formed the strongest basis for fostering such understanding. Since its founding, **the Institute has served as a catalyst for educational exchange between U.S. higher education and other nations** and has accomplished this by: managing scholarships, training, exchanges and leadership programs; conducting research and facilitating policy dialogue on global higher education; and protecting scholarship around the world. Today, 95 years later, IIE serves 30,000 participants through more than 250 programs and a staff of 650 located across 19 global offices and affiliates.

The 2014 Global Higher Education Dialogue in South Africa is relevant and timely as IIE stands poised to celebrate its centennial in 2019, to shape its own agenda as one of America's oldest and largest international educational exchange organizations and to participate actively in the wider, global discourse on the future of international education. The Dialogue provides an occasion to reflect on our past and present and where we need to be headed over the next five years.

The fact that 21st century challenges can be addressed only through international collaboration, by individuals and institutions with international capacity, skills and knowledge, means that higher education institutions must prepare students to operate in an environment where people, ideas, technology, and information are flowing ever more rapidly across borders. International exchange and collaboration promote the strong economic and trade relationships that lead to increased domestic and global prosperity. Leading higher education institutions have recognized this by "going global" and internationalizing their campuses, curricula and student bodies. Indeed, now, more than ever before, higher education has a global mandate.

Six key priorities for 2014 and beyond

1. Increase the numbers of U.S. students studying abroad

While the U.S. has been successful in attracting the best and the brightest minds from all over the world, there remains much to be done in sending larger numbers of U.S. students abroad. It is essential to send more U.S. students abroad not only to prepare them to communicate effectively with people from different backgrounds and cultures, but to also develop a skilled and globally aware domestic workforce. According to Open Doors 2013, there continues to be a stark educational exchange imbalance between the United States and other countries: while almost 820,000 students from over 200 countries studied in the U.S., only 341,000 U.S. students gained an international experience (including traditional study abroad for credit, noncredit study abroad, and obtaining a full degree overseas). More American students must gain international experience and knowledge to match the efforts of students from other countries. To address this concern, IIE is launching Generation Study Abroad, a five-year initiative whose goal is to bring together a range of stakeholders - U.S. and overseas institutions, governments, the nonprofit and for-profit sectors—to help double the numbers of Americans studying abroad by the end of the decade. This goal will also rely on the participation of all those agencies present at the South Africa Dialogue, including those in the developing world, with whom we hope to explore strategies for encouraging more Americans to study in these less traditional destinations.

2. Linking higher education and international development

One of the most pressing needs in our field is to bring together governments, international development agencies, foundations, universities and corporations to seek collaborative and sustainable solutions for 21st century challenges such as unemployment, climate change, epidemic diseases, food security, sustainable energy and many others. These endemic problems ultimately affect us all and cannot be solved by or within a single country. International education has a key role to play in addressing these global challenges, yet there has not been enough of a connection between international higher education and the international development agenda. The role of higher education in the global development agenda can range from: training at the undergraduate and graduate levels to create a skilled workforce; higher education capacity building; training of educators; NGO capacity building; and leadership training for a wide variety of individuals including youth, teachers, women and civil society leaders.

In addition to initiating programs that touch upon the above areas, IIE has also recently partnered with the U.S. and U.K.

governments to launch the Global Innovation Initiative that builds multilateral research collaboration at higher education institutions in the U.S., the UK, and Brazil, India, China and Indonesia, acknowledging the increasingly important role that these four countries play in the global knowledge economy and in solving issues of global importance.

Another area to explore at the Dialogue is the role that higher education should play in the next iteration of the Millennium Development Goals (MDGs) and in the post-2015 development agenda. IIE recommends that the next Millennium Development Goals and the Education For All Framework formulate a set of goals and objectives that include a focus on increased access to quality higher education for all. IIE believes that educational access at all educational levels (primary, secondary, higher, and vocational) must be supported. Creating opportunities and institutional infrastructures that will enable students to successfully transition from primary and secondary school to tertiary education must be a central tenet of the global education agenda. Educational access, equity and quality of education are paramount to ensuring that young people can fulfill their full potential and strengthen their communities.

We believe that access to tertiary education is integral to the success of individual persons and nations in the 21st century. The current MDGs have enabled more students around the world to complete primary school and transition to secondary education. The next set of goals therefore needs to assure that more students also have access to higher education. With increasing global labor market demands for specialized knowledge and advanced technology skills, tertiary education will become more important than ever to sustained social and economic development. Higher education plays an essential role in achieving other global priorities including the eradication of poverty and hunger, maternal and child health, gender equality and the empowerment of women, and continuing to combat pandemic diseases and ensuring environmental sustainability. A key IIE-supported initiative is Higher Education Readiness (HER), a secondary school-to-college transition program for girls in developing countries that is currently being pilot-tested in Ethiopia.

3. Closing the gender gap: empowering women and girls

Gender plays a key role in global higher education, yet it is a factor that is not given sufficient attention in the international education, mobility and exchange discourse. As one step towards addressing this gap, IIE recently launched a Center for Women's Leadership Initiatives which provides opportunities for girls and women worldwide to participate in cutting-edge training, professional development and exchange programs, and pursue higher education. Over the past decade, IIE programs have also leveraged the role of science and technology to support, train and connect women globally, equipping them with the skills needed to fully participate in their community and the global economy. Some recent IIE gender-focused initiatives include the Packard Foundation-supported African Centers of Excellence for Women's Leadership (ACE-Leaders) to help women throughout Sub-Saharan Africa build new skills and train in leadership development; WeTech (Women Enhancing Technology), a consortium of dedicated partners such as Google and Qualcomm that helps women and girls enter and succeed in technology careers with the goal of enhancing women's talent and skills needed to fuel technological and economic growth; and a new Verizon Foundation-supported program to enhance Indian girls' capacity to succeed in STEM fields,

4. Responding to academic emergencies and assisting countries in transition

The past five years have been a period of political, economic and social upheaval and transition for many parts of the world. Other countries have faced devastating natural disasters. Inevitably, students and scholars are adversely affected by losing access to higher education institutions or by being displaced in other ways. Through the Scholar Rescue Fund® (SRF) and the Emergency Student Fund (ESF), the Institute assists international students and scholars facing hardship due to crises such as natural disasters, civil strife or regional financial crises. IIE has assisted over a thousand international students on U.S. campuses whose families at home were devastated by local and regional disasters. Over the past ten years, SRF has relocated more than 500 scholars under threat in 50 countries, placing them in 280 institutions in 40 countries where they could continue their research and teaching in safety and enrich their host campuses as well.

IIE also actively supports higher education in transition through professional development and training programs. In recent years, IIE has expanded programs and activities in Myanmar and Iraq to support higher education capacity-building in both countries. Since 2012 IIE has been leading the higher education community's response to the crisis in Syria through the IIE Syria Consortium for Higher Education in Crisis. Approximately 40 universities and other organizations worldwide have pledged commitments with a value of more than $2.3 million to support Syrian students studying abroad and to provide safe havens for Syrian scholars. The Dialogue provides an important opportunity to explore how the global international education community can continue to assist students and academics affected by emergencies at home to continue their work and contribute to host campuses abroad. One aspect that deserves further attention is the status of refugees in academic mobility: what is the responsibility of the international education community to support refugees in their education, and how should their mobility be captured?

5. Assessing what we do: the critical role of research and evaluation in international education

IIE's research and policy analysis on issues of global student mobility provides a rapid response to the changing landscape of international education and has done so since the Institute's founding in 1919, when we first began to track student mobility trends. Our Open Doors® and Project Atlas® initiatives are well-known as critical references on trends in academic mobility to-and-from the U.S., and also globally across 23 countries and beyond. In addition, our policy reports and white papers have covered numerous timely issues ranging from the impact of 9/11 on international student mobility, to benchmarking higher education institutions in the Middle East and Africa, to exploring the collection of data on non-credit education abroad.

But studying the phenomenon of mobility and international exchanges is not sufficient. We need to do more to assess the impact of what we do—whether it be the impact of government-sponsored mobility initiatives, the success of campus-based internationalization efforts, or the outcomes of the types of international fellowship and scholarship programs that many of our organizations engage in. Simply put, our field needs more evidence-based decision-making. At IIE we have made the commitment to measure the outcomes and impact of our programs—including the ones mentioned in this paper—at the individual, institutional and environmental levels, and to strengthen the culture of evaluation within the organization. We believe that the true impact of international education initiatives is fully realized only several years after a program and that one of the critical approaches in studying these types of impact is to conduct longitudinal alumni studies and to incorporate alumni engagement and outreach into all of our program activities. This past fall we launched a 10-year tracking study of the Ford Foundation International Fellowships Program's 4,400 alumni across the developing world, and we plan to share with research colleagues the lessons learned from this ambitious study.

We believe that assessment and evaluation should play a key role not only in our respective organizations, but that the Dialogue too should be assessed for its future success and the agenda should include a discussion of how the success of the Dialogue will be measured in the short- and long-term. In other words, how will we know that the time and resource investments in the Dialogue will have led to evident change in the field of international education? What do we expect will change as a result of this Dialogue, and how this change or success be measured?

6. Promoting education and academic exchanges

Perhaps more than ever, the Institute continues its 95-year mission of designing and implementing high-quality programs that are vital in promoting international dialogue and mutual understanding, and that provide talent from around the world with access to leading institutions of higher education. We work hard on behalf of the U.S. Department of State to make its Fulbright U.S. Student and Scholar Programs, Humphrey Fellowships and Benjamin A. Gilman International Scholarship Program as diverse, innovative and responsive to global needs as possible.

In recent years, IIE has significantly expanded its partnerships with the corporate sector, with philanthropic foundations, and with other national governments committed to supporting leadership development and higher education opportunities. For example, IIE forged a new relationship with Cargill to provide financial support and training to nearly 200 high performing undergraduates from Brazil, China, Russia, India and the U.S. as part of the Cargill Global Scholars Program. For over 24 years, we have provided similar service to General Electric's Foundation, supporting deserving and needy undergraduates in Europe, Asia, and Latin America. We manage other programs with companies like ExxonMobil and Microsoft and leading foundations including the Ford and Rockefeller Foundations and the Carnegie Corporation of New York.

We are also assisting with national initiatives, such as Brazil's Scientific Mobility Program. This visionary and landmark scholarship program launched by the Government of Brazil and implemented by IIE in the U.S., provides thousands of scholarships to Brazilian undergraduate and graduate students in Science, Technology, Engineering and Mathematics (STEM) fields at colleges and universities across the United States and around the world. After an academic year abroad including an internship and English training, students return to Brazil to complete their degrees. Brazil's commitment to international education as a tool for economic growth and diplomacy presents an example and a challenge to other countries to make similar investments in their own students and higher education institutions.

All of us attending the Global Higher Education Dialogue should take the lead in encouraging and supporting such initiatives at the national, regional and campus level. Through such activity, and many other initiatives, IIE hopes to advance the ambitious goals of its founders, promoting greater understanding and cooperation among nations and peoples through educational exchange.

Documents submitted from:
International Network of Universities (INU)

Vision for the Future of International Education

Advancing Internationalization through Cooperation

Background

Established in 1999 by two Australian university vice-chancellors – Ian Chubbs (Flinders) and Michael Osborne (La Trobe) – the International Network of Universities (INU) was created at a time when "internationalization" and "globalization" were emerging themes for higher education institutions (HEIs). With national borders blurring, globalization made new interrelationships between different parts of the world mandatory. Within this emerging, integrated world economy, competition in the education market likewise became globalized. Programs and policies introduced at HEIs in response to globalization were termed "internationalization."

Among these initiatives was the founding of a number of international networks and consortia during the late 1990s. Some of the more renowned include Universitas 21 (1997), Worldwide University Network, WUN (1999), and the Association of Pacific Rim Universities, APRU (1997), all of which have survived to today. With new information technologies also emerging, university branding and rankings became more important than ever as education was increasingly viewed as a tradable commodity. To act in a network of like-minded partners was thus seen as one of the more effective and efficient tools to meet the growing institutional need to attract people and resources and to create a unique university profile. These networks provided access to a wide range of benefits; formed a critical mass for lobbying stakeholders; facilitated the exchange of students, faculty, and staff; streamlined international projects; and helped identify synergies in research, teaching, and university management. Network or consortia membership was perceived as an imperative strategy for the internationalization of higher education. Over the years, however, only a few networks successfully managed the demands of functioning as a collective, and many just disappeared. Reasons for their failure vary and include insufficient funding, little institutional commitment, poor communication, and/or an unclear and unshared mission and vision.

Although confronted with these same challenges, the INU was able to sustain stable membership numbers and maintain its high level of commitment by its participating universities. The INU continued to evolve and today encompasses a much broader scope than its original founders could have envisioned.

2009-Present – Redefining Network Vision and Articulating Network Values

Until 2009, the INU was headquartered at La Trobe University in Australia. After a decade with La Trobe as president, the executive council of the consortium decided in 2008 to rotate the presidency of the Network every three years (with a possible second term) starting the following year. Malmö University in Sweden held the INU presidency from 2009 to 2011, and James Madison University, in Virginia, USA, started the third presidency in January 2012.

With this restructuring of the INU presidency, four significant changes took place:

1.) Streamlining of governance and management:

The INU abandoned the executive committee structure (with five representatives from the eleven members) and instead included representatives from all the member institutions at two official meetings each year. The current leadership adopted an inclusive, open style of management that allows for discussion from differing points of view. In order to enhance communication further, the new project manager instated a fresh branding and marketing strategy with vastly improved communication via the INU website, e-newsletter, and social media. Finally, the current leadership established a regular rotation of meetings and other gatherings, held in conjunction with meetings of other organizations (e.g., EAIE).

2.) Renewed focus on membership development:

In recent years, the INU has seen the addition of Universitat Rovira i Virgili, Università Cattolica del Sacro Cuore, and Nelson Mandela Metropolitan University as members, and the renewed engagement of Universitas Katolik Parahyangan. Taking a more systematic pursuit of members, the INU is again focusing on ties between INU members and their non-INU partners. However, institutional "fit" as well as geographical spread and better representation in developing regions have become top priorities for membership.

3.) Expansion of programming and a new sense of vitality to build a web of connections – student programs, staff development, research collaboration – across the Network:

With the generous support of external funding awarded to Hiroshima University, the Network held its first INU Conference in March of 2012. This working conference, attended by more than 50 faculty and staff, was designed to focus efforts on creating synergies and programs useful to all its existing members. During the Conference, two new summer initiatives – focusing on environmental sustainability and nursing – were added to the existing International Relations and Peace Studies programs.

The INU Master Summer School for Environmental Science (first held in 2012) aims at providing master's students from INU institutions a venue to develop contacts and networks around the world to promote future collaborative research and other activities in their field. The program features lectures from experts from around the globe, various field trips, and workshops to stimulate discussions. The Summer School for Disaster Nursing, for both undergraduate and graduate students, includes expert speakers from each of the universities, visits to hospitals and community health organizations, and interactive case studies in which students apply learning principles. The nursing summer school was first held in August 2013 and will in future years integrate multidisciplinary aspects of the other INU courses running in parallel.

Moreover, member institutions have designed and implemented their own programs based on INU models. The Universitas Katolik Parahyangan has built a student conference that will take place for the second time in Bandung, Indonesia, in January 2014. Flinders University and Hiroshima University were able to create a Summer School for Environmental Science (to be held in Australia, February 2014) building on relationships established through the INU in Hiroshima. The INU nursing faculty who put together the curriculum for the INU Nursing Workshop have also been particularly active on a bilateral basis and were able to establish short-term visiting programs for nursing students between Malmö University (Sweden), Universitat Rovira i Virgili (Spain), Hiroshima University (Japan), and James Madison University (VA, USA). James Madison University faculty attending the INU Student Seminar helped Hiroshima University create a two-week short-term program for first-year students [1]. In 2014, the INU secretariat at James Madison University will also be hosting an international staff-training week on the topic of Student Success, based on a model that was first implemented at Malmö University in 2012 and repeated in 2013.

4) As the consortium for Global Citizenship and Peace, the Network has been engaging in an effort to define more clearly what it means to "educate global citizens."

With the consulting support of the Centre for Higher Education Internationalisation (CHEI) of the Università Cattolica del Sacro Cuore in Milan, one of the member institutions of the INU, the Network initiated the project "Advancing global citizenship through internationalization in higher education" in 2012. The project takes the current state of affairs in the INU as the starting point to explore Global Citizenship as it is understood, defined, and acted upon, and how it might be further enhanced both in the institutions and in the Network. The project aims to:

a) Provide Network members with a broader understanding and conceptual underpinnings of how Global Citizenship is defined in the emergent literature and how it is integrated into internationalization approaches and outcomes in higher education;

b) Enable Network members to reflect on their own understandings of Global Citizenship and receive ideas on how it might be implemented in their own institutions;

c) Create an informed forum for the discussion of Global Citizenship and how it might shape the current and future identity, purpose, and scope of the Network.

The project will engage member institutions in a most important dialogue regarding the mission, vision, and values of the INU, which, in turn, will guide future activities.

Conclusion

The INU has seen a new vitality emerge, through both maturation and the addition of new members. The organization embraces dynamic interchange across its membership. Indeed, that dynamism – member engagement and member support – is at the very heart of the INU; our success emerges through our complementarity and diversity. The Network has become, as its name implies, a true network or web of connections and synergies that continue to promote, shape, and support internationalization at all member institutions.

Critical Items for Discussion

Challenges, Strengths, and Solutions

The International Network of Universities (INU) is a consortium, currently of eleven member institutions, that aims at advancing internationalization through cooperation in university management, research, and mobility. As a small and dynamic organization, over the past 14 years the INU has faced a number of complex challenges. This paper outlines four ongoing challenges: communication; scarce funding; meaningful programming; and a balanced and representative membership. Following an examination of "lessons learned," we will briefly describe significant changes that helped address these challenges and touch on strengths of the Network that provide opportunities for growth, innovation, and "value added" for INU membership.

1) Communication across the Network and from institutions to the leadership is an ongoing issue. The complexities with communication start with trying to develop programming across six different time zones, when physical meetings are not possible. Communication is further hampered by issues of shared understanding across different language systems and near-instantaneous loss of institutional knowledge of the INU when key personnel depart member institutions, new staff are taken on, and senior institutional leadership changes.

2) When initial Network dues proved insufficient to fund activities (in 2005), the consortium decided to raise its membership fees. These fees were devoted to providing full funding for a newly created and highly necessary full-time INU project manager position. However, the remaining funds were insufficient to organize planning meetings and support students and researchers to attend emerging programs. Thus, the cost of membership has been particularly challenging for current members and more so for potential new members from developing regions. The financial needs of the Network – for meetings and innovative programming – compete with the need for a more diverse membership where all members have an equal opportunity to participate in all Network activities.

3) The issues of dues and diversity of membership led to another challenge, that of finding common ground with regard to goals and objectives, which directly affected programming. Though a diverse membership is clearly a strength of any network, it poses challenges in finding a shared vision to guide all facets of consortium activities.

4) Finally, given the Network's priority to include under-represented regions and mindful of the cost of membership, the INU tried to create membership categories that addressed resource differences. This strategy, however, failed to attract members and led to the unintended consequence of a two-tiered scheme of "richer" and "poorer" members and thus was abandoned.
The solutions to these challenges and the identification of Network strengths emerged from a comprehensive review and evaluation process when facing these key questions: How do we improve communication between our members? How do we create added value for all our Network institutions in times of scarce resources? How can we strengthen institutional manifestations of the consortium membership? How do we diversify membership?

The most successful strategy in addressing these and other INU challenges was the creation of a full-time project manager position. The project manger was able to identify synergies in research, teaching, and university management among members, facilitate communication, and streamline/support/develop flexible international projects. Additionally, the consortium started to engage in an effort to identify common goals and objectives with the help of external consultants and reviews. Collectively, these efforts have led to a Network with shared visions, values, goals and objectives, and an increased sense of commitment to and participation in the INU.

Vision for the Future of International Education & Critical Items for Discussion

Higher Education in the East African Community

Mandated to the Inter-University Council for East Africa and relates to:

- Advising the East African Community Partner States on higher education matters
- Coordinating higher education and research developments in the East African Community through:
  - Facilitating networking among higher education institutions in the region, and with external institutions
  - Facilitating maintenance of quality standards and harmonization of higher education systems for promoting regional integration
  - Providing support for the development of higher education systems and research

Regional Integration Agenda: Common Market Protocol Article 11
  - To harmonize higher education in East Africa in ordert to facilitate mutual recognition of qualifications and hence promote free movement of labour and students
  - Higher education harmonization is mandated to the Inter-University Council for East Africa (IUCEA)

Harmonization of Higher Education in East Africa
Framework for comparability of higher education systems in the East African Community Partner States, guided by regional:
  - Quality assurance system
  - Quality assurance standards, guidelines and procedures
  - Programme benchmarks
  - Quality assurance policy framework
  - Qualifications Framework for Higher Education
  - East Africa to become a common higher education space by 2015, as one of the targets for Common Market to function

Harmonization is based on regional cooperation and networking
In developing regional higher education harmonization systems IUCEA collaborates with National Higher Education Agencies in the East African Community Partner States:
  - Burundi: National Commission for Higher Education – NCHE
  - Kenya: Commission for University Education – CUE
  - Rwanda: Higher Education Council – HEC
  - Tanzania: Commission for Universities – TCU
National Council for Technical Education – NACTE
  - Uganda: National Council for Higher Education – NCHE

The framework on which collaboration is based
  - Shared view on quality of higher education
  - Jointly developed quality assurance handbook based on individual national practices
  - Joint dialogue forums to strategize and plan for a common approach in harmonization of higher education
  - Mutual recognition of accredited institutions and programmes
  - Joint capacity building events

Framework for developing East Africa's quality assurance system
  - Awareness and consensus building
  - Development of quality assurance instruments
  - Human resource capacity building
  - Development of programme benchmarks

- Multiplication and sustainability mechanisms
- Establishment of regional network of quality assurance practitioners
- East African Quality Assurance Policy Framework
- Regional qualifications framework for higher education

Challenges facing Higher Education Internationalization in East Africa

Lack of Institutional Policies, Plans and Capacities
- Most universities in the region have not integrated internationalization as part of their institutional plans. Consequently, it is done on ad hoc basis.
- Limited institutional capacities for internationalization- especially within specialized disciplines
- Lack of professional development for internationalization

Barriers to regional mobility of staff and students
- Different media of instruction: Anglophone vs Francophone
- Challenges related to Credit transfer & comparability of qualifications within the region
- Differences in HE systems and structure in the region- inhibit many internationalization activities
- Difficulties in contextualization of the concept of Harmonization of education systems among Higher Education stakeholders
- Inadequate contextualization of the on-going development of the regional quality assurance systems among Higher Education stakeholders
- Focus on relations with Northern partners at the expense of local/ regional partnerships
- Regional agenda for internationalization not in place e.g what does EAC want to achieve through internationalization

Future Agenda on Higher Education Internationalization

- Development of an East African Higher Education Strategy that will spell out among others internationalization as a regional agenda
- Development of a Regional Higher Education Qualifications Framework

Development of an East African Qualifications Framework for Higher education
Objectives
- Define higher education qualifications in East Africa in terms of knowledge, skills and competences for harmonization of higher education and training systems, and mutual recognition of qualifications across the region
- Provide mechanism for transfer and progression in the education and training process, and recognition of exit qualifications
- Provide mechanism for recognition of prior learning
- Provide mechanisms for transfer and recognition of credits
- Provide mechanisms for flexible and multiple entry and exit
- Development of an East African Research and Innovation Programme that will facilitate regional and international interactions of academic staff/researchers
- Development of a Regional Higher Education Qualifications Framework
- Promotion of mobility of students, staff, joint scholarships, joint research programmes, e.g. VicRES

Establishment of a Regional Network for Quality Assurance Network Practitioners
Established in 2012 to network quality assurance practitioners in the region and as a forum for continuous strengthening of regional quality assurance system through engagement in training on topical issues and annual dialogue events on new trends in quality assurance, by interacting with international peers.

Conclusion
- Internationalization of Higher Education has been part and parcel of the East African Community harmonizarion of education systems through various means such as benchmarking with other regions on Quality Assurance Guidelines, Standards, Procedures, Good Practices, and networking e.g. INQAAHE.
- Exchange programmes has been part of the IUCEA function since its inception is early 1970s
- Participation in international Higher Education Forums like this one is the culture in IUCEA

Vision for the Future of International Education

Introduction
The Japan Student Services Organization (JASSO) was established in 2004 as a core and leading organization in the provision of student services. JASSO comprehensively administers scholarship loan programs for the Japanese students enrolled at higher educational institutions, support programs for the promotion of international student exchange as well as programs to support higher education institutions with regard to student services.

The purpose of these programs is to foster the development of creative individuals who, rich in humanism, will become the leaders of society in the next generation, while at the same time to promote international understanding and exchange. JASSO also encourages higher education institutes to use its services to facilitate coordination and cooperation on common issues among them, as a central administrative organization providing assistance for the effective implementation of student services.

Programs and services regarding international student exchange is implemented by the Student Exchange Division of JASSO, for which the budget comes from the Japanese Ministry of Education, Science, Sports and Culture (MEXT). The total budget for 2013 fiscal year is 13.2 billion yen. Overseas offices are located in Indonesia, Korea, Malaysia and Thailand. JASSO also operates Japanese language schools in Tokyo and Osaka for the international students to prepare for admission to Japanese higher education institutions.

Current Government Policies for the International Student Exchange:
In January 2008, then Prime Minister Fukuda announced a "Plan for 300,000 International Students" as a policy measure to create "a Japan that is open to the World." The government hopes to boost the number of international students to 300,000 by 2020. The plan was approved by the cabinet in July.

The summary of the Plan is as follows:
1.) As a key part of an effort to make Japan a more open society, the government announces a campaign to increase the number of international students studying in Japan to 300,000 by the year 2020. In pursuit of a "globalization strategy" which aims to expand the flow of people, resources, and information between our country and the rest of Asia and the world, Japan hopes to attract excellent students from around Asia and other world regions to study and live in Japan.

2.) This plan will be comprehensively and organically facilitated by a well orchestrated cooperation among a number of governmental ministries and organizations. These institutions will work together to raise interest among international students in studying in Japan, administer entrance and qualifying examinations, assist with immigration procedures, help students to find accommodations and matriculate at Japanese universities, and support them after they graduate to seek employment in Japan.

On June 14, this year, the Japanese government announced "Japan Revitalization Strategy- Japan is Back." One of the measures for the development of Japan's young people into globally competitive human resources is the increase of Japanese students who study abroad. The government will double the number of Japanese students who study abroad from 60,000 students (2010) to 120,000 students by the end of 2020 by providing opportunities to study abroad for all students who have the desire and talents and forming university groups that lead education responding to globalization. The government will strive to double the number of excellent international students from 140,000 (2012) to 300,000 by 2020 and achieve the "Plan for 300,000 International Students." Therefore, the government will take measures to accept 300,000 international students and send 120,000 Japanese students to study abroad by 2020.

Japan's Trends of Student Mobility
As of May 1, 2012 Japan accepted 137, 756 international students at Japanese higher educational institutions. The number of international students has increased steadily and reached the peak in 2010 with 141,774 international students. However, after the Great East Japan Earthquake in March 2011, the number of international students has decreased which was also accelerated by the appreciation of the yen.

Most of the international students came from the neighboring Asian countries (92.3%). Major countries of origin are China (62.7%), Korea (12.1%), Taiwan (3.4%) and Vietnam (3.4%). Recently Vietnam and Nepal show a rapid increase of the number of international students; Vietnam at about 8% and Nepal 20% although the number is still small at around 4,400 for Vietnam and 2,450 for Nepal. With regard to the levels of education, 50% of the international students are enrolled at university undergraduate programs, 30% at graduate schools and 18% at vocational schools. About 60 % of the students are majoring in humanities and social sciences and 20% are majoring in engineering and science.

As for the outbound student mobility, the number of outgoing Japanese students has also increased steadily from 1983 to 2004 with the peak number of 82,945. Then, it has kept going down consecutively and in 2011, the number dropped to 58,060, 31% drop from 2004.
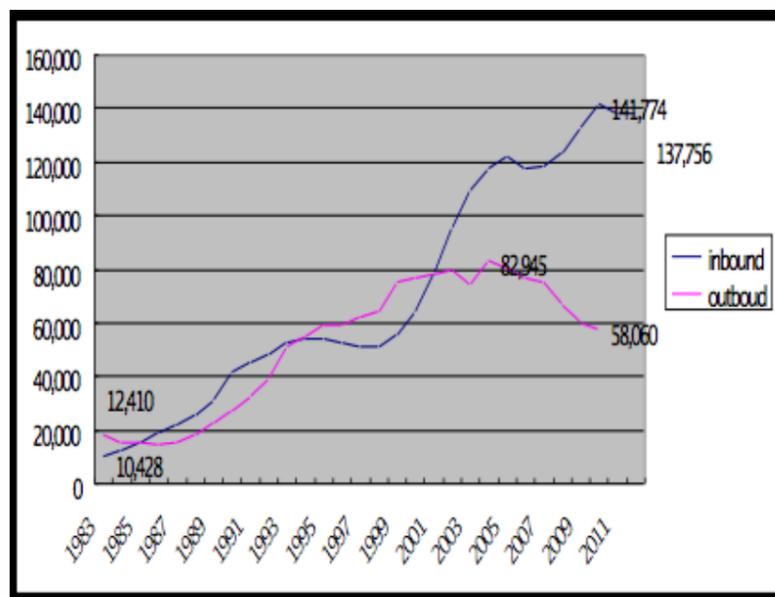
JASSO collects a variety of data regarding the outbound mobility. The following table shows the destination and the duration of the students who went abroad participating the exchange programs of the universities. The number has steadily increased but the students tend to spend shorter period abroad in recent years. The rapid increase from 2010 to 2011 may be because of a new scholarship program JASSO has started in 2011 to encourage students to participate in the programs of less than three months.

Destination	2007	2008	2009	2010	2011
Asia	5,805	5,640	5,865	7,483	11,688
North America	8,623	8,798	8,472	10,709	12,188
Europe	5,559	6,042	6,158	6,567	7,747
Oceania	3,539	3,726	3,290	3,709	4,599
Central & South America	187	170	118	183	244
Middle East	34	81	52	88	90
Africa	59	51	33	65	100
Total	23,806	24,508	23,988	28,804	36,656
Duration	2007	2008	2009	2010	2011
Less than 1 month	10,742	11,477	10,036	13,626	19,374
1 to 2 months	3,849	3,617	3,515	3,996	4,883
3 to 5 months	2,970	3,138	3,839	4,468	4,802
6 to 11 months	5,738	5,827	6,172	5,412	7,087
12 months or more	507	449	426	1,302	510
Total	23,806	24,508	23,988	28,804	36,656

Programs of JASSO for inbound mobility

JASSO administers programs to enhance inbound mobility from the entrance phase to the exit phase.
JASSO provides information about study in Japan through website, guidebooks and events such as education fairs abroad. Overseas offices in Indonesia, Korea, Malaysia and Thailand with a reference library provide advising services. Most of the education fairs are organized in Asian countries targeted at students and parents. In several countries, university visits and seminars are arranged for the participating institutions. For the USA and Europe, JASSO organizes a "Study in Japan" booth at the exhibit spaces at NAFSA and EAIE to enable Japanese universities to discuss about student exchange partnerships with foreign institutions.

Examination for Japanese University Admission for International Students (EJU) is a test to evaluate Japanese language proficiency and the basic academic ability of international students who wish to study at university undergraduate programs. EJU is administered in Japan and 14 countries twice a year and the subjects are Japanese as a Foreign Language, Science (2 subjects chosen from Physics, Chemistry and Biology), Japan and the World, and Mathematics. Test scores are used for the preliminary screening of the international student admission at most of the institutions to which JASSO sends test scores upon request. EJU was started in 2002 to encourage Japanese universities to introduce so-called "Pre-Arrival Admission" where admission is granted based on the EJU scores and academic records of junior high schools. However, there are still many universities requiring international students to come to Japan to sit for entrance exams of each university.

JASSO provides two types of scholarships for international students

Honors Scholarships are for those seeking degrees in Japan. Currently, the number of recipients for 2013 is about 11,000. The selection is based on the recommendation from universities but there is a priority allocation scheme to encourage Japanese universities to implement 'Pre-Arrival Admission" systems. Universities having "Pre-Arrival Admission" systems are notified about the number of scholarships from JASSO so that they can inform the international applicants about the availability of Honors Scholarships together with the letter of admission. Also, Honors Scholarships have a reservation system for the students who have achieved high scores in EJU. Those excellent students can secure a scholarship and received it when they are admitted to a Japanese higher education institution.
Student Exchange Support Program (for short-term study in Japan) is for the international exchange students coming to partner institutions in Japan. The selection is made on the basis of proposals submitted by higher education institutions and JASSO allocates scholarships to the selected programs. The recipients are decided by each university. International exchange students may spend a few weeks up to an academic year according to the programs. In 2013, about 5,900 scholarships are provided.
As for the housing assistance, JASSO operates 6 international student houses throughout Japan with a total capacity of about 1,300 rooms. In addition, institutions leasing accommodation such as private apartments for international students may receive subsidies from JASSO. About 2,300 rooms are benefitted from this scheme.

Follow-up programs of JASSO include "Follow-up Research Fellowships" for those international students who returned home after study in Japan to come to Japan to do research or attend conferences for the period up to three months and "Follow-up Research Guidance" to send Japanese university faculties to visit former international students to provide advice and academic support.
JASSO also publishes monthly e-newsletter called "Japan Alumni e-News" in Japanese and English and sends to those who have studied in Japan, and a booklet for the international students who seek employment after they finish studies in Japan."

Programs of JASSO for outbound mobility

For the Japanese students who want to study abroad, JASSO organizes study abroad fairs and seminars. Foreign embassies and international organizations participate in the JASSO Study Abroad Fair, while seminars are held several times a year to enable students to prepare for study abroad.

Student Exchange Support Program (for short-term study abroad) is for the Japanese exchange students going abroad. The selection is made on the basis of proposals submitted by higher education institutions and JASSO allocates scholarships to the selected programs. The recipients are decided by each university. Japanese exchange students may spend a few weeks to an academic year according to the programs. In 2013, about 13,000 scholarships are provided.

Student Exchange Support Program (for long-term study abroad) is for the Japanese students going abroad to enroll in Master's and PhD programs in foreign institutions. Selection is made on the basis of submitted documents, followed by an interview for those who have passed the document screening. Currently more than 170 Japanese students are studying at foreign graduate schools under this scholarship program.

There is also a scholarship loan program for the Japanese students to go abroad for undergraduate and graduate degree programs, as well as those who participate in short-term studies up to one academic year. Students make avail of this loan and start paying back when they graduate.

JASSO also serves as the Japan-side coordinator to assist in recruitment and selection of recipients for scholarships from about 30 foreign governments and related organizations. When the application guidelines are released, JASSO disseminated the information to Japanese universities and receives applications from the students.

Other Programs of JASSO to promote student exchange

JASSO publishes monthly web magazine "International Student Exchange" which contains articles about current government policies, case studies for the monthly topic, and other information on student exchange. It is widely read by university faculties and administrators in the field of international education. In addition, workshops are organized in order to acquire skills and knowledge about student exchange and other related matters.

Future Agenda of JASSO

As the budget from MEXT is precisely categorized for each project mentioned above and basic contents are set by MEXT. Therefore, JASSO has little flexibility in implementing the project and is expected to perform fair and square processes for the institutions and students.

Recently, MEXT has been discussing about the strategic acceptance of international students. Interim recommendation report by the special panel was released at the end of August. Four focus areas of study are engineering, medical sciences, law and agriculture. Special targeted regions are also set according the view point of benefit to the development of Japan, which are those regions where Japan's contribution is expected, and regions that produce natural resources and energy necessary for Japan. The list of focused regions are, in order of importance, ASEAN Central Asia, South and West Asia such as India, Russia and CIS countries, Africa, Middle East, South America, Central and Eastern Europe, and USA.

As the international students in Japan are mainly from East Asia such as China and Korea, and ASEAN countries, it will be necessary for JASSO to collect information about these regions and at the same time disseminate information about study in Japan as well as Japanese higher education to these regions by organizing education fairs and seminars, and work more closely with Japanese embassies and overseas offices of Japanese universities. Scholarship allocation may come to be different if MEXT decides special allocation for the target countries.

Also, for the goal of 300,000 international students by 2020, current programs must be improved so that the financial assistance and other programs should be utilized as driving arms to actually contribute to the increase of international students.

For the outbound mobility, in order to double the current number and send 120,000 Japanese students to foreign institutions by 2020, study abroad information analysis and advising services must be enhanced. In addition, as the budget for outbound mobility will not afford to meet the needs of the students, the government has started to seek contribution from the private business sectors to establish a new scholarship program. JASSO will manage this new scholarship program, from fund raising to the actual implementation.

Besides meeting the new actions to be taken for the government's new policies, JASSO needs to work on evaluation and follow-up of the implemented programs. Questionnaires are sent to universities and scholarship recipients and detailed analysis is expected to be done.

Further, it is also necessary to collect more specific data on the trends of international students in Japan and Japanese students who study abroad to improve current programs and secure additional budget to initiate new programs for the 300,000 international students and 120,000 Japanese students who study abroad by 2020.

The Japan Student Services Organization *(JASSO)*

Critical Items for Discussion

1.) JASSO as an administration agency

As a governmental organization, the role of JASSO is to achieve the government's goal of 300,000 international students and 120,000 Japanese students study abroad by 2020 through extensive programs to support Japanese higher education institutions. For more information dissemination of study in Japan, additional locations of overseas offices are necessary in addition to closer cooperation with Japanese diplomatic missions abroad, overseas offices of the Japanese universities and other related organizations. Besides on the spot direct information service at these different offices and organizations, JASSO needs to improve the website that is easily accessible and is capable to cope with new digital communication tools like smart phone. Scholarship programs which account for major portion of the budget from MEXT must be implemented more strategically in order to help higher educational institutions to make use of them for their specific needs and plans to increase student mobility. Results of evaluation and monitoring which are currently in progress should be carefully analyzed for this purpose.

2.) Current internationalization status of Japanese universities and the role of JASSO

There have been various competitive fundings from MEXT for the internationalization of Japanese universities. "Global 30" initiative selected 13 leading universities to become models and core institutions of each region. These universities introduced undergraduate and graduate courses taught in English, improved organizational structure within the institution, and enhanced services for the better reception of international students. "Campus Asia" initiative has been promoting exchanges among Japan, China and Korea. Other initiatives include programs with American universities and ASEAN countries within the framework of AIMS (ASEAN International Mobility for Students Programme). Internationalization of universities have been accelerated by these initiatives. Visible changes were brought to the universities selected for funding in these government schemes but there are many other universities in Japan.

What is expected to JASSO is how to provide information about the pioneering and excellent programs and efforts to the universities struggling for internationalization and develop international programs. It is very important to make monthly web magazine "International Student Exchange" to include more articles on good practices and higher education trends in other countries so that faculties and administrators in the field of international exchange could gain knowledge and insight needed for their future programs and activities.

3.) Enhanced collaboration and cooperation with Japanese alumni associations

JASSO has been conducting many of its overseas activities in cooperation with local alumni associations of former students who studied in Japan. Administration of the Examination for Japanese University Admission for International Students (EJU) and education fairs in Asian countries. Some of these alumni associations provide advising services for those students interested in Japan and is active in the projects for the promotion of understanding about Japanese culture and Japanese society to the local people. Many of the alumni members are teaching at universities where joint research projects with Japanese universities are underway. These local universities may be very important as sources of students coming to study in Japan and at the same time these universities could become host universities for the Japanese students.

4.) International collaboration in a Japanese Way

Japanese higher education started during the Meiji Era at the end of 19th century by inviting scholars from Western Europe and the USA, especially in the fields of science, engineering, law and economics. Naturally instruction was given in English, French or German. The higher education then was for the limited number of selected elites. Popularization of higher education started when the language of instruction was changed to Japanese. Since then, the Japanese higher education system has grown into one that can be compared with the systems in other industrialized countries and many universities are listed in the various world higher education rankings today. Therefore, Japan has experiences of transition from an emerging country to one of the developed countries in the development of higher education system to meet the needs of the society.

In the field of international education, Japan has a long history of receiving international students from Asia and has considered receiving international students in Japan as intellectual international contribution. Today we often talk about the transnational education, offshore campuses, double or joint degree partnerships and others. Some of the Japanese universities are now working on the double and joint degrees with foreign partner institutions and the courses taught in English as part of their activities for

internalization. On the other hand traditional concept of intellectual contribution of Japanese higher education has led to the establishment of a new type of universities in other countries.

One of the successful universities is Thai-Nichi Institute of Technology (TNI) in Bangkok. TNI was established in 2006 by the Thailand-Japan Technology Promotion Association and offer programs in the fields of industrial and management technology to nurture young professionals contributing to the development of Thai industries. Most of the Board members and executive faculties are graduates of Japanese universities and TNI has exchange partnerships with more than 20 Japanese universities. The number of the first and the second batches of graduates is more than 900 in total.

Another example is Malaysia-Japan International Institute of Technology (MJIIT), which was established in 2010, enrolled the first batch of 70 undergraduate and 30 graduate students in 2011. Currently about 200 undergraduate and 100 graduate students are studying at MJIIT. MJIIT is supported by the Japanese government through Yen loan to the Malaysian government. It is located in the international campus of University of Technology Malaysia (UTM) in Kuala Lumpur as a private wing of UTM with partial autonomy. About 15-20% of the faculties are Japanese and there are also several Japanese professional advisors for the administration of the Institute.

Twenty four Japanese universities form a consortium of supporting universities by sending faculty members and facilitating joint supervising of graduate students who spend a part of their studies at these member universities. MJIIT enrolls not only local Malaysian students but also students from neighboring Asian countries and Middle East. Projected student enrollment in 2016/2017 will be 960 undergraduate students in which 33% will be international students, while graduate schools enrolling 50% of the 1450 students will be international students. MJIIT is also planning to receive exchange students from consortium member universities to make its campus truly international.

These actions may be applicable to the collaboration with emerging or developing countries and with those countries in need of skilled workforce such as engineers and professionals for the development of industries.

They are also good examples of the Japanese universities' initiatives for contributing to the internationalization of higher education institutes overseas. They contrast with the ways of the direct university initiatives of other developed countries such as TNE and off-shore campuses in the way they try to be indirectly involved with the internationalization of the local universities mostly in developing countries. The Japanese universities are not willing to be competitors of the local universities. They are trying to be a model institute for lifting up the academic levels of the local universities through international partnership. This lukewarm involvement, if we may call it, in the internationalization of the local universities comes partly from the fact that the Japanese universities themselves are still on the way to be fully internationalized in terms of language and staff. But helping local universities to evolve to be full-fledged ones might be an important point of view for the contributing to the development of higher education overseas.

JASSO must consider ways to support these types of collaborative activities led by Japanese universities and alumni students in addition to the current scholarship programs for inbound and outbound exchange students

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NAFSA: Association of International Educators

Vision for the Future of International Education

NAFSA is fortunate as we respond to the call for Global Dialogue papers about our association's future role in internationalization: just this past year, the NAFSA Board of Directors completed a thorough review of the association's strategic direction. While the Board reviews strategy each year, this round of discussions yielded a significant expansion of the association's strategy to serve international education.

Our Values, Mission, and Vision
The 2014-2016 strategic plan is, in some areas, a reflection of work already initiated in recent years; in other areas, it sets a new aggressive agenda to achieve an even more positive internationalization impact on U.S. higher education. The new plan still recognizes our well-established role in fostering and supporting student mobility, but also emphasizes our intention to expand on work already initiated to influence faculty engagement, curriculum development, and the identification and dissemination of research, underscoring the value of international education.

There are many formats for strategic plans. We chose a structure that allowed us to express our direction most clearly. We begin with the beliefs that underpin our organization, continue with our mission—whom we serve and what we do—and then state our vision and operating values as we set about achieving that vision.

What We Believe: Our Values
NAFSA believes that international education advances learning and scholarship, fosters understanding and respect among people of diverse backgrounds and perspectives, is essential for developing globally competent individuals, and builds leadership for the global community. We believe that international education lies at the core of an interconnected world characterized by peace, security, and well-being for all.

What We Do: Our Mission
NAFSA is the largest association of professionals committed exclusively to advancing international higher education. The association provides leadership to its diverse constituencies through establishing principles of good practice and providing professional development opportunities. NAFSA encourages networking among professionals, convenes conferences and collaborative dialogues, and promotes research and knowledge creation to strengthen and serve the field. We lead the way in advocating for a better world through international education.

Our Aspirations: Our Vision
NAFSA aspires to an environment in which every student and scholar seeking the benefits of international education finds a path, and every institution of higher education integrates international perspectives into its teaching, research, and service missions. We aspire to enlightened international relations, a globally engaged citizenry, and a more peaceful world.

Our Operating Values
We pride ourselves in providing high quality programs, products, and services. As a self-supporting, not-for-profit organization, we depend on effective governance and on a strong, increasingly diverse financial foundation. We celebrate innovation and value highly talented volunteer leaders and staff. We commit to working in a professional and collegial manner and to respecting others—values which are at the heart of international education.

When colleagues review our strategy, they sometimes ask if we are an international organization; our answer is that NAFSA is and will remain a U.S. organization. Our Board of Directors has repeatedly reaffirmed that decision. We are proud that NAFSA is recognized in many parts of the world as a key player in internationalization of higher education. But we are also aware that those who only attend the annual NAFSA conference and expo may not know that our primary focus is serving international educators in the United States. The conference and its international exposition are truly international, with attendees from all across the globe and nations and organizations worldwide represented.

But NAFSA remains primarily dedicated to serving the international education community in the United States—both members and non-members—as well as those abroad who are interested in the dynamics of internationalization in our country. Our international

conference and expo is truly a global gathering—but our day-to-day organizational focus is on U.S. higher education.

U.S. Higher Education and Internationalization

As the context of NAFSA's work in internationalization is the U.S. higher education environment, we as an association must pay attention to the many challenges higher education is weathering and the many changes it is experiencing. It is now broadly espoused that higher education's role must be to prepare students to function and prosper in an increasingly interdependent world, where globalization requires new workforce skills and common world problems demand international cooperative solutions. Many institutions wear the badge of internationalization proudly, seeing it as part of their mission to be engaged broadly with institutions around the world on the student, faculty and often research levels. We honor these with our Senator Paul Simon Award for Campus Internationalization, now in its twelfth year.

For an increasing number of institutions, the question of developing global competencies—among them intercultural skills and a deep understanding of global issues—is seen as a mandate that extends to all students. With a relatively small proportion of U.S. students studying abroad (some 9 percent of graduating classes, per IIE's recent Open Doors report), how does one reach the majority of students? This has given rise to movements in internationalizing the curriculum and "internationalization at home" activity, again calling on the association to expand its resources for professionals and institutions in these realms.

The drive for building global competencies—how ever those are defined—has led to greater interest in study abroad. That same drive, however, has led to many short-term programs, where the value of the experience is hotly debated. As a result, our association must help facilitate the discussion of how various modes of study abroad can reach educational goals and ensure that study abroad is not simply a form of edu-tourism.

The number of students coming to the United States continues to rise after a short period of stagnation; some of that growth is spurred by institutions that target the elites of societies and see new revenue sources in international students—though the vast majority still focuses on providing quality educational experiences. Our associational challenge is to help the field absorb and support these increased numbers of students, especially in institutions that don't have sufficient experience to properly support larger number of students from diverse destinations. The needs of these students must be addressed, and our series of webinars about working with Chinese students and resources regarding orientation, integration, and support for students and scholars are good examples.

Due in part to the recent financial stress, all disciplines and activity centers of U.S. institutions are being challenged to prove their value in the educational enterprise and demonstrate their contribution to student learning as well as institutional advancement. International programs—both study abroad and international student services—are not immune from this trend, as "outcomes assessment" is required throughout colleges and universities. Thus, NAFSA has devoted significant resources in recent years to searching out and reporting on good practice in this field, and expects to continue to provide our constituencies with information about assessment, as well as the related field of how institutional and professional program accreditation can be leveraged to foster internationalization.

The question of the "value" of internationalization now requires evidence-based research to be answered sufficiently in U.S. higher education. While there are many case studies and small-scale research projects, truly significant research on the impact of international education is very limited. To grow internationalization, convince faculty of its importance, and to support requests for resources, the university and college leadership want to see evidence of results. This being the case, NAFSA is devoting more energy to finding and disseminating such research and collaborating with similar-minded organizations.

NAFSA has placed particular emphasis on internationalization of professional program curricula in the past six years. Beginning with developing approaches to internationalize teacher education, NAFSA's colloquia and resources have expanded to encompass internationalizing business education; legal education; medicine/public health; the STEM disciplines; and, in the coming year, general education, which is the core curriculum in the first two years of U.S. higher education. NAFSA is now a leader in this sector, collaborating with the academic discipline associations in this work.

Finally, higher education itself is globalizing. Whether one believes this is a positive development or not, the fact is that international education professionals are increasingly called upon to explain and interpret educational systems and approaches in other world regions; develop the intercultural and "business" skills to work with colleagues around the world; and stay abreast of trends in the field, both in the U.S. and internationally. To meet this need, the association is developing a series of articles, conference sessions, and Web-based tools to ensure international educators have access to substantial research studies that can support their work.

NAFSA's Goals & Objectives

NAFSA wants to be sure that internationalization moves from rhetoric to action. The 2014-2016 strategic plan has identified key goals and objectives. These concrete activity areas within our mission will bring us closer to achieving our vision.

1.) NAFSA will advocate for public policies that lead to a more globally engaged and welcoming United States.
In the debate about America's future, we stand among those who see the United States as part of the global community, and we seek common purpose with other organizations whose missions and values intersect with ours. We advocate for U.S. policies that foster a more peaceful world, result in a commonsense immigration process, encourage enlightened global engagement, and sustain an informed civic culture through international education.

2.) NAFSA will support the integration of global perspectives throughout higher education by furthering comprehensive internationalization.
The twenty-first century demands strategic and holistic institutional approaches to internationalization throughout higher education. Integrated and comprehensive internationalization requires collaboration to transform the academic, administrative, and student services sectors. We serve those leading internationalization, those internationalizing the curriculum, and those supporting student and scholar mobility to achieve student learning and institutional outcomes that include international perspectives.

3.) NAFSA will encourage and support intercultural learning to develop global competencies of students, scholars, and educators.
Intercultural learning opportunities are foundational to the development of global competence. We serve institutions and others committed to expanding the number, types, and quality of opportunities as well as the range of involved students, scholars, and educators. We support meaningful cross-border mobility, virtual collaborations, and interactive connections among culturally diverse communities.

4.) NAFSA will identify critical trends and issues, and champion responses that advance international education.
As the largest association dedicated solely to international education, we embrace our leadership responsibility to continually scan the social, economic, and political environment to anticipate, interpret and analyze the trends and issues affecting international education. We engage with international educators, faculty, higher education leaders, government, and business stakeholders to assess implications and recommend actions to ensure the growth and quality of international education.

5.) NAFSA will create and disseminate knowledge and resources and provide professional development opportunities responsive to the ever-changing needs of the field.
Recognizing the dynamic growth and increasing complexity of the field of international education, we serve the needs of the full range of international education professionals at all types of institutions and organizations. We serve professionals throughout their careers. To advance the field, we offer cutting edge learning opportunities and the essential resources needed to increase professional effectiveness.

6.) NAFSA will deepen and broaden its engagement with individuals and groups whose work contributes to the success of international education.
We seek engagement with students, scholars, educators, families, communities, businesses, associations, research organizations, governments, and others. Our members are deeply committed to engagement with all those who share NAFSA's vision and values.

7.) NAFSA will continue to strengthen and diversify the association's revenue streams and organizational infrastructure to successfully meet the challenges of the future.
The pace of change and innovation in higher education is leading us to new frontiers in international education. The expansion of the field requires innovation and entrepreneurial thinking to satisfy the needs of international educators. Our future success will demand even more resources, and diverse approaches to resource development.

The Association Challenge: Continuing Growth to Meet our Goals

Such strategies require more than words; they require competent and talented people, a strong infrastructure, and collaboration with others who share our goals.

They require dedicated association members who can lend their expertise; a staff with the skills to harness that member energy; and, increasingly, a cadre of highly qualified staff to lead and manage areas not easily suited to voluntarism. We developed what we call a

"hybrid system" a few years ago, where projects best led by volunteers are facilitated, but other projects requiring specific expertise or with a tight timeframe are undertaken by staff and consultants or through commissioned work. Maintaining that balance between member-led work and staff-led projects in a constantly changing environment is one of our challenges.

The second challenge that we face, as do many other international higher education associations, is the cost of keeping infra-structure current. Web sites for providing information, marketing our services, and providing professional development, more sophisticated databases, and new service delivery technologies—all are necessary if we are to fulfill our role in internationalization of higher education. The standards for ease of use, interactivity, and social media are being set by organizations and companies much larger than ours, but our users expect the same level of quality and sophistication they experience from companies with far greater resources.

As the services we need to offer become more complex, the need for collaboration with like-minded organizations and businesses grows. "Going it alone" is not an option, and hence forming alliances with associations that foster general education, devote their energy to higher education research, or share our goals in immigration reform is essential.

And finally, finding ways to participate with and learn from our colleague organizations and their unique approaches and situations challenges all of us. In our policy area, we have found work with like-minded organizations very productive; programmatically, collaboration with organizations such as the American Association of Colleges & Universities, on topics like global learning, enriches our work and extends the impact for the field.

Internationally, the speed of change in the economic, social, and educational fields worldwide is breathtaking, there is an explosion of knowledge about the international education field, and conferences and "must not miss" meetings are proliferating. Balancing international outreach with our national agenda, much like the balancing of higher education as a national good with globalization of the field, contributes to the richness of our endeavor—one, like all the other challenges we face—we welcome.

Documents submitted from:
(NAFSA)

Critical Items for Discussion

Prepared by Fanta Aw, PhD, NAFSA President and Chair of the Board of Directors & Marlene M. Johnson, Executive Director and CEO

The background paper for the Global Dialogue notes that "the critical ingredient of the dialogue should be to set the ground rules for further higher education internationalization. It should be a process where all participate as equals and not as mere invitees." It seems to us that two subjects deserve discussion in support of this Global Dialogue objective:

First, our dialogue should build recognition of the fact that internationalization happens in the context of higher education, and that higher education contexts vary around the world. What may be relevant in one part of the world may not be relevant in other parts. Even with our U.S. context for NAFSA, the drivers of internationalization [1] vary from institution to institution: relationship to the core mission of education; the needs of our stakeholders such as students, graduates, communities, businesses, employers; the societal and national needs to build prosperity; and the globalization of higher education. There are many useful models, not one solution.

As an association, we freely admit that not all of our members apply their "inter-cultural" skills to developing partnerships for internationalization. It is, however, a value we hold as we promote intentional engagement, recognizing various institutional/cultural contexts in internationalization arrangements. NAFSA does not intend to be an international organization in doing so; rather, its role—reaffirmed repeatedly by our board of directors—is to serve international educators in the United States, as well as those abroad interested in the higher educational in the U.S. context. To be sure, our annual conference and exposition serves as an international forum, but the focus of our day-to-day advocacy agenda, professional development programming, and knowledge creation is on U.S. international higher education issues.

Second, our dialogue should encompass the broader definition of internationalization, beyond student mobility and exchange and research collaborations. While these are signature elements of our field, they too often serve the elite, failing to influence the mindsets and learning of a broader portion of higher education learners. In the U.S. context, this has meant increasing attention by NAFSA on faculty, particularly teaching faculty, and curricula. Our focus has expanded dramatically in recent years to serve those developing curricula in professional disciplines, especially teacher education (which has a multiplier effect on primary and secondary education), but also on business, legal, medical/public health, and STEM fields. In this coming year, we are expanding our focus to include general education, a key component in the first two years of tertiary education in the U.S.

Time and time again, experiences of U.S. institutions in the process of internationalization demonstrate the importance of faculty engagement, as well as developing clear goals for outcomes assessment of internationalization [2]. Our association should be committed to impacting the curriculum, challenging dominant paradigms, and putting assessments in place, for sustainability of our important, international perspectives.

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[1] For more discussion of the drivers of internationalization, see pg. 5 of "Leading Comprehensive Internationalization: Strategies and Tactics for Action," by NAFSA Senior Scholar John Hudzik and NAFSA Senior Fellow JoAnn McCarthy. Downloadable PDF from NAFSA at www.nafsa.org/cizn2.

[2] See "Assessing and Measuring Internationalization" by NAFSA Senior Fellow Madeleine Green. Downloadable PDF at www.nafsa.org/measureassessizn./

Critical Items for Discussion

Nuffic

Nuffic was founded in 1952 by the Dutch universities to assist them in transferring know how and skills to the countries in Africa and Asia that just gained their independence. As such, Nuffic designed, in close collaboration with the universities, so called international courses, conducted in English, highly specialised within their discipline and beneficial to build up the capacities in organisations and countries that were in need of that expertise. Over time, many of these courses developed into independent institutions and most of them have now been absorbed by universities or are independent institutions.

Over time, the Dutch education system developed and Nuffic adapted itself to these developments. Today, Nuffic is the Netherlands organisation for international cooperation in (higher) education. As an independent, non-profit organisation based in The Hague, the Netherlands, Nuffic supports internationalisation in its broadest meaning in (higher) education, research and professional education in the Netherlands and abroad, and helps improve access to higher education worldwide.

Our most important contract partners are the Dutch Ministry of Education, Culture & Science, the Dutch Ministry of Foreign Affairs, and the European Commission. We also have some private companies as commissioners. Our main beneficiaries are the research universities and universities of applied science.

We play an important role in fostering international cooperation in higher education between the Netherlands and other countries and with representative organisations. We render all kind of services to assist the government and the institutions in realizing their international and internationalisation ambitions. In developing countries we help governments and institutions in building up expertise, knowhow and skills.

Nuffic has a workforce of about 250. Around 200 people work at the head office in The Hague, the rest work at our Netherlands Education Support Offices around the world. It's annual turnover amounts some € 130 million.

National and international developments

Globalization developments have taken a high flight across the world. The Netherlands are affected by that as well as it is an open country with an open economy.

Education and Science form the backbone of each society and as such is also affected by new needs and demands that stem from a quick globalizing world and society. Internationalisation in a variety of dimensions has become an important aspect of education and research over the last decennia. Many institutions now accept internationalisation as an integral part of their activities. Internationalisation is on its way to become mainstream.

The developments are addressed by policies at various level. In the Netherlands, internationalisation is the domain of the institutions. Most of them have an internationalisation strategy designed at central level, but moreover at departmental level. Enhancing mobility, international cooperation and quality are the major objectives that can be read in the institutional strategies. Institutions are keen in using dimensions of internationalisation as keys for improvement and change. Institutional profiling and image are also regularly indicated as important ambitions for which internationalisation dimensions are being used. Contrary to some other countries, earning money is rarely indicated as an important objective. This may stem that for the next 15 – 20 years the demographic outlook in the Netherlands is more positive than in neighboring countries.

The parliament and the government have pretty recently entered into the discussion and is in the process to design a national policy, but is at the same time keen not to prescribe policy. On 19 December 2013, the Dutch minister of Education, Culture and Science promised the Lower house of Parliament to present a comprehensive vision and action plan on internationalisation before the summer of 2014. This will be a first step to a new governmental strategy for the education sector in 2015. As it looks like internationalisation will also becoming mainstream in policy.

At European level, the European Commission has designed European policy culminating in the creation of the Horizon 2020 programme and the Erasmus+ programme for the coming seven years. Two major programmes in which international cooperation is tied to financing. More initiatives are waiting for approval.

Nuffic is actively participating in different roles and with different responsibilities in the discussions, development, design and implementation of these policy developments. At the same time the organisation is facing serious budget cuts by the government. As a consequence we are looking for concentration and focus in what we can do and what is really needed. This coincides with the ambition of the organisation to present itself stronger as an expertise and service centre in internationalisation, international cooperation and capacity building in the education sector. In 2014, Nuffic will most likely merge with other organisations. It will then serve the whole education sector: basic, primary, secondary and tertiary education.

Nuffic focus

In our own analysis we decided to focus and develop our expertise and services. Following to a consultative process we have decided to address the following 8 themes in internationalisation as they will cover best the identified needs. In view of the volatile developments in politics, the rapid globalization, geopolitical, financial and economic developments, these themes can't be solidly fixed. Themes and subthemes can be altered according needs or wishes.
They read:

Europe

The Netherlands are highly dependent of what is developed in Europe.

Recognition issues

Knowhow and services on recognition, diploma evaluation, education systems are needed in an internationalizing and mobile world in education, research and on the labour market. Nuffic has a long standing expertise in this area and wishes to remain in the European vanguard.

Scholarships and Subsidy programmes

Throughout its existence, Nuffic has administered a great Nuffic of programmes serving international cooperation, capacity building and internationalisation dimensions, in particular mobility. Nuffic aims in expanding its expertise in this field towards a differentiated clientele.

International cooperation

This is in principle the domain of the institutions themselves. However, Nuffic can render services to the institutions on the basis of its own international extensive networks. Special attention will be given to capacity building with the developing world. Nuffic will extend its own international network and its participation in it.

Labour market

Institutions train students to fulfill a valuable place in the labour market. Like many other knowledge economies, the Netherlands is facing shortage in certain sectors and as a consequence now offers opportunities for international students to continue their stay in the country as much wanted employees. Nuffic is coordinating a series of activities to soften national and local regulation, to improve the welcoming of staff and students from elsewhere, to guide them and support them during their stay in the country and to maintain contact upon return to their home countries. With the private sector initiatives are taken to make the country more attractive for employment for international students upon completion of their studies.

International mobility

The Netherlands are at equal footing with neighboring countries regard to incoming mobility. Outbound mobility needs a lot of attention. A new master plan to enhance this is in the making.

Higher education markets

The market for higher education is growing and the Netherlands has set its ambition to participate in it. As such Nuffic will analyze trends and developments and share these with its stakeholders.

Strategies in internationalisation

Nuffic assists in professionalizing internationalisation strategies of authorities and institutions and will play an initializing and consultative role.

Nuffic approach

In all themes and in transversal topics covering more than one theme, Nuffic works on professionalization, quality enhancement and demand driveness. Focusing on different target groups: students, staff, professors, management, government officials.
Nuffic staff will make a shift from a traditional role as 'civil servant' towards an more entrepreneurial staff member mediating between various stakeholders and serving them to their best with mediating, analyzing, advising and management services.
To achieve this, Nuffic is in a process of organizational restructuring itself and its facilities.

Documents submitted from:
Nuffic

Critical Items for Discussion

The following selection of topics would be of interest to Nuffic to discuss with the colleagues during the dialogue in Port Elizabeth. Nuffic, the Dutch umbrella organisations of the research universities, universities of applied science and the ministry of education, culture and science are involved in the design of a national vision on internationalisation. We are made aware of trends that gradually develop themselves.

The top three are:
   a. internationalisation is a process and a tool to enhance the quality of education and research;
   b. profiling institutions internationally will no longer be education-based but research-based;
   c. international mobility will be supplemented by virtual / digital mobility in whatever form (distance education, MOOCs, etc.).

Do you see these trends also? If so this may have important consequences for promoting higher education, rankings, cooperation.

In what ways could institutions and organisations in richer countries help less equipped and qualified institutions in developing countries with much needed internationalisation dimensions, while the facilities, possibilities and capacities are scarce or lacking? As globalization does affect these countries as well, there must be a growing need to build up this expertise.

Documents submitted from:
Utrecht Short Programmes

Some words about the future of Internationalization in Higher Education

When it announced a mobility programme for higher education in 1985, the European Commission could have had little idea how successful the concept would prove. Not only did the programme help to achieve its underlying aim – to help create a unified 'Europe of the People' – it had an enormous impact on what was originally intended as merely the vehicle: higher education itself.
The idea of encouraging thousands of students to spend a year at a university in another member state was seen as new and daring. So much so that the Commission had to draw various comparisons to prove that the plan was not as 'off the wall' as it seemed. There was nothing new in student mobility, it pointed out. In medieval times, it was common for students to travel from one university to another, soaking up knowledge until they considered themselves to have learnt enough. With the benefit of hindsight, we can state that this illustration of the proposed concept did not reflect the reality of the Erasmus programme as we now know it. Erasmus has taken on a distinctly twentieth-century form, far removed from the traditions of a distant past.

Over the past thirty years, millions of students have gained international experience through Erasmus or one of the other European mobility programmes. The Europe of the People has indeed arrived, even if it sometimes seems to be the Europe of the angry People. Yet, that can change. Two things that have already changed, permanently we may assume, are the character and quality of higher education.

The mobility programmes themselves have developed over the past three decades. Encouraged by its initial success, the Commission used these programmes to strengthen contacts with Central and Eastern Europe. One prime aim of programmes such as Tempus Phare and MedCampus was to ensure that the differences between the 'old' Europe and the prospective member states did not become too marked. Our neighbouring countries were kept 'up to speed' with the latest developments in knowledge and research. Later came the Erasmus Mundus programme which aims to secure Europe's market position in the education of exceptional PhD students, with the rest of the higher education sector also gleaning the benefits.

One factor that has remained constant is that almost all mobility programmes (the sole exception being Mundus) are based on student exchanges. The cost of tuition in another country is included in the course fee which students pay at home. Only the marginal additional expenses such as travel and accommodation are visible. These expenses are only partially reimbursed, which means that the European policy-makers are getting exceptional value for money.

One thing that has changed is the average duration of the exchange period. As the number of international students has grew, so the time they spent in another country became shorter. Rather than an entire academic year abroad, a stay of only one semester became the norm. In practice, that means only four months of actual study. The emergence of the 'Intensive Programmes', particularly those held in the summer months, have served to reduce the average stay yet further. The Summer School concept is vigorously gaining ground, not only in Europe but in Asia as well.

In short, there is an unmistakable trend whereby the period of study abroad has become ever shorter. We might assume that the Summer School marks the end of this development. After all, stays shorter than one or two weeks up to a maximum of six weeks cannot be really meaningful.

We now see a parallel development, a second trend whereby there is a shift away from subsidized exchanges in favour of unsubsidized courses which are intended to cover their costs. Ten years ago, many Summer Schools in Europe (American Summer Schools are quite unlike those in Europe) could be described as altruistic in their approach. Some specifically targeted students from developing countries, while others were run as a supplement to existing exchange agreements. Today, the majority of Summer Schools at least try to break even, as their founders intended, and many are succeeding.

This development is moving at lighting speed. Summer Schools are a 'booming business' with all the consequences that the term implies. As in most strong growth markets, it has not been all plain sailing. Some major players have emerged: there are now four or five providers which between them account for approximately a quarter of the total European summer school market (in terms of the number of courses available). The remainder is divided among literally hundreds of smaller organizations.

Summer Schools are, of course, not the only channel through which education is provided for a fee. Short, intensive "crash courses" are particularly popular in the arts disciplines. In few days, perhaps a week, directors, photographers, designers and artists attempt to familiarize students with the real world of (commercial) art. The professionals enjoy teaching; the students are eager to enrol and are happy to pay for the privilege. Similarly, music colleges host masterclasses at which renowned instrumentalists offer guidance to talented students while a (paying) audience looks on.

The past few years have also seen growing demand for longer courses – a semester or even a full year – which cover their costs by charging fees. In the past, a number of American colleges pursued their internationalization in this way. Today, the governments of some BRIC countries buy educational services, as of course do students themselves.
We can now see the first signs of purely commercial involvement in education. A German company, for example, has set itself up as a broker between education providers and students, charging a commission of some thirty per cent of the course fee. Admittedly, this is hardly big business (as yet). Nevertheless, education providers are creating a supply for which there is an evident demand, and the private sector has spotted an earnings opportunity.

This situation raises a number of questions. First, why have supply and demand for fee-paying courses suddenly emerged? Second, will this form of mobility come to replace the familiar exchange system? And third, where will this development lead: what is its logical culmination?

The first question is actually two questions, since we must consider supply and demand separately. Part of the supply is due to the growth of something that already existed but is now being offered to a different, larger target group and in a different form. In the United States, the Summer School was already hugely popular, predominantly among students who had fallen behind with their coursework and parents who were not happy about the prospect of paying an entire year's additional tuition fees. In many cases, the content was merely a repetition of the standard coursework, albeit in concentrated form, and the majority of students came from the very university that was running the Summer School.

When a number of European universities began to offer Summer School courses to their American partners, students found something which was familiar but which nevertheless had an extra dimension. The content complemented the regular coursework rather than repeating it, and there was international experience too. An example had been set and European students soon followed in the footsteps of their American counterparts by enrolling for Summer School courses, as did Asian students somewhat later. For the majority, the international component was the main attraction of the Summer School, if not its 'unique selling point'. Supply and demand therefore were therefore mutually reinforcing, moving the Summer School concept in a new direction.

The answer to the second question – whether 'paid mobility' will eventually replace subsidized international education – is yes and no. There is likely to be strong move in this direction, but the current system will survive for the foreseeable future. In its early days, the Erasmus programme was widely criticized in terms of both content and quality. Some critics expressed the view that students would be learning something entirely different when abroad compared to what they would have been learning at home. There was too little cohesion and students ran the risk of missing important material altogether. Others saw the advantage of diversity and of learning different material, presented with a different approach.

Universities have since done much to ensure that their respective courses are better coordinated, cohesive and connected. A student exchange can therefore be an enriching international experience. At the same time, the Erasmus programme has become so popular and so accessible that it attracts students who are not so much interested in an enriching international experience as an opportunity for a six-month holiday abroad. The original intention of the Commission – to create the Europe of the People - can still be met even so, and perhaps to an even greater degree, but there is little question of academic enlightenment. Moreover, the 'free holiday' attitude gives exchange programmes in general a poor reputation. Fortunately, the universities now seem to be taking remedial action.

There is another aspect to be considered. In Europe, higher education gives the appearance of being extremely inexpensive or absolutely free. That is because students do not pay the total costs out of their own pocket. Rather, the tax bill is presented to the previous generation, the parents of today's students. Any delay in completing a course, whether at the home university or abroad, is not a great disaster. The situation is different in the case of paid courses, such as a Summer School. A student who is required to pay his or her own tuition fees directly expects to see results. The same applies if the parents pay (or contribute towards) the costs. This is

why paid courses generally attract the more motivated students, with the self-reinforcing effect that results are almost always good and pass-rates extremely high.

So, part of the overall mobility will indeed shift, while part will continue to rely on the conventional exchange programmes. For students who cannot afford any additional expenses, and for whom the main appeal of the exchange period is its content, the exchange option will remain an ideal solution.

Our third question asks where the current development will lead. To answer it requires looking into the future, which is why this is also the most interesting question. It would be unwise to make any firm predictions, and we should avoid making any linear extrapolation, but we can certainly speculate. Forewarned is forearmed. Before looking ahead, however, it will be useful to look back.
Higher education has existed in Europe for many centuries. The continent has a string of ancient universities, many of which were founded under the patronage of the church or a beneficent ruler. However, most have always been fully independent, self-managing organizations. In fact, the highest authority within the early university was often a member of the student body. This system worked extremely well. After all, students are the stakeholders who stand to benefit most from ensuring that their university and its professors are of the very highest quality.

Centuries ago, students were especially mobile, travelling from university to university – or to be more accurate, from professor to professor – to acquire the combination of knowledge they believed would stand them in good stead in later life.
It was not until the eighteenth century, by which time Jean Jacques Rousseau and Johann Gottfried von Herder had paved the way for a wave of nationalism, that universities came to take on a distinctly national character and task. Napoleon, not known for his patience, took a short cut and established the Grands Ecoles as an adjunct to the existing university structure, as a training ground for his own professional / military corps. However, even the established universities grew into their new role very rapidly, becoming just as nationalist as any other institution.

The nationalist system survived for some two centuries, very much longer than the human lifespan. But higher education had managed to survive and indeed thrive even longer in its previous form. After two hundred years of nationalism and comparative insularity, we now find ourselves in an age of internationalization and globalization. As we have seen, the European Union has embraced internationalization and has become actively involved in its promotion. Interestingly, it was the universities themselves which took the first step by means of the Sorbonne Declaration, with Europe taking up the initiative some time later with the Bologna Declaration.

The official response to globalization and internationalization was one which entailed various supranational agreements and binding legislation. Member states gave up at least part of their sovereignty remarkably quickly, in countless areas and especially that of higher education. The resultant international, harmonized system is largely based on the long-established Anglo-American model, with its Bachelor's, Master's and PhD degrees. This may have been the perfect answer to the specific situation in English-speaking countries in centuries past, but is it it is not necessarily the ideal model for the globalizing world of today.

Is there an alternative? It is perhaps appealing to mull the possibility of returning to the status quo ante, the university of the Middle Ages and the peripatetic student. But, rather than looking back, we look to the future and, with widely varying views, engage in diverging debate.

The students of the distant past travelled widely in pursuit of knowledge and self-development, often in the fields of philosophy and theology. In the eighteenth century, higher education placed itself increasingly in the service of the emerging nation states. The educated formed a small elite whose task it was to promote the arts and sciences, create a unique national heritage, and assist in the governance of a modern and independent nation.

Today, in the 21st century, we have decided that at least fifty per cent of the population should hold a higher education qualification. Of course, this will not actually increase the number or percentage of people with a degree; it merely means that we have decided to designate the top fifty per cent of educated people as having to have had a higher education. To achieve this, a raft of rules, regulations, requirements and restrictions governing the status of higher education courses and the resultant qualifications have been put in place. Some rules and restrictions are, of course, necessary. Certain professions must remain restricted, after all we expect that bridges designed and built by competent engineers will not collapse. We expect that dentists or surgeons will not make any mistakes when drilling teeth or cutting into tissue. And we expect lawyers to get their clients out of trouble, not into it.

However, the new rules apply to the entire breadth of academic endeavour, and that is not a good thing. The vast majority of graduates do not go on to work within the discipline they studied, while many positions require a broad, multidisciplinary knowledge. It can be a distinct advantage for someone in a position of responsibility in government or commerce to have a broad, perhaps even unconventional, education rather than being required to follow a curriculum that is set in stone. It is not only the content of each course component that makes a difference, but also the (international) context of the study environment and the personality of the teaching staff.

What is the most appropriate study environment and course design? Perhaps the portfolio approach. The student begins his or her academic career at one university of college, and after a year decides to move on to study the remainder of the material somewhere else. Or perhaps he spends each of three successive years at three different seats of learning, with a Summer School or two in between. The course as a whole might be as traditionally consistent and coherent as any other, but it might equally be a combination of social geography, philosophy, historical demography and educational science.

How and where would this student actually graduate? Which university's crest would appear at the top of his degree certificate? Perhaps the last institute he attends should be the one to make a final assessment of the combined knowledge and experience thus gained. Or perhaps there should be independent bodies which specialize in assessing and summarizing the compiled portfolio. Or perhaps the entire portfolio should be presented, lock, stock and barrel, to the student's prospective employer. Does a Master's degree tell the employer more about the candidate than the collected evidence of knowledge and skills with no formal certificate attached? Possibly, but not necessarily.

Is this such a crazy notion? Is it even possible? Yes, definitely. Something very similar already exists. Many music students aspire to a career as a soloist or as a member of a leading orchestra. Audiences do not demand to see a degree certificate. A course at a music college usually culminates in a 'licentiate' diploma or Bachelor's degree. This, perhaps with one or two masterclasses, is often enough. Some students may go on take a master's degree or fellowship diploma, again with some masterclasses but then in the capacity of teacher. Occasionally, a musician receives all his training in one place. But it is far more common to seek insights from a variety of sources. Instead of switching just from one conservatory to another, he will move from one teacher to another, or will follow the right teacher to the ends of the Earth.

"Well, music performance is an exception. In most disciplines this is just not feasible," the critics will say. There will inevitably be concerns about the consistency and coherence of the course components. A little bit of this, a drop of that: it doesn't look very encouraging. A 'package' has to be well wrapped and properly labelled otherwise it is of no use to anyone.

This, too, deserves further comment. In 1975, the Dutch physicist Tjalling Koopmans was awarded the Nobel Prize for economics. The American scholar, Jared Diamond, earned a Bachelor of Arts degree from Harvard and went on to be Professor of Physiology at UCLA Medical School. He is still a professor at UCLA, but now holds the chair of Geography. His book Guns Germs and Steel won the Pulitzer Prize in 1998 and is recognized as a seminal work on social evolution and the history of civilization.

Similarly, the British theologist, and self-taught expert in various other academic disciplines, Charles Darwin, cannot be described as totally obscure. Sir Christopher Wren, architect of St Paul's Cathedral in London, studied Latin at Oxford and was professor of astronomy at Gresham College. The physicist, Paul Verhoeven, is currently the top Dutch movie director in the genre of fiction. Are these all exceptions? Surely we need more such polymaths.

The internationalization of higher education in Europe began with a system of exchanges within the same discipline, based on the concept of the 'home university'. The modern Summer School represents not only the trend of spending less time at another institute, but also that of paying for additional course modules over and above the standard curriculum. The future direction of these trends remains unclear. However, the policy emanating from Brussels in recent years, as well as that being pursued within higher education itself, offer enough indications that the trends cannot be ignored. We must find the most appropriate response.

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