



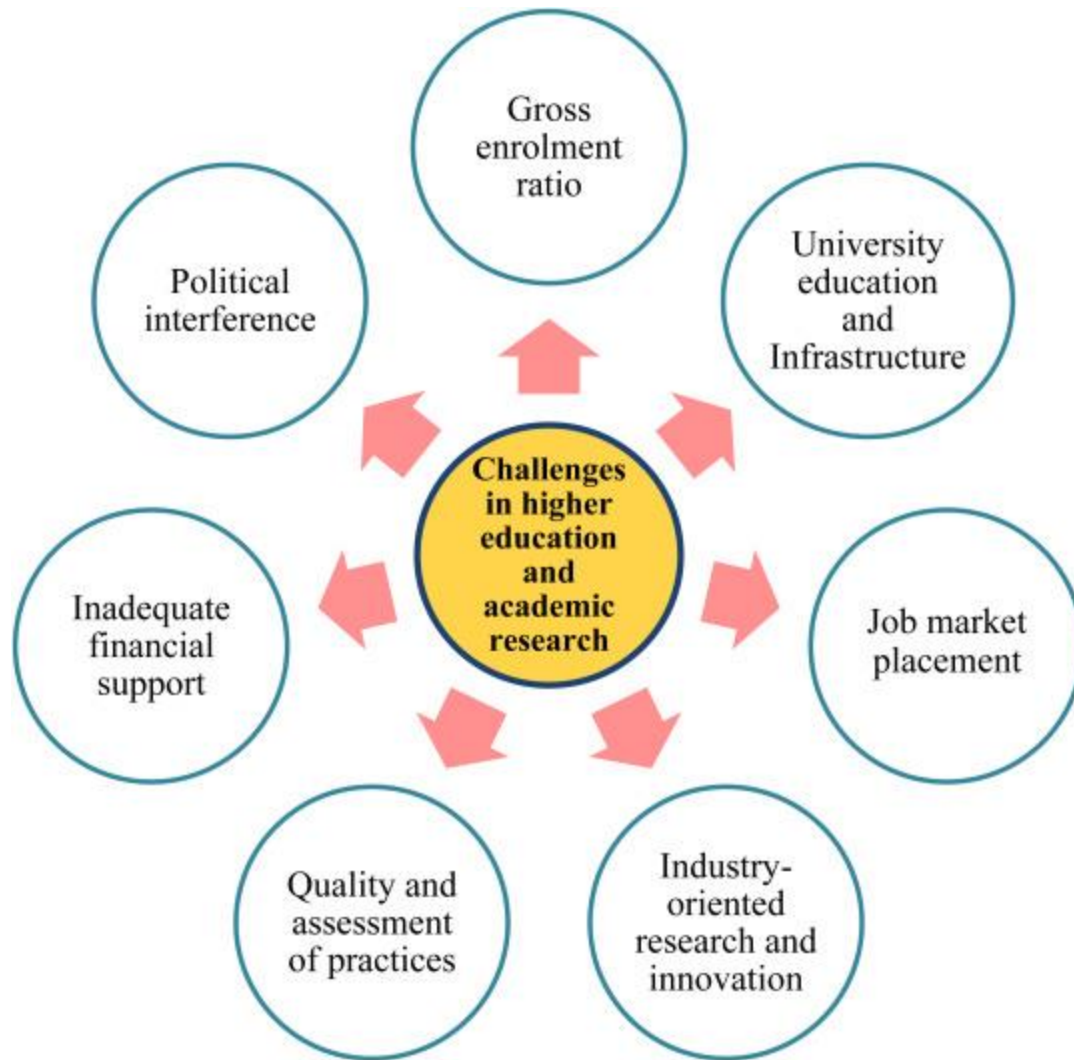
# University Internationalization and Future Challenges

By

**Prof. Dr. Ahmed M. Byomi**

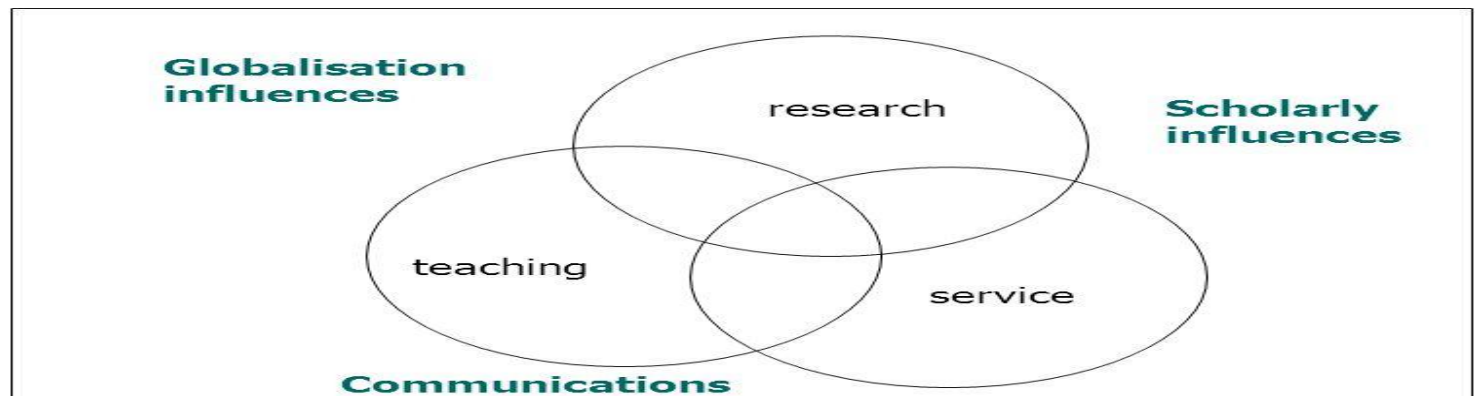
**President of the University of Sadat City**





- **The major aims of higher education institutions (HEIs) are:**
  - **achieving excellence in teaching, research, and community service.**
  - **providing solutions for national, regional, and global most important problems.**
  - **contributing to the development of the national capital.**
  - **nurturing intellectual properties and patents.**
  - **contributing to the economic and social development of humanity including public health, improvement of crops production, and cross-cultural and religious understanding.**

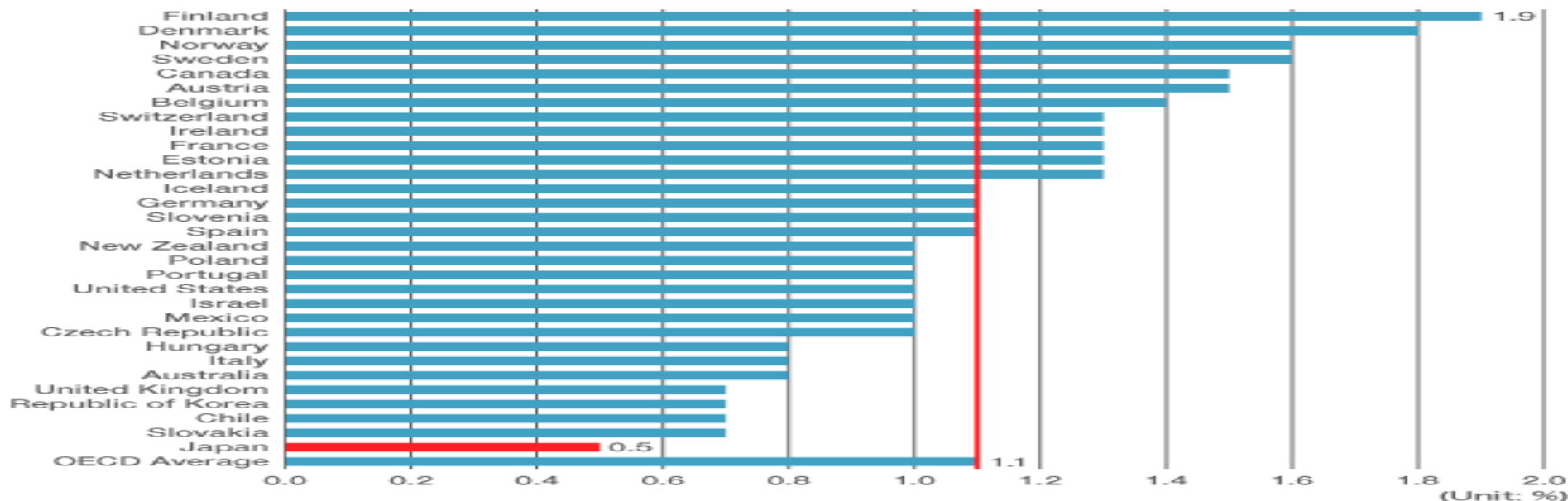
## Internationalisation of higher education



The 21st century job market requires a technology literate and competent workforce with the ability to create, innovate, solve problems, and work in teams.

Investment in higher education is most important and valuable as HEIs provide the world's leaders, scientists, businessmen, physicians, thinkers, and visionaries who chart society's cultural, scientific, and technological future.

**Figure 4** Public Spending on Institutions of Higher Education in OECD Countries as a Percentage of GDP (2010)



Note: Figures for Germany are for 2009

- **HEIs cooperate with industry and business, enhance innovation, creativity, democracy, and wise governance in economy, politics, entrepreneurship, justice and equity.**



# Globalisation

- Globalisation is the flow of technology, economy, knowledge, people, values, ideas, pollution..... across borders.
- Globalisation affects each country in a different way due to nations individual history, traditions, culture and priorities



## Globalisation

Growth  
Science  
Technology  
Communication  
Environment  
Culture  
Wealth

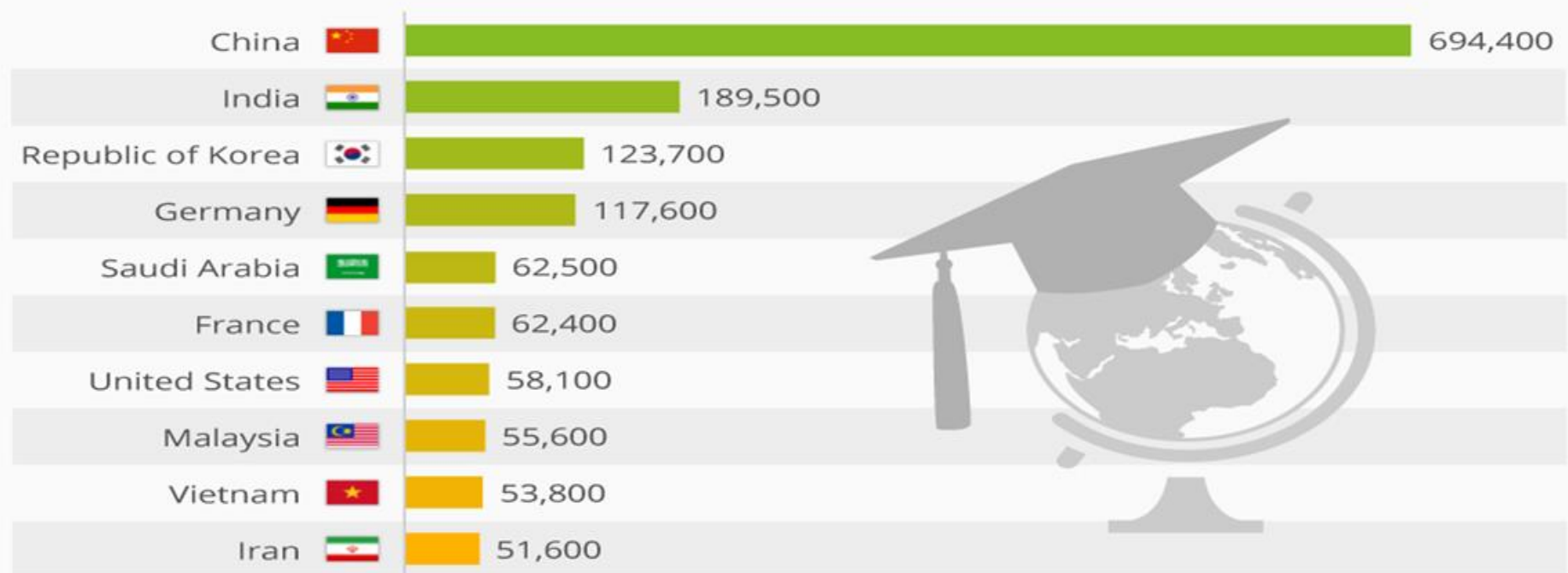


# Internationalization

- Internationalization of higher education is one of the ways a country responds to the impact of globalization yet, at the same time respects the individuality of the nation.

## The Countries With The Most Students Studying Abroad

International countries with the most students studying abroad\*



\* 2012 – latest year data is available

Source: UNESCO



## Selected international student recruitment targets



720,000 onshore enrolments by 2025

Australia



450,000 international students by 2022

Canada



500,000 international students by 2020

China



Increase international student intake by 20% (amounting to 470,000 based on current levels)

France



350,000 inbound internationally mobile students by 2020

Germany



300,000 international students by 2020

Japan



143,000 international students by 2025

New Zealand



58,000 foreign students by 2019

Taiwan



250,000 international students by 2025

Malaysia



200,000 foreign students by 2023

South Korea



44,000 foreign students by 2019/20

Ireland



# • The What: Two components

Internationalisation: how it fits together



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## • **Internationalization Abroad**

- Student Degree Mobility
- Student Credit Mobility
- Student short term Mobility
- Staff Mobility
- Program mobility

## • **Internationalization at Home**

- **Campus internationalization**
- **Internationalization of the Curriculum**
- **Teaching and Learning**
- **Joint Programs**
- **Intercultural and international competences and learning outcomes**

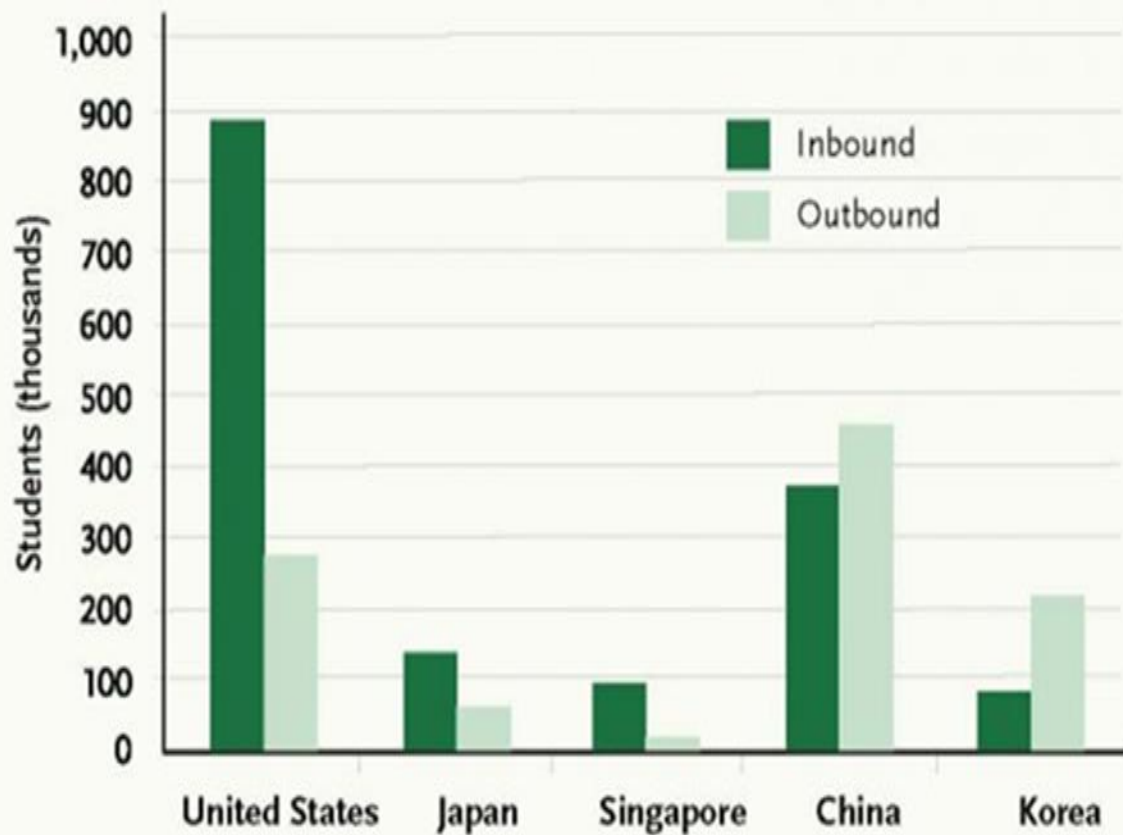
**"Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, inter-cultural or global dimension into the purpose, functions or delivery of postsecondary Education". (knight, 2003)**

**Thus globalization can be seen as the catalyst but internationalization as a response**



# Global student mobility in higher education, compared

More than double the quantity of students leave South Korea to study elsewhere compared to the quantity of international students who go to study in Korea. Both Korea and China are more outbound-driven than Japan, Singapore and the United States. “Internationalizing” the higher education system has shown to help retain students and attract skilled foreign workers.



*\*as of April 2014*

- **For over a thousand years, Al-Azhar has produced thousands of eminent scholars, distinguished educationalists, preserving Islamic heritage and strengthening Islamic identity.**



**During the Mamluk period, most of the prominent Muslim scholars of the time taught in Al-Azhar, or at least visited the institution for a brief period of time.**

**At the same time, Al-Azhar had a curriculum of subjects that were regularly taught in it.**

**Some of the famous scholars who taught in Al-Azhar in the Mamluk period include:**

- **Abu al-'Abbas al-Qalqashandi**
- **Taqi al-Din Ahmad al-Maqrizi**
- **Ibn Hajjar al-'Asqalani**
- **Badr al-Din al-'Ayni**
- **Siraj al-Din al-Balqini**
- **Sharaf al-Din al-Munawi**
- **Abu al-Mahasin ibn-Taghribirdi**
- **Shams al-Din al-Sakhawi**
- **Jalal al-Din al-Suyuti**
- **Muhammad ibn Ahmad ibn Iyas**
- **Muhammad Taqi al-Din al-Fasi**
- **Abd al-Rahman ibn Khaldun**



- Universities started in the later part of the 20th century to develop their own strategies for internationalisation.
- They showed very proud how many international agreements they have all over the world – both in research and education. Delegation from universities traveled all over the world, had dinners, shake hands, took photos and signed an agreement.
- The cost for travelling in the university budget increased every year. The message: Internationalise or die! The importance of ranking system.



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- We consider internationalisation too much as a goal in itself instead of as a means to an end.
- Internationalisation is not more and less than a way to enhance the quality of education and research and their service to society.



- THE WHAT: THREE PILLARS OF INTERNATIONALIZATION
- **MOBILITY:** students, academics, administrators, programs, projects, institutions
- **PARTNERSHIPS:** bilateral, multilateral, strategic
- **CURRICULUM:** knowledge, skills and attitudes





## Student Global Learning Goals: Knowledge

- **Understands his culture within a global and comparative context** (that is, the student recognizes that his culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences).
- **Demonstrates knowledge of global issues, processes, trends, and systems** (that is, economic and political interdependency among nations, environmental-cultural interaction, global governance bodies, and nongovernmental organizations).
- **Demonstrates knowledge of other cultures** (including beliefs, values, perspectives, practices, and products).

# Student Global Learning Goals: Skills

- **Uses knowledge of diverse cultural frames of reference,** alternate perspectives to think critically/solve problems.
- **Communicates and connects with people in other language communities** in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), and writing (productive).
- **Uses foreign language skills** and/or knowledge of other cultures to extend his access to information, experiences, and understanding.

# Student Global Learning Goals: Attitudes

- **Appreciates other cultures** (language, art, material culture, politics, religion, and philosophy of different nations).
- **Accepts cultural differences** and tolerates cultural ambiguity.
- **Demonstrates an ongoing willingness to engage**, to seek out international or intercultural opportunities.



**Internationalizing**  
THE COMMUNICATION DISCIPLINE

- **Rationales for internationalisation**

How an institution approaches and operationalises internationalisation will be influenced by the rationale(s) motivating it;

**Political**

Foreign policy, national security, peace and mutual understanding, national identity, regional identity

**Economic**

Economic growth and competitiveness, labour market, financial incentives, income generation

**Academic**

International dimension to research and teaching, extension of academic horizons, institution-building, profile and status, enhancement of quality and curriculum development, international academic standards, research collaborations

## Developmental

**Student and staff development, institutional learning and exchange, capacity building, technical assistance**

## Social and cultural

**National cultural identity, intercultural understanding, citizenship development, social and community development**

## Competitive

**International branding and positioning, strategic alliances, knowledge production, knowledge transfer**

# **The above definitions of Internationalization of HE relate to: curriculum design and implementation:**

1. content,
  2. delivery,
  3. evaluation and modification.
- **research, patents and innovation**
  - **graduate studies, joint degree programmes, and supervision of MA and PhD thesis.**
  - **student and faculty mobility**
  - **faculty hiring and firing**
  - **partnerships with business**
  - **regional and International Associations**
  - **international foundation programme**
  - **cross border education**
  - **open course ware materials**
  - **blended/ hybrid teaching and learning.**
  - **national, regional, continental and global areas of education.**

# Advantages of Internationalization It:

- raises faculty and students intercultural awareness.
- improves programme outcomes to meet requirement of the global market.
- enhances graduates' national, regional, and global mobility.
- enhances faculty members mobility and expertise.
- helps students, and faculty become global citizen.
- contributes to improved measures of curriculum design implementation, and modification.



## Advantages of Internationalization (Cont)

- **strengthens the appraisal and reward systems for faculty employment and promotion by making them more rigorous, valid and equitable.**
- **enhances the visibility of students, faculty, and institutions**
- **improves language skills of students**
- **enhances the international character of research**
- **contributes to the economics of education**
- **improves the nation's cultural, economic and political visibility**
- **contributes to the understanding of other peoples religions and culture.**

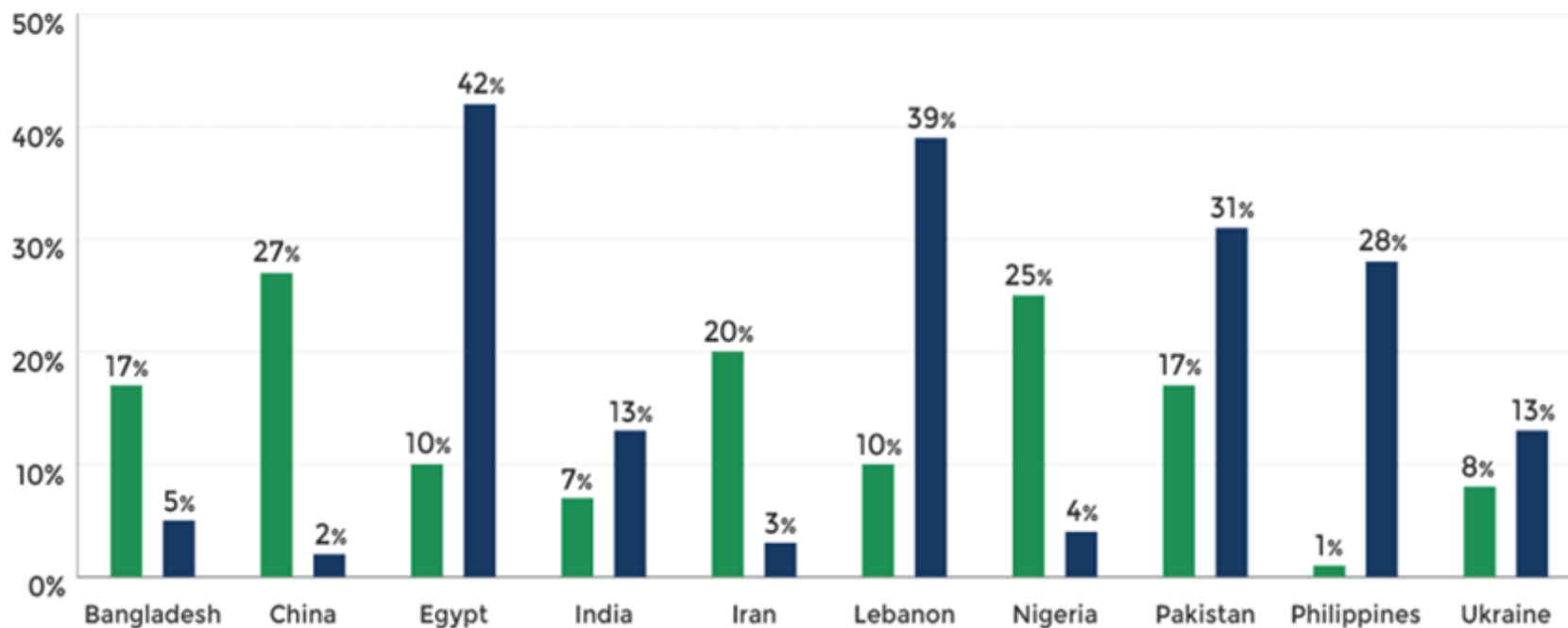


# Disadvantages of Internationalization

- **brain-drain of students and faculty of developing countries.**
- **benefits of Internationalization are sometimes confined to outstanding students and faculty.**
- **weakening of national and regional engagement of students and faculty.**
- **adverse effects on the job market (cross-border education).**
- **elitism of graduates from developed countries.**
- **acculturation and loss of indigenous culture and values.**

# Migration Path of Skilled Workers to Canada by Countries of Origin

■ With second-country educational experiences   ■ With second-country work experiences



Source: WES survey to credential evaluation applicants who applied for permanent Canadian residency as skilled workers.

# Indicators of Internationalization in Higher Education :

**Indicators of Internationalization** are informed by the main features of international practice in respect of:

- **Excellence in teaching and research**
- **Commitment to cultural understanding**
- **Mobility of students and staff**
- **Employability and generic skills.**

**as expressed in its curriculum, quality assurance, foreign language provision, international programmes, membership in international associations, international agreements and memoranda of understanding, research, student mobility, graduate employability faculty mobility, faculty recruitment and evaluation.**



# What are the elements of an internationalization strategic plan?

- **Vision for Internationalization**
- **Strategic Goals**
- **Performance Indicators – Outcomes and Evidence of Success**
- **Specific Action Steps and Timeline**
- **Responsible Agents (though this may be in a later implementation plan)**
- **Funding**
- **Plan for monitoring implementation**

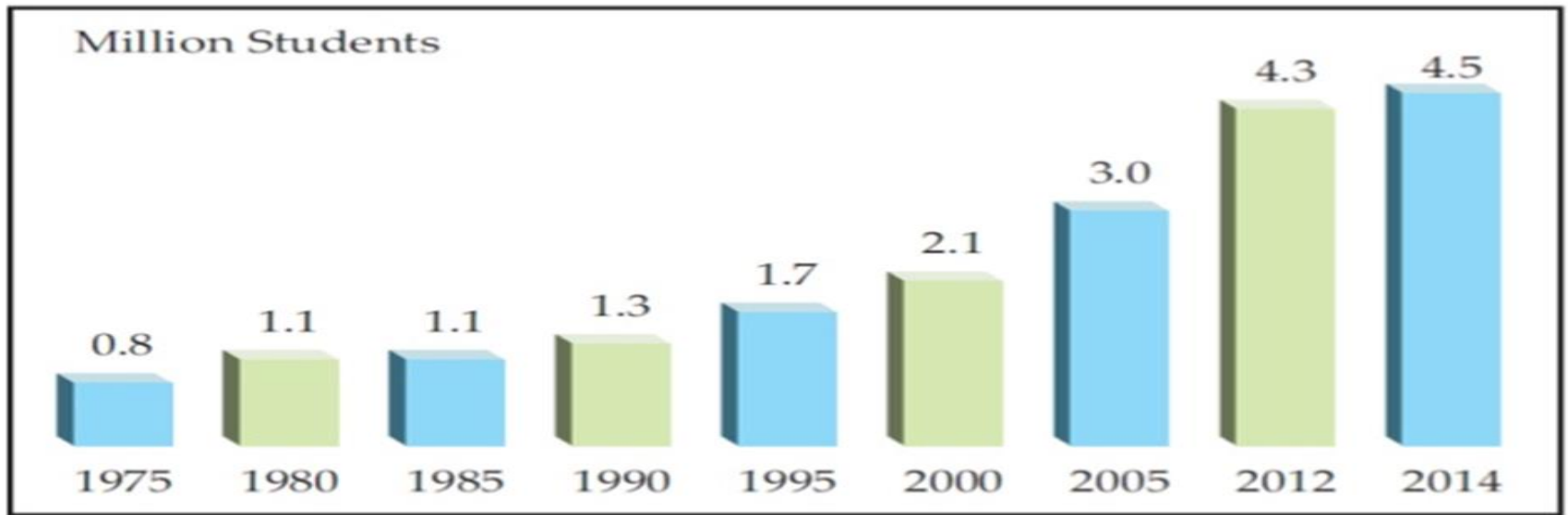


Fig 1: Growth in the number of international students globally since 1975.

- **The Practice is still more on: Income Generation, Recruitment of International Students and Staff, Study Abroad and Teaching and Research in English**
- **And Rankings measure only these last ones**

# **EGYPT**

- **There are currently some 53,000 international students attending Egyptian institutions of higher education.**
- **The target of international recruitment efforts will be students from Africa and the Arab region.**

**With funding from the Egyptian government and major donor agencies, most notably USAID and the EU, the plan entails a number of different priorities and strategies, including:**

- The establishment of international student offices at major universities to support incoming students.**
- The launch of a major web and social media focused marketing campaign targeting prospective students from the region.**



- **Enhancing teaching and research outcomes and improving residence infrastructures on campuses.**
- **Securing agreements with international and regional higher education agencies and scholarship donors to boost student exchange initiatives and academic cooperation. This initiative will be led by Egyptian cultural representation bureaus around the world.**





- **Perceptions and practices**
- **Internationalization has become a mainstream point of focus and reference in the Higher Education Sector**
- **Big Words are used to make this clear: Soft Power, Reputation, Internationalization of the Curriculum, Global Citizenship, Sustainable Development Goals, Comprehensive internationalization**



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