

# INTERNATIONALISATION POLICIES, PERCEPTIONS, PRACTICES

## Where is Internationalisation Going?

*HANS DE WIT,*

DIRECTOR OF THE *CENTRE FOR HIGHER EDUCATION INTERNATIONALISATION (CHEI)*,  
UNIVERSITÀ CATTOLICA DEL SACRO CUORE (MILAN, ITALY)

---

PROFESSOR OF INTERNATIONALISATION, AMSTERDAM UNIVERSITY OF APPLIED  
SCIENCES (AMSTERDAM, THE NETHERLANDS)

FOUNDING EDITOR '*JOURNAL OF STUDIES IN INTERNATIONAL EDUCATION*' AND CO-  
EDITOR '*SAGE HANDBOOK ON INTERNATIONAL HIGHER EDUCATION*'

# Content

---

**Global trends**

**Policies, Perceptions and Practices**

**Where is Internationalisation going?**

**Redefining Internationalisation**

# Internationalisation of Higher Education

---

- **A relatively new but broad and varied phenomenon**
- **Driven by a dynamic combination of political, economic, socio-cultural and academic rationales**
- **Impact on regions, countries and institutions according to particular context**
- **No single model that fits all**

# STRATEGIC POLICIES AND APPROACHES

---

**Regional level:** European Higher Education in the World

**National level:** policy frameworks in an increasing number of countries

**Institutional level:** more than 2/3 have an internationalisation policy, increasingly integrated in overall policy

**Programme level:** recent

# Global Trends

---

- 1. Growing importance of internationalisation at all levels (broader range of activities, more strategic approach, emerging national strategies and ambitions)**
- 2. Increase in institutional strategies (but also risks of homogenisation, focus on quantitative results only)**
- 3. Challenges of funding everywhere**
- 4. Trend towards increased privatisation through revenue generation**
- 5. Competitive pressures of globalisation, with increasing convergence of aspirations, if not yet actions**

# Trends 2

---

- 6 Evident shift from (only) co-operation to (more) competition**
- 7 Emerging regionalisation, with Europe often a model**
- 8 Numbers rising everywhere, with challenge of quantity versus quality**
- 9 Lack of sufficient data for comparative analysis and decision making**
- 10 Emerging areas of focus:**
  - Internationalisation of the curriculum**
  - Transnational education**
  - Digital learning**

# Perceptions, Policies and Practices

---

Policy and perception: Comprehensive internationalisation.

*Practice: Fragmentation*

Policy and Perception: Cooperation.

*Practice: Increased Competition*

# Perceptions, Policies and Practices 2

---

Policy and Perception: Global Citizenship

*Practice: Employability*

Policy and Perception: International.

*Practice: national, regional and institutional interests*



# Perceptions, Policies and Practices 3

---

Policy and Perception: At home.

*Practice: Abroad*

Policy and Perception: For all students.

*Practice: For a small elite*

# Perceptions, Policies and Practices 4

---

Policy and Perception: A diverse foreign language policy.

*Practice: dominance of English*

Policy and Perception: Intercultural/global-local.

*Practice: International/global*

# Focus of national strategies tends to be:

---

- **Mobility**
- **Short and/or long term economic gain**
- **Talent recruitment**
- **International positioning**

## **Far greater efforts needed to:**

- **Incorporate approaches into more comprehensive strategies**
- **Focus on internationalisation of the curriculum and learning outcomes to enhance quality of education and research**

# WHERE IS INTERNATIONALISATION GOING?

## Perceived Desirable Outcomes

---

**A higher education system capable of producing global citizens and professionals**

**Respectful and appreciative of other cultures**

**Able to contribute to the development of knowledge economies and socially inclusive societies.**

**Better positioned to address global issues**

**To compete and cooperate, with the rest of the world, including the emerging regions**

# Key Enablers

---

- **Technological opportunities for virtual exchange and blended learning (enhanced international student interactivity)**
- **Further development of joint and double degrees**
- **Better mutual recognition of credits and degrees**
- **Enhancement of qualitative indicators for quality assurance and classification systems**
- **Greater commitment to equal partnerships**
- **Stronger fostering of public-private initiatives**
- **More alignment between education and research policies**
- **More alignment with other education levels (primary, secondary, vocational, adult)**

# Key Barriers

---

- **Lack of funding, increased dependence on short-term external funding sources, over-focus on revenue generation, bureaucratic obstacles, disharmony of HE funding models**
- **Insufficient foreign language learning provision, dominance of English as language for education and research**
- **Over-dominant focus on mobility, accessible only to small elite, not integrated into curriculum/teaching and learning, lack of engagement and reward of faculty and staff**
- **Lack of integration of institutional, national and supranational policies**

# Redefining Internationalisation

---

**“the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society”**

# This revised definition:

---

## **Reflects increased awareness that**

- IoHE must become more inclusive and less elitist
- Mobility must become an integral part of the internationalised curriculum that ensures internationalisation for all

## **Re-emphasises that**

- Internationalisation is not a goal in itself, but a means to enhance quality
- Should not focus solely on economic rationales



*The End*