

FORUM

MEMBER
MAGAZINE

Discussing international education

UNEXPECTED INTERNATIONALISATION

- 16 SIBERIA'S UNEXPECTED APPEAL
- 22 IN CONVERSATION WITH PAUL ARTHUR BERKMAN
- 36 URBAN IMMERSIONS
- 42 CULTIVATING A SUSTAINABLE FUTURE
AT EARTH

CONTENTS

- 04 EDITORIAL**
- 05 CONTRIBUTORS**
- 06 PARALLEL PATHS TO INCLUSION**
Unexpected synergy between internationalisation and indigenisation
- 10 AVIATION WITHOUT BORDERS**
Internationalising aviation studies through a transatlantic partnership
- 13 SHORT-TERM PLACEMENTS FOR LONG-TERM IMPACT**
A few weeks working abroad can be the opportunity of a lifetime
- 16 SIBERIA'S UNEXPECTED APPEAL**
Universities on the geographic periphery take centre stage
- 19 UNIVERSITY ALLIANCES ALONG THE NEW SILK ROAD**
Reorienting international academic cooperation
- 22 IN CONVERSATION WITH PAUL ARTHUR BERKMAN**
Science diplomat and expert in spaces beyond sovereign jurisdiction
- 26 THE SURPRISING PULL OF POLAND'S MEDICAL SCHOOLS**
How Poland is pulling in students from all over the world
- 30 UNUSUAL SUSPECTS IN INTERNATIONALISATION**
Creating competent rebels across the education system
- 33 INVESTING EARLY IN A GLOBAL WORKFORCE**
International experiences from kindergarten to university
- 36 URBAN IMMERSIONS**
Preparing for our global urban future
- 39 TRANSNATIONAL DIALOGUES ON DISABILITY**
Cross-border discussions on equal opportunity
- 42 CULTIVATING A SUSTAINABLE FUTURE AT EARTH**
Sowing the seeds of social change in the Global South
- 45 EAIE BLOG SPOT**
- 46 HELSINKI: A CITY OF SURPRISES**
The host of the 2019 EAIE Conference has something for everyone
- 51 EVENTS CALENDAR**

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16

“Regional higher education institutions, and even more so those located at the periphery of the country, are often considered to be second-tier universities”

SIBERIA'S UNEXPECTED APPEAL

22

“The challenge we face as a civilisation at a planetary scale is one of balancing national interests and common interests”

IN CONVERSATION WITH PAUL ARTHUR BERKMAN



36

“Getting out of the classroom and into the city necessitates new partnerships between universities, civil society organisations, communities and fellow students from different hemispheres”

URBAN IMMERSIONS



42

“Students are selected for their motivation to be agents of change, and at the end of the programme they feel empowered to do exactly that”

CULTIVATING A SUSTAINABLE FUTURE AT EARTH



EDITORIAL

Despite the passage of time and the degree to which I feel so deeply embedded in the dynamics of international education after twenty years in the field, I'm constantly surprised by new developments. Evolving modes of engagement, new patterns of mobility, emerging questions and unintended consequences seem to be constantly stirring the pot. A search for a series of under-the-radar developments is precisely what drew us in this issue of *Forum* to consider the notion of 'unexpected internationalisation'.

Of course, what may be 'unexpected' or surprising to me may simply be a function of the fact that my peripheral vision is limited. We all wear blinders of some sort, which limits our understanding and awareness of other contexts and realities. Sometimes, these blinders take the form of geography or language, for example. Other times, privilege – one of the most pernicious kinds of obstacles to clarity and understanding – obscures our view. So, our quest for the 'unexpected' in this issue was humbly and honestly grounded in a desire to lift our eyes and learn: What's going on out there that hasn't been widely reported? What activities are underway that don't conform to some of our mainstream understandings and experiences of internationalisation? Where can we openly and honestly turn our attention to gain exposure to something new?

I can only speak for myself, but as a result of the articles included in this edition of *Forum*, I now know more about the approaches geographically remote Siberian universities are taking to advance their internationalisation agendas and activities. I have a sense of the scope of



ambitions and potentially remarkable implications for international cooperation along the new 'Silk Road' stretching from China to Western Europe. And I'm newly attuned to the fact that Poland exerts a strong pull as a destination for international medical students. There is much each of us can learn about the constantly evolving world around us. Expanding the circle from which we typically draw information and ideas, and listening deeply in the process, is crucial.

On the subject of listening, over the last year or so, the EAIE leadership has itself undertaken a close listening process with members and worked to develop consensus around four core values that frame the work of this association. Collectively, we aim to be **collaborative**, **inspiring**, and **inclusive**, and to aspire toward **excellence** in all aspects of our work. It is immensely gratifying to see this mission-driven association assert its

place on the international higher education landscape with increasing confidence and purpose.

My own sense of purpose is evolving, as well. This marks my last edition of *Forum* as chair of the Publications Committee. Rather than saying goodbye, though, I'm delighted to report that I'm moving into a new role within the EAIE as Associate Director Knowledge Development and Research. I've enjoyed my work on the Publications Committee immensely and look forward to continuing to participate in our collective efforts at the EAIE to learn, grow, and simply make the world a better place.

— LAURA RUMBLEY, EDITOR
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IN CONVERSATION WITH

**PAUL ARTHUR
BERKMAN**

LAURA RUMBLEY
EAIE

Paul Arthur Berkman is Professor of Practice in Science Diplomacy and Director of the Science Diplomacy Center at Tufts University based at the Fletcher School of Law and Diplomacy. His work in the international spaces beyond and between the borders of sovereign nations, from the high seas to Antarctica, highlights the need for international cooperation in often overlooked, and therefore ‘unexpected’, parts of the globe. In our interview with Paul, he discusses the roles of science diplomacy and education in addressing the common challenges facing our world.

What exactly is ‘science diplomacy’ and why are international relations important to the scientific community (or why *should* they be)?

PB: I think the notion of ‘science’ is the study of change. For the benefit of the world we live in, our challenge as educators is to develop the generations of skilled, informed decision-makers. Hopefully the most skilled informed decision-makers will become the leaders of nations, the leaders of societies, leaders in our world. It’s not about whether they make right or wrong decisions, good or bad decisions – it’s about making informed decisions.

Our challenge as educators is to develop the generations of skilled, informed decision-makers

A good illustration of this is the Paris Accord. It’s a polarising topic, so one of the skills of science diplomacy is to sit in a neutral position, recognising the science diplomat operates without decision-making capacity. Whenever you have two agendas, you create a political discussion, and part of the challenge is to avoid such political discussions, because they’re largely unproductive and they’re operating on a time scale that is reactive rather than informed.

That’s where the diplomacy comes in, offering options and evidence that can be either used or ignored by decision-makers explicitly, but without advocacy. Part of the idea of an informed decision is that it operates across a ‘continuum of urgencies’ corresponding to the scale of the issue, impact or resources involved. There is a continuum of urgencies at the scale of an individual as well as for our world, operating from security time scales that are immediate to sustainability time scales across generations. Informed decision-making is something that can be taught to an individual as well as to the world at the same time.

The concept of an informed decision is that the whole process starts with questions, and these questions are delivered in an international, interdisciplinary and inclusive manner. When these questions become questions of common concern, then it raises the issue of what the methods are to answer those questions. Those questions of common concern need to be answered with methods from the natural sciences, social sciences and indigenous knowledge, all of which study change, revealing patterns and trends that become the bases for decisions.

Your work has been focused in many ways on regions of the world that are defined as being beyond sovereign jurisdiction. How does the practice of international relations work in those kinds of contexts?

PB: Excellent, this is one of my favourite things to talk about! Nations account for about 30% of the

earth's surface, and then we have areas that are beyond national boundaries, that are designated under international law as 'international spaces': the high seas, the deep sea, Antarctica, outer space. These are areas beyond sovereign jurisdiction.

After World War Two, it was recognised that a source of conflict in the world was national interests, nationalism, and as a consequence the world agreed to set regions beyond sovereign jurisdictions. In effect, what they were doing was removing sources of conflict: national interests and

common interests for the benefit of all on Earth across generations.

The EAIE is focused specifically on the internationalisation of higher education. What role do higher education institutions and stakeholders play in the work you do and how important are universities in terms of advancing key science diplomacy objectives?

PB: I think universities actually have a very special role in the world that is not yet developed: they are bastions of

increase just since the beginning of the Industrial Revolution. The only reason climate is an issue is because there are a lot of us on Earth, reflecting our globally-interconnected civilisation.

Planetary issues operate not on a political time scale, but across generations. If we're dealing with climate, we have to operate at the time scale of climate changes, which is certainly cross-generational. So if you think about a solution that operates on that scale, it's not a single agreement – the Paris Accord of 2015 isn't going to solve things that happen a generation in the future – but rather it's a moment in that time frame. If you think about what the solution looks like, it's an iterative process.

Part of the challenge in this journey to balance national interests and common interests is to figure out how to contribute to this process and to stabilise the process itself. I see levels of skill that can be trained at early stages of child development. Starting in elementary school, the ideas of questions, data, evidence, options and informed decisions can all be progressively

The challenge we face as a civilisation at a planetary scale is one of balancing national interests and common interests

sovereign jurisdictions involved defence and maintenance of those boundaries, so by designating regions beyond sovereign jurisdictions it was potentially reducing the potential for planetary conflict.

Now if you look at these international spaces, in effect you have on one side national interests defined by nations, and then you have international spaces that are defined in terms of common interests. The challenge we face as a civilisation at a planetary scale is one of balancing national interests and common interests. This challenge will exist as long as there are nations on Earth, always first and foremost looking after their national interests. I see the essence of science diplomacy as an international, interdisciplinary and inclusive process involving informed decision-making, with the purpose to balance national interests and

objectivity. They are in a place without the agendas of government, without the agendas of industry, and without the agendas of non-governmental organisations. They serve in a neutral place to be able to convene dialogues among allies and adversaries alike.

Universities serve in a neutral place to be able to convene dialogues among allies and adversaries alike

Going back to the Paris Accord, it's a political lightning rod, yet what underlies the Paris Accord is really very interesting, and it isn't climate. Climate is a proxy for global human population size and growth, approaching eight billion people on Earth this decade, a nearly 100%

introduced through students' educations with all of us as life-long learners.

To ask what a successful education is for any graduate of any university, I would say it means that they're able to teach themselves. So what are the basic rudiments to do that? It all starts



Photos courtesy of Paul Arthur Berkman

with asking questions, recognising that inquiry is the essence of science and understanding change. Questions then reveal methods to answer them in an iterative cascade of learning. As Socrates imagined, we each can grow throughout a lifetime just based on questions, answers and refinement. I think these are the gifts we can give our students.

When you reflect on your own trajectory as an academic, did you set out to have a highly internationalised career, or was it an ‘unexpected’ turn of events that led you into global conversations as a scientist?

PB: For me the journey started when I was 10 years old or so. I knew at that stage that the dimensions of this journey were international and interdisciplinary. By the time I was 30, I’d been to all seven continents, having spent a year in Antarctica when I was 22 and truly walking off the edge of the earth. So yes – global has always been a core part of my life.

As I’ve mentioned, my perspective is that the characteristics of science diplomacy are international, interdisciplinary and inclusive. The international and interdisciplinary dimensions are easier to grasp, but I think the biggest challenge by far

is with inclusion – inclusion of different time frames, different sociocultural dynamics, different environmental circumstances, different priorities, backgrounds, histories. What I’ve learned is the hardest part of the puzzle is inclusion. I think for all of us, that’s where the most important contributions will emerge.

EAIE BLOG SPOT

In between *Forum* issues, visit the EAIE blog for news, views and insights. Anywhere and at your fingertips! Just grab yourself a comfy seat and start browsing.

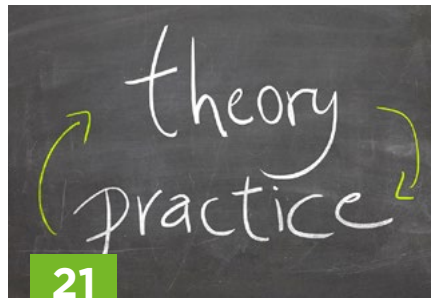


26 JUN

5 tips for running a successful student ambassador programme

When planning a new student ambassador programme, start with these five key tips gleaned from working with student content creators.

<http://ow.ly/bGwd30mKEFL>



21 AUG

Internationalisation at home in practice

What does 'internationalisation at home' really mean? A guide to ten key features of the approach and what they look like in practice.

<http://ow.ly/auyu30mKElr>



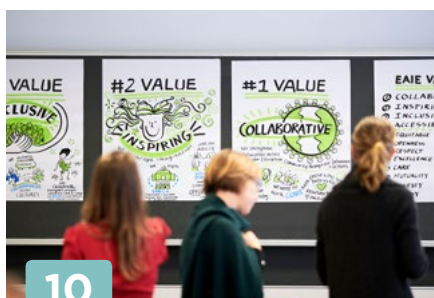
11 SEP

The EAIE launches major study on internationalisation in Europe

Introducing the largest and most geographically diverse dataset on internationalisation in Europe: the *EAIE Barometer (second edition)*.

<http://ow.ly/BZu730mKEN6>

EAIE GENEVA 2018

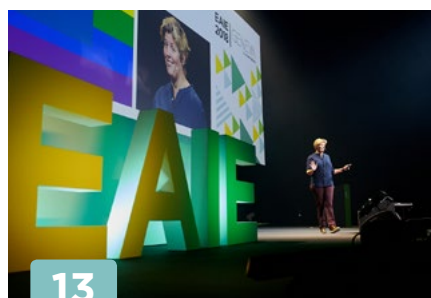


10 SEP

Living the EAIE values: a coming of age

Collaborative, inspiring, inclusive, excellence: these are the values that have always driven the EAIE, and now we've made them official.

<http://ow.ly/So9b30mKEST>

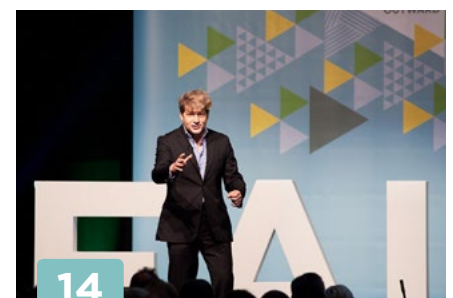


13 SEP

Facing today's challenges by facing outward

Sally Kohn discusses opposing hate, defending academic freedom and engaging with society at the EAIE Geneva 2018 Opening Plenary.

<http://ow.ly/Tift30mKEPO>



14 SEP

Future-proofing international education

The Closing Plenary of the 30th Annual EAIE Conference and Exhibition delivered an uplifting message about our global future and the role of education in reaching it.

<http://ow.ly/QNGw30mKEVX>

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31 MARCH–
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