

FORUM

MEMBER
MAGAZINE

Discussing international education

INTERNATIONAL POLICIES AND POLITICS

10 STEPPING FORWARD TOGETHER

18 WHEN WORLDS COLLIDE

28 IN CONVERSATION WITH MICHAEL IGNATIEFF

36 A TURNING POINT FOR TAIWAN

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Published by
European Association for International Education
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Printed by Drukkerij Raddraaier, Amsterdam

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ISSN 1389-0808

Cover photo: Shutterstock

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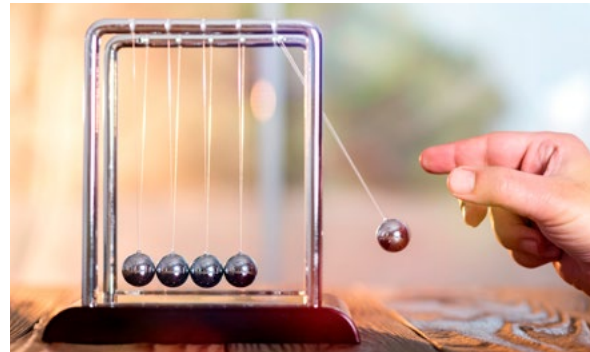
“Each time a new national leader takes office, their country’s priorities change”

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“Norway’s immigration policy might have utterly derailed the success of an innovative new Erasmus+ project”

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“Academic freedom is an absolutely critical pillar of democracy itself”

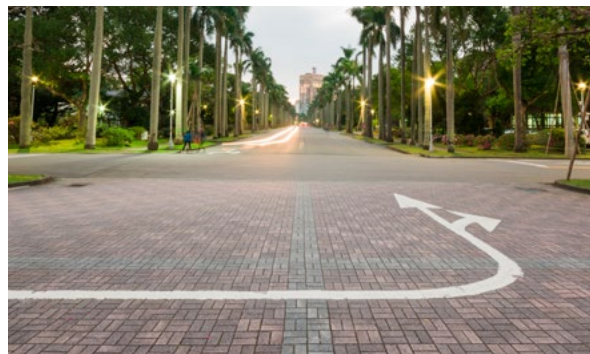
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“There are many factors driving global student mobility, with politics being one of the most significant”

A TURNING POINT FOR TAIWAN



EDITORIAL

Hating to state the obvious, I'll do it anyway: the work of international higher education takes us regularly into spheres beyond our own local and national contexts. We all know this.

At the same time, however, it's hugely important for us to keep in mind that so much of our reality in higher education is shaped by *national* frameworks and realities. By virtue of the fact that our higher education institutions are situated in particular countries, they are undeniably affected by specific 'rules of the game' that are in place in that national context. Yes, the European Higher Education Area, the Bologna Process preceding that, and other initiatives, have introduced a palpable sense of shared concerns and objectives in higher education across Europe. However, we can't escape the fact that many aspects of our internationally focused work are shaped – for better or worse – by national actors and developments. National policies and politics, therefore, have a clearly important role to play in relation to international higher education.

Given the worldwide increase in interest in, and activity around, internationalisation of higher education in the past several decades, one could say – in a gross over-generalisation, of course – that national policies and politics have enabled (passively or assertively) significant developments in many quarters of the world.



There is no doubt that this is still the case today. However, at this particular moment in time, there is also unquestionably a palpable shift in dynamics toward overt *nationalism* in a multitude of national contexts, in Europe and elsewhere. Nationalism tends to be distinctly hostile toward many aspects of internationalisation. What our governments think, and do, in relation to matters of 'national concern' – such as immigration, foreign policy, language policies, *etc* – can have direct impacts on the work we do. Those impacts can be seen in very tangible ways (for example in relation to funding and other concrete supports) to the more intangible, yet equally powerful, realm of the way our country, and its higher education institutions and programmes, may be

perceived in the world, both positively and negatively.

This issue of *Forum* does not dwell on the obvious matters of Brexit in the UK and the 'Trump effect' in the United States. Instead, it takes us down a number of surprisingly different paths to consider how national politics and policies intersect with international higher education – as far away as Taiwan and as near as in the Netherlands. Ultimately, it reminds us that faith in our purpose, and the development of creative and pragmatic responses, are important tools at our disposal, no matter what political climate we may find ourselves in.

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NAVIGATING NATIONAL INTERNATIONALISATION POLICIES



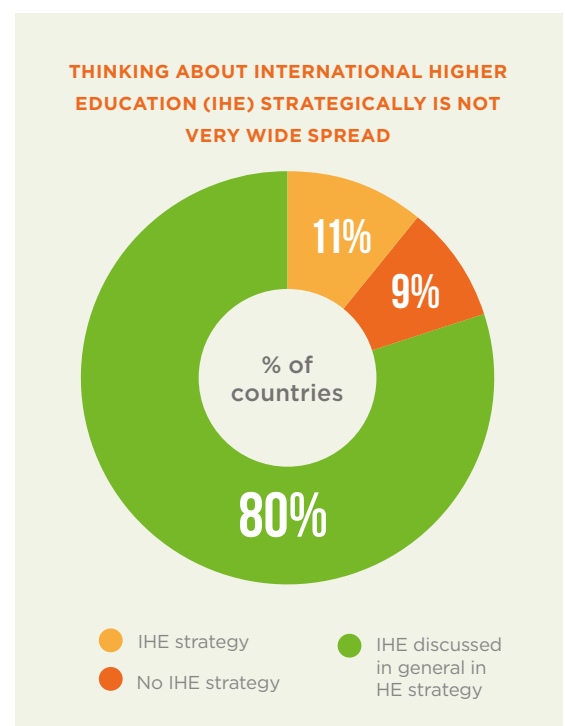
When it comes to the internationalisation of higher education, governmental leadership is crucial. Yet we have little systematic knowledge of the strategies governments around the world employ to forward internationalisation. To address this situation, the first article of this *Forum* issue proposes an inventory of existing national internationalisation strategies.

There are many mechanisms through which states can foster (or impede) internationalisation – *ie* legislation, regulation, executive action, initiatives through national agencies. But, arguably, putting together a strategy for internationalisation best signals the intent and commitment of the state to this process. In this article, a ‘national internationalisation strategy’ can be defined as a “comprehensive national policy that draws together multiple initiatives across categories with a specific goal of furthering higher education internationalisation.”¹

Why are national strategies for higher education internationalisation important? Most national governments have put forward strategic policies for higher education, or for the wider education sector. Such strategic documents are important not only for outlining a vision and future steps for the development of these sectors, but also to ensure continuity of action between successive governments. By extension, the same applies to higher education internationalisation. Of course, to achieve their intended goals, such strategies also need adequate funding and coordination between the different actors in the arena of internationalisation. Nevertheless, a move from understanding internationalisation as a by-product of institutional and individual actions to understanding the system-level arrangements proposed by different nations bears important lessons about the process.

A BIRDS-EYE VIEW OF INTERNATIONALISATION STRATEGIES

A census of national internationalisation strategies, reveals that most governments do not have a strategic document to guide their internationalisation activities in the higher education sector.²



In fact, only 11% of countries around the world have such strategic documents: Australia, Belgium, Canada, Cuba, Denmark, Estonia, Finland, Germany, Ireland, Japan, Kazakhstan, South Korea, Lithuania, Malaysia, The Netherlands, New Zealand, Norway, Poland, Singapore, Spain, Switzerland, and the United Kingdom. The limited number of countries that have adopted these policies signals that internationalisation is viewed as a desirable prospect rather than a national imperative.

EUROPE AS A LEADER

National internationalisation strategies are predominantly found in developed countries: 77% of the countries that have adopted such initiatives are members of the Organization for Economic Cooperation (OECD). Moreover, the patterning of countries according to world regions confirms Europe as a leader in systematic internationalisation efforts. Of the countries with national internationalisation strategies, 13 are European, five are Asian, two Oceanian, one North American and one Caribbean.

Internationalisation strategies are a relatively new phenomenon, most having been adopted in the last 10 years. After decades of international economic integration, it appears that globalisation is now beginning to affect the relationship between nation-states and higher education. Indeed, the recent development of these strategies points towards internationalisation moving from the periphery of national concerns to centre stage.

Higher education internationalisation strategies are not necessarily top-down

directives, but visions of the directions in which the process might go. As internationalisation is characterised by both competition and cooperation, such system-level approaches can be leveraged by some countries to improve their global standing either in terms of reputation or actual quality of their higher education system. In fact, nine of the countries with national internationalisation strategies attracted as much as 41% of worldwide international students.³ If data for all countries were readily available, the flows

Internationalisation strategies are a relatively new phenomenon, most having been adopted in the last 10 years

of international students might be even more skewed in the direction of countries with higher education internationalisation strategies considering that two-thirds of them already use English as one of the official languages of instruction at the tertiary level.

This mapping exercise aims to help institutional leaders reflect on the position of the higher education systems in which they operate and on the internationalisation policies (or lack thereof) of their own governments in a global context. If internationalisation is to fulfil the expected transformations of higher education, it will be by design, not by chance.

WHERE DO WE GO FROM HERE?

The stories we tell about internationalisation shape our understanding of this process. It is important that we do not only talk about what internationalisation should be, but also about what it is; not only of its successes, but also of its failures; not only of its presence, but also of its absence; not only about best practices, but also about trials; not only about what governments should do, but what they are doing. The inventory proposed here provides an initial analysis of global trends in internationalisation from a national level perspective. Further analysis should examine more precisely who is doing what, when, where and why. Benchmarking exercises have already been fruitfully conducted at the institutional level; the same is now needed at the national level. There is much to be learned from practice.

— DANIELA CRĂCIUN

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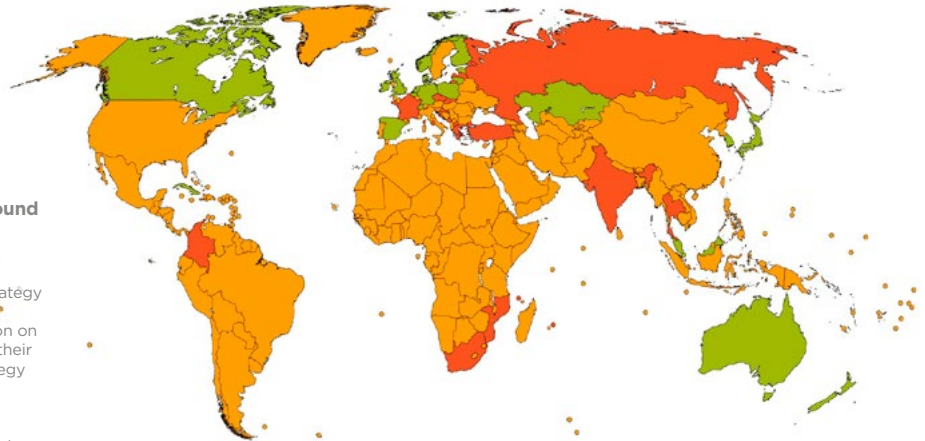
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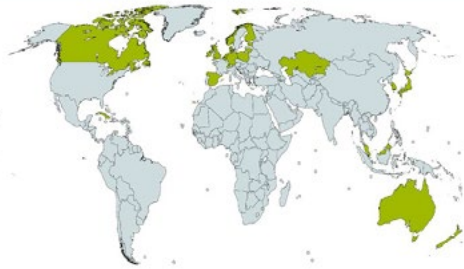
TWO THIRDS OF COUNTRIES WITH AN IHE STRATEGY HAVE ENGLISH AS (ONE OF) THE OFFICIAL LANGUAGE OF INSTRUCTION

Higher education internationalisation around the world

- Countries with an internationalisation strategy
- Countries with a section on internationalisation in their higher education strategy
- Countries with no higher education internationalisation strategy



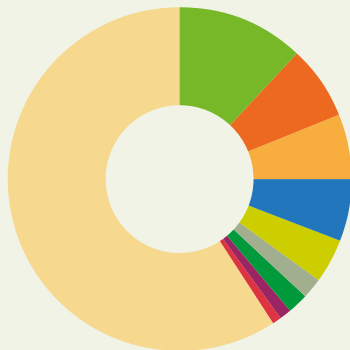
THINKING ABOUT THE IHE STRATEGICALLY SEEMS TO BE MAINLY A EUROPEAN PHENOMENON



Distribution according to world regions (based on UN country grouping)

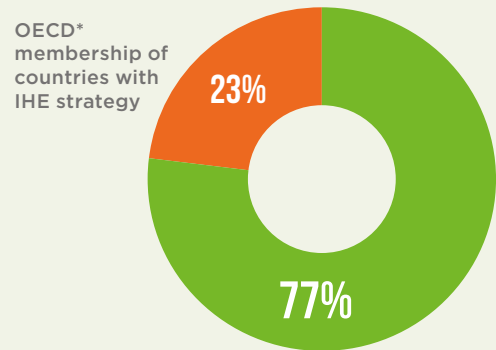
- 13 Europe (11 EU)
- 5 Asia
- 2 Oceania
- 1 North America
- 1 The Caribbean
- 0 Africa
- 0 Central America
- 0 Middle East
- 0 South America

NINE OF THE COUNTRIES WITH AN IHE STRATEGY RECEIVE 41% OF ALL INTERNATIONAL STUDENTS WORLDWIDE



- UK 12%
- Australia 7%
- Canada 6%
- Germany 6%
- Japan 4%
- The Netherlands 2%
- Spain 2%
- Finland 1%
- New Zealand 1%
- Other 59%

THINKING ABOUT THE IHE STRATEGICALLY SEEMS TO BE A DEVELOPED COUNTRY PHENOMENON



OECD* membership of countries with IHE strategy

- OECD country
- Non OECD country

*OECD is an intergovernmental organisation with 35 member countries founded in 1960 to stimulate economic progress and trade

STEPPING FORWARD TOGETHER



Higher education institutions' long-term internationalisation policies are frequently jeopardised by short-term changes in international politics. How can institutions respond to these policy fluctuations while simultaneously planning a consistent internationalisation strategy? The answer can be found in partnerships.

Each time a new national leader takes office, their country's priorities change. Each government administration implements policies that affect academic institutions, including their internationalisation initiatives.

For example, under former Canadian Prime Minister Harper's administration, a visa requirement was imposed on Mexican nationals in 2009 due to skyrocketing unfounded refugee claims. This affected Canadian academic institutions and language schools, because Mexican students who wanted to take courses lasting fewer than six months now needed to apply for a visa. In 2016, the next administration reversed this rule. Prime Minister Trudeau stated that "this move will make it easier for our Mexican friends to visit Canada

suspended and detained thousands of civil servants, including academic staff. Over a dozen universities and more than a thousand private schools have been closed. The crackdown on Turkey's higher education sector is disrupting international collaborations and student/staff exchanges as academic freedom is not guaranteed in the country. Turkey will likely drive toward Islamisation of academic campuses, as Turkish President Erdogan expressed that Boğaziçi University, a major research university in Istanbul, has failed to "lean on national values."²

FROM GLOBAL TO NATIONALISTIC THINKING

Through exchange programmes and international mobility initiatives, people have gained access to international education in many countries. These exchanges have enriched the academic experience of students and faculty members, but at the same time have kindled feelings of nationalism.

In the Netherlands, there is a debate about the increasing number of English-taught bachelor's and master's programmes – only about 40% of the courses are currently taught in Dutch. "Universities introduce English-language

Each time a new national leader takes office, their country's priorities change

while growing our local economies and strengthening our communities."¹

Since the *coup d'état* attempt in Turkey in 2016, the Turkish government has

degrees to compete with other academic institutions and to reflect the internationalisation of education in general,” expressed the Dutch newspaper *Volkscrant*.³ This shift towards English-taught programmes has its critics among both students and academics. Students complain about the poor quality of lecturers’ English, while other critics complain about how tax money is being used to support students from abroad.

China is where most international students come from. However, some

international education. Changes regarding work permits and access to permanent residency affect international students’ choice of country for study, and having completed their studies, whether to stay in that country.

In 2017, Australia replaced its Temporary Work (Skilled) visa (subclass 457 visa) with the Temporary Skill Shortage visa. That will make it harder for students to stay in Australia to work after graduation, thus influencing potential international students to look elsewhere.

internationalisation initiatives forward? The answer: alliances.

The long-term solution of a consistent and sustainable policy cannot be achieved alone. One of the most effective ways to ensure that an academic institution can proceed with its internationalisation strategies is to work in strong local and global collaborations. The opportunity to work together while using the advantages of each member in the alliance could mitigate changes in individual institutional strategies and enable effective reaction to policy changes. For example, a new detrimental policy on funding could be solved by working with a partner in another country where it is easier to obtain that funding.

Recent examples of how strong partnerships can overcome national politics and policies include these situations: the UK’s decision to exit the European Union, and the increase of Mexican students in the USA despite the current political turmoil.

Academic institutions and students were worried that the UK would be ‘banned’ from Erasmus+ after Brexit. However, in December 2017, it was announced that the National Agency for Erasmus+ in the UK remained committed to the Erasmus+ programme and to its benefits. In addition, the National Agency stated that the UK will retain full membership in the Erasmus+ programme throughout 2020 as planned: the agency has “been working closely with the UK National Authority (the Department for Education) to ensure that accurate information on Erasmus+ activity in the UK is provided to UK Government.”⁵

Exchanges have enriched the academic experience of students and faculty members, but at the same time have kindled feelings of nationalism

countries are concerned about Chinese government intrusion into universities. For example, in October 2017, the Head of Australia’s Department of Foreign Affairs and Trade told international students at a Confucius Institute that the “silencing of anyone in our society – from students to lecturers to politicians – is an affront to our values.”⁴ In December 2017, Australian Prime Minister Turnbull announced new espionage legislation. While he emphasised that the new legislation was not aimed at China, the Chinese government warned its students that Australia was not a safe place.

IMMIGRATION OPPORTUNITIES:

A DECIDING FACTOR IN STUDY ABROAD

Immigration regulations play a key part in

According to the *Vancouver Sun* newspaper, the majority of international students plan to make a new life in Canada once they finish their studies, but they are instead returning home, as immigration processes are confusing and frustrating. A Statistics Canada study confirmed this in 2015: only 20%–27% of international students become permanent residents in the 10 years after they received their first student permit.

CREATING PARTNERSHIPS, LOCALLY AND GLOBALLY

With all these changes in national and international politics, as well as the increasing nationalistic feelings and tightening immigration policies, what can academic institutions do to move their



Photo: Shutterstock

Since announcing his presidential candidacy, Donald Trump made clear his stand on Mexico. US academic institutions had to reassure their Mexican partners that their students were

1867 were non-degree – up from 1405 the previous year. This increase is evidence of the great strides that US and Mexican institutions are making in supporting academic exchanges.

strong partnership of US and Mexican academic institutions are testaments to the positive effects of organisations working together. As an alliance, higher education institutions not only can build on each other's expertise, but also make their students, faculty and staff citizens of the world.

— MAURICE CUYPERS & ARTURO SEGURA

Academic institutions and students were worried that the UK would be 'banned' from Erasmus+ after Brexit

welcome and that collaborations would continue. Despite the new administration, the number of Mexicans studying in the USA has increased. According to the Institute of International Education, in 2016–2017 the number was 16,835 – up from 16,733 in 2015–2016. Of the 16,835 Mexican students in 2016–2017,

THE LESSON

A sustainable collaboration between academic institutions on a global scale, while leveraging local partnerships, is a way to retain a consistent approach to internationalisation when national politics and policies are ever changing. The commitment of Erasmus+ with the UK and the

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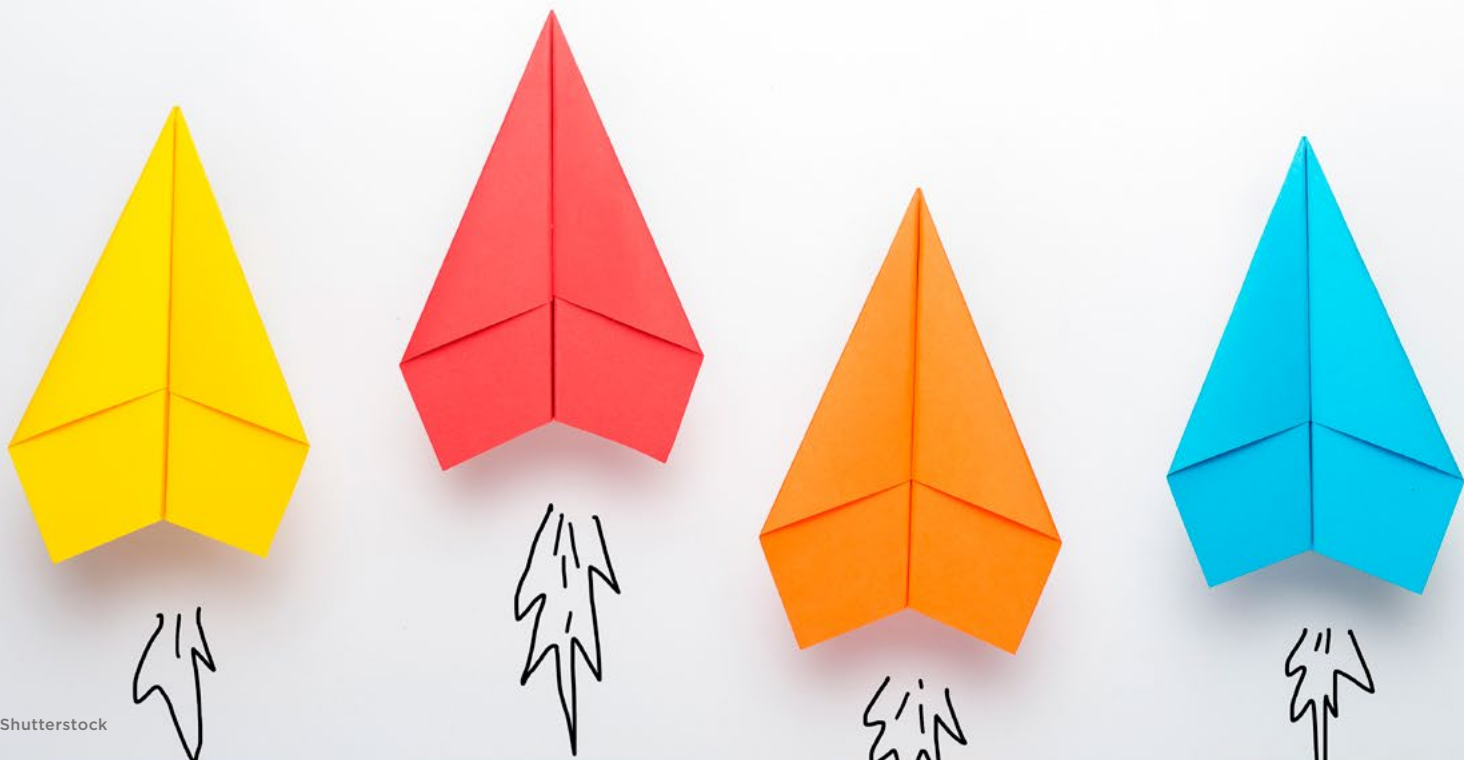
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4. <http://www.abc.net.au/news/2017-10-09/universities-warned-to-resist-chinese-communist-party-influence/9030372>

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A NATIONAL ALUMNI STRATEGY TO STAY COMPETITIVE

Many of us are aware of the debate surrounding the growing number of English-taught courses at our institutions, with the most contentious discourse coming out of the Netherlands. In the face of headlines such as *'Stop the English madness...'*, how can a national alumni strategy help a country stay competitive and retain international graduates?



Recent newspaper headlines exemplify the Dutch national debate on whether internationalisation of higher education has gotten out of hand. Some of the main polemical issues are: the Dutch language is at stake, Dutch students' access to public education and housing being limited in favor of accommodating internationals, and the industrialisation of international higher education where universities profit financially from recruiting international students. The Dutch government has requested its Minister of Education to provide a clear vision on internationalisation of higher education by Summer 2018. The government has further demanded the Ministry of Education to check if universities are offering programmes in English unnecessarily and whether the quality of English used in programmes is good enough.

WHY DOES THE NETHERLANDS NEED INTERNATIONAL TALENT?

Despite the heated public debate on whether the goals of internationalisation of higher education benefit the national needs of students, organisations in the public and private sectors insist that more international talent is needed to benefit the country's innovation, trade, investment climate and competitive position. In May 2017, the Dutch Advisory Council for Science, Technology and Innovation presented the Science, Technology and Innovation-Diplomacy report to the government.¹ The report pleads for a proactive national strategy to internationalise science, technology and innovation in the following ways:

1. Extending the (diplomatic) networks of science, technology and innovation;

2. Attracting and retaining international talent;
3. Strengthening and expanding international collaboration;
4. Participating more extensively in European research and policy programmes;
5. Branding the Netherlands as a country strong in knowledge and innovation.

Class of 2020, a think tank on student living, in their 2018 report *'The Netherlands as European Talent Hub'* also recommends a national internationalisation strategy in close collaboration with cities, universities and companies.² Although the Netherlands currently houses more than 80,000 international students representing 164 nationalities, the report shows that Dutch cities lag behind other European university cities in the number of international students.

INSEAD's 2018 report *'The World's Most Talent Competitive Countries'*, comparing 119 countries shows the Netherlands as the world's best country in growing talent.³ The report's Global Talent Competitiveness Index ranks the Netherlands ninth because it lags behind in attracting foreign talent (17th) and in its pool of global knowledge skills (16th). These and previous reports such as OECD 2016 emphasise the Netherlands' need in attracting and retaining international talent to stay competitive in the knowledge economy.⁴

TO WHAT EXTENT CAN THE NETHERLANDS RETAIN INTERNATIONAL GRADUATES?

Based on previous national reports, Nuffic, the Dutch organisation for internationalisation in education, showed that international graduates who stayed to



work contributed to the Dutch economy an additional €950 million just by generating tax revenue. Consequently, these additional funds keep increasing the longer international graduates stay on to work.

In 2016, Nuffic analysed the stay-rate of international degree graduates (cohorts 2007, 2008, 2009) and found that of 12,000 graduates per cohort at least 36% of them stayed five years or longer.⁵

and supporting local buddy programmes of Dutch and international students.

In bridging the gap between higher education and the labour market, Nuffic, in collaboration with international alumni, launched the Holland Alumni-network-Netherlands (HAn-NL) in November 2017. HAn-NL acts as the national association of multicultural students/alumni residing in the Netherlands. Its objectives are to provide an

of ambassadors and knowledge diplomats in support of its higher education, trade and public diplomacy. Currently, its digital platform has registered more than 60,000 alumni and international students, and 40 world-wide alumni associations around thematic communities.⁷

Responding to the private and public sectors' demand regarding the importance of internationalisation of higher education and of the labour market, Nuffic presented a joint proposal for a National Alumni Strategy last November. This joint proposal supported by higher education institutions, student and alumni associations, the Ministries of Culture and Education and Science, Economic Affairs and Foreign Affairs, the Confederation of Netherlands Industry and Employers, and local governments and expat centres, comprises four pillars:

1. Trade promotion;
2. Knowledge exchange and innovation;
3. Education promotion and connecting talent;
4. Public diplomacy and strengthening local knowledge.

In 2009, Nuffic established the Holland Alumni network to engage international graduates from around the world

To support the retention of international graduates, the programme, *'Make it in the Netherlands!'* ran from 2013–2016.⁶ With its main goal of developing long-term relationships with international students, the programme supported internationalisation and labour market objectives by:

1. Providing easier access to learn Dutch;
2. Bridging the gap between education and the labour market focusing on sector shortages in the Netherlands;
3. Improving communication between Dutch and international student communities;
4. Eliminating bureaucratic obstacles affecting the stay rate of international graduates;
5. Supporting regional retention activities.

Some of the programme's successes included developing a digital career portal, engaging alumni as career ambassadors

accessible and inclusive community of open-minded and internationally experienced professionals to welcome international students, facilitate career opportunities and development of international alumni, and exchange professional and intercultural knowledge. It collaborates with universities, other student and alumni associations, expat centres, the public and private sectors.

Both the results of the *'Make it in the Netherlands!'* programme and the HAn-NL help create an indispensable collaboration with key national and local stakeholders to develop a national strategy to attract and retain international talent.

A NATIONAL ALUMNI STRATEGY

In 2009, Nuffic established the Holland Alumni network to engage international graduates from around the world. Its goal is to build and grow a global community

The Netherlands needs to retain international graduates to sustain its innovative climate and competitive edge

Each pillar engages alumni as key actors in connecting education, knowledge exchange, innovation, investment and trade.



The launch of the Dutch division of the Holland Alumni network-Netherlands.

Despite the public debate on whether internationalisation of higher education has gone too far, inevitably the Netherlands needs to meaningfully engage and retain international graduates to sustain its innovative climate and competitive edge in the knowledge economy. Hence a national alumni strategy leads the way in fostering collaboration among many key stakeholders and international alumni in supporting not only internationalisation and innovation but also public diplomacy.

— SANDRA RINCÓN & SUZANNE KÖRMELING

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WHEN WORLDS COLLIDE

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The European Union's Erasmus+ programme strives to make mobility a reality for students who might otherwise never have the opportunity. What happens, however, when a country's immigration policy threatens its mobility programmes? Norway has made it a priority to provide students from conflict zones an international education while facing barriers head-on.

Internationalisation in education is an important priority for the Norwegian government. The aims of achieving increased quality, relevance and renewal through international collaboration and of raising awareness of Norway as a knowledge nation and an attractive partner are all important components of the overall strategy.

Norway participates fully in European educational programmes and the European Union's framework for research and innovation. In addition, a wide range of national programmes based on prevailing political priorities are developed, implemented and administered by the Norwegian Centre for International Cooperation in Education (SIU).

NORWAY'S (SEEMINGLY) CONFLICTING POLICY PRIORITIES

Although international cooperation in higher education comprises a variety of possible activities, increased student mobility to Norway – including the national Erasmus+ strategy – is an important part of the government's goals for internationalisation.



Due to priorities established through national policies and by the European Union (EU), this includes receiving students from outside the EU and European Economic Area (EEA).

Increased student mobility to Norway is an important part of the government's goals for internationalisation

Three schemes are particularly relevant in this respect:

- the nationally-funded 'Norwegian Partnership Programme for Global Academic Cooperation' (NORPART), which has an explicit mandate to ensure

incoming student mobility from selected developing countries.

- the 'Students at Risk' programme, which has the overall objective to identify students who, due to their human rights' activism, are 'at risk' of being formally or *de facto* denied educational or other rights in their home country and to provide them with an opportunity to complete their education in Norway.
- the 'Erasmus+ International Credit Mobility' (ICM) action, which encourages student mobility, particularly to and from the EU's neighbouring regions in the east and the south. Receiving students through all of these programmes is a political priority of the Norwegian Ministry of Education and Research and the Ministry of Foreign Affairs.

On the other hand, the Ministry of Justice and Public Security has a different policy priority: the regulation of immigration, including the asylum programme. Since 2015, the Norwegian government's asylum policy has been based on a broad

majority agreement among political parties represented in the Norwegian Parliament (*Stortinget*). The asylum policy functions as a border-control measure by ensuring that only persons who are eligible for a residence permit prior to their entry into

Norway (*ie* not potential asylum seekers) will be allowed to stay in Norway.

The Directorate of Immigration (UDI) categorises countries outside the EU/EEA into four groups based on an assessment of the living conditions in these countries: red, orange, yellow and green. The UDI considers it likely that persons coming from 'red countries' will have strong incentives to seek asylum if they are granted an entry permit into Norway, due to circumstances such as war, ethnic conflict or severe poverty in their home countries. Orange, yellow and green countries are considered, in descending order, to have a lesser risk of producing asylum seekers.

HOW IMMIGRATION POLICY CAN THREATEN MOBILITY PROGRAMMES

Not surprisingly, the rules and regulations that form the basis of Norway's asylum policy also impact temporary stays, such as those of foreign students. All students from outside the EU/EEA who are planning to stay more than three months must apply for a study permit from the UDI. In order to reduce the entry of ineligible asylum seekers, the UDI assesses the general and individual conditions of each application for a study permit.

For students coming from countries in the red group, it is particularly difficult to obtain a study permit. These students need to demonstrate that they will not seek asylum in Norway by documenting sufficient conditions for return to their home country after their study period in Norway has ended. However, the *purpose* of their stay is also supposed to be taken into consideration.

Hence, the purpose of undertaking part of their degree studies in Norway through one of the prioritised programmes mentioned above should be of significance. But this requires that the UDI is sufficiently informed about the government's internationalisation priorities.

to the town-twinning initiative of Stavanger and Nablus, operated since 1996 by the Nablus Society of Stavanger. The Nablus Society is a grass-roots non-profit organisation that serves as an intermediary for municipal entities involved in projects.

conflict resolution. While recruiting students into the semester-long programme proved relatively easy, actually admitting them into the programme posed a significant challenge.

Because drama and theatre are performing arts subjects, applicants were assessed through a combination of academic merit, personal aptitude and motivation. An academic group consisting of delegates from Stavanger municipal offices, schools and art institutions used a workshop on campus at ANU to promote their courses and select students via auditions and interviews. However, given that UDI has flagged Palestine as a 'red group' country, the admissions process that followed proved difficult.

Over a period of three years, 20 visa applicants were given the task of documenting conditions for return, such as ownership of property, marriage, responsibility for one's own children,

Norway's immigration policy might have derailed the success of an innovative new Erasmus+ ICM project between the country and Palestine

In the absence of such information sharing, planning student mobility from countries outside the EU/EEA – already a challenging and time-consuming task for higher education institutions (HEIs) – becomes unnecessarily complicated by the immigration process and the significant risk of not receiving study permits. This is potentially a major barrier to being able to realise student mobility that has been planned through international projects and schemes.

In fact, Norway's immigration policy might have utterly derailed the success of an innovative new Erasmus+ ICM project between the country and Palestine, if not for the creative problem solving of nearly everyone involved.

THE NABLUS SOCIETY CASE: SUCCESS AGAINST ALL ODDS

The University of Stavanger (UiS) in southwest Norway has had cooperation agreements with An-Najah National University (ANU) in Nablus, Palestine, for over 10 years. This cooperation links

The University of Stavanger has benefited greatly from the Nablus Society's strong links and facilitation services, having involved them extensively in the setting up of the first Erasmus+ ICM project with ANU in 2015. The project involves staff and student exchange in the field of drama and theatre as tools in



An-Najah National University, Faculty of Humanities

Photo: Maria Gilje Strand

and existing work contracts. Naturally, young students have difficulties documenting such conditions. In 2016, six Palestine students were denied study permits. This led to a concerted effort between the Nablus Society and SIU, the Office of the Mayor of the city of Stavanger, UiS and personal engagement from academics and coordinators of the town-twinning initiative, which eventually led the UDI to reverse their first decision and grant all of the six students visas.

The basis for this reassessment was not only the enthusiastic engagement of individuals and organisations, but the documentation of the Nablus Society's activities for over 20 years of twinning. In fact, artistic and cultural projects involving short-term visits proved crucial to demonstrating that the Erasmus+ mobility project was standing on a very firm platform. In addition, the Erasmus+ quality framework that SIU communicated

to the UDI had an important impact on this decision.

KNOWLEDGE SHARING, COLLABORATION AND ERASMUS+

The Nablus Society case highlights numerous aspects of a mobility project and the various actors involved in making Erasmus+ happen. We have drawn two lessons from this Erasmus+ ICM project.

from ardent enthusiasts at the local level which sparked the dialogue for change.

Looking back, we can plainly see that the Erasmus+ ICM project between UiS and ANU has contributed not only to international collaboration, but also to cooperation at the national level in terms of dialogue and knowledge sharing between SIU and the UDI. There is room, however, for taking further steps towards

It became clear that Erasmus+ is not well known outside the realm of higher education

First, it became clear that Erasmus+ is not well known outside the realm of higher education. For a long time, Erasmus+ has been a tool for providing grants for studies abroad, but it is now opening collaborative spaces to create cross-sectoral change. Because of the necessary involvement of the immigration authorities, the experience with Palestine marked a key change in the way national directorates and agencies work together in Norway – not only to improve opportunities for mobile participants, but also to improve intragovernmental relations at a national level.

Second, the events exposed not only the incompatibilities of certain national policies towards knowledge sharing and the mobility of individuals, but also the utmost importance of a collaborative effort on the part of universities, stakeholders and national agencies when it comes to internationalisation. When established structures became obstacles, it was the decisive and concerted actions

greater collaboration and to create a better understanding of internationalisation in education as a whole and the role of education as a driver for change and improvement in society.

At the national level, we recommend our authorities look to the example provided by the Nablus Society case and encourage more dialogue, sharing of practices and innovating change to dismantle obstacles to mobility and international cooperation. At the European level, it is vital that outcomes from national initiatives are shared and structured around the common European goals of making education serve as a catalyst for change in institutions and in society.

Perhaps the near future could see initiatives for policy reform using Erasmus+ itself as a tool for innovative change on a global scale.

— BENEDICTE EINARSEN & TRYM N. HOLBEK



Photo: An-Najaf National University

Exchange student cohort of spring 2016 sharing experiences with potential applicants



NEW INSTITUTI

Only eight years old, Nazarbayev University (NU), located in Astana, Kazakhstan faces various operational challenges. One of the current priorities is comprehensive internationalisation, including internationalisation of its student body. How can NU best take on this challenge, given its relatively young presence in the field?

In the next eight years, 10% of NU's student body (out of a targeted 8000 students) is expected to be international. Moreover, this priority is in line with the bigger national agenda for higher education –Kazakhstan's international student population achieving 50,000

destination for international students. As of 2017, around 13,000 international students came to study as full-time students. As a young university that has yet to receive accreditation, NU is still working to advance its reputation in the international higher education arena.

Attracting international students is quite challenging due to both external and internal factors

by 2025 (which will comprise about 5% of the total student population in the country). However, attracting international students is quite challenging due to both external (national level) and internal (institutional) factors.

Kazakhstan is a relatively young country and is yet to be established as a study

ENTERING THE FIELD

Big steps have been taken at the country level, such as launching an active recruitment campaign, establishing special state scholarships for international students, continuing development and advancement of campuses facilities, improving existing student visa regulations, *etc.*



ON, BIG PLANS

NU has already taken some measures towards internationalisation. The university has adopted a concept for comprehensive internationalisation, formed strategic partnerships with world-leading universities, and continues taking steps towards programme and institutional accreditation. It continues to audit its existing services and policies to ensure attractive conditions for international students and increase NU's visibility.

The most recent and large-scale initiatives in which NU has engaged include the Asian University Alliance and the University Alliance of the Silk Road. Both networks are partnerships with Chinese universities promoted under the One Belt One Road Initiative (OBOR). OBOR is a Chinese strategic and economic agenda that seeks to foster connectivity and cooperation between China, Asia, Europe and Africa. It facilitates not

only economic development, but also encourages collaboration in educational and cultural sectors between the participating

Kazakhstan is seen as a bridge connecting China to the rest of the world

countries to help maintain closer connections between the main implementers of the initiative. One of the key messages of OBOR is that joint efforts in education will also lead to reform and developments at domestic levels.

POSITIONED FOR SUCCESS

Kazakhstan's fortunate position in the heart of Eurasia makes it a strategically

important stop along the Silk Road. Kazakhstan is seen as a bridge connecting China to the rest of the world. In addition, Chinese President Xi Jinping's speech delivered at NU in 2013, in which he announced the One Belt One Road Initiative, made NU one of the most attractive targets for Chinese universities. In response to the political agenda set by President Xi Jinping, the Chinese government developed a special 'Education Action Plan' for OBOR. It aims at increasing cooperation and joint action by the OBOR countries to provide the talent needed to make the Initiative a success. Student exchanges, joint research, credit recognition, sister schools, language courses, and Confucius Institutes and Classrooms are the tools that promote mutual benefits for all participating countries.

A THREE-TIERED ENGAGEMENT

Structurally, NU’s engagement with alliances and member universities happens at three levels – the leadership level (membership in executive council, conferences), the faculty level (research, conferences), and the student level (summer schools, student events). Engagement with Chinese universities at these three levels contributes to the development of three priority areas of NU’s internationalisation agenda: promotion of international diversity and academic mobility; curriculum internationalisation; and strengthening of research collaboration. Benefits of the cooperation include:

- A platform to build ties – activities organised in the framework of cooperation serve as an excellent platform for networking and establishing contacts for productive collaboration;
- An increase in student mobility – NU already has successful joint summer schools with Chinese universities, with the potential for full academic mobility programmes;
- An increased awareness of Kazakhstan in China and of China in Kazakhstan among students – students learn about the country’s economy, culture, politics and education;
- Learning and practicing a new language – collaborative events and summer schools foster language learning and provide a good platform for practice;
- A place to share experiences – universities, leadership, faculty and students share experiences and best practices with each other.

NU’S CURRENT COLLABORATION

Part of collaborative activities with Chinese universities, NU hosted a Silk Road International Summer School, jointly organised by Hong Kong Polytechnic University and Xi’an Jiaotong University, and, collaboratively with Fudan University, held the 11th Youth Innovation Competition on Global Governance on Future Energy and Sustainable Infrastructure. A big advantage of such events is active involvement of students both from NU and partnering universities: students get exposed to another culture and develop their intercultural skills. For NU students, meeting and observing students and faculty from a partner university can help to assess educational offerings and lead to joint research projects or even mobility opportunities to study at a partner institution.

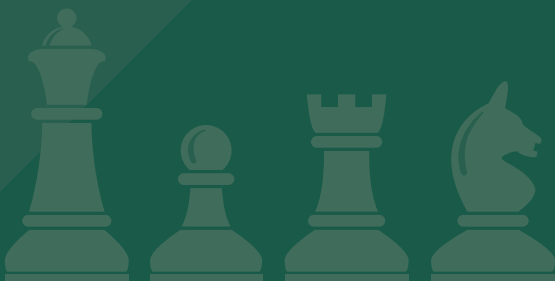
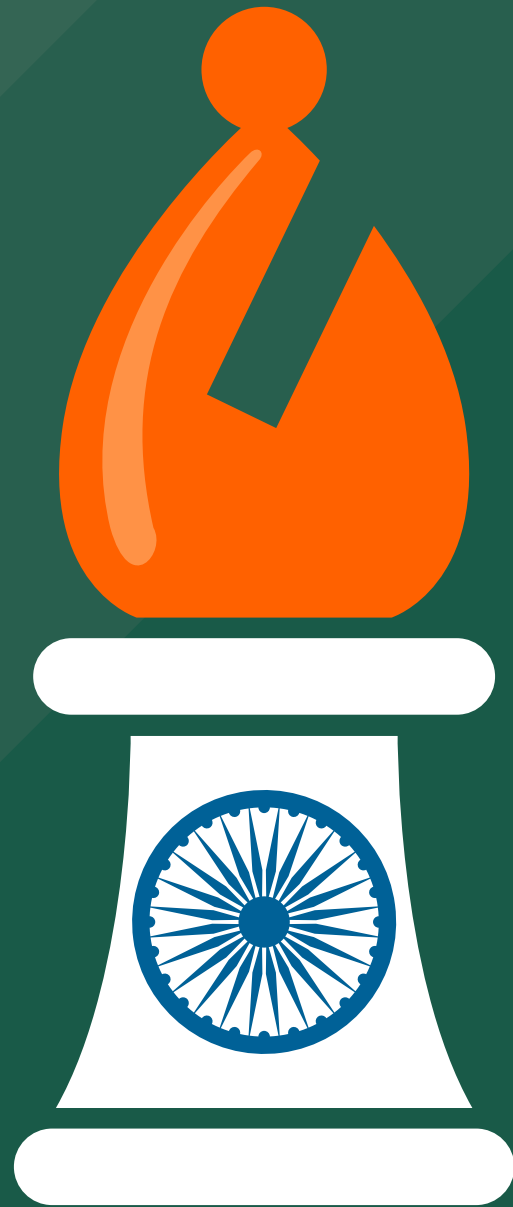
As a flagship university, NU strives to share its efforts and experiences with other universities in the country, in order to further internationalisation of higher education in Kazakhstan as a whole.

— ALIYA KAIMOLDINOVA &
MADINA AITAKANOVA



INDIA'S SELECTIVE APPROACH

While the internationalisation of higher education is as much a priority for India as it is for other countries detailed in this issue, the developing nation must get creative in its approach. Can India implement the educational reform needed to compete on the international level? ▶



The internationalisation of higher education has been getting some much-needed attention from the Indian government of late. Two of Prime Minister Modi's recent flagship initiatives, Institutions of Eminence and Graded Autonomy, show that the government is committed to critically needed reforms in the sector – albeit in a limited way.

It is no wonder that Indian students are voting with their feet; India is the second largest sender of students abroad for higher education, after China

RATIONALE FOR REFORM

The challenge India faces in higher education is primarily one of quality. One of the manifestations of this challenge is reflected in the majority of Indian institutions' lack of capacity for collaborating with institutions around the world and attracting international talent. Although it is closely regulated, the sector has had a spectacularly high rate of growth during the last decade in terms of the number of institutions and student enrolments. India's 864 universities, 40,000 colleges and 12,000 standalone institutions have a combined enrolment of around 35.7 million students.

However, only three Indian institutions are in the top 200 of the QS World University Rankings 2018 (Indian

Institute of Technology Delhi, Indian Institute of Technology Bombay and the Indian Institute of Science in Bangalore) and none feature in the top 200 of the Times Higher Education (THE) World University Rankings. It is no wonder that Indian students are voting with their feet; India is the world's second-largest sender of students abroad for higher education, after China. What reforms would have the most impact in terms of improving the quality of Indian higher education and how should they be implemented?

SIGNATURE POLICIES

The Modi government has concluded that if the quality of higher education in India is to improve, more focus needs to be given to research, innovation and internationalisation. The two signature policies of Institutions of Eminence and Graded Autonomy are designed to achieve these objectives, primarily by granting institutions greater autonomy. They build on small but significant previous initiatives in the areas of collaborative research and mobility such as the Global Initiative of

Academic Networks (GIAN) and Visiting Advanced Joint Research (VAJRA). Internationalisation in the IoEs is likely to include efforts to recruit international faculty, diversify the student body and campus experience, extend scholarships to international students and enhance research collaborations. In exchange for this extra freedom and funding, IoEs will be expected to break into the top 500 of global university rankings within a decade and eventually into the top 100.

The Graded Autonomy (GA) initiative gives greater academic, financial, administrative and other regulatory autonomy to all top-ranked universities (within certain parameters). A notable feature of this initiative is the opportunity for approval-free academic collaborations with institutions listed in the top 500 of the THE or QS rankings or the top 200 of discipline-specific THE or QS rankings. Furthermore, GA institutions will be able to admit international students up to a maximum of 20% over and above the domestic-student quota.

If the quality of higher education is to improve, more focus needs to be given to research, innovation and internationalisation

Academic Networks (GIAN) and Visiting Advanced Joint Research (VAJRA).

Ten public and 10 private institutions will be designated as Institutions of Eminence (IoE) and will subsequently benefit from a lighter-touch regulatory

IMPLICATIONS FOR INTERNATIONAL UNIVERSITIES

The most important consequence of the IoE initiative is that Indian institutions will seek more sustained and structured relationships with international



Indian Institute of Science in Bangalore

universities. That might involve hiring international faculty, extending partnerships and adjusting curricula and syllabi to be more appealing to an international audience. Similarly, those institutions

holistic engagement beyond the narrow dimensions of student recruitment.

At the government level, the recent signing of a memorandum of understanding (MoU) with France for the mutual

of India for comparable qualifications. Mutual recognition exercises are also underway with other countries, and this is a development to be welcomed.

SELECTIVE FLEXIBILITY

Despite the progress that has been made, the sheer scale of the higher education sector in India means the government's efforts must inevitably have limitations. Tough decisions about which institutions are to be selected as IoEs will have to be made, but it is likely that the beneficiaries will be among the existing elite institutions that are already substantially better placed now than the majority of other institutions in the sector. Are these initiatives going to accelerate the development of a very distinct two-tier system?

And, beyond higher education, how could a highly stratified higher education system be reconciled with a government whose economic policies have strong people-oriented elements such as farm loan waivers, bank accounts for the poor, housing and modern toilets for all, the protection and education of girls and banknote demonetisation, the latter of which has been positioned as a driver for mass welfare? Governments from Japan to Nigeria will be watching the outcome of India's flexible internationalisation closely.

— ELDHO MATHEWS & ZOË MARLOW

The sheer scale of the sector in India means the government's efforts must inevitably have limitations

that obtained GA status would have the freedom to start new academic programmes, to hire foreign faculty, enrol international students and enter into international academic collaborations. Thus, international universities with a commitment to working in India may find that, finally, the stars are aligned for genuinely

recognition of educational qualifications will also enhance internationalisation efforts. To this point, Indian students going to the United Kingdom, Australia, Russia and Western Europe are often denied equivalence by the Association of Indian Universities because the duration of their study abroad is judged to be below that



IN CONVERSATION WITH

MICHAEL IGNATIEFF

ELISE KURSTRA
EAIE

Born in Canada, educated at the University of Toronto and Harvard, Michael Ignatieff is a university professor, writer and former leader of the Liberal Party of Canada. In his current role as Rector and President of Central European University (CEU) in Budapest, Prof Ignatieff has mounted a vigorous campaign to counter the Hungarian government's attempts to force the closure of CEU. He talks with the EAIE about the impact of politics on academic freedom and why CEU is choosing to engage instead of disengage in the face of political uncertainty.

Central European University considers itself to be 'international by design' yet is also unquestionably a product of its regional and local context. How does an institution like CEU effectively manage those multiple identities and agendas - local, regional, and international - particularly in complex political times?

MI: We were set-up in 1991 with a regional vocation to provide social science and humanities graduate training to assist in the transition from communism to democracy. Initially our primary focus was Central and Eastern Europe. We've become, almost by stealth, a global university with recruitment from over 120 countries, including Pakistan, Ghana, Yemen, Sudan, yet we still maintain our regional vocation. At our commencement graduation ceremony, the largest single national origin in our student body crossing the stage to get their Masters or PhD was actually from Hungary but you looked across the room of 2000 people and it was the world. We have managed to remain true to our regional vocation, which is to train people in the social sciences and humanities, with a strong commitment to open society; the core values of freedom of thought, free politics, free institutions and research, academic freedom. And we are now spreading that word to 120 countries.

Universities have long been considered 'ivory towers,' catering excessively to the needs of the elite and reproducing privilege. As populist political and social movements gain ground in a variety of national contexts, in Europe and elsewhere, what can

higher education institutions do to address these concerns, in concrete and sustainable ways?

MI: Access, access, access is number one! Our university offers financial packages that open high quality masters and doctoral higher education to students who would otherwise not get any path into global higher education. That is crucial and we need to double down on that. Secondly, we need to remember that universities provide the knowledge that keeps societies free and capable of innovating and growing. You can't run a modern society for three minutes and can't make political and investment decisions without the knowledge that universities give to students

We teach our students that acquiring knowledge is hard but that once you acquire it you have the only granite under your feet you will ever need

but also provide to the wider community. In an age of fake news, organised paranoia and cultivation of hatred, I have never believed more passionately in the university's vocation, which is knowledge. People forget that there is a huge difference between knowledge and rumors, knowledge and opinion,

knowledge and a tweet or Facebook post. Knowledge is created by disciplines and, as the word implies, discipline take years to master. We teach our students that acquiring knowledge is hard but that once you acquire it you have the only granite under your feet you will ever need. The whole international education community needs to be saying that over and over again: access on the one hand – open the doors and come on in – and secondly we are going to teach you what knowledge is, which requires discipline. As educators, we can't just be managers; we need to be passionate defenders of the highest ideals of public education. We can't batten down the hatches and wait for the conservative, populist, authoritarian tide to sweep over us. We have to stand up and say: "whatever your politics, great societies need great universities. Invest in universities and ask them to do difficult things for you and they will respond!"

The European Union faces significant political challenges today. National political dynamics in a variety of countries are calling into question the value and the relevance of the 'European project' in some very fundamental ways. In your mind, what role does international cooperation in higher education have in fostering the future cohesion of Europe?

MI: Everyone knows the single most popular and successful programme that Europe as a whole has ever done is Erasmus. Higher education exchange among young Europeans has been an absolute rip-roaring success. I'm delighted that Europe has increased the funding

for Erasmus because, along with other great things, like knocking down mobile roaming charges and borderless travel, in my view, Erasmus has been the signature achievement of Europe as a post-war institution, and universities have been at the centre. We have trained a whole generation who think it is completely normal to spend a semester in London, a semester in Barcelona and then Budapest. Long may it continue! The EU has that right.

Where I think there is actually a problem is that EU legislation does not commit member states to specific obligations in respect to academic freedom and institutional autonomy. I don't feel people are sufficiently aware of this fact. The European treaty language only guarantees academic freedom to the degree that it is freedom in the provision of educational services – it is defined as an economic issue. I do think that if Europe wants to anchor its values it should be anchoring commitments to academic freedom and

very weak on academic freedom. Universities across Europe should get together and provide the language that would strengthen their institutional freedom not for themselves but for the sake of the societies that they serve.

Language and identity are deeply intertwined, as can be seen in the history of Canada. Language policies have been hotly debated by national governments, most recently in the Netherlands, with impassioned arguments put forward on both sides of the debate about English as the *lingua franca* in the global knowledge society. From where you sit at CEU, how do you see the alignment between the need for international communication and the need to foster local (non-English speaking) intellectual traditions?

MI: I was at Maastricht University about six weeks ago and the rector, a terrific academic leader, alerted me to the fact that there were currents in the Dutch

Academic freedom is not the privilege of spoiled professors but it's an absolutely critical pillar of democracy itself

institutional autonomy in its treaty language because academic freedom is not the privilege of spoiled professors but it's an absolutely critical pillar of democracy itself and the core European institutional values upon which the future of Europe depends. The language in European treaty and legal machinery is actually

political opinion that were opposing the expansion of English-language instruction in the Netherlands. To be blunt, the Netherlands is the shining demonstration that you can speak a *lingua franca* and be passionately patriotically Dutch. It is a complete non-issue! There is no conceivable threat to the Dutch language

and tradition in teaching your best and brightest to use a lingua franca. Dutch dialects from one town to the next are alive and well. Canadians can speak with authority about this. We have a franco-phone population that has safeguarded their language and has had constitutional protection from the Canadian government for 150 years. They live in a world where the lingua franca is English. Is Québécois in danger? Give me a break! It would be a mistake for universities to bend over backwards to think that this is a problem and we must stop teaching in English. They should not go down that road because it plays into a game that ends by depriving great Dutch students of some of the tools they need to make the Netherlands a stronger and better place.

If you would need to make a pitch to national governments about why they should care about the internationalisation of their higher education institutions and systems, what would you say?

MI: Firstly, since the Second World War, internationalisation of higher education has probably been the single most important aspect of globalisation that has promoted understanding, cooperation, the creation of transnational networks of friendship, entrepreneurship, partnerships, science and research. It really has furthered the cause of peace. For a while, the globalisation of higher education appeared to be linked to the globalisation of democracy. We are now in a different trend where we have globalised higher education but an increased proliferation of authoritarian regimes. The challenge

that emerges is the extent and degree to which free institutions that were created in the high tide of democratisation, can maintain their academic freedom and institutional autonomy in the face of regimes that are centralising power and

cannot do our jobs, which is to teach students what knowledge is, unless we have full, uninhibited academic freedom. Our position at CEU, is to go about our business. We are a free institution and we will keep operating here because we

The challenges we face are the challenges that are being faced by many other universities around the world

authority evermore, restricting freedom of the press, reducing constitutional safeguards, rewriting constitutions, eliminating the independence of the judiciary and inevitably curtailing the institutional autonomy of these institutions. This is a really big issue. In China, for example, where there has been a huge global expansion of Western educational institutions, the government is tightening the vice on its own universities. It seems to me inevitable that it will demand more and more compromises of the Western institutions to stay in China. Ditto Turkey. Ditto Russia. Ditto the Middle East. This is now a global challenge. How do you defend academic freedom in the middle of the authoritarian turn in global politics? In Budapest we have made a clear commitment to stay and open recruitment for 2019–2020 in the face of continued difficulties with the Hungarian government.

Global higher education is not the political opposition to these regimes. We are not in the business even of democracy promotion. However we

have been here a long time, we love the place and are passionately committed to being part of Hungarian academic life. There is another side issue that needs to be said – international English-language institutions are sometimes caricatured as being alien implants. That is not true. All of these institutions contribute massively to the higher education systems of the countries in which they are present. But if these authoritarian regimes are clamping down on those higher education systems in a country, the international institutions are inevitably going to be affected and they will have to make difficult decisions whether to engage or disengage. CEU's commitment is to engage, to recommitment, to rededicate, to stay, to remain, to serve. The challenges we face are the challenges that are being faced by many other universities around the world.

Michael Ignatieff is the 2018 winner of the EAIE's Constance Meldrum Award for Vision and Leadership.

A young woman with dark hair, wearing a light-colored knit sweater, is seated at a desk in a classroom. She is looking towards the right with a thoughtful expression. In the foreground, a hand is pointing towards her. The background shows other students in blue chairs, slightly out of focus. The text 'CHINA'S WORLD CLASS 2.0 INITIATIVE' is overlaid on the bottom right of the image.

CHINA'S WORLD CLASS 2.0 INITIATIVE

Internationalisation of higher education is one of the most common responses to globalisation and to the need for socio-economic development. Read on for how leaders and academics from one of the largest players in globalisation are taking on the challenge of internationalising their institutions.

Leaders and academics in China deeply believe that effective implementation of internationalisation strategies is the key to enhancing academic excellence and to strengthen its competitiveness in the global higher education market. Great endeavours at both national and institutional levels have been made to internationalise Chinese higher education in the past three decades, such as increasing student and faculty mobility, engaging in international collaboration in both teaching and research, and conducting benchmarking exercises with international standards.

China's previous experience of building academic excellence and internationalising higher education shows that it has mainly played a 'follower' role and is still moving from the periphery to the centre of the global stage. It imports more education services and programmes than are exported. It sends more students abroad than it receives for higher studies. Though China has become a popular study abroad destination, the number of students in short-term studies for Chinese language and culture is still larger than degree-seeking students. It is also argued that the world-class movement in China is

Chinese universities should reflect on how to balance the complexity of localisation, nationalisation and internationalisation

Internationalisation is currently being re-emphasised in governmental policies, including the World Class 2.0 Project. Taking a comprehensive approach, this policy trend is underpinned and reflected in the socio-economic and academic motivations and demands in China.

THE 'INTERNATIONAL' IN WORLD CLASS 2.0

The Chinese government announced the Developing World-Class Universities and First-Class Disciplines project in 2015, known as World Class 2.0, to further enhance the capacity, status and global competitiveness of its higher education system. So far, 42 universities have been selected to receive support via the project.

largely imitative rather than creative, with a strong focus on criteria and standards proposed in the West.¹ Chinese universities should reflect on how to balance and integrate the complexity and significance of localisation, nationalisation and internationalisation.² World Class 2.0 aims to tackle these concerns and challenges.

The policy documents of World Class 2.0 and blueprints issued by the State Council and the Ministry of Education stress the importance of internationalisation strategies in this project. For example, promoting international communication and collaboration is listed as one of the five major tasks to achieve within the project. It focuses on four perspectives:

1. To strengthen substantial collaboration with world-class universities and academic institutions, fully integrate international resources in teaching and researching, and develop high-quality joint programmes for education and research.

China's global capacity and emphasis on quality over quantity; second, it stresses mutual collaboration and partnership, rather than merely importing education services and programmes into China; and third, it overall aims to increase its influence, voice and even possible

university governance, such as allocating financial resources, appointing university leaders, student enrolment, teaching and research, which inevitably restrain internationalisation activities.⁵ Also, scholars and researchers raise their concerns that the recent political development in China might close China's academic market to the world, and cause implications for both Chinese higher education and its academic relations with the rest of the world.⁶

The project intends to improve China's global capacity and emphasis on quality over quantity

2. To enhance collaborative innovation, actively participate and lead international and regional scientific research projects.
3. To develop optimal academic environment for teaching and research, and increasingly attract quality international faculty and students to study in China.
4. To actively engage in international education policy and rule making, quality assurance and accreditation exercises, advance global competitiveness and 'discursive power', and develop Chinese higher education's brand and visibility.³

It can be argued that World Class 2.0 retains 'comprehensive internationalisation' policies and strategies, covering a wide range of university activities – internationalising curriculum and teaching; supporting research and innovation; promoting student and faculty mobility, especially inward mobility; enhancing cross-border presence of foreign universities in China, as well as increasing Chinese higher education's presence abroad. Three trends can be overtly seen: first, this project intends to improve

leadership in the global higher education market. These increasingly clear messages have also been translated into institutional strategic planning by the 42 selected universities. Furthermore, the government announced in early 2017 that international communication and collaboration is proposed as the fifth fundamental mission of the university, after teaching, research, public services and culture transmission. This reinforces the importance of internationalisation. While these policies and initiatives provide huge opportunities to promote higher education internationalisation in China, challenges remain.

CHALLENGES AND IMPLICATIONS

Favourable governance is one of the requisite components of any world-class university and higher education system.⁴ Academic culture and lack of academic freedom are major concerns and constraints to Chinese higher education development, particularly internationalisation. The national and local governments maintain control and exercises strong regulation and authority over



It is true that these developments could impact the growth achieved so far in

tional communication and collaboration, proposed by the government in relation

Scholars raise their concerns that the recent political development in China might close China's academic market to the world

terms of developing academic excellence, particularly internationalisation. However, the explicit goal to promote interna-

to World Class 2.0, might still keep China's door open – to expand cooperative links with foreign partners through

joint degree programmes, branch campuses and collaborative research, to enhance its soft power, and to exercise its influence abroad.

— QI WANG

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A TURNING POINT FOR TAIWAN

Photo: Shutterstock

Taiwan, an island in East Asia, was colonised and ruled by several different regimes, including the Dutch, Spanish, Ming Dynasty, Ching Dynasty, and Japanese, from the seventeenth century to the middle of the twentieth century. After World War II, with the global and regional situations stabilising, Taiwan gradually established its own education system and cultivated its talents by sending students to study abroad.

Taiwanese students who studied abroad returned home with knowledge and skills from developed countries, bringing the 'golden age', from the 1970s to the 1990s for Taiwan. After Taiwan joined the World Trade Organization (WTO) in 2001, the issue of higher education internationalisation became even more compelling. Taiwan's universities began to recruit international students, attracting numerous Mandarin-learning students from countries like the United States, Germany and France. Currently, nearly 118,000 international students are studying in Taiwan, up from 30,000 just ten years ago.¹

Due to China's 'One China Policy', the international status of Taiwan has not been formally recognised by many countries. As a result, the exposure of Taiwan in global society and the development of higher education internationalisation has been greatly affected by the politics between China and Taiwan over the past twenty years. Before 2008, the exchange of faculty and



students between China and Taiwan was still under many constraints. In 2011, with an improving relationship between the countries, some Chinese higher education degrees were recognised by Taiwan's government. Soon, Chinese students studying abroad in Taiwan became the largest, and consequently most important, group of international students in Taiwan. Around 50% of international students studying in Taiwan originated from China in 2015, followed by Malaysia (13.5%), Japan (5.7%), and Indonesia (4.0%).

IMPROVING THE TWO-WAY STREET

Taiwanese President Tsai Ing-Wen, who was elected in 2016, asserted that Taiwan

should have stronger relationships and cooperation with Southeast and South Asian countries. The government then launched a national level 'New Southbound Policy' which aims to shift the focus from past endeavours of one-way investing to building bilateral people-to-people links. In the education sector, the government plans to attract more students from Southeast and South Asia, and equip new immigrants' children, whose parents are mainly from Southeast Asia, with Southeast Asian language skills and internship experiences. In addition,

who want to visit Taiwan will now face more rigorous vetting by the Taiwanese government. Taiwanese students are also not encouraged to study in China; as a result, the flow of knowledge between China and Taiwan has been stymied by politics. The consequences of this standoff is magnified in Taiwan due to the low birth rate affecting enrollment in higher education in Taiwan, in addition to the lack of Chinese students who can attend Taiwanese universities. This causes Taiwan's higher education system to suffer, especially in the private sector.

The government plans to attract more students from Southeast and South Asia, and equip new immigrants' children

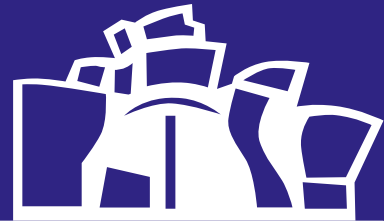
Taiwanese teachers and students are encouraged to learn Southeast and South Asian languages, cultures and industries.

Because of the New Southbound Policy, students from the Association of Southeast Asian Nations (ASEAN) countries, which accounted for 25% of the international student population in Taiwan in 2016, quickly jumped to 30% in 2017. It is clear that Tsai Ing-Wen is not only seeking more opportunities in these areas, but also working to reduce Taiwan's dependence on China, particularly as a primary source of internationalisation of education. However, since the political stances of the two countries conflict, the number of Chinese short-term students in Taiwan abruptly shrank by 21% in 2017 due to a ban from the Chinese government. Chinese scholars

CHANGING MINDSETS

Southeast Asia is an emerging area in economic and educational development in Asia. In 2015, ASEAN and the European Union (EU) launched the EU Support to Higher Education in the ASEAN Region (SHARE) programme to support ASEAN in harmonising regional higher education through the sharing of European expertise. More cross-border mobility initiatives and credit transfer systems are expected in the near future, which have attracted attention from many higher education institutions in developed countries. However, though political transformations can be fast, education reform is often slower in areas such as organisation transformation, pedagogy innovation, curriculum reform and resource allocation.

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It has been relatively easy for universities in Taiwan to accommodate Chinese students, because the two countries share similar language and culture. There is almost no need for universities in Taiwan to make special changes for Chinese students. However, since students from Southeast and South Asian countries are increasing as students from China decrease, universities will need more consideration regarding issues like the diversity of students, integration of international and local students, sufficiency of English-taught courses, and readiness of a Mandarin learning supporting system.

professionals are increasingly willing to go abroad to look for better paying job opportunities. In order to endear itself to Taiwanese people looking for alternatives to this environment, the Chinese government recently announced 'A package of 31 measures' in Spring 2018 to attract young Taiwanese professionals to study, work and live in China. Furthermore, China welcomes Taiwanese high school graduates to apply directly to Chinese universities, even granting them eligibility for Chinese scholarships, enticing Taiwanese parents to consider sending their children to study in China. Those policies

New Southbound Policy of Taiwan. The landscape of Taiwan's higher education will be dramatically changing in the near future. Currently at a crossroad, universities need to develop their international strategies based on knowledge of their own strengths and weaknesses while responding to the changing dynamics of their internationalisation process.

— CHIA-MING HSUEH

1. <https://depart.moe.edu.tw/ed4500>

2. <https://www.oxfordeconomics.com/Media/Default/Thought%20Leadership/global-talent-2021.pdf>

Young Taiwanese professionals are increasingly willing to go abroad to look for better paying job opportunities

In addition to student mobility, new attempts on academic cooperation and faculty exchange with universities from Southeast and South Asian countries will also need to be proposed and evaluated. For the Taiwanese government, in order to accomplish the goal of the New Southbound Policy, helping universities adapt to these new changes is imperative.

NEW PUSH AND PULL FACTORS


According to the 'Global Talent 2021' report released by Oxford Economics, Taiwan is expected to be the number one country in talent deficit by 2021.² In recent years, Taiwan has faced several challenges from its economic setback and low salary environment. Young Taiwanese

and initiatives from China have attracted much attention from Taiwanese people and are seen as a big pull factor and a contributor to a foreseeable brain-drain crisis for Taiwan, contributing to the predicted talent deficit.

There are many factors driving global student mobility and development of international higher education, with politics being one of the most significant factors. Different policies to attract international students, improve reputation and desirability, and policies for local students affect every area of the education system. It is believed that the future inbound and outbound talent flows in Taiwan will be strongly influenced by the magnet effect of China's policies and the

A STRATEGY FOR SUCCESS: INTERNATIONALISATION IN ARGENTINA





Having aspirations to internationalise is only the first step. It takes more than just ambition and good intentions to truly create an international policy – it takes resources. Fortunately for the University of Buenos Aires, the Argentinian government has made providing these resources a top priority, a policy that has so far been met with great success.

Public policies have a real impact on institutions in terms of both the guidelines they provide and the resources that are allocated in their name. That was the case with the internationalisation efforts of the University of Buenos Aires (UBA): with the availability of government resources – human, technical and financial – an idea was able to become realised into actual programmes, generating a cascade effect that produced significant progress in the various faculties that are dependent on the university. In this article, we will detail the internationalisation achievements of the School of Economic Sciences.

NATIONAL-LEVEL LEADERSHIP

During the last decades, the debate about the internationalisation of higher education was strengthened and expanded to different actors and institutions of the Argentinian education system. The government played a leading role in the internationalisation of universities by promoting the creation of international relations offices (IRO) in universities; the development and strengthening of research networks; and the mobility of professors, researchers and students.

The Ministry of Education exercised leadership by generating strategies to help higher education institutions promote their academic value abroad and by including education in the international agenda of the country. From its Secretary of University Policies, two initiatives were launched at the beginning of this century: the Promotion Programme of the Argentine University (PPUA) and the Internationalisation Programme of Higher Education and International Cooperation (PIESCI).

The PPUA promotes Argentinian universities abroad and assembles records of their academic value and international agreements, alliances and research and development projects. Together with the Ministry of Foreign Affairs, the PPUA sponsors and organises university missions abroad.

The PIESCI focuses on the improvement of academic quality and university management, the creation and consolidation of academic networks, the promotion of professors and student mobility, and the equivalences and recognition of academic credits and diplomas.

UBA'S SCHOOL OF ECONOMIC SCIENCES

Although internationalisation was always part of the spirit of the UBA, only as recently as 1987 was the international relations office structured with the mission of collaborating with the president of the UBA on all the initiatives related to foreign institutions.

Since 2010, the role of the university's secretary of international affairs has been to oversee all internationalisation matters and support a variety of programmes with transversal implications in teaching, research and extension. With the purpose of consolidating internationalisation aspirations, the UBA also began in 2010 to finance the incorporation of qualified staff into the IROs of all of its schools.

The IRO of the School of Economic Sciences (FCE) was first established in 2006 with the responsibility of developing, strengthening and consolidating academic links with universities around the world. In 2014, the board of directors of the FCE committed themselves to emphasising internationalisation as a

core area of the school's strategy and provided more resources to the IRO. Since then, the office has not only dealt with protocol aspects of international relations, but has also involved all the different players in a consistent approach towards the internationalisation of the school.

In practice, this approach has resulted in initiatives such as participation in international education fairs, visits to foreign embassies in Argentina, the celebration of academic agreements with foreign universities and actions to promote student and faculty mobility. All of these initiatives have contributed to a significant increase in the number of academic partners and the rates of student and faculty mobility.

IRO INNOVATIONS

Since 2014, the above mentioned strategic advances have produced improvements in four dimensions of innovation: in products or services offered by the organisation, in processes for product and service delivery, in the consolidation of a position in the international context and in the paradigms that sustain the organisation.

Regarding new products, the FCE developed (i) a Guide for International Students, (ii) a web page in English, (iii) a detailed list of courses with the corresponding credits according to the European Credit Transfer and Accumulation System (ECTS) for international students, and (iv) a mobility programme for academics.

New processes were proposed for better internationalisation: (i) to improve recognition abroad, the admissions process of international students was digitalised;

(ii) to have an efficient workflow, roles and functions in the office were changed to have a flatter structure, promoting teamwork; and (iii) to recognise courses taken by outgoing students, a new advisory council was created.

long term, and it is accompanied by three constitutive processes: reflection, deliberation and reception.

From the reflective point of view, we continue to define shared goals, strategies, programmes and risk analyses of each of

The policy decision to assign resources to the internationalisation of higher education has produced, in less than a decade, celebrated results

The aforementioned new products and processes required an adequate context in which to develop and expand internationalisation, so the authorities worked in different actions: (i) creating a greater and earlier connection with international students through a buddy programme; (ii) incentivising teachers to offer English bibliographies and examinations; (iii) requesting a learning agreement for our students when they travel abroad; and (iv) allowing for a greater number of possible academic destinations.

The resulting environment is a sustainable framework for the FCE's international development. It constitutes a paradigm where diverse actors are involved in decision-making processes, allowing for a responsible approach to innovation in public universities.

CONCLUSION

The policy decision on the part of the Argentinian government to assign resources to the internationalisation of higher education has produced, in less than a decade, celebrated results. Its continuity is key to sustaining these advances in the

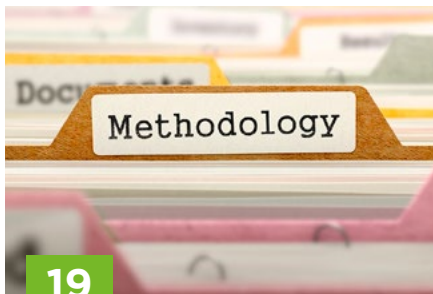
the actions. At the deliberative level, the short- and medium-term objectives and the possible consequences of the actions are subject to debate and dialogue among the board of directors and its committees, the student union and research centres. Finally, from a receptive perspective, the IRO should elicit the feedback of various stakeholders as the basis of an evaluation of the office's initiatives in order to define improvements.

Some aspects related to responsible innovation remain pending in this improvement process. For example, we plan to undertake an effort to analyse and describe the outcomes of both planned and already implemented internationalisation initiatives on students, professors, researchers and support personnel. We also expect to work on monitoring and reporting schemes, together with corrective action plans.

— SILVIA PORTNOY & JAVIER GARCÍA
FRONTI

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19
APR

8 WAYS TO DETERMINE THE CREDIBILITY OF RESEARCH REPORTS

When reading a report on international higher education, always check the methodology section first.

<http://ow.ly/hqG430kuFOf>



02
MAY

GENDER DIVERSITY IN INTERNATIONAL EDUCATION

Many universities are scratching their heads wondering why there isn't more gender diversity in students studying abroad. The answer may be lying in the gender diversity within their own international staff.

<http://ow.ly/Gw3B30kuEQN>

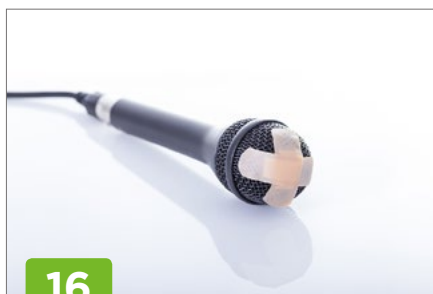


04
MAY

GENDER AND GAMIFICATION: INTERNATIONAL ACADEMIC COLLABORATION

Rather than sweep issues of gender diversity and sexual harassment under the rug, we should be approaching it in a low-pressure environment.

<http://ow.ly/AdLy30kuEUM>



16
MAY

DANGEROUS QUESTIONS: WHY NOT KEEP QUIET?

How can higher education institutions safeguard their academic freedom and at the same time consider legitimate concerns about speaking out?

<http://ow.ly/Y4I730kuEFr>

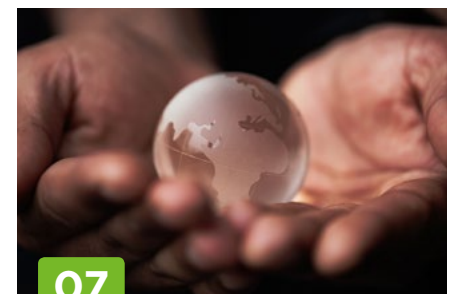


31
MAY

GDPR: WHAT MOBILITY ADVISORS NEED TO KNOW

Mobility advisors deal with a lot of data. See what is to be expected following the implementation of the new General Data Protection Regulation.

<http://ow.ly/WArI30kuEBs>



07
JUN

INTERNATIONALISATION AT HOME (IAH): AN EPISTEMOLOGY OF EQUITY

IaH reminds us that international education opportunities should be inclusive of ALL students.

<http://ow.ly/M3LF30kuExI>



SWISS INSTITUTIONS FACE OUTWARD

Switzerland is a small country of 8.5 million inhabitants in the heart of Europe. One quarter of its inhabitants hold a foreign passport, 66% of whom are EU-citizens – figures showing how much Switzerland is open and interconnected to the world.

Switzerland is a country with few natural resources. In order to compensate, the public authorities and the private sector devote substantial financial resources towards maintaining and expanding Swiss education and research activities, which are internationally competitive in many different areas. It is not by chance that in 2017, Switzerland topped the rankings of the Global Innovation Index for the sixth time in succession.

Switzerland counts three types of higher education institutions (HEIs) integrated in the Bologna process and tailored to meet the needs of their respective target groups. There are 12 universities, eight universities of applied

sciences and arts (UASA) and 20 universities of teacher education (UTE). Most HEIs are state-funded and publicly accredited. The universities offer a wide range of bachelor's, master's and PhD programmes at a high scientific and theory-based level and carry out fundamental research. UASA offer bachelor's and master's programmes related to scientific and professional education and carry out applied research. UTEs offer practice-oriented training in various subject areas at primary and secondary levels. Many degrees – all humanities and some science degrees – are only available at universities; others, like health sciences, landscape architecture and arts, can only be studied at a UASA.

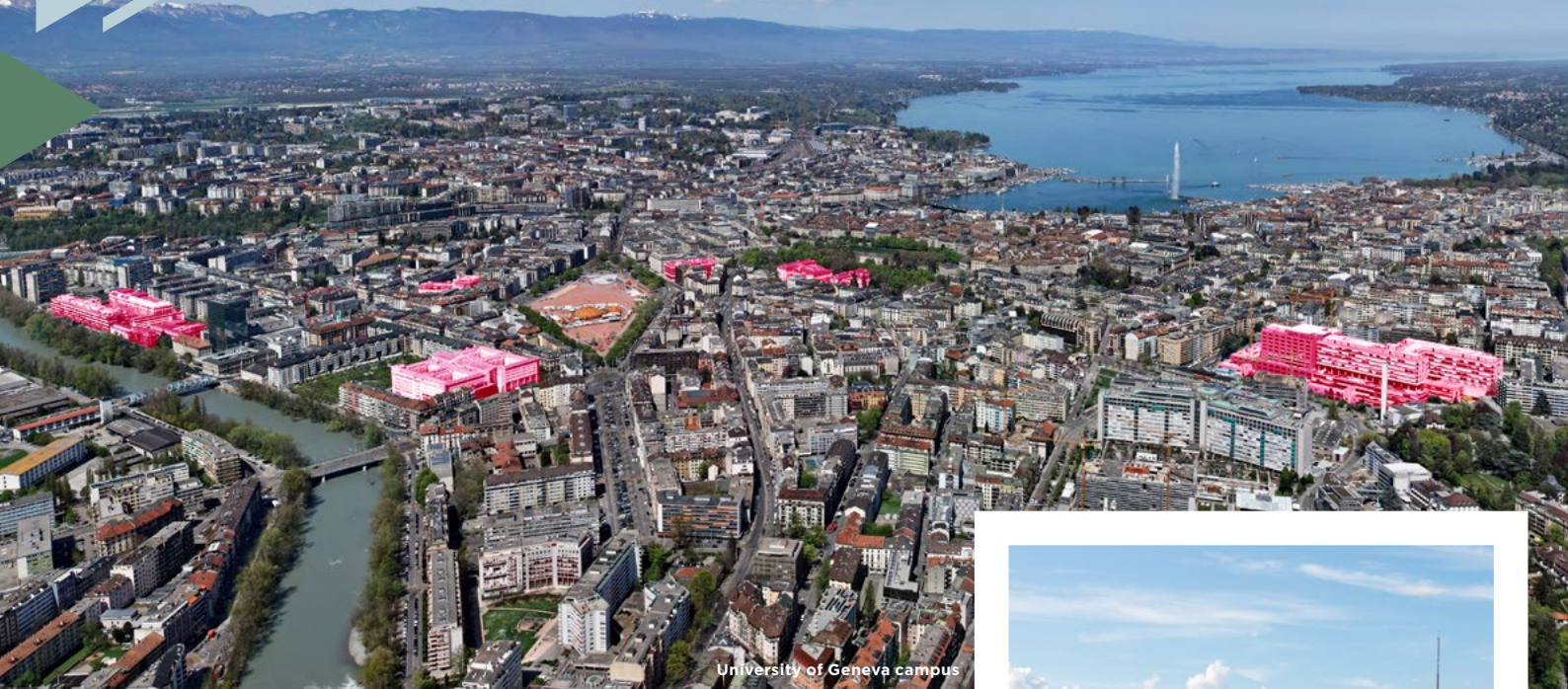
OPEN FOR INTERNATIONAL TALENTS AND BRAIN CIRCULATION

Swiss HEIs attract students from all over the world. In 2017-2018, more than 250,000 students registered at Swiss HEIs, and about a quarter of those are international. The figures are even higher when looking at PhD and scientific collaborators, where the percentage amounts to nearly 70%. At universities, 50% of professors come from abroad. Regarding the scientific outputs, 70% of publications are the result of international collaborations.

AN INTEGRAL PART OF EU RESEARCH

Institutions in EU countries constitute the main partners of Swiss HEIs. Access

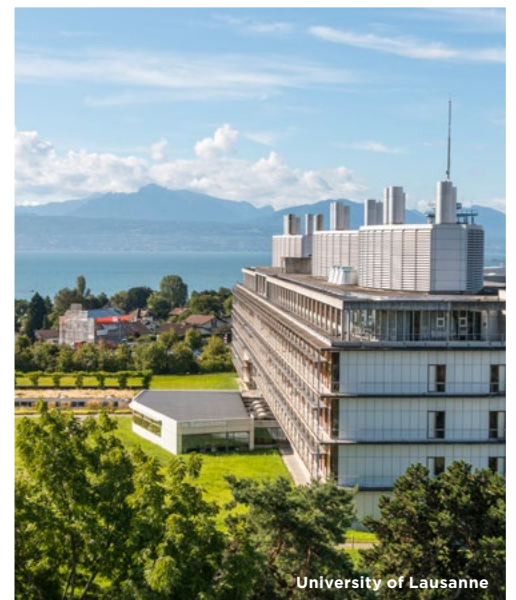




University of Geneva campus

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University of Lausanne

to and participation in the EU framework programmes is thus of great importance for Swiss HEIs. After the Swiss voted to limit immigration in February 2014, Switzerland was only partially associated with Horizon 2020. However, it became fully associated again in 2017. On the other hand, Switzerland is not associated with the Erasmus+ programme and has developed its own solution, *Swiss-European Mobility Programme* (SEMP). This provides an alternative to students' mobility but not to the other actions of Erasmus+. The full membership of Switzerland to the next European research and innovation as well as education framework programmes remains a goal of Swiss HEIs.

WORLD-CLASS PERFORMANCE

For a small country like Switzerland, it is crucial to have open and global HEIs. It is a key factor driving their quality and reputation. The quality of the Swiss higher education sector is reflected, among other things, in international university ranking lists. Furthermore, Swiss HEIs play a key role in producing the technological, scientific and innovative capacities that feed the economy. This emphasises the value and importance of international exchange for academia, the economy and society.

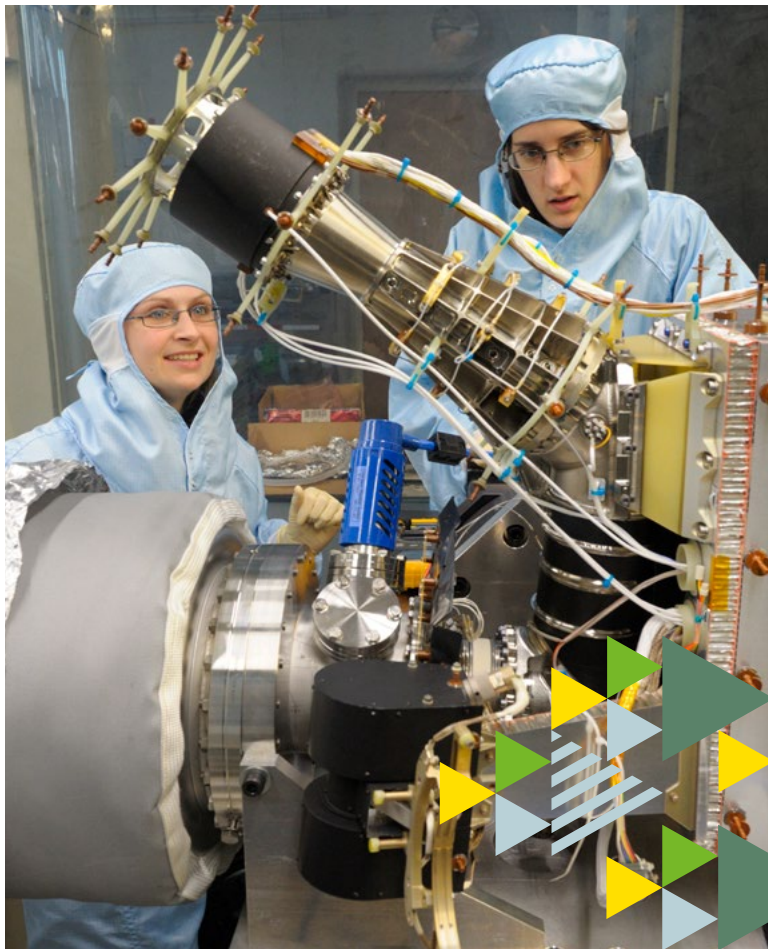
SOCIALLY RESPONSIBLE

Today's global society faces pressing and complex challenges across many domains.

Swiss HEIs want to play an active role in addressing challenges such as personalised health, climate change, migration crisis, and digitalisation, thereby contributing to the well-being of society. Furthermore, Swiss HEIs are committed to the *2030 Agenda for Sustainable Development* and develop research in inter-, multi- or transdisciplinary contexts and with enlarged partners to achieve sustainable development.

Swiss HEIs look forward to welcoming you to Switzerland!

— MICHAEL O. HENGARTNER,
President of the Rectors' Conference of Swiss
Higher Education Institutions, swissuniversities



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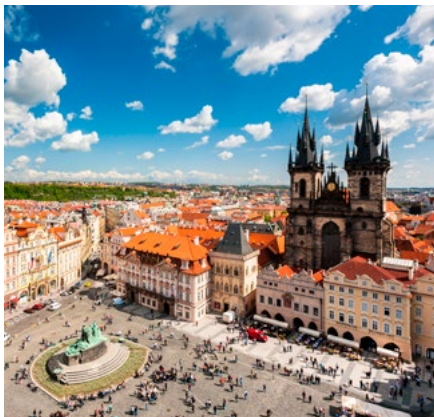
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