Internationalization of Higher Education
Practices and Priorities: 2003 IAU Survey Report

The International Association of Universities (IAU) is a UNESCO-based, international non-governmental organization, founded in 1950. It brings together universities and higher education institutions and organizations, from countries in every region of the world for debate, reflection and action on common concerns. IAU collaborates and works in partnership with various international, regional and national bodies. As a cooperation and service-oriented organization, IAU aims to promote international networking among universities, to facilitate the exchange of information, experience and ideas, as well as the mobility of students and staff. Through meetings and research, IAU also contributes to informed higher education policy debate. The official languages of the Association are English and French.

Membership in the Association is granted to institutions of higher education or organizations of universities by the Administrative Board. All IAU members are represented in the supreme organ of the Association - the General Conference - which elects the President and the Administrative Board. The Administrative Board members are outstanding higher education leaders from each region of the world.

IAU represents close to 650 institutions and organizations of higher education.

The French version of this Report is available from the following IAU Web Page:
http://www.unesco.org/iau/internationalisation.html

Internationalization of Higher Education Practices and Priorities:
2003 IAU Survey Report

Jane KNIGHT Ph.D.

Contents

Preface

T he International Association of Universities brings together higher education institutions (HEIs) and national, regional and international organizations of universities from every region of the world. From its creation in 1950, its mission has been to facilitate international cooperation in higher education. In the pursuit of this broad goal, the Association combines a dual role – operating as a membership organization with a commitment to offer useful services to its members and, simultaneously, playing a more general public service, having accepted to serve as the International Universities Bureau of UNESCO, to function in the interest of the broader higher education community with its multiple stakeholders. Through research, advocacy, publications and information dissemination as well as by organizing international conferences that offer a global forum for debate and opportunities to share lessons learned, the Association fulfills this dual role.

IAU's commitment to and interest in the processes of internationalization is reflected in all of the Association's activities. Indeed internationalization is an important element for translating the IAU slogan Universities of the World Working Together into action. For more than a decade the Administrative Board of IAU has charged a Working Group on Internationalization with the responsibility to guide the work of the Association in this area. The 2000 IAU Policy Statement Towards a Century of International Cooperation, and a major international conference in Lyon, France in 2002, are just two examples of IAU activities in this field. The 2003 institutional internationalization survey and this report are building on such past initiatives. This project was also motivated by UNESCO's invitation that IAU prepare a background report on internationalization for the World Conference on Higher Education (WCHE) + 5 follow-up meeting in June 2003.

Internationalization of Higher Education Practices and Priorities - 2003 IAU Survey Report marks both a result of IAU work so far, and a starting point for more activities. Even before this report was published, the survey sparked interest among IAU members and partners. We are certain that the findings presented here will generate more interest and greater willingness

to participate in the future. IAU will conduct a second, improved survey in 2005 and will push further the analysis of the data we have collected this year, particularly in order to tease out some of the policy implications and identify questions to ask next time.

The design of the questionnaire for this first-ever global survey has benefited from input and collaboration of leading experts in research on internationalization and senior higher education managers. IAU thanks Prof. Edgard Elbaz, Université Claude Bernard Lyon 2, and chair of the IAU Working Group, Ms. Karen McBride (AUCC), Prof. Marijk van der Wende, (University of Twente), Ms. Piyushi Kotecha (SAUVCA) and Ms. Stamenka Uvalic-Trumbic (UNESCO) for their advice and support.

Special thanks go to Dr. Jane Knight for her probing look at data collected and for shining a spotlight on the most interesting findings. With her keen understanding of current developments in the global higher education sector, Dr. Knight asks a few leading questions that require further research and analysis and will help prepare the second survey. Her work was facilitated by expert contributions from Ms. Georgeta Sadlak, IAU's systems administrator who created the data entry system as well as the graphs and tables included in the report. Finally, IAU is grateful to all member institutions that took the time to complete the questionnaires. We also thank many of these institutions for sending their strategies, policies of plans for internationalization, thus enriching the resources on the IAU website.

We hope that this 2003 IAU Internationalization Survey Report will be of interest to you and would welcome all comments, feedback and suggestions for improvements.

Eva Egron-Polak
Secretary-General
Executive Director
International Association of Universities

Key Messages

In early 2003, the International Association of Universities surveyed its institutional members on the practices and priorities of internationalization at their institutions. The key messages based on the findings from this survey are the following:

1. Mobility of students and teachers is considered to be the most important reason for making internationalization a priority and is identified as the fastest growing aspect of internationalization.

2. Brain drain and the loss of cultural identity are seen as the greatest risks of internationalization.

3. Student, staff and teacher development; academic standards and quality assurance; and international research collaboration are ranked as the three most important benefits of internationalization.

4. Lack of financial support at the institutional level is identified as the most important obstacle for internationalization.

5. Distance education and the use of ICTs are noted as key areas for new developments.

6. Faculty are seen to be the drivers for internationalization, more active than administrators and students.

7. While two-thirds of the institutions appear to have an internationalization policy/ strategy in place, only about half of these institutions have budgets and a monitoring framework to support the implementation.

8. Rationales based on academic considerations for internationalization ranked higher than rationales based on political or economic considerations.

9. Intra-regional cooperation is the first geographic priority for Africa, Asia and Europe. Overall, Europe is the most favoured region for collaboration.

10. Issues requiring attention include development cooperation, quality assurance/ accreditation, funding, and research cooperation.

1.0 Introduction

1.1 Purpose of Survey

The international dimension of higher education is a topic of intense interest and debate in this first decade of the 21st century. The new realities facing the higher education sector, both domestically and globally, are presenting changes, introducing new trends and posing different challenges for internationalization. This survey has been designed to track some of the major developments and issues among the member institutions of IAU. The objectives of the survey and this report are the following:

- Identify key issues, trends and areas of growth;
- Provide information on the practices and priorities of internationalization at the institutional level;
- Ensure that the voice of HEIs is heard in the ongoing discussion of the purpose, rationales, risks, benefits, issues and trends of the international dimension of HE;
- Develop a baseline of data on internationalization with which to monitor future developments;
- Follow-up to recommendations of 1998 UNESCO World Conference on Higher Education and 2002 IAU Lyon conference on Internationalization.

1.2 Survey Design

Two factors were important in the design of this survey. First, to make it 'do-able' and second to make it useful for individual IAU members. While it is valuable to have a comprehensive picture of the practices, issues and trends, trying to collect such data would have generated a great deal of work on the part of participating institutions. It is acknowledged that not all institutions have systematically collected data on the international dimension, nor do they have this information centrally located. Therefore, in the spirit of ensuring that the survey was 'user friendly' and do-able, only certain aspects of internationalization were covered.

Open-ended questions were intentionally used for dealing with benefits, risks, new developments, and growth areas. This gave free reign to respondents to express the key issues from their perspective. It also generated valuable information for the design of follow-up surveys.

Special care was also taken to ensure that the questionnaire and the key concepts used to define internationalization would be equally understood by institutions in all regions of the world. Covering both developed and developing country institutions, both those that traditionally send students and faculty elsewhere as well as those who normally receive and recruit them, it was important to pose all questions in the most neutral fashion.

1.3 Recipients and Respondents

All 621 IAU members received the survey. There was a 28% response rate meaning that 176 HEIs from 66 different countries completed the survey. Chart One shows that the percentage of total respondents sorted by region, closely resembles the regional distribution of the IAU institutional membership. So while the greatest number of respondents are from Europe, this reflects the make up of the Association. In order for the high number of European institutions not to skew the results, a regional level analysis was done for each question.

Chart One: Percent of distributed (621) and received (176) questionnaires by region

	Africa	Asia	Europe	Middle East	North America	Latin America
Questionnaires sent	11%	24%	43%	9%	5%	9%
Questionnaires received	9%	18%	52%	7%	7%	7%
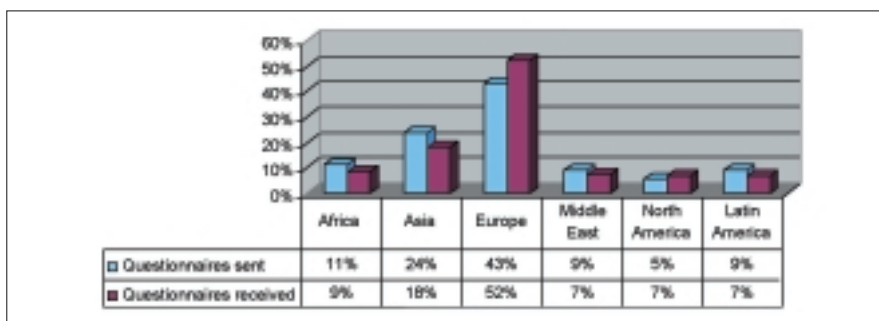
It should be acknowledged that all respondents have an international outlook and involvement by virtue of the fact that they are members of the IAU. This may suggest that the IAU sample of HEIs has a predisposition to internationalization and is well informed on the key issues and trends.

Finally, an additional issue concerning recipients and respondents concerns the fact that each questionnaire was sent to the head of the IAU member institution with an additional copy also sent to those in charge of international relations or offices. While no analysis was undertaken in terms of the returns, the relatively good rate of return indicates that this two-pronged strategy was effective.

1.4 Analysis

Two levels of analysis have been done for the majority of questions. The data is first presented in aggregate form including respondents from all 66 countries. Secondly, the respondents have been sorted into six regional groups as it is important to see similarities and differences at the regional level. Oceania respondents were included in the Asia-Pacific region and the Caribbean respondent was combined with Latin America. It is recognized that there are differences in levels of development and issues among sub-regional units but this level of analysis is not addressed.

Even though each responding institution is anonymous in the data analysis it is often the case that an HEI wants to present itself in a favourable light. This is especially true with regards to the international dimension. This may be a factor in the large number of 'no response' to those questions which could have been interpreted as reflecting a less positive light on an HEI. In the few cases where more than 30% of respondents failed to answer the question, the question has been eliminated.

As noted already, how terms are interpreted is always interesting and revealing especially when dealing across languages and regions. For the purposes of this study a working definition of internationalization was provided in the letter introducing the survey. Internationalization is interpreted 'as a multifaceted process of integrating an international and intercultural dimension into the curriculum, research and service functions.'

1.5 Use of Survey Report

The primary purpose of this survey was clearly stated in the covering letter. "We aim to gather 'impressions' from a sufficient number of institutions from each region of the world and from as many types of higher education institutions as possible, about current institutional priorities, practices and concerns in the area of higher education internationalization." While the sample size is relatively small, the responses are rich in information and insight. This report presents trend data and an impressionistic overview of the current status and main issues of internationalization. It is hoped that this type of information will be useful to the individual institutions and also to the non-governmental and inter-governmental organizations at regional and international levels. It is important that institutional perspectives and experiences are factored into the current discussions and debates about the international dimension of higher education. Given the importance and changing nature of internationalization, the plan is to conduct this survey on a regular basis in order to systematically monitor the developments and to ensure that IAU can continue to assist its members with this fundamental aspect of higher education.

Knowing what others are doing and learning from their experiences has tremendous potential. As part of the survey, IAU also collected a number of strategy documents which member institutions were willing to share. These cannot be analyzed nor reproduced in this report. They are however available for consultation on the IAU website.

2.0 Importance, Rationales, Risks and Benefits

2.1 Level of Importance

Chart Two illustrates that a large majority (73%) of respondents believe that internationalization is 'very much' a priority at their institution. This finding is consistent across all regions. The fact that the respondents are members of an international association of universities and have chosen to complete the question also speaks to their interest in this topic.

Chart Two: level of priority

	Very much	Somewhat	Very little	No reply
Is internationalization a priority	73%	24%	2%	1%
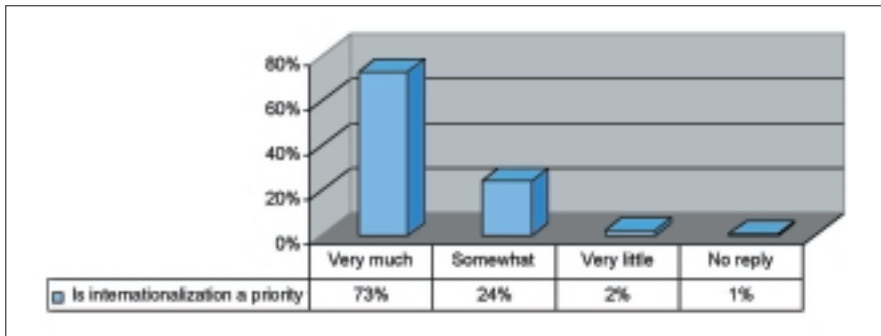
2.2 Why Internationalization is a Priority

Of great interest is why HEIs attribute a high level of importance to internationalization. This issue was intentionally posed as an open-ended question so that respondents could describe in their own words the three most important motivations for internationalization. Worth mentioning is that most respondents described their reasons for internationalization in terms of providing opportunities for specific activities as opposed to the outcomes or benefits of those activities per se. The reasons for internationalization are listed below in descending level of importance.

Top Reasons for Internationalization

1. Mobility and Exchanges for Students and Teachers
2. Teaching and Research Collaboration
3. Academic Standards and Quality
4. Research Projects
5. Co-operation and Development Assistance
6. Curriculum Development
7. International and Intercultural Understanding
8. Promotion and Profile of Institution
9. Diversify Source of Faculty and Students
10. Regional Issues and Integration
11. International Student Recruitment
12. Diversify Income Generation

INTERNATIONAL ASSOCIATION OF UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU

The analysis of rationales has traditionally been based on four generic categories: academic, economic, political and social/cultural. It is revealing to note that the top four rationales in this survey relate to the academic based rationales. The bottom half of the list includes rationales that relate more to the economic, political, and social/cultural aspects of inter-nationalization. It is important to emphasize that these are institutional level rationales and they often differ from national level rationales in level of importance. From a regional perspective it is particularly interesting that European respondents gave high priority to the promotion and profile of their institution. This may be guided by, and supportive of, the 'Bologna Process', which aims to increase the attractiveness of European Higher Education and make it more competitive with the rest of the world.

2.3 Benefits and Risks

Respondents were invited to identify, in their own words, the benefits and risks currently attached to the process of internationalization. Those most frequently mentioned fell into 7 different categories of benefits and five categories of risks. A second level of analysis was done to determine whether there were major differences across regions. In fact, the regional differences were quite pronounced and therefore the risks and benefits are reported by region and in terms of level of importance (1, 2 or 3 – 1 being the highest).

It is especially interesting to note that the most frequently cited benefit for five of the six regions was the development of students, staff and teachers. In fact, more respondents referred to the importance of "human development" than to "economic development". The improvement and/or attainment of high academic standards and quality was noted as the most important benefit for Europe and the Middle East, while not appearing in the top three for Asia, North America or Africa.

Chart Three: Benefits of Internationalization - Level of Importance

	Student Staff and Teacher Development	Teaching and Learning	Research	Competitiveness	Networks	Cultural Awareness	Standards and Quality
Africa		2	1		3		
Asia	1	3	2				
Europe	3					2	1
Latin America	2					1	3
Middle East	3			2			1
North America	1		2			3	

Chart Four: Risks of Internationalization - Level of Importance

	Brain Drain	Cultural Identity	Increased Costs	Programs in English Language	No Risks
Africa	1	2			
Asia			1		2
Europe	1			2	
Latin America	2	1			
Middle East	1	2			
North America	2		1		

In terms of risks, brain drain appeared as the most frequently mentioned risk. Respondents were especially eloquent when referring to the deleterious effects on a country and an HEI when students, scholars and teachers permanently leave the country or do not return after a period abroad. It is noted that the concept of 'brain circulation' at present gaining currency was not mentioned; only the brain drain. The responses from the Asian region are noteworthy. They see the increasing costs needed to internationalize as the number one risk. The second most frequent response for Asia was 'no risks' which is in itself quite striking and revealing. The number of times that 'brain drain' was listed as a risk was appreciably lower for Asia than the other regions. This merits further examination. The European respondents were very vocal in their concern about the number of new programs and courses that are now being developed and offered in English. This concern and perceived risk was directly linked to the issue of preservation and promotion of their national language as a teaching medium.

The importance of cultural awareness and identity should not be understated. Three regions saw increased cultural understanding as one of the primary benefits of internationalization, and three regions identified the erosion of cultural identity as a major risk of internationalization. The responses from Latin America were the most articulate, passionate and numerous on the theme of cultural awareness and identity. It is noteworthy, but perhaps not surprising, that Latin American respondents ranked cultural aspects as simultaneously the number one benefit and the number one risk.

Increasing costs associated with internationalization were often mentioned as a factor that could jeopardize further efforts to integrate an international dimension into the main functions of the HEIs.

INTERNATIONAL
ASSOCIATION OF
UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU

3.0 Organizational Factors

3.1 Existence of Policy/Strategy, Office, Budget and Monitoring Framework

Respondents were asked whether their institution has developed a policy or strategic plan for internationalization. In total, 63% indicated there was a policy/strategy in place, 35% said no and 3% did not answer this question. This is a positive sign of development. However, it is important to know the degree to which such a plan is being implemented and represents more than a paper commitment. To delve further in this direction, several questions followed on from this point. Institutions were asked whether such a policy/strategy was institution wide or in fact focused on one aspect of internationalization or one academic unit. Second, it was asked whether there was an office to oversee the implementation of the strategy/policy. Third, was there a budget available for the implementation, and fourth was there a monitoring framework operational? Chart Five shows the percentages of institutions that had these implementation mechanisms in place. It needs to be pointed out that these percentages apply only to the group (63%) of institutions that had already indicated that they had a policy/strategy developed. It is encouraging to report that approximately two thirds of those respondents with a strategy in place indicated that it was institution wide and that there was an office to oversee internationalization. By contrast only about 50% of the institutions had a budget or monitoring framework for the implementation process.

Chart Five: Existence of Policy/strategy implementation mechanisms

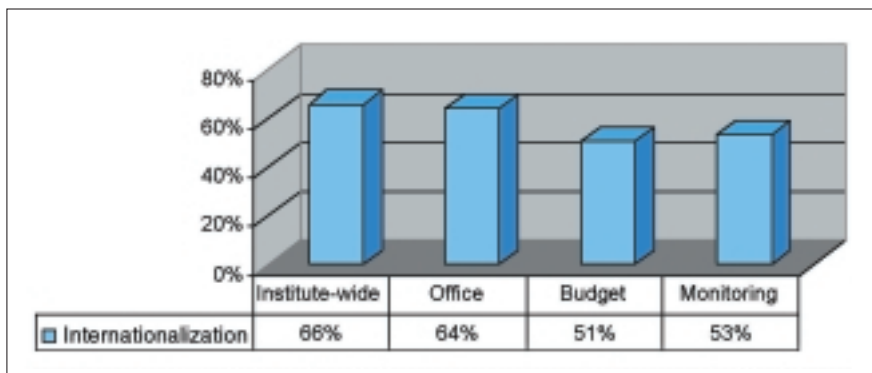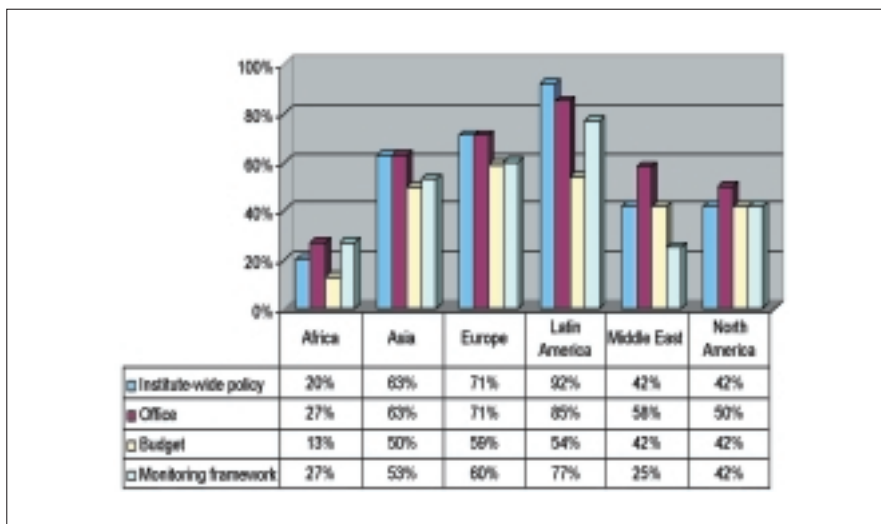|	Institute-wide	Office	Budget	Monitoring
Internationalization	66%	64%	51%	53%

Chart Six focuses on the regional analysis for these four mechanisms and highlights some very interesting findings. Latin America has the highest percentage of institutions where the policy/strategy is institution-wide and where an office exists; Africa has the lowest. Of some surprise is the finding that only half of the respondents from North America have

strategies that are institution-wide and have an office with overall responsibility for overseeing the implementation of the policy/strategy. Further investigation is needed to determine whether in fact North America has intentionally adopted a more decentralized approach to internationalization, or if this is indicative of a less systematic or strategic approach.

Chart Six: Implementation of policy/strategy mechanisms by region

	Africa	Asia	Europe	Latin America	Middle East	North America
◻ Institute-wide policy	20%	63%	71%	92%	42%	42%
◼ Office	27%	63%	71%	85%	58%	50%
◻ Budget	13%	50%	59%	54%	42%	42%
◻ Monitoring framework	27%	53%	60%	77%	25%	42%

3.2 Catalysts

The question of who are the champions of internationalization at the institutional level is always an interesting and revealing one. Chart Seven indicates that the impetus or demand for internationalization is coming primarily from faculty members indicating more of a bottom-up approach in approximately half of the institutions. In about a quarter of the institutions it is the administration that is driving the process. This will be an important issue to monitor especially as internationalization plans and practices continue to increase in importance and mature. Respondents were also asked which group demonstrated the greatest resistance to internationalization. Interestingly enough, over 40 % of the respondents did not reply to this question on resistance in comparison to the only 4% who did not answer the impetus or catalyst question. Is this because there is no resistance to internationalization? Not likely. Perhaps it is because respondents did not wish to identify the source of resistance due to the negative connotations. This is a strong message unto itself and because of the high 'no reply' rate the question was eliminated.

Chart Seven: Catalyst/demand for internationalization

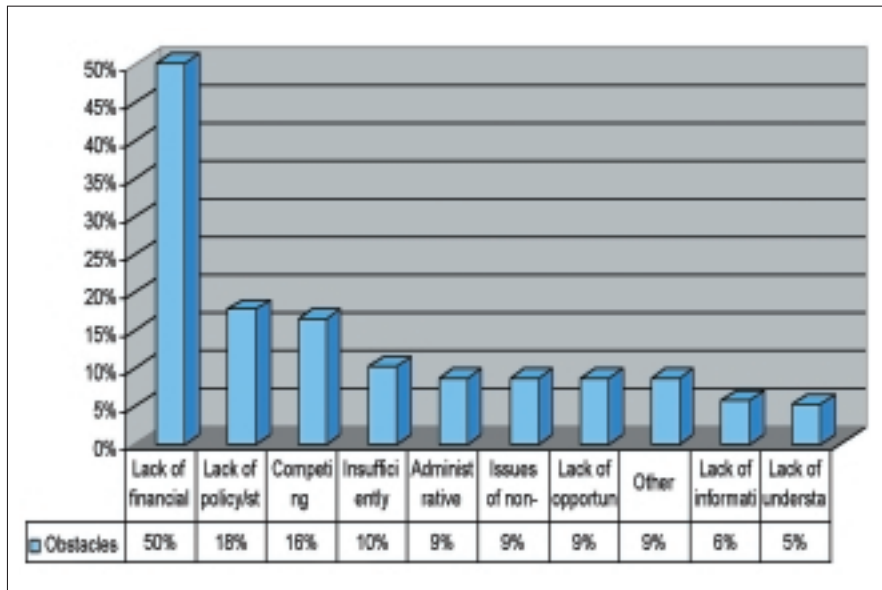|	No reply	Students	Faculty	Administration
internationalization demand	4%	20%	52%	24%
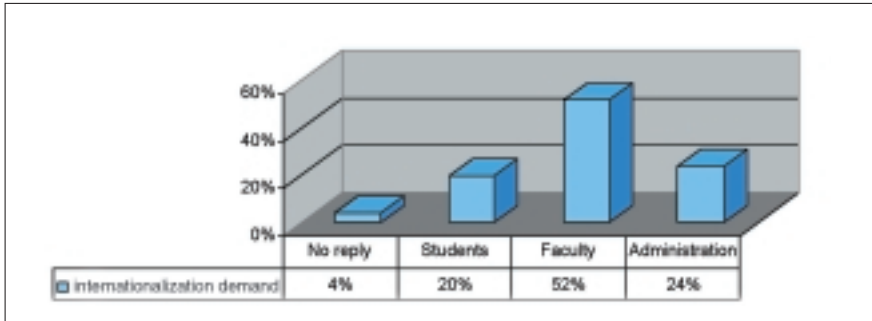
3.3 Obstacles

It is clear that there are many barriers facing the successful and sustainable implementation of internationalization. To gain a better understanding of these barriers, respondents were asked to indicate the level of importance for the following key obstacles and to list others:

- Lack of policy/strategy to facilitate the process;
- Lack of financial support;
- Administrative inertia or difficulties;
- Competing priorities;
- Issue of non-recognition of work done abroad;
- Lack of reliable and comprehensive information;
- Lack of opportunities;
- Lack of understanding of what is involved;
- Insufficiently trained or qualified staff to guide the process.

Chart Eight presents the list of barriers in descending order of importance as determined by the percentage of institutions which ranked the obstacle as most important. Lack of financial support was clearly the most significant factor at play. Lack of a policy/strategy and competing priorities were ranked next in importance. It is interesting to compare the 18% who indicated the lack of a strategy as the most important barrier with the 35% who replied (see section 3.1) that they did not have any plan in place.

It should be noted that respondents listed other organization factors that were perceived to be barriers. These included the following four: 1) the difficulty to get heads of departments and faculties committed to support internationalization (Europe), 2) in view of the increasing workload relating to internationalization, insufficiency of administrative staff at central and departmental level (Europe), 3) lack of an efficient and compatible credit transfer system with, and within Latin American Higher Education institutions, 4) bureaucratic structures and the resistance to change (Africa).

Chart Eight: Obstacles to internationalization

Obstacles	Lack of financial	Lack of policy/st	Competing	Insuffici ently	Administ rative	Issues of non-	Lack of opportun	Other	Lack of informati	Lack of understa
Obstacles	50%	18%	16%	10%	9%	9%	9%	9%	6%	5%

4.0 Academic Programs and Strategies

4.1 Most Important Aspects of Internationalization

This section groups and lists in descending order of importance the aspects of internationalization that the respondents were asked to rank in terms of importance in their institution.

Most Important Aspects of Internationalization

Primary Importance
1. Mobility of students;
2. Strengthening international research collaboration.

Second level of importance
3. Mobility of faculty members;
4. International dimension in curriculum;
5. International development projects;
6. Joint academic programs.

Third level of importance
7. Development of twinning programs;
8. Establishment of branch campuses;
9. Commercial export/import of education programs;
10. Extracurricular activities for international students.

Mobility of students and faculty members ranked high, which is consistent with the fact that the respondents identified mobility as the number one reason why internationalization is a priority in their institutions. It is also revealing that respondents ranked the movement of people (students and faculty) as more important than the movement of programs through twinning arrangements, commercial export/import or the establishment of branch campuses.

Another notable finding is that international development projects ranked 5th in importance as compared to commercially oriented export/import of programs which ranked 9th. Again, this is consistent with the results reported in section 2.2, where 'to diversify income' was ranked as a third level priority.

A regional review of the importance attached to these activities shows some stark differences. Chart Nine shows the percentage of respondents by region who ranked international activities of high importance, instead of just showing the level of priority. A review of the columns reveals the differences and ranges in percentages between regions. For instance only 33% of African respondents ranked student mobility high as compared to over 60% of respondents in North America and Europe regions. Yet the opposite is true for faculty mobility. More African institutions rank faculty mobility and research higher than North American institutions. On the topic of 'development assistance projects' more respondents from North America and the Middle East rate it as important than from Asia and Europe. In many ways, these results are not surprising but instead confirm trends. However, further analysis is needed to understand what factors or reasons lie behind these rankings. A look at the rows in Chart Nine highlights how these activities are ranked within each region.

**Chart Nine: Percentage of HEIs Attributing High Level
of Importance to Top Five Aspects**

	Student Mobility	Research Cultural Identity	Faculty Mobility	Curriculum	Development Projets
Africa	33%	60%	47%	33%	47%
Asia	50%	53%	38%	38%	28%
Europe	63%	52%	36%	36%	29%
Latin America	54%	54%	46%	46%	46%
Middle East	42%	42%	33%	25%	42%
North America	67%	42%	24%	33%	42%

Note: The percentages total more than 100 as respondents could rank more than one aspect to be of high importance.

In another question which focused on international student mobility, institutions were asked to indicate what level of emphasis they placed on three different approaches to simulate student mobility: 1) welcoming international students, 2) sending students abroad; or 3) reciprocal exchange. On the whole, respondents gave equal importance to all three approaches. The only noteworthy finding is that Asia indicated more interest in welcoming/recruiting students than sending students abroad or establishing exchanges. However, there appeared to be some confusion about how to answer this question and therefore these results are tentative.

4.2 Internationalized Disciplines, Programs and Content

Integrating an international and intercultural dimension into the curriculum is a key thrust of internationalization and so respondents were asked which disciplines were most 'internationalized' in their institutions. A precise definition of 'internationalized' was not provided but the findings reveal some informative trends. The seven disciplines that were most often mentioned are, in descending order of frequency: 1) Business Administration; 2) Social Sciences; 3) Health Sciences; 4) Arts and Humanities; 5) Natural Sciences; 6) Engineering; and 7) Information Technology. Chart Ten provides an overview of the disciplines identified as being the three most internationalized disciplines in different regions (1 being the most internationalized).
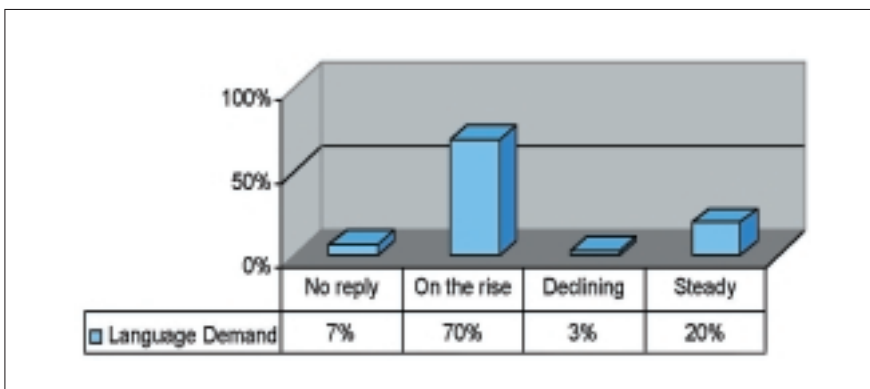
Chart Ten: Most 'Internationalized' Disciplines

	Health Sciences	Social Sciences	Business Admin	Info Tech	Arts and Humanities	Natural Sciences	Engineering
Africa	1		3	2			
Asia		1	2		3		
Europe		1	3		2	2	1
Latin America		2	1				3
Middle East	1				3	3	2
North America	3		1			2	

Respondents were asked about the level of demand for courses/programs with significant international content. About half (55%) indicated that demand was rising, another 18% indicated a steady level and less than one percent indicated a decline. However, because about one third (35%) did not answer the question, it may have lacked clarity.

4.3 Foreign Language Learning

Chart Eleven provides convincing evidence that there is a rise in the demand for foreign language training. While this may be expected, given the growing mobility of students and professionals, it is noteworthy that foreign language learning has not been identified as a priority, benefit or an aspect of high importance in other questions.

Chart Eleven: Demand for foreign language learning

	No reply	On the rise	Declining	Steady
Language Demand	7%	70%	3%	20%

INTERNATIONAL ASSOCIATION OF UNIVERSITIES

4.4 Growth Areas

One of the more informative open-ended questions asked, "what is the most quickly expanding aspect of internationalization at your institution?" This generated a broad spectrum of responses but the five areas most frequently mentioned were: Mobility of Students/Faculty, International Research Collaboration, Recruitment of International Students, Use of ICT, Institutional Agreements.

Chart Twelve presents the top three areas of growth by region. (1 indicating fastest growth). Of particular significance is the fact that respondents from Europe ranked the increase in programs offered in English as the third most important area of growth. This finding is directly linked to section 2.3 where the growth of teaching in English was seen as a major risk factor for national language preservation and promotion. Also worth mentioning is that only the Middle East identified the learning of foreign languages as a key growth area. The fact that academic mobility is considered as the fastest growing aspect of internationalization by four of the six regions is of immense importance for policy and funding considerations. This finding is also consistent with and directly related to the fact that mobility is seen as the number one reason driving institutions to engage in the process of internationalization.

Chart Twelve: Benefits of Internationalization - Level of Importance

	Mobility	Research	Recruit International Students	Use of ICT	Agreements	Programs in English Language	Foreign Language
Africa				2	1		
Asia	1	3	2				
Europe	1		2			3	
Latin America	1	2					
Middle East		2		1			3
North America	1		3		2		

4.5 Geographic Priorities

Respondents were asked to indicate the top three geographic priorities in their institutional policy/strategy. Chart Thirteen presents the results of this question and raises some interesting issues about regionalism. For Africa, Asia and Europe the first priority for international collaboration is within their own region. It is intriguing to reflect on what drives this intra-regional approach. Speculation could lead one to believe that there are

quite different reasons for each region to do so and therefore further investigation could be very enlightening. North America stands out, as it does not list its own region as a priority for internationalization, in spite of the existence of the tri-lateral cooperation agreements and 10 years of NAFTA activity. Both Latin America and the Middle East rate intra-regional cooperation as a third priority. If one looks at inter-regional cooperation one finds that Europe and North America are the two most favoured regions for cooperation, followed by Asia, Middle East, Latin America and then Africa.

Chart Thirteen : Geographical Priorities

REGION	Priority 1	Priority 2	Priority 3
Africa	Africa	Asia, Europe	North America
Asia	Asia	Europe	North America
Europe	Europe	North America	Asia
Latin America	North America	Europe	Asia, Latin America
Middle East	Europe	North America	Middle East
North America	Asia, Europe	Middle East	Latin America

5.0 Regional and National Level Policies and Funding

5.1 Regional Level

The importance of having national and regional level policies and funding programs in place cannot be overstated and therefore questions asking respondents to identify and describe these mechanisms were included in the survey. The first observation concerning the descriptions of regional level policies was the sheer diversity of ways that the term 'policy' can be interpreted. For the most part, a regional policy was described in terms of a specific program, such as the UMAP, TEMPUS, CEEPUS, or in terms of a regional organization such as SADC, CONAHEC or IOHE, or in terms of trade agreements such as NAFTA. Second, the term 'regional' was interpreted to mean region within a country as well as a group of neighbouring countries. Therefore the most prominent feature of these responses was the diversity and range of responses, most of which were not descriptive of policies or funding mechanism per se. Of importance though is the fact that student mobility programs and graduate scholarships were mentioned most frequently as an example of a regional policy or funding mechanism and in these cases the programs were usually intra-regional as opposed to inter-regional.

5.2 National Level

Once again, it was the breadth of actors and policies which was most striking about the responses to the questions on national level policies and funding. The range is illustrated with the following examples. This list is for illustrative purposes and is not comprehensive.

- Egyptian Ministry of Higher Education reform strategy and enhancement programs;
- Commitment of South Africa Universities' Vice-Chancellors' Association and Committee of Technikon Presidents;
- Hong Kong government mandate to make Hong Kong "Asia's World City";
- Japanese government project to receive 100,000 international students;
- Policy towards qualification/degree recognition of Mongolian graduates;
- Croatia Law on Scientific Research and Higher Education;
- Denmark government focus on implementation of Bologna Declaration, Diploma Supplement, European Credit Transfer System (noted by many European countries);
- Finland Ministry of Education update of International Strategy for Higher Education;
- German Academic Exchange Service (DAAD);
- Netherlands Policy of Ministry of Education, Culture and Sciences supported by Ministry of Economic Affairs and the Ministry of Foreign Affairs/Development Cooperation;
- Russian Council of Academic Mobility;

- Commissions of Internationalization of Mexican Rectors Conference and Federation of Private Mexican Universities;
- Canadian Education Centres Network for student recruitment;
- Education New Zealand for export of education.

The national funding initiatives that were described by respondents involved a broad selection of government departments, special government agencies/commissions and non-government organizations. They covered a number of key aspects of internationalization. The list below gives examples for the types of programs and initiatives that are funded:

- Financing the professionalization of networks;
- Participation and memberships in international associations;
- Student exchange programs;
- Centres of Excellence program;
- Sending researchers abroad and inviting foreign researchers;
- Scholarships for international students;
- Capacity building and other development cooperation programs;
- Grants to introduce international content into curriculum;
- Support for Education Support Offices abroad;
- Co-financing for international scientific research projects;
- Funding for Foreign Sabbaticals and Doctoral/ Postdoctoral works abroad;
- Student internships in foreign posts;
- Global Classroom initiative.

Academic mobility/exchanges for students and researchers were the most frequently mentioned funding programs, followed by support for international student recruitment and services.

One of the most significant themes arising from the review of policies and programs is the number of different actors involved in the process of internationalization. It is eloquent proof that it is not only the Ministries of Education (or Higher Education), which have a stake in the international dimension of education. This survey confirms the fact that ministries or departments of Education, Foreign Affairs, Science and Technology, Industry, International Trade, Immigration, Culture and Sports, Employment, International Cooperation and Development, Human Resources, plus others are critical players in the internationalization of higher education. While this attention and support are welcomed, they also necessitate a national or sub-national framework, so that the efforts are complimentary, strategic and sustainable and not ad hoc, short term and territorial. Given that the lack of funding and the increasing costs are seen as key obstacles and risks for inter-nationalization at the institutional level, the policies and funding mechanisms at the regional and national level are crucial to institutional efforts. This requires further study and closer monitoring.

6.0 Issues and Questions

6.1 New Developments

The changes and challenges facing higher education mean that it is important to track the new developments relating to the international dimension as well. Chart Fourteen lists the issues and trends that respondents identified as new developments in internationalization. It is clear that distance education is seen in most regions as an area of increasing interest. Networks, alliances and consortia, were also identified in three regions as a significant new development. Of particular interest is the number of times respondents mentioned that the role, benefits and importance of internationalization are finally being recognized, both within the institution as well as at the national level. This bodes well for the future and is a sign of the maturation of the internationalization process. Worth pointing out is the fact that only Africa identified curriculum as a new development and only North America identified research. These trends will be worth monitoring in these two regions. Once again, European respondents wrote frequently and at length of the implications and links of the 'Bologna Process' for internationalization.

Chart Fourteen: Priority Areas for New Developments in Internationalization

	Distance Education	International Students	Importance of internationalization recognized	Mobility	Networks	Regional programs and Bologna Process	Research	Curriculum
Africa	1				2			3
Asia	1	2	3					
Europe			3	2		1		
Latin America	1				2			
Middle East	2				1			
North America	1						2	

6.2 Issues for Further Discussion

Due to the timing of the survey, IAU asked institutions to specify which issues and aspects of internationalization should be addressed at the UNESCO World Conference on Higher Education held in June 2003. These responses are yet another indication of what was uppermost in the respondents' minds and which topics need to be discussed in an international setting. Similar to other open-ended questions, there were a large and diverse

number of issues noted. Some replies referred to technical, tactical and programmatic aspects of different issues. Others were oriented to policy, strategic and macro aspects. The responses were grouped according to the substantive nature of the issue and are included in the chart below.

Chart Fifteen: Issues for International Attention

Region	Most frequently mentioned topics for discussion at WCHE +5
Africa	Development Cooperation Linkages Curriculum
Asia	Research Funding Development Cooperation
Europe	Quality Assurance and Accreditation Bologna Process Joint Programs and Degrees
Latin America	Funding Development Cooperation
Middle East	Academic Mobility Accreditation
North America	Quality Assurance Research

Special attention needs to be given to the fact that quality assurance, academic standards and accreditation were the issues most frequently mentioned by the respondents. Linked to this issue, but not noted as often, is the importance of qualifications/degrees being recognized in other countries. The need for national and regional funding programs was mentioned by institutions in all regions but ranked in the top three categories only for Asia and Latin America.

The overlap of issues identified as growth areas, new developments, risks, and topics for further discussion illustrates that there is a core of questions/aspects of internationalization that require further attention and investigation. These include:

Quality assurance, academic standards and recognition of degrees;
Brain drain;
Promotion of cultural awareness and loss of cultural identity;
Mobility of students, scholars, faculty;
Development assistance and cooperation;
Institutional, national and regional funding and support;
Use of ICT and distance education;
Development of networks, consortia and multilateral agreements;
International research projects and collaboration;
Recruitment of international students.

IAU
INTERNATIONAL
ASSOCIATION OF
UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU

Unfortunately, it is impossible to include all of the topics that were listed as requiring further discussion and action in an international setting. It is important to mention that respondents across all regions mentioned the need for further attention to be given to the commercialization, privatization and commodification of international education for cross-border trade purposes, however this issue did not rank in the top two or three issues for that region. Similarly there were other issues frequently mentioned such as: the role of higher education in regional integration, the increasing use of English as a teaching medium, the impact of trade (GATS) and immigration policies, credit transfer and qualification recognition, intellectual property rights, franchising, open courseware, standardization, impact of globalization, international safety and security, cultural diversity, joint degrees, competitiveness, and academic visas. The diversity of topics points to the complexities and challenges facing the international dimension of higher education in a more globalized world.

6.3 Concluding Remarks

The purpose of this report is to present the findings of the 2003 IAU Survey on Internationalization. The survey generated an enormous amount of useful information on practices, priorities, issues and trends related to the international dimension of higher education in institutions in 66 countries in every region of the world. It is fully recognized that many of the issues and questions raised by respondents have important implications for policy and program development at national, regional and international levels. The survey information and findings will inform current and future IAU activities, including research, and its work to better serve member institutions and represent their interests and perspectives in international fora. This first survey will also enable IAU to improve the survey instrument and find ways to enlarge the sample in order to improve the overall results.

As noted by several respondents, the collection and analysis of data is a powerful tool for advocacy and development at the institutional, national and international levels. The availability of this information is dependent on the capacity and commitment of the individual institution to systematically collect and analyze data, and share it with others. The last words are, therefore, an expression of appreciation to the institutions who shared their information and perspectives through participation in this survey; a note of encouragement to all institutions to continue to gather information on the practices, policies, priorities and issues of internationalization; and a commitment from IAU to effectively use this information to monitor and further the development of the international dimension of higher education.

Appendix A. References and Resources

- Survey documents

  - Institutional Questionnaire on Internationalization of Higher Education
    http://www.unesco.org/iau/internationalization/QuestionnaireEN.pdf

  - Cover letter
    http://www.unesco.org/iau/internationalization/letterEN.pdf

- Internationalization of Higher Education: Trends and Developments since 1998
  http://www.unesco.org/iau/internationalization/IAU_rev.pdf

- Towards a Century of Cooperation: Internationalization of Higher Education, IAU
  Statement
  http://www.unesco.org/iau/tfi_statement.html

- Bibliography and Internet Resources on Internationalization and Globalization
  http://www.unesco.org/education/studyingabroad/highlights/global_forum/bibliography.doc

- Examples of Strategies for internationalization of higher education
  http://www.unesco.org/iau/tfi_strategies.html

- IAU Web Pages on Internationalization
  http://www.unesco.org/iau/internationalisation.html

Appendix B. List of Abbreviations

ACE	American Council on Education
AUCC	Association of Universities and Colleges of Canada
CEEPUS	Central European Exchange Programme for University Students
CONAHEC	Consortium for North American Higher Education Collaboration
DAAD	German Academic Exchange Service
GATS	General Agreement on Trade in Services
HEI	Higher Education Institution
IAU	International Association of Universities
ICTs	Information and Communication Technologies
IOHE	Inter-American Organisation for Higher Education
NAFTA	North American Free Trade Agreement
SADC	Southern African Development Community
SAUVCA	South African Universities' Vice-Chancellors' Association
TEMPUS	Trans-European Mobility Scheme for University Studies
UMAP	University Mobility in Asia and the Pacific
UNESCO	United Nations Educational, Scientific and Cultural Organisation
WCHE +5	World Conference on Higher Education + 5 (experts meeting)

International Association of Universities

1 rue Miollis - 75732 Paris 15 - France
Tel .+33 (0)1 45 68 48 00
Fax +33 (0)1 47 34 76 05

E-mail: http://www.unesco.org/iau