

# International Higher Education in India: Challenges & Opportunities



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Why?

How?

When?

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# The context

*A changing and competitive  
landscape for higher  
education...locally and  
internationally*



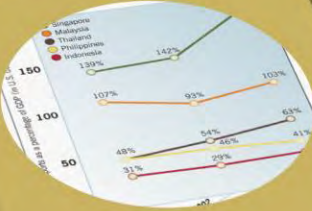
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# To begin with...



**An increasingly complex sector**



**Significant expected growth, but...**



**A sector under a lot of pressure for a more effective response**



**Societies want solutions.**

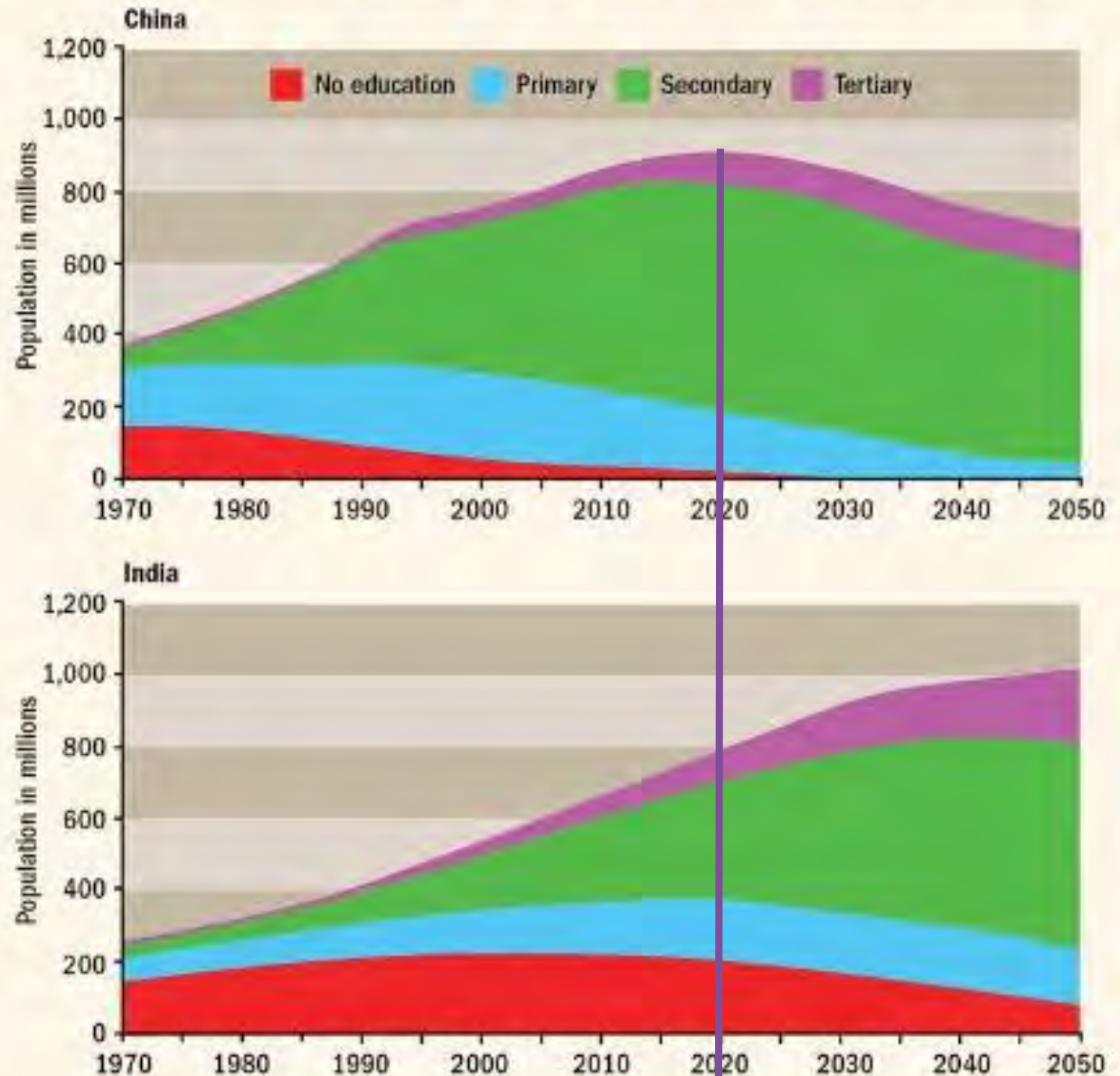


# Key Trend 1:

*Uneven expansion*

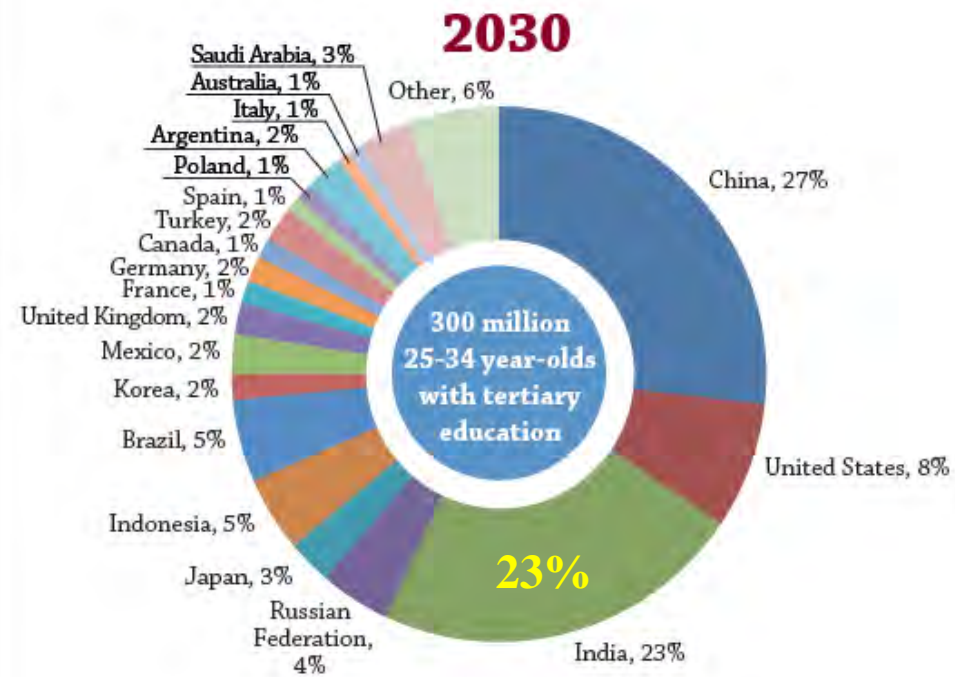
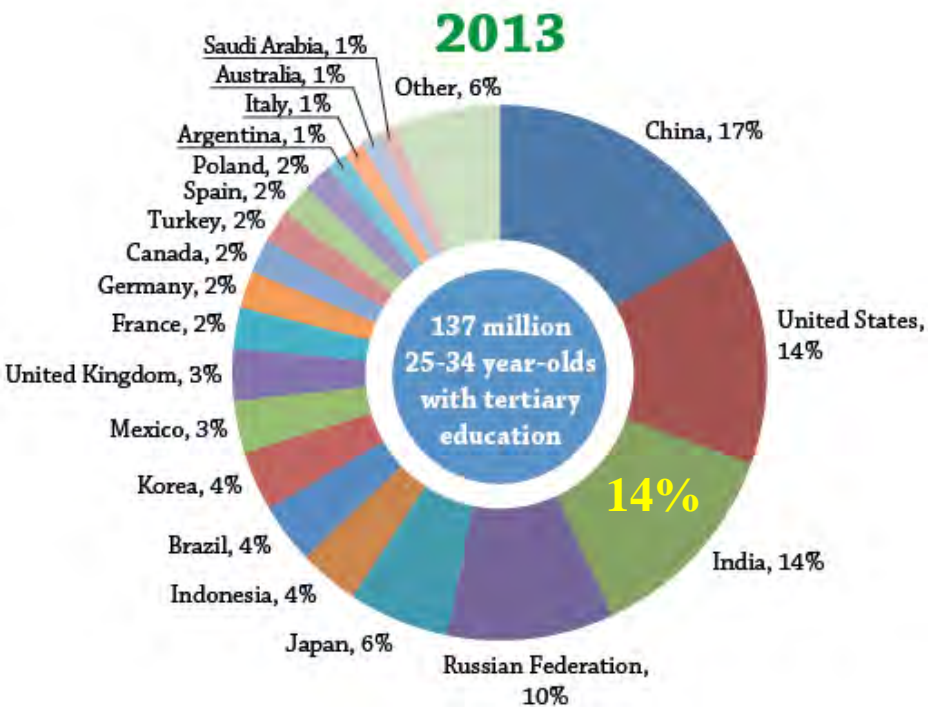
# The case of China and India

Numbers (in millions) accessing different levels of education, 1970-2050 (projected)



Source: Samir, K.C., Barakat, B., Goujon, A. et al. (2010) 'Projection of populations by level of educational attainment, age and sex for 120 countries for 2005-2050', *Demographic Research*, 22: 383-472.

# The shifting distribution of the global stock of people with tertiary education



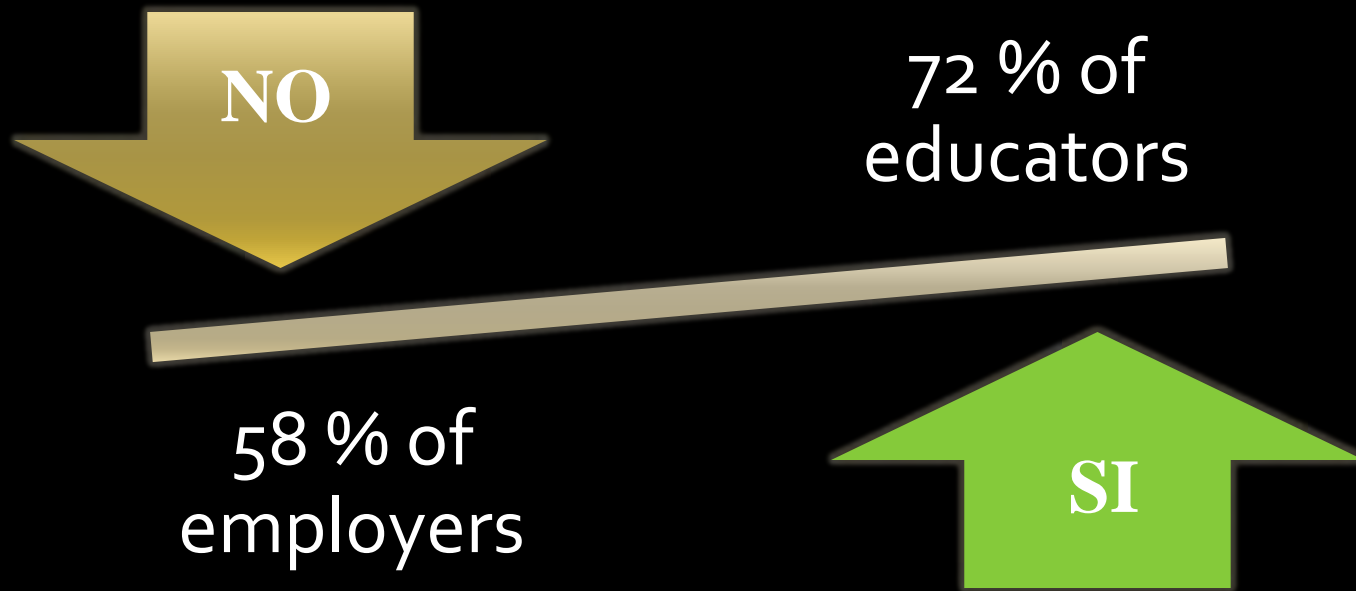
Global distribution of tertiary educated 25-34 y-olds in 2013 and 2030

## Key Trend 2:

*Questioning about relevance of  
higher education*



Employers complain that workers don't have the adequate skills.



Source: Mourshed, Farrell, y Barton (2012), *Education to Employment: Designing a System that Works*.

Hypothesis : the labor market is demanding a combination of skills different to the ones that are being provided by the educational system



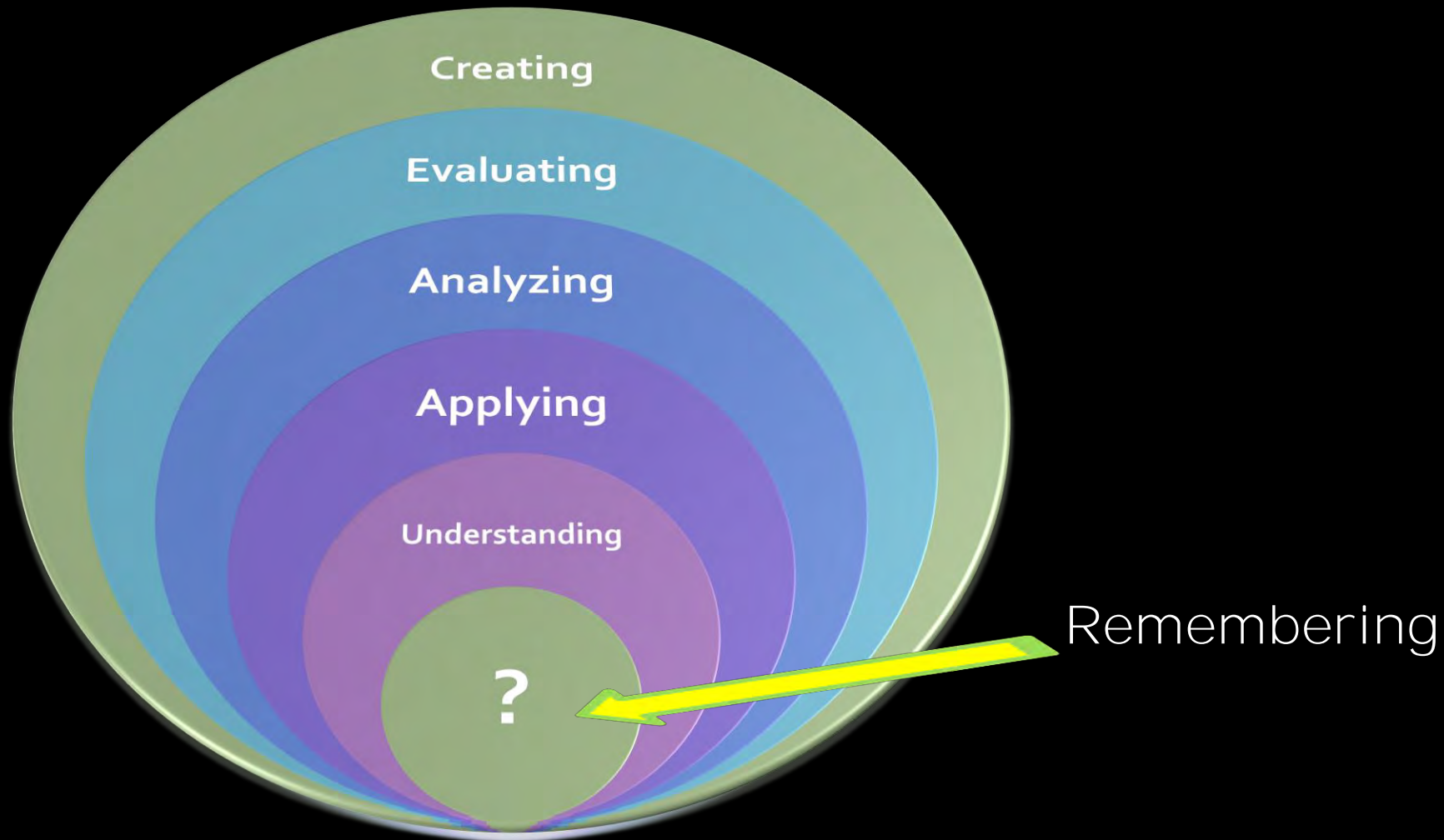
SCHOOL



LIFE

# What are students learning?

## *Bloom's Taxonomy (Revised)*



# Top 10 skills

## in 2020

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1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



## in 2015

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1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



# 10 key skills for future graduates



Sense-making



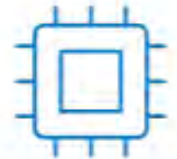
Social  
intelligence



Novel & adaptive  
thinking



Cross-cultural  
competency



Computational  
thinking



New media  
literacy



Transdisciplinarity



Design  
mindset



Cognitive load  
management



Virtual  
collaboration

Source: The Institute for the Future.

British Council (2017). 10 trends Transformative changes in higher education

Skill Gaps



Core Employability

- + Integrity
- + Reliability
- + Flexibility
- + Empathy
- + Creativity
- + Awareness of contemporary issues

Communication

◆ Satisfaction    ▲ Importance

# Some titles and professions of the future...

- Bio-systems Engineer
- Performance technologist
- Visual Ergonomics
- Psycho-linguistic
- Cyber-librarian
- Bio-manufacturing
- Geo-environmentalist MKT
- Information Architect

Tissue Engineer

Data Miner

Pharmer

Genetic Engineer

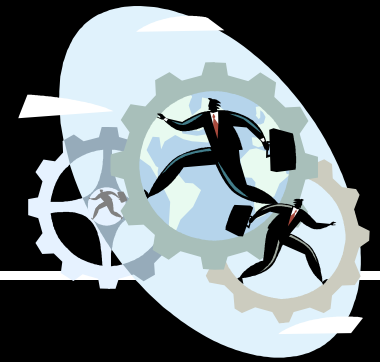
Knowledge Engineer

Ethno-Epidemiologist-Musician



*...or from the present?*

# Does this require?



	Preparing students with global awareness and competitiveness but also with social consciousness and greater sense of social responsibility?
	Strengthening the cooperation among higher education institutions and their surrounding communities, nationally and internationally?
	Implementing mechanisms for a better understanding, awareness and respect?
	Innovating? INTERNATIONALIZING?



# International Critical issues



*Ability to adapt to environments, thinking, and practices from other organizations, cultures and individuals*



*Being prepared to change profession*



*Command in at least a second language, as a way to think in another language*



*Recognition of an increasingly regulated, interconnected and interdependent world.*

# A simple formula: More and better education

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**A simple formula:  
More and better  
international  
education**

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# A paradox



Higher education institutions are the best laboratory for social change

...but they have a tendency to inhibit their innovation capacity



Why?

A new type of  
students

Starting on 2016, all higher education students are “digital native”



# Do your kids know more technology than you?

*Response from parents with kids 6-17 years old*

**Pew Internet & American Life:** US educators not Net-savvy Aug 14 2002: A new study from Pew Internet & American Life indicates that 78 percent of middle and high school students in the US use the Internet.

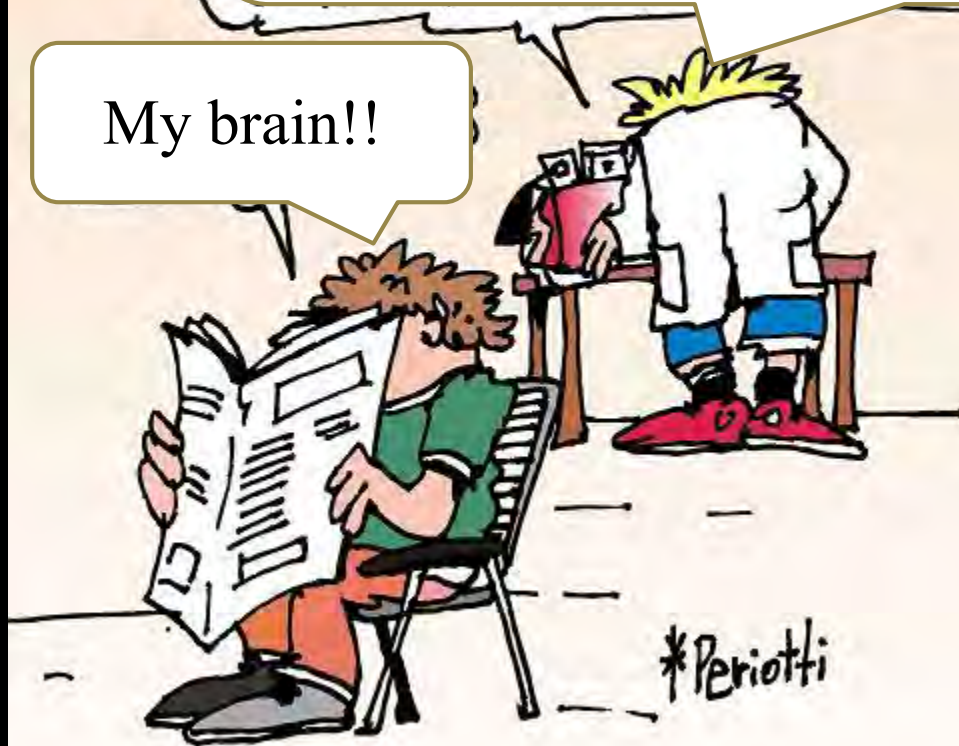
However, most American teenagers claim that educators often don't know how, don't want, or aren't able to use online tools to help them learn or enrich their studies.



Source: Market Facts/TeleNation for GTE Directories. USA Today. Sep. 24-98

I have a netbook, MP3  
Players, flashdrive, IPAD...  
Dad, what did you use in  
school when you were  
student?

My brain!!





# The Italian University in 1350



...and the universities of today

# Key Trend 3:

## *Internationalization*

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# Internationalization

Increased importance globally: globalization of internationalization

Still mobility driven

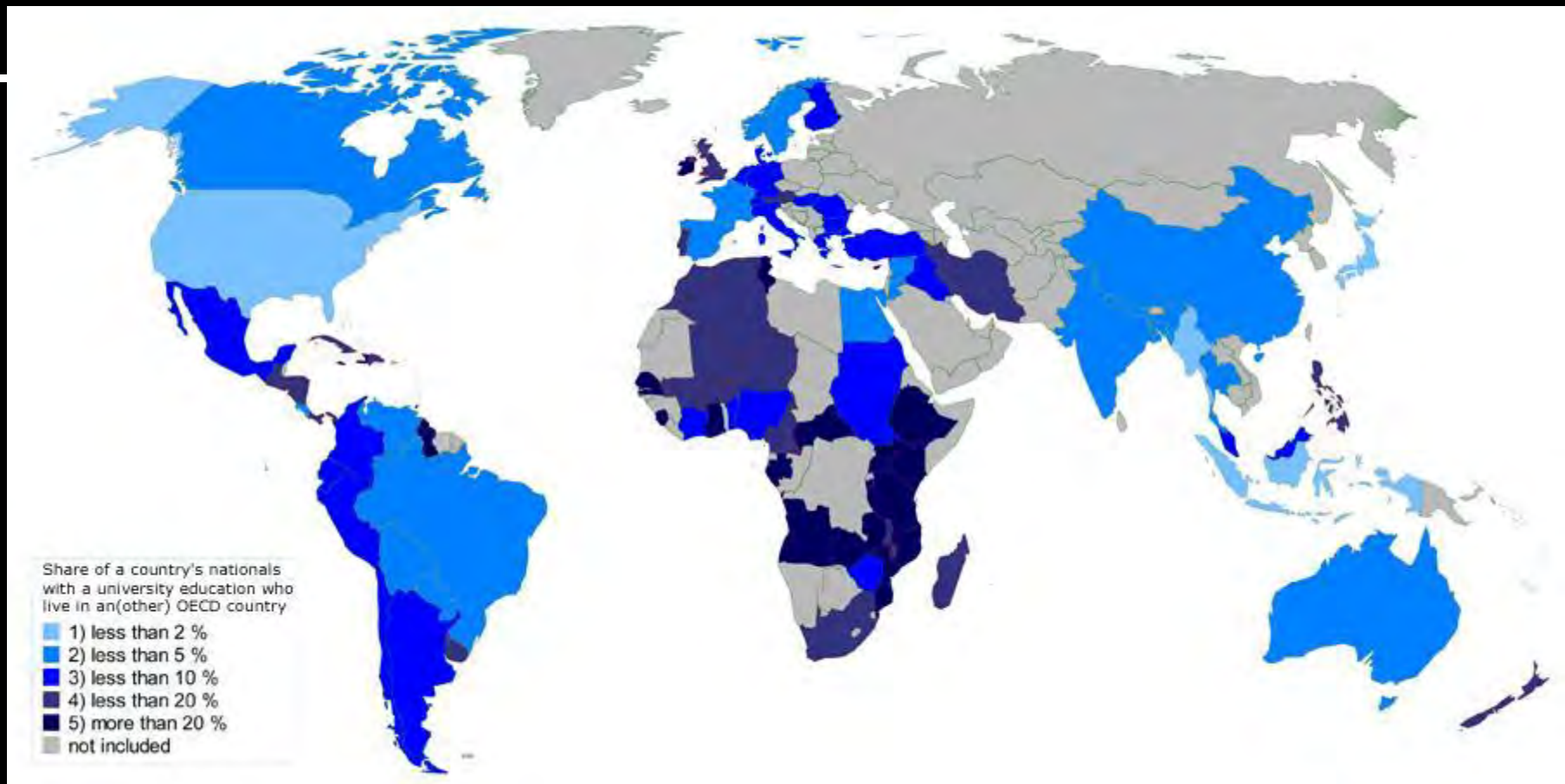
Cross-border delivery (mobility of programs, projects and institutions) more important

Student mobility is still strongly South to North, but emerging economies become an alternative: global competition for students and scholars

Internationalization at Home (curriculum, competencies, learning outcomes for all students) encounters more recognition, but lacks strategic approach

North-South Partnerships still strongly unequal

# 2025: Brutal pressure for talent



*Note: The emigration rate of highly educated persons from country  $i$  is calculated by dividing the highly educated expatriate population from country of origin  $i$  by the total highly educated native-born population of the same country ( $\text{Highly educated native-born}(i) = \text{Expatriates}(i) + \text{Resident native born}(i)$ ). Highly educated persons correspond to those with a tertiary level of education.*

*Source: OECD Database on Foreign Born and Expatriates; Employment, Labour and Social Affairs, 2006 and Cohen D. and M. Soto, 2001, Growth and Human Capital: Good Data, Good Results, OECD Development Centre WP n°179.*

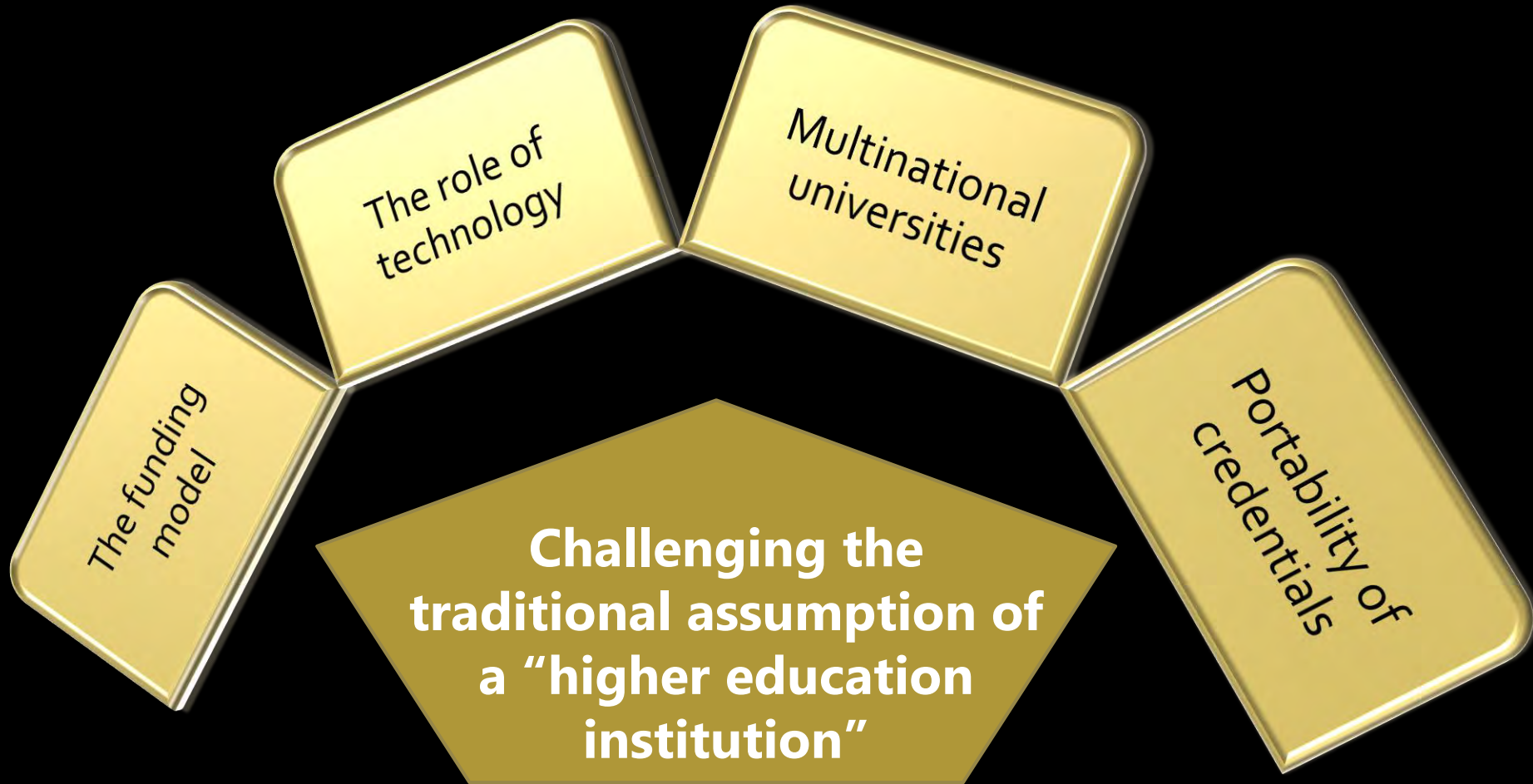
# Ten most spoken languages in the world (including second language)

1	Mandarin	1,052
2	English	508
3	Hindi	487
4	Spanish	417
5	Russian	277
6	Bengali	211
7	Portuguese	191
8=	German	128
8=	French	128
10	Japanese	126

By the year 2050 the most widely spoken languages in the world will be:

- 1 Mandarin
- 2 Spanish
- 3 = English
- 3 = Hindi/Urdu
- 3 = Arabic
- 4 Portuguese

# 2025: Dramatic diversification of modalities/providers of education



**2025: More internationalized higher  
education institutions**



One

- Increased mobility (intra/inter)
- Internationalization adopted in the institutional rhetoric

Two

- Massive private investment on education, not only domestic

Three

- Quality assurance frameworks: From local to regional

Four

- The role of rankings

Five

- Proliferation of dual/joint degrees

Six

- Varied efforts with second language

Seven

- Basic internationalization infrastructure now present in majority of institutions, but still old perspectives prevalent



# A word of caution ...



BENEFITS



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# The benefits of rankings...



excesses



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# Global rankings: Are we moving in the right direction?



De-investing in other subsectors



A simple (but not always correct) recipe

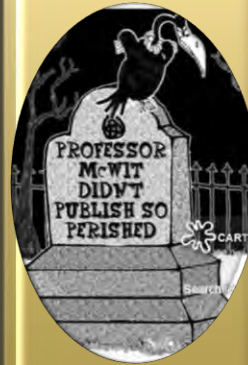


Enabler or barrier?



Students:

- An asset or a liability?



Research:

- Publish globally or perish locally



Quality or prestige:

- The madness of rankings



Public service:


- Attached to the world / detached from home



## *Questionable Science Behind Academic Rankings*

**'Global university rankings data are flawed' – HEPI**

**Criticism for popular rankings**

 Svenska  
2016-09-06

**corrupt college rankings**

**Are global university rankings a badge of shame?**

GLOBAL

**Why most universities should quit the rankings game**

Philip G Altbach and Ellen Hazelkorn 08 January 2017 Issue No:442

# Misusing the rankings. Some problems

Misleading facts and manipulating numbers?

About quality or about capacity to “sell” better?

A predatory and cannibalistic field?

Brutal reallocation of internal funding and priorities just for the sake of improving the rankings

A perverse incentive and rewards system

A distortion of the ultimate goals of tertiary education

Does the end justify the means no matter what?

# Some “uneasy” questions?

Are we preparing our students with a sense of privilege (and sometimes arrogance) or with a sense of responsibility?

Are we sacrificing research relevance for research productivity?

Are we rewarding research at the expense of teaching and public service?

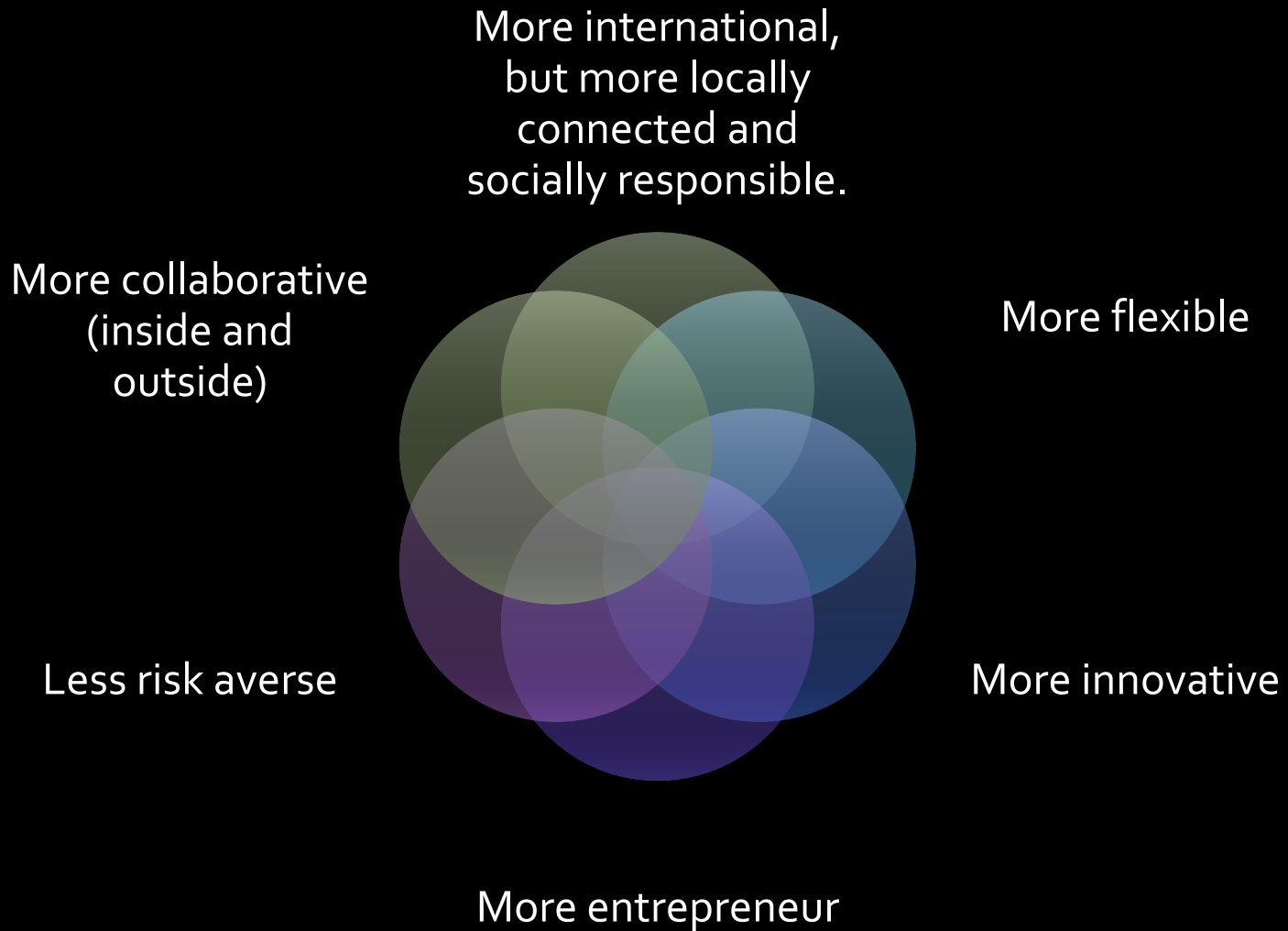
Do we have really know about it, based on evidence?



**Needed**

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# Some Elements for HEIs

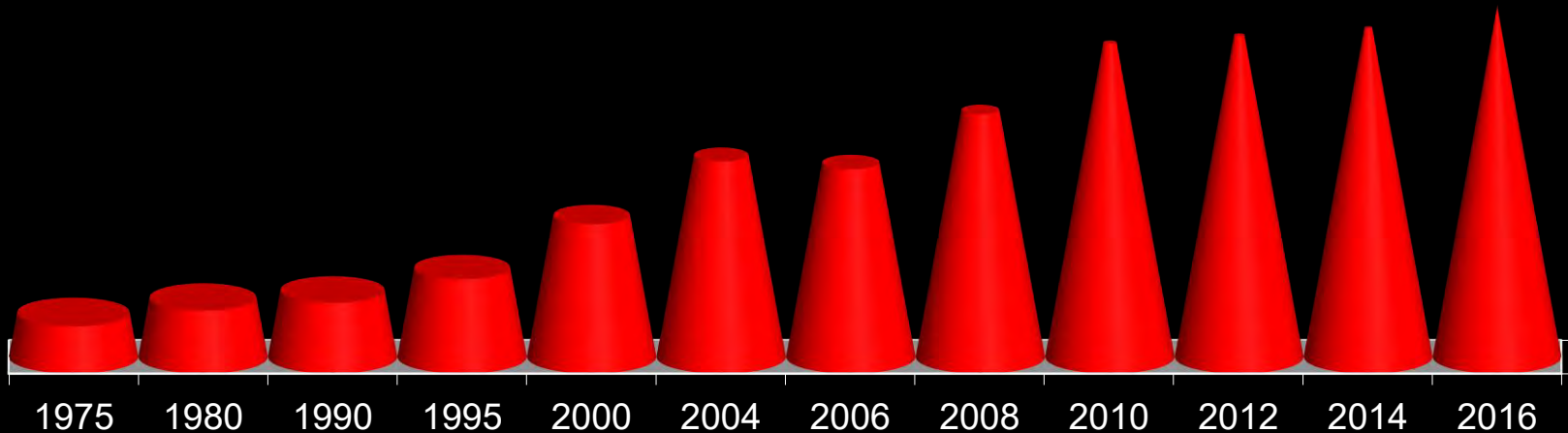


...and what is the role of  
international higher education?

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# Long term growth in the number of students enrolled outside their country of citizenship (1975-2016)

More than 4.6 million students abroad.



In addition, there are 13 million cross-border online students

# A furious competition for talent



720,000 onshore enrolments by 2025

Australia



450,000 international students by 2022

Canada



500,000 international students by 2020

China



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

France



350,000 inbound internationally mobile students by 2020

Germany



300,000 international students by 2020

Japan



143,000 international students by 2025

New Zealand



58,000 foreign students by 2019

Taiwan



250,000 international students by 2025

Malaysia



200,000 foreign students by 2023

South Korea



44,000 foreign students by 2019/20

Ireland

**The best way to know a  
country is by smelling it**

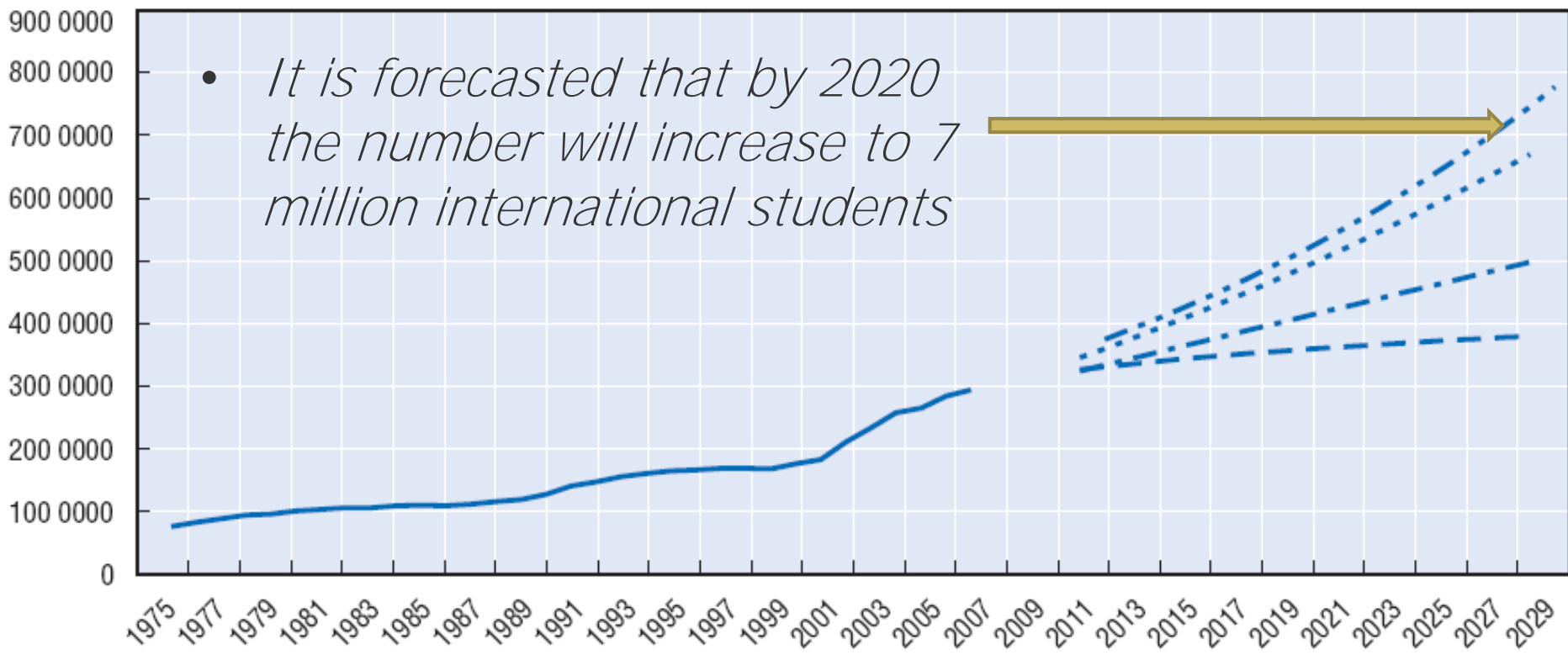
*Rudyard Kipling*

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## Increase in the number of foreign students worldwide (1975-2007) and projections looking forward to 2030

— Foreign students (actual)     
 - - - Projection 1 (log)     
 - . . - Projections 2 (linear)

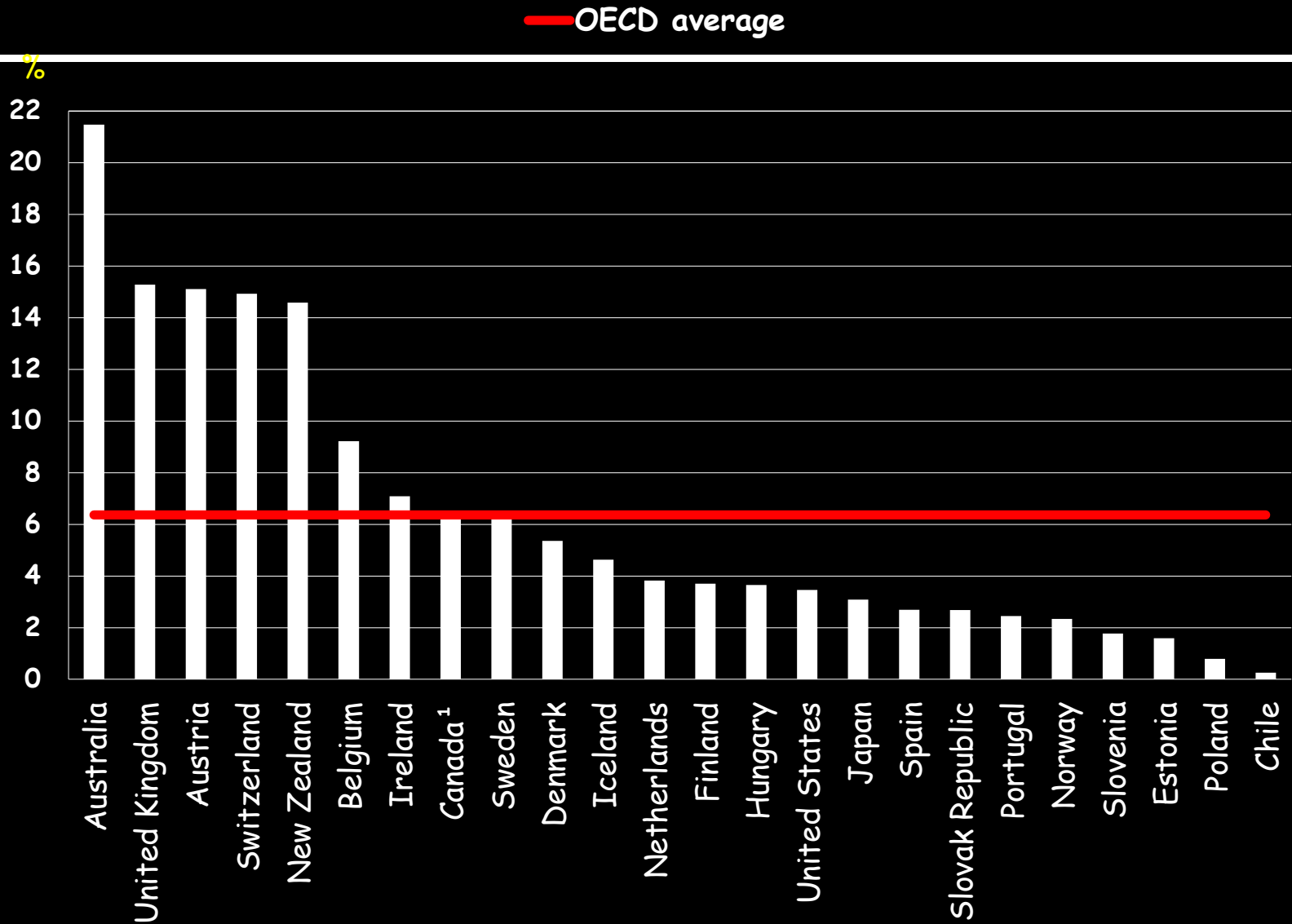
. . . . . Projections 3 (polynomial)     
 - . . - Projection 4 (trend)



Sources: OECD and Unesco.

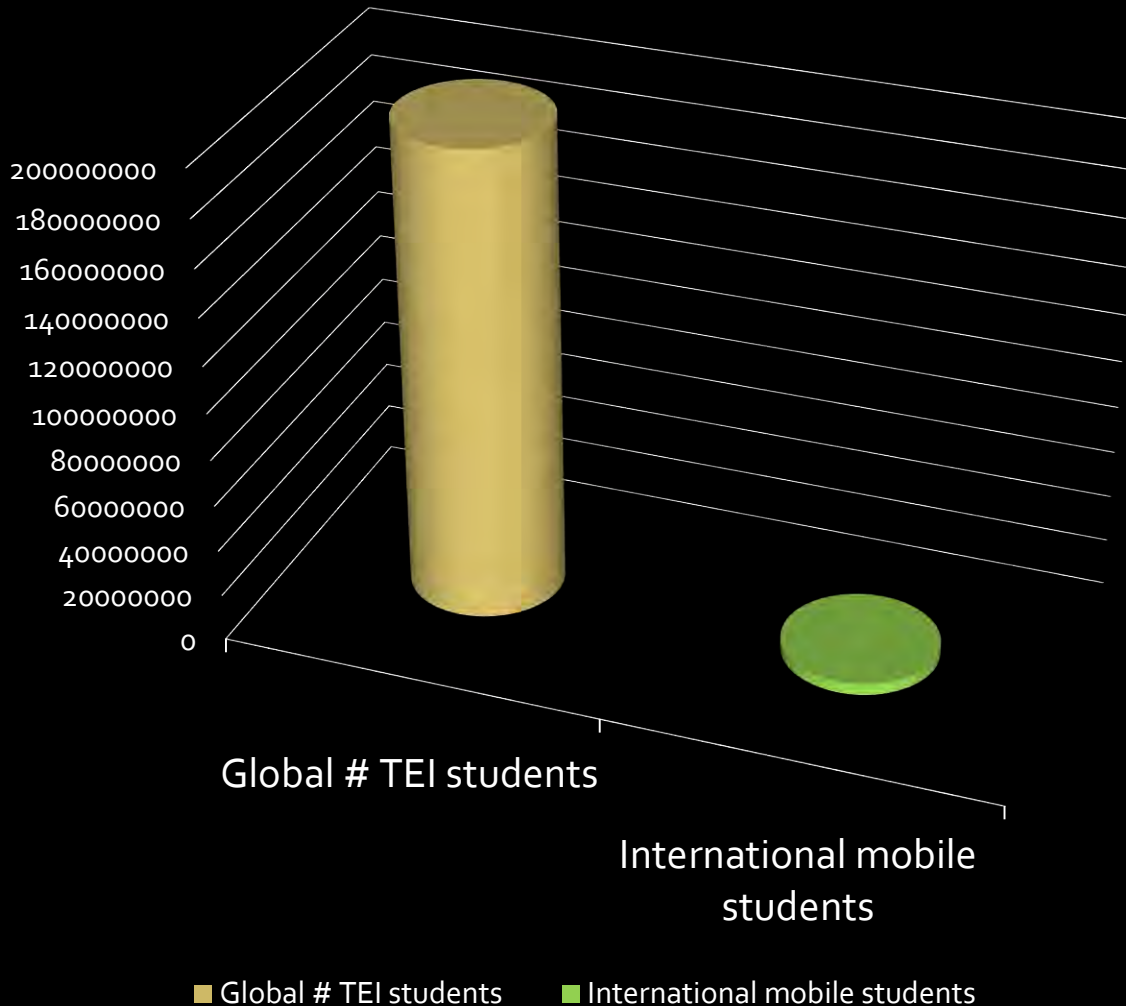
# Student mobility in tertiary education

Percentage of international students in tertiary enrolments

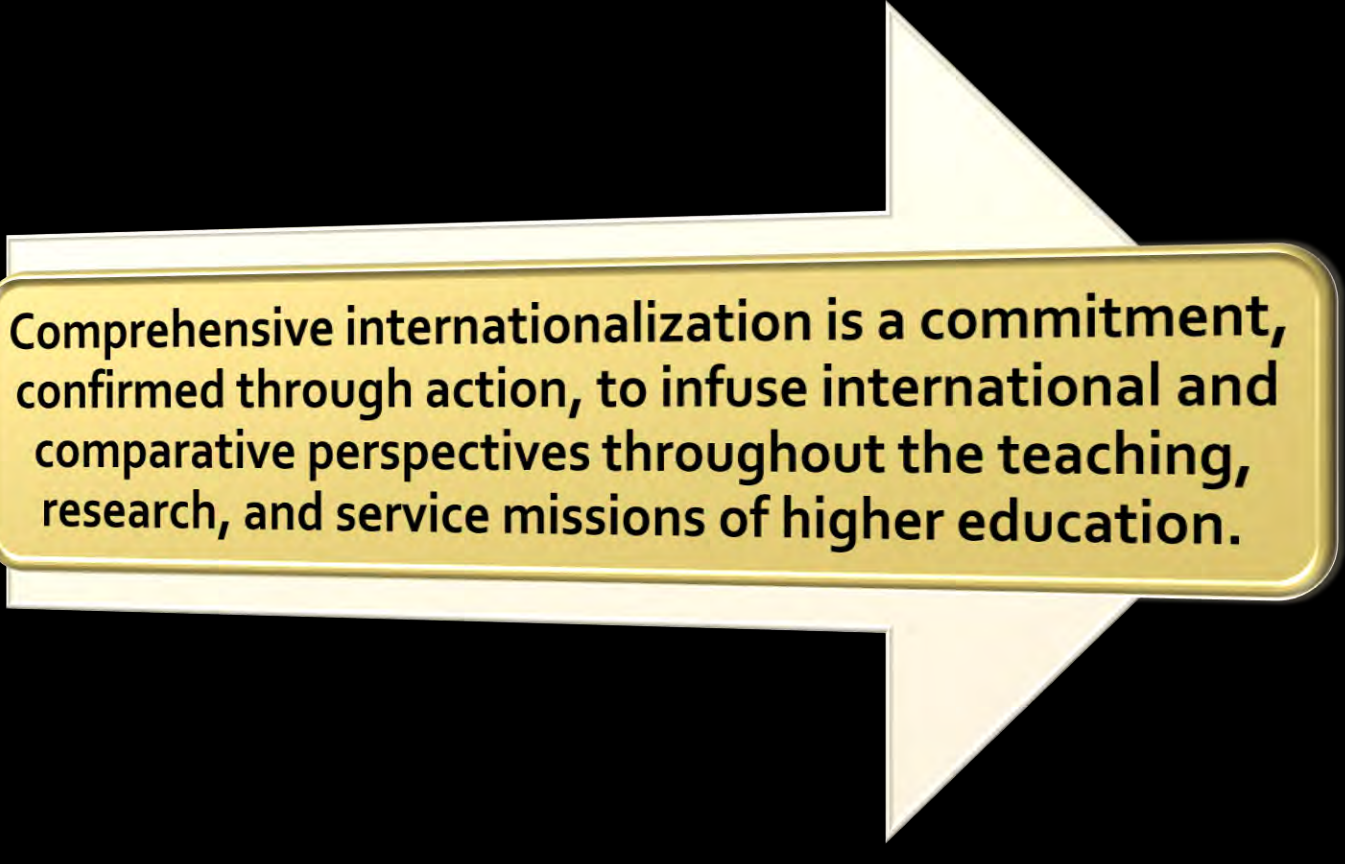




# A real impact? On whom?



# A Point of Departure...Comprehensive Internationalization



Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education.

**John Hudzik**

# Meanings

Beyond mobility, but including mobility

Beyond the international office but it needing to play a key leadership role

Leadership to drive internationalizing:

- The on-campus curriculum and learning
- Research and scholarship
- All institutional missions
- Global institutional partnerships

As much diversity in practice and approach as homogeneity

# *What is Comprehensive Internationalization (CI)?*

Commitment and action to integrate international, global and comparative content and perspective throughout the teaching, research and service missions of higher education.

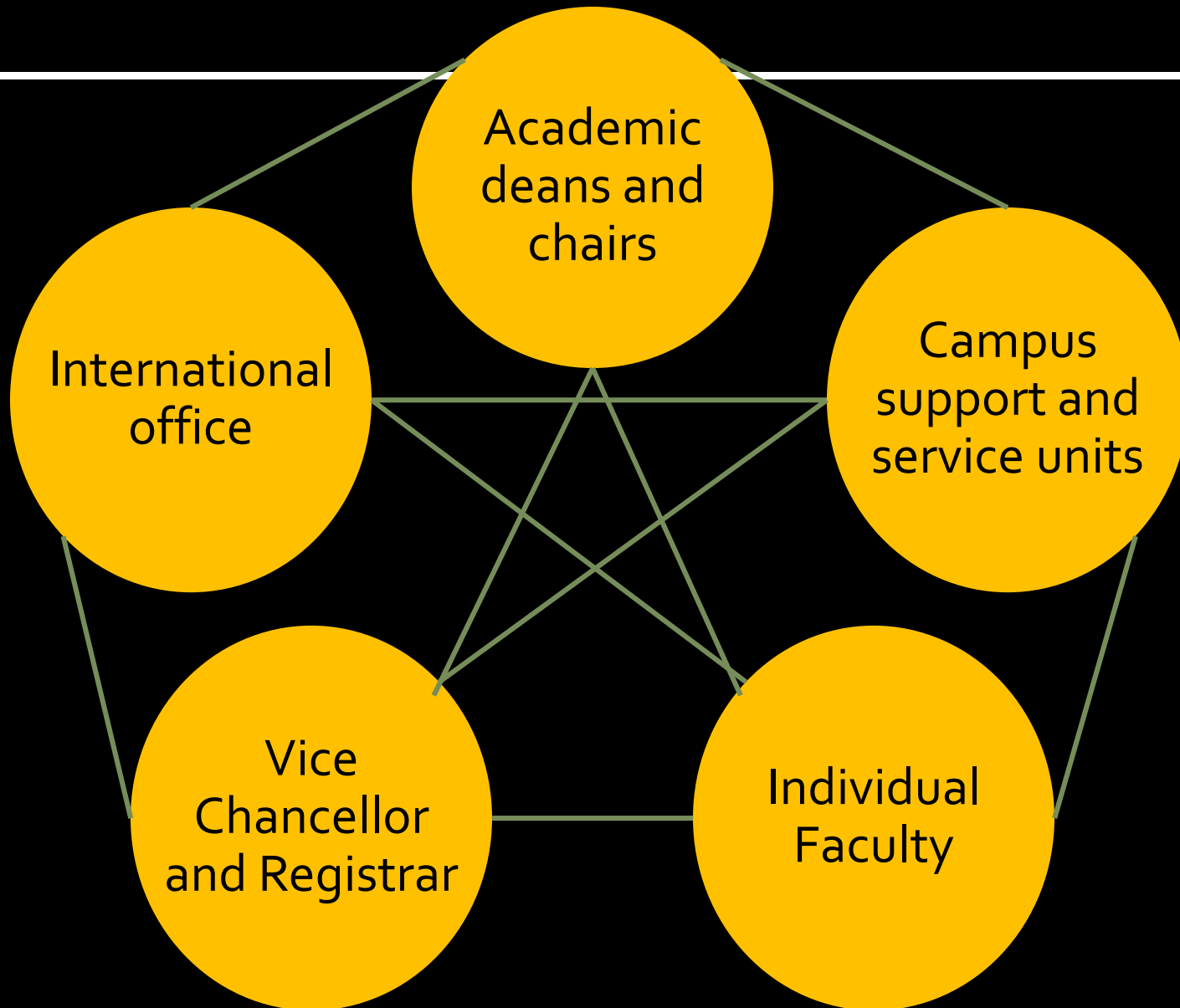
Achieving benefits in core learning and discovery outcomes.

Becomes an institutional imperative not just a desirable possibility.

# What to do?



# Key Players

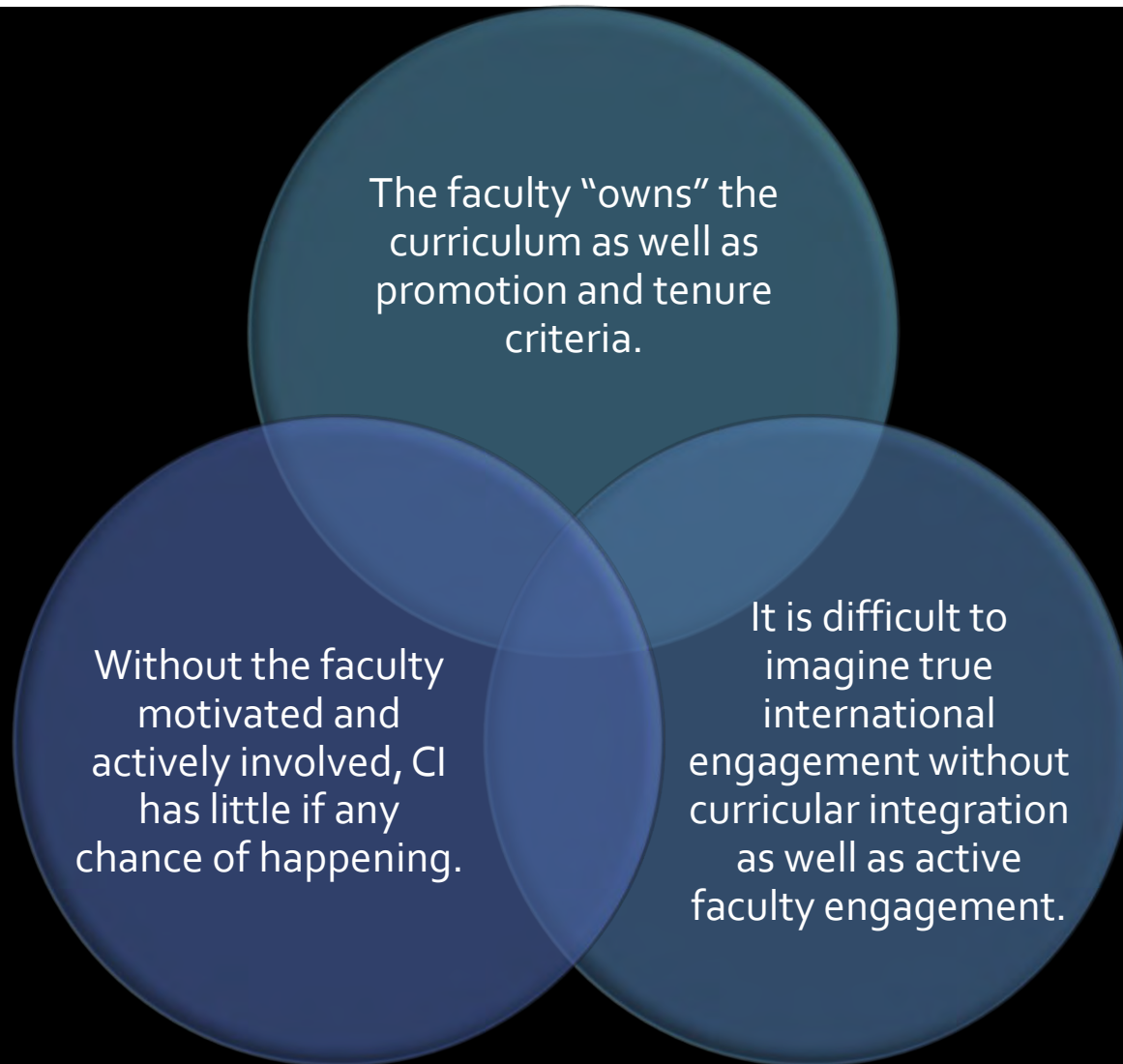


# Internationalization of the Curriculum

- “Internationalization of the curriculum is the process of incorporating international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.”

(Leask, 2015)

# The Critical Role of the Faculty

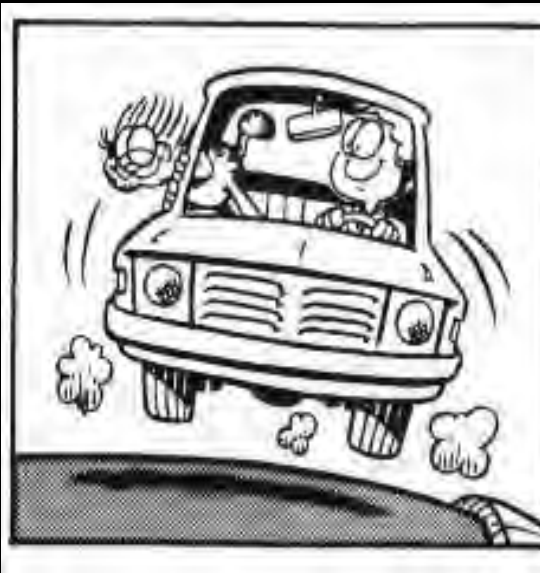




# 5) In conclusion

# There is no magic formula...

- What it may work in one case



...it is not necessarily the best solution in other cases

# A word of caution

For every complex problem there is  
an answer that is clear, simple,  
...and wrong.

***H. L. Mencken***

**Is there room (and need) for  
collaboration?**

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# What Type of Collaboration?

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# Pulling Together?









# Golden key: Everybody's contribution could make a big difference

All the Windows  
are frozen again!



# Some lessons learned in building partnerships

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# The “M” Syndrome...Missing the point

**Misunderstanding differences and similarities**

**Mismatch of expectations**

**Miscalculating the cost/outcomes**

**Misusing the power of match-making**

**Mismarketing the benefits of internationalization**

**Micro-management of projects/resources**

# The “in-famous” case of MOUs

- The endless question: What is first?
- What is the purpose? (Symbolic, legal, promotional, planning, social).
- Useless?

The degree of internationalization of an institution is inversely proportional to the number of MOUs that the institution has

# Significant room for...

More inclusive tertiary education institutions

- Internationally and domestically

More globally engaged but locally committed and informed tertiary education institutions

More evidence-based shared information to the external community about the value of internationalization

More vocal institutions making the point about the importance of internationalization

# Significant room for...



More inclusive  
international  
education

# The art of ambiguity

Continuing doing the same,  
but waiting  
different results



# Shifting Internationalization of Higher Education

A good idea, but..

Too complex

About mobility of students

Marginal

A priority for "tomorrow"

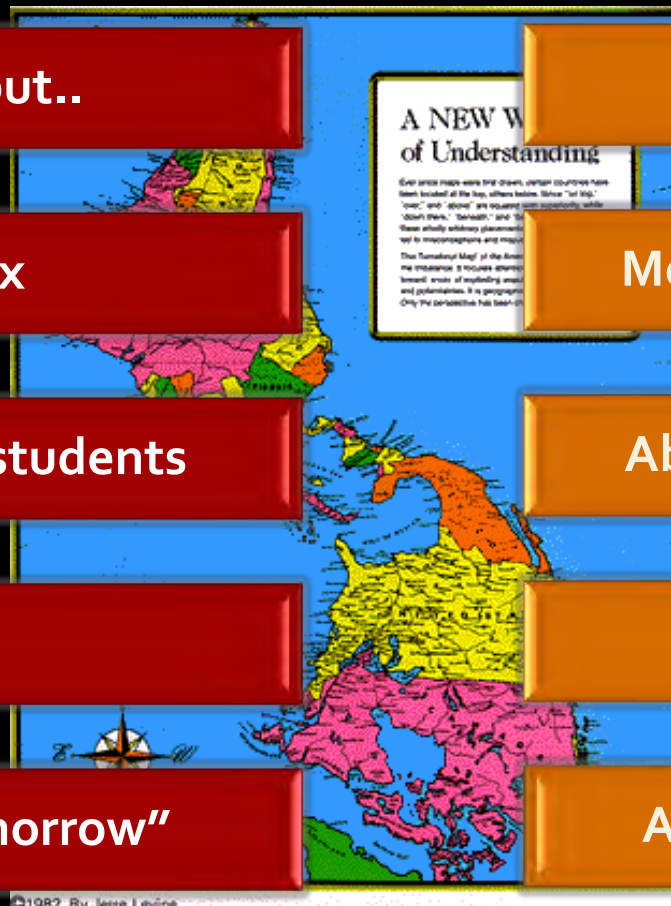
A critical need

Means for better education

About mobility of societies

Mainstreamed

A priority for "yesterday"







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