

Student Mobility and Diversity: Enhancing International Experience

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Mobility and Diversity in Education in a Globalized World

- Higher education is expected to:
 - provide knowledge and experience with deep understanding of cultures, societies, disciplines, the world and its technological advancement
 - hone skills for professional growth, create happy life prospects, meet global responsibility and prepare a humane world
- Competitively globalizing world and challenges it confronts:
 - environmental degradation, pandemic threat, migration and refugee crisis, and economic disparity
- Higher Education too confronts shared problems:
 - paradigm shift in the concept of value based education that considers “people, planet and prosperity” to skill-oriented career focused education, disciplinary existence, pedagogic shift in the age of AI, student mobility, diversity
- Mobility not just for an educational experience, but an enterprise now

Assumptions behind Student Mobility in Higher Education

- Recognize the importance, variety and complexity of intracultural, intercultural and cross-cultural encounter
- Connect with social and cultural capital
- Gain exposure for life's learning
- Achieve competitive edge in the job market for upward social mobility, equity, accessibility and reducing economic disparity (Bista and Glass, 2021)
- Gather knowledge to prepare for meeting the challenges of the contemporary world
- Gain transformative education: Learning to learn, learning to live together, learning to do, learning to be (www.unesco.org/en)
- Provide space for diversity of student body, faculty and staff, curricula, race, class ethnicity, gender and sexual orientation, culture and socioeconomic abilities

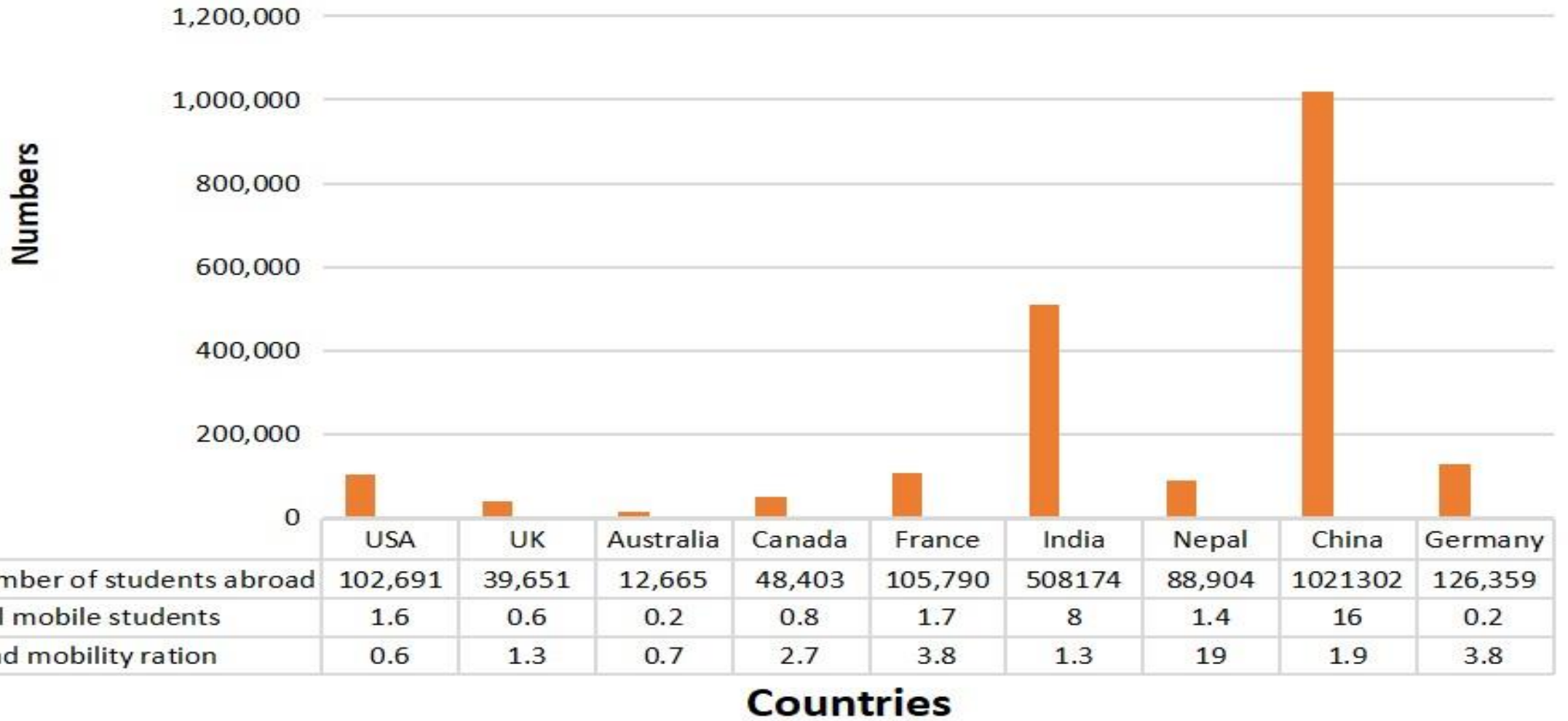
Historical Shift in Higher Education

- Universities elitist with limited access to students initially till the 17th century
- Expansion of universities from elite to mass to universal
- The shift propelled the idea of student exchange and mobility
- Yet European Universities elitist till the postwar period with 5% intake in higher education, Americans liberal with 30%
- With it transformative impact on other regions in HE observed
 - India from 100 thousand students during the independence period to 35 million students in 2019
 - China 45 million students—largest enrollment in HE now
 - 44 percent of college going age group go for tertiary degree with 51 percent of women's enrolment (Altbach and Wit, 2023)
 - Women's enrolment in HE in Nepal now 55.11% (UGC)
 - Global enrolment of students in HE has observed significant rise from 150 million in 2009 to 220 million in 2020 with an expectation of 660 million by 2040 (UNESCO)

Students Mobility in the Era of Globalization

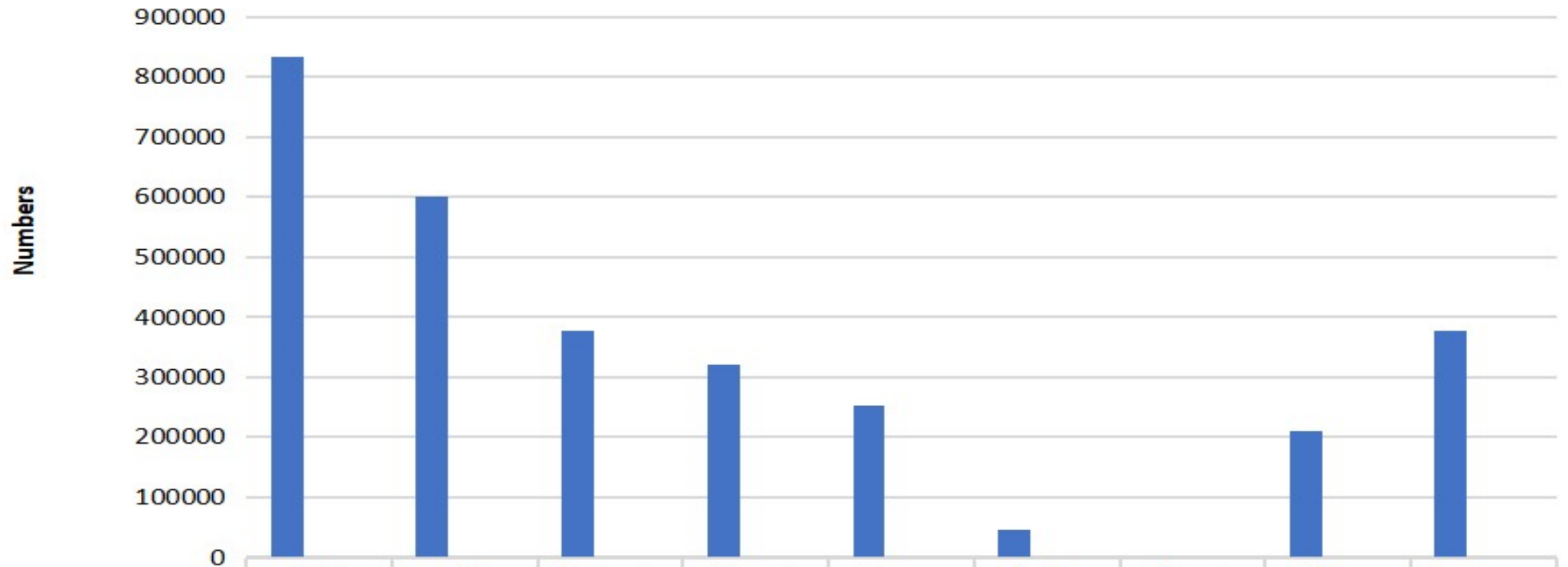
- Student mobility increasing and contributing to knowledge and economy (cultural and economic globalization)
- Diversity a major concern in higher education
- Cross-cultural interaction encompasses cultural experience (race, ethnicity, gender, sexual orientation socioeconomic status, religion and other abilities)
- Student, faculty, staff and curricular diversity, inclusivity and equity in education to some extent (UIS Data)
- Developed countries hosting students, supporting to national economy while lesser developed ones remain burdened and under pressure

Students Abroad



■ Total number of students abroad
 ■ %of total mobile students
 ■ Outbound mobility ration

Students Hosted



	USA	UK	Australia	Canada	France	India	Nepal	China	Germany
■ Total number of mobile students	833204	600589	378439	321630	252856	46659	0	210903	376358
■ % of total mobile students	13	9.4	5.9	4.9	4	0.7	0	3.3	5.9
■ Inbound mobility rate	4.6	20.1	21.9	17.4	9	0.1	0	0.4	11.2

Countries

■ Total number of mobile students ■ % of total mobile students ■ Inbound mobility rate

Source: UNESCO Data Center. [Uis.unesco.org/en/topic/higher education](https://uis.unesco.org/en/topic/higher-education). Accessed on November 22, 2023.

Intensity of Mobility

- Increased globally
- Over 5 million students (2% of the global population of students) study away from home
- Growing influx of students in developed countries (eg. 1.1 million students in the USA in 2018-2019 as opposed to 565000 in 2005-2006, contributing 44.8 billion to US economy)
- Study abroad as home degree increased in US by 11 percent (Altback and Wit, 2023)

Exchange and Mobility for Academic Purposes

- Home degree credit mobility
- Earning degree abroad
- Joint and dual degrees
- Cross-border delivery of education through IBCs (International Branch Campuses)
- Collaborative online international learning
- Virtual mobility
- Virtually abroad program
- Mobility of faculty for professional purposes
 - Short-term visits, exchanges and sabbaticals
 - Long-term advanced study, doctoral programs and training merely for academic circulation or for professional circulation
- Comprehensive internationalization (engagement in program planning, curriculum designing, pedagogic support , publication support)

Recent Trend of Mobility

- Cross-border delivery of education in the form of franchise operation
- Establishment of IBCs (263 in 77 countries in 2017)
- Countries like USA, UK, Australia are sponsoring IBCs and are visible in the market
- Countries like China and Arab Emirates host IBCs
- 57 IBCs in Nepal with 22,335 students (UGC/Nepal)
- An estimated 225,000 students study in IBCs comprising 5% of globally mobile students and 1% total students enrolled in HE
- Virtual abroad academic programs
- Collaborative online programs
- Online higher education degrees
- Journal publication “Invisible Colleges” and online research support (Altback and Wit, 2023)

Transformative Mobility and Exchange

- Mobility and exchange programs can be a transformative experience if we envision:
 - Semester or year-long study programs
 - Short-term study visits
 - Professional internships
 - research collaborations
 - STRONG FINANCIAL SUPPORT SYSTEM- SCHOLARSHIPS, GRANTS LOAN—NEEDED
 - Credit transfer policy and strong educational mentorship equally important

Internationalization of Education

- Four forms of internationalization:
 - Outgoing credit mobility (OCM)
 - Incoming diploma mobility (IDM)
 - Internationalization of teaching and learning (ITL)
 - Transnational education (TNE)

Problems Associated with mobility and internationalization of Education

- Decreased linguistic, cultural and curricular diversity
- Fear of cultural imperialism
- Intensification of social and economic inequality
- Unequal distribution of resources
- Incompatibility educational degrees with home country norms and standards
- Environmental threat to the planet due to carbon emission resulting from frequent travel for academic purposes (Challenge to the sustainability of the planet and its environment)
- Risk for outbound countries to be like ghost cities due to outbound population (threat of homeless houses in Nepal!)
- Comprehensive approach that can provide a moral compass to internationalization of higher education (IoHE)
 - People, planet and prosperity to be looked at (Galen, 2021)

What to do then?

- JUDICIOUS DECISION MAKING AND MASSIVE IMPROVEMENT IN HOME HEIs
- Does this idea cohere with the concept and hubris of globalization?

Dariya and Sagar analogy worth recollection!

Yet let us see thing in the positive light

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