



# **INTERNATIONALISATION OF HIGHER EDUCATION - which direction for Myanmar universities?**

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- RESOURCES ^
- NEWS
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### News

22 JANUARY 2019

#### [Appointment of Associate Director to Scientific Council of AVEPRO](#)

Fiona Hunter, Associate Director of the Centre, has been appointed to the AVEPRO Scientific Council.

# Fiona Hunter

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# How we will spend our time together

1. SESSION 1 Introduction to internationalisation – trends definitions and rationales -
2. SESSION 2 Building a roadmap for internationalisation – vision mission and values
3. SESSION 3 Building a roadmap for internationalisation – objectives, actions and timeframes
4. SESSION 4 Thinking strategically about international partnerships

## Four sessions



Introduction to internationalisation – trends  
definitions and rationales

Session 1

## **international**

- relating to or involving more than one country
- pertaining to the relations between nations
- having members or activities in several nations.
- transcending national boundaries or viewpoints

## **internationalise**

- to make international in character
- to make something become international

## **internationalisation**

- action of becoming or making something become international

## **Definitions – what's in a name?**

What is the meaning of Internationalisation of Higher Education (IoHE) for you?

**Discussion point**

- *“Internationalisation is changing the world of higher education and globalisation is changing the world of internationalisation.”*  
(Knight 2008)

- In an increasingly global and competitive environment, universities are forced to think more strategically in order to respond to externally driven change
- **Internationalisation is identified as a strategic response**

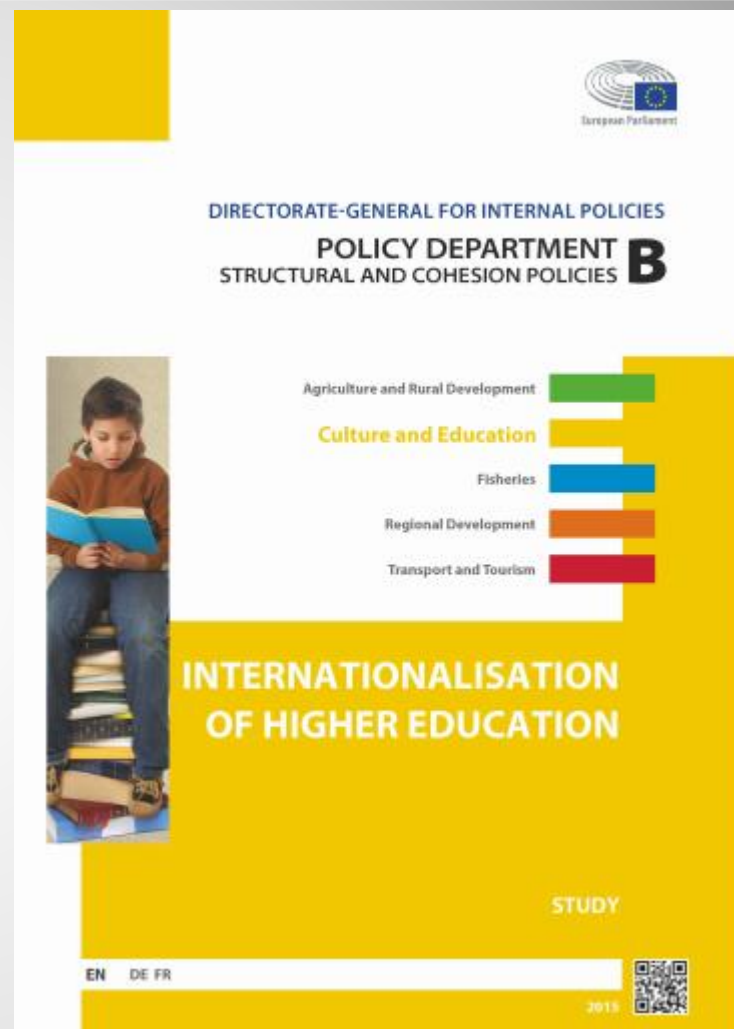
## In a nutshell

Is it possible to deliver quality higher education today *without* an international dimension?

**Discussion point**



What is the underlying gist of internationalisation and what should it be aiming for?



## European Parliament Study

- A relatively **new** phenomenon but **broad** and **diverse**
- No single model that fits all
- Driven by dynamic and evolving combination of political, **economic**, socio-cultural and academic rationales
- Challenge of funding everywhere with trend towards privatisation through revenue generation
- Evident shift from (only) **co-operation** to (more) **competition**

## Changing rationales and dynamics

- Increasingly **high priority** at all levels
- More **comprehensive** and **strategic** approaches
- Emerging **national strategies** and ambitions
- Increasing **institutional strategies**
- Numbers rising (almost) everywhere
- Emerging **regionalization** (with Europe often as a model)

## Strategic importance

- **Recent wave of anti-globalisation, anti-immigration, xenophobia, populism**
- Impacting internationalisation developments around the world
- Challenging the assumption that internationalisation is necessarily to the benefit of all concerned.

## Recent challenges to assumptions

“the **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions **and** delivery of post-secondary education, **in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.**”

(de Wit, Hunter, Egron Polak and Howard 2015)

## Re-defining IoHE

## *Highlights that:*

- the process is **planned** and **purposeful**
- creates a framework for future direction
- implies consideration, decision and action.

## Sharpening the focus of IoHE

*Reflects increased awareness that:*

- IoHE needs to be more inclusive and less elitist
- 'abroad' component should be an integral part of an **internationalised curriculum for all**
- should include **all** actors

**Sharpening the focus of IoHE**

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 programme of study.
- A focus on assuring international/intercultural learning outcomes for all students.

(Leask 2015)

## Revised definition of Internationalisation of the Curriculum



*'the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for **all** students within domestic learning environments'*

(Beelen and Jones 2015)

**Revised definition of Internationalisation at Home**

*Re-emphasizes that:*

- IoHE is not a goal in itself but **a means to enhance quality and support mission**
- and should not focus *solely* on economic rationales

**Sharpening the focus of IoHE**

*Draws on the belief that the purposes of universities are:*

- to **enhance the quality** of education, research and service to a global society
- to shape the minds of future generations,
- to make them more **aware of the world** in which they live;
- more able to **tackle the problems** they face
- more willing to **engage with different cultures** to do so.

**Key contribution of internationalisation**

## In the Myanmar context is this a useful definition?

“the **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions **and** delivery of post-secondary education, **in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.**”

(de Wit, Hunter, Egron Polak and Howard 2015)

### Discussion point

- Need for greater clarity on the '**why**' of internationalisation
- Not only 'what' and 'how'
- Links to **mission, uniqueness, context, academic choices**

*"... strategic planning is about positioning, defining, or discovering the institution's niche, and seeking to be the best in what it can do."* (Hayward and Ncayiyana 2003)

**Making internationalisation meaningful to mission**

# What are the perceived benefits of internationalisation?

1. Enhanced international cooperation and capacity building.
2. Enhanced internationalisation of the curriculum/ internationalisation at home.
3. Enhanced prestige/profile for the institution.
4. Improved graduate employability.
5. Improved quality of teaching and learning.
6. Increased international awareness of/deeper engagement with global issues by students.
7. Increased international networking by faculty and researchers.
8. Increased/diversified revenue generation.
9. Opportunity to benchmark/compare institutional performance within the context of international good practice.
10. Strengthened institutional research and knowledge production capacity.

**IAU 5<sup>th</sup> Global Survey**

1. **Enhanced international cooperation and capacity building. 36%**
2. Enhanced internationalisation of the curriculum/ internationalisation at home.
3. Enhanced prestige/profile for the institution.
4. Improved graduate employability.
5. **Improved quality of teaching and learning. 17%**
6. Increased international awareness of/deeper engagement with global issues by students.
7. Increased international networking by faculty and researchers.
8. Increased/diversified revenue generation.
9. Opportunity to benchmark/compare institutional performance within the context of international good practice.
10. Strengthened institutional research and knowledge production capacity.

## **IAU 5<sup>th</sup> Global Survey Results**

### Statement A (Prestige Rationale)

My institution is concerned with enhancing its international profile and reputation as a world class institution

*No. Points*

### Statement B (Academic Rationale)

My institution is concerned with ensuring that a global outlook permeates all areas of academic activity – from research to curriculum

*No. Points*

### Statement C (Economic Rationale)

My institution is concerned with generating significant income from international sources

*No. Points*

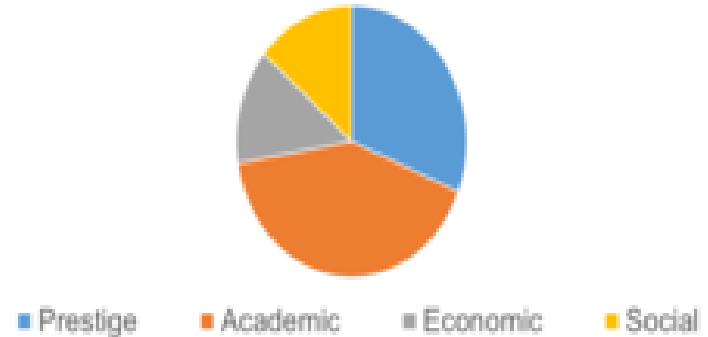
### Statement D (Social Rationale)

My institution is concerned with equipping all its students and staff (and the institution itself) to make an effective and informed contribution to society.

*No. Points*

## Desired balance of rationales

Business School academics



# Internationalisation Rationale Prioritisation Exercise (Lewis 2014)





# Roadmaps for internationalisation: vision, mission and values

## Session 2

# Old and new technologies



**Going to a new place**

# A strategy will also take us on a journey to a place we have never been before.

- So it is a good idea to have a roadmap to guide us towards our new destination.
- A well designed road map is like a GPS.
- It not only tells you where you are and the quickest way to your destination ...
- ...it can even shorten the route as less time is wasted with team members trying to figure things out on the go

## Going to a new place

# A roadmap should put internationalisation in a strategic context.

- Why are you doing it?
- How does it link to mission?
- What will it mean if you are successful – to the students, to the academics, to the institution, and beyond?

## Strategic Roadmap

# A roadmap should deliver value to stakeholders and to the institution.

- What are the needs the plan will address?
- What are the problems that require a solution?
- What are the tasks that need to be done?
- And when will we achieve these?

**Value driven**

# A roadmap is a prototype for your strategy.

- It is a statement of intent and direction
- It is your **vision** for how you will achieve internationalisation.
- It focuses on the **values** that drive your institution.
- It is a visualization of what **objectives** and **actions** are needed to help you achieve long term goals for success.
- It clarifies the **timeframes** for the delivery of the different actions to avoid over-commitment and frustration.

## A prototype

It is a tool to lift the fog around internationalisation and make the vision clear for everyone.



**Lifting the fog**

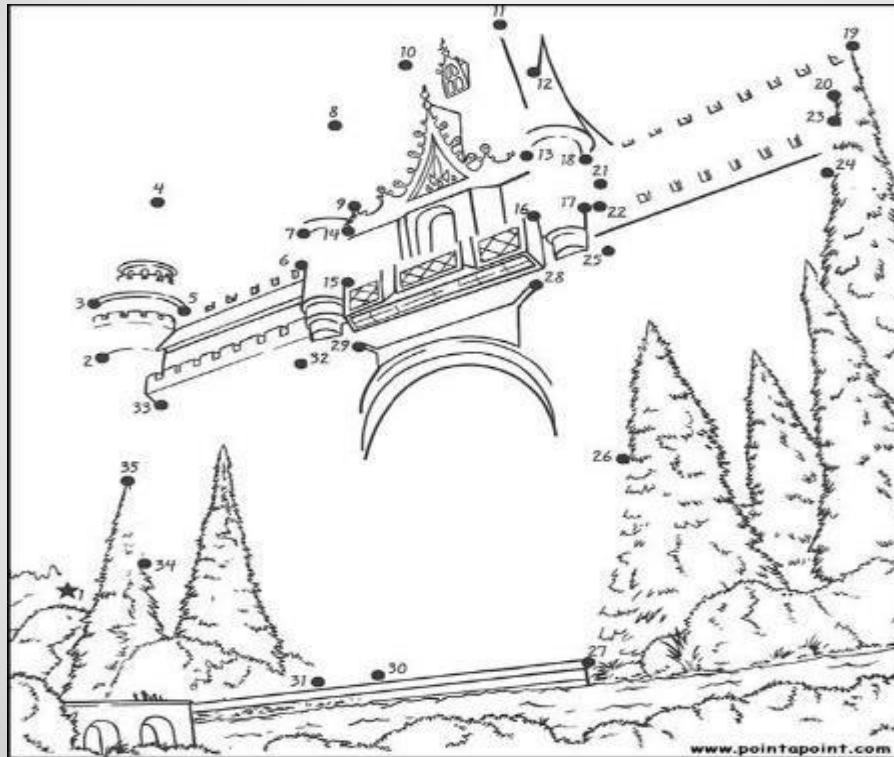
# A roadmap should rally the institution around a single set of priorities.

- There are always too many good ideas for any team – of any size – to implement.
- You can't do everything at once – **you have to choose.**
- And you have to **involve people** in the decisions that will affect them

## Identifying people and priorities



It connects the dots for people in your institution by showing everyone how their actions fit with the vision of where the university wants to be in the future.



## A strategic communication tool

# A roadmap should get people excited about the new direction.

- You will use the roadmap to **check reality** of your direction with your stakeholders.
- You will **share** it with your colleagues, students, stakeholders.
- A good roadmap will confirm **mutual understanding**
- It is also an opportunity to discover where you **need to change direction** before defining the strategy.

## Agreeing the destination



## Checking reality with all stakeholders

- A roadmap **tells the story** of what it will be like when you achieve your vision
- what it will take to get there
- and how you will know if you are making progress.

## A roadmap as a story

1. **A vision** that offers direction
2. **Values** that support decision-making
3. **Objectives** that focus on outcomes and identify priorities
4. **Actions** that measure progress towards the outcomes
5. **Broad timeframes** to avoid overcommitment

## Components of a roadmap

# A well designed road map is all on one page.

*(But to get there we need to do a bit of thinking and writing so make sure somebody on each team is recording the ideas that emerge in your discussions.)*

**On one page**

**Vision**

**Values**

**Objective 1**

**Objective 2**

**Objective 3**

**Action 1**

**Action 1**

**Action 1**

**Action 2**

**Action 2**

**Action 2**

**Action 3**

**Action 3**

**Action 3**

# Roadmap



# An effective roadmap is vision driven.

- A vision is about establishing the “**why**” of internationalisation
- A vision should be about having an **impact** on the lives of the people you serve as well as on your institution.
- Before you start to create your roadmap you need to be clear about your university’s long term vision for internationalisation.

## The Vision



## A vision is the outcome you seek.

- It should be about **longer term outcomes** that have an **impact** on the lives of the people you serve and on the institution.
- It says why internationalisation is important and can be explained by the **benefits** your internationalisation efforts will create both for the world and your institution.

**A vision is not a fantasy**

# A mission is not a vision for the future.

- Mission defines your intent.
- It is the **purpose** driving you to realize your vision.
- *In other words, your **vision** is your ultimate **destination**, and your **mission** tells you which **direction** to follow in order to reach that destination.*

## Vision or Mission

# Vision on internationalisation

<https://youtu.be/VxzI-iXh778>

Professor 'Funmi Olonisakin, Vice President and Vice-Principal  
(International)

**King's College London**

*Through strong partnerships and research and teaching excellence, King's is recognised as a thought-leader on interdisciplinary themes of global significance. King's provides an internationalised curriculum and student experience which creates global citizens connected to international networks and employable anywhere in the world.*

*Five priorities:*

- Attract the best international minds to King's*
- Provide an internationalised curriculum and student experience*
- Invest in strategic partnerships with world-class institutions*
- Raise King's profile as a thought-leader in areas of global significance*
- Create an ethical and enabling environment for King's international activities*

**King's College London**

## Vision on internationalisation

*UG strives to be **a truly international university and a major global player.***

*This is reflected in:*

- *an inclusive environment with equal rights and access for all staff and students*
- *an international perspective throughout research disciplines and degree programmes*
- *an international perspective at the institutional level, reflected in all policies and regulations*
- *a continuous development process for staff and students (life-long learning)*
- *engagement with society in local, regional, national and international contexts.*

# Groningen University

# A vision in the roadmap is a short message.

- It addresses two/three aspects:
  - **Who** (the individuals you target)
  - **Why** (the benefit or needs addressed)
  - **What** makes it unique – how is it different
- Develop a clear statement of your vision for internationalisation based on your key priorities and aligned with institutional vision and mission

## Activity: Creating the vision

- Place your vision for internationalisation at the top of your roadmap.
- *This is the important guiding post that everyone should be continually reminded of.*

## Step 1

# Values include beliefs and attitudes that guide behaviour and relationships with others.

- They are often unspoken as well as difficult to universally define.
- You might choose “respect” and you can find the definition in a dictionary.
- But the key question is how you demonstrate respect with others.

## Values



- Your **vision** is your ultimate destination, and your **mission** tells you which direction to follow in order to reach that destination.
- **Values** are often referred to as your **compass**
- They tell you which direction is north or south (but not which direction to travel).

## Values, vision and mission

Building on our traditional foundations, we highly value our **cross-disciplinary** and **entrepreneurial** character, producing work that **contributes to international developments**. We work in a context of **academic excellence, autonomous thinking** and **integrity**, and **embrace diversity**.


**Values underpinning internationalisation at UG**

- What are your institutional values?
- How do the values align with the vision for internationalisation?
- If they're not aligned, what changes do you need to make to ensure everyone is inspired by the same values?
- Write a short sentence or two describing the institutional values that underpin internationalisation.

## Activity: Aligning values

- Place your key values for internationalisation on your roadmap.
- *They will support the vision and ensure everyone is guided by the same principles*

## Step 2 Values



Building the roadmap: objectives, actions and  
timeframes

Session 3

- Identifying key objectives that tie to your vision is critical to making the vision a reality.
- Everything on the roadmap must be tied to at least one of your objectives

## Key objectives

Our vision is accomplished by:

- attracting a diverse and talented staff and student population in terms of background, culture, gender, age, and education
- including international and intercultural competences in learning outcomes
- encouraging international mobility for staff and students
- cooperating with international partners worldwide in international networks and projects
- building an organization/environment in line with recognized international standards
- using the diversity of staff and students as a resource.

## Key objectives at Groningen University

## Key objectives are likely to be at different stages of development.

- Internationalisation abroad (mobility) might be an established activity,
  - ... but what are the implications of increasing or broadening it?
- Internationalisation of the curriculum might be a relatively new activity,
  - ... but what are the implications in terms of changing existing approaches?

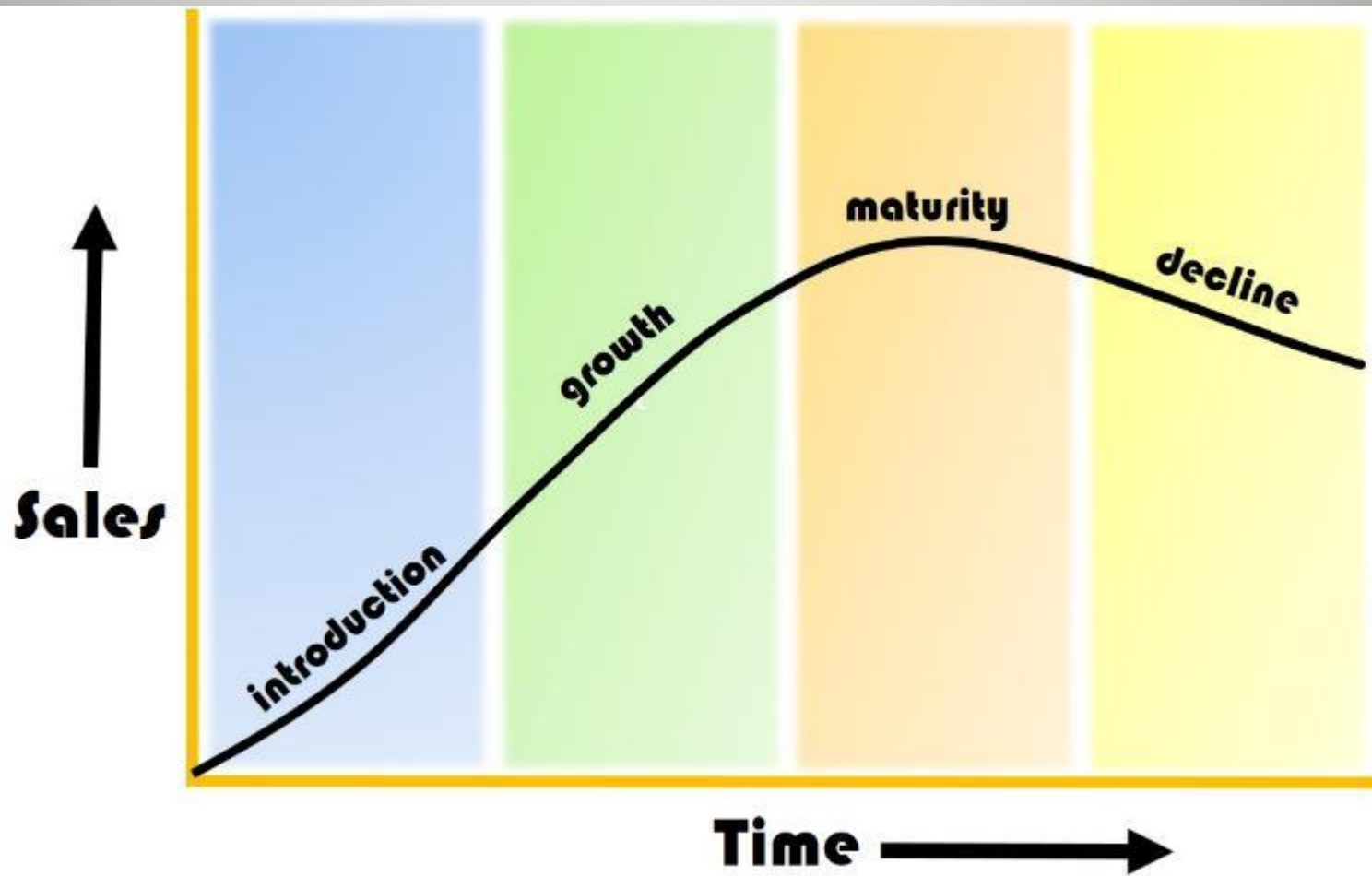
## Stages of development



# Different stages of development present different challenges.

1. Developing new activities – uncharted territory!
2. Expanding existing activities – issues of scale/re-organisation but lower risk and uncertainty
3. Transforming existing activities – addressing new and unknown needs
4. Maintaining existing activities – issues of usefulness and relevance – higher expectations
5. Ending activities – sunsetting can be complicated and delicate

## Stages of development



## Stages of development

- List the key objectives that must be pursued to make the vision a reality.
- Fewer than five seems to be most effective and manageable
- For today's exercise we will use the three priorities identified from the list.
- Express the priorities as objectives in your own words
- Indicate the stage of development as a number – 1-2-3-4-5

## Activity: Key objectives

Insert your key objectives into the roadmap together with the number that indicates stage of development.

*The objectives give meaning to the vision and express institutional choices.*

## Step 3 Key objectives

# The key objectives require a set of actions for them to become reality.

- Objectives are **what** you want to achieve and actions are **how** you plan to achieve them
- Actions might be **academic** in nature (internationalising the curriculum, identifying partners)
- Or they might be **administrative** (developing a partnership policy, setting up exchange programme procedures)
- Or they might be **resource** related (identifying funds, selecting staff)

## Objectives or actions

# What is the one thing or set of things we need to get our objective right?

- What are the must haves?
- Where do we need to start to satisfy basic needs?
- Where will we create dissatisfaction if needs are not met?
- Where will we create excitement if we exceed needs?

## Prioritising actions

- Based on the stage of development, what are the actions you need to take for each key objective?
- Identify three key actions for each objective and consider all aspects – academic, administrative and resources (human, financial).

## Actions

- Add three key actions for achieving each of the objectives in the roadmap

*Once you have identified objectives and translated them into actions, your roadmap is starting to take shape and become useful*

## Step 4 actions



## The roadmap provides broad timeframes to avoid over-commitment.

- This can be calendar quarters:1-2-3-4
- Or in years of the plan – 1-2-3-4-5
- Or expressed simply as Now - Next – Later
- What is important is that they provide guidance while preserving flexibility
- And that the sequence communicates what is important now and what can wait.


### Establishing realistic timeframes


**Feasibility** tells us how easy it will be to do the action in terms of money, effort, time ...


- We want to avoid detail at this stage but we need to prioritize the different actions.
- We can use T-shirt sizing as a simple scale to quickly gauge priorities.


**Feasibility**

Extra small (XS) 

Small (S) 

Medium (M) 

Large (L) 

Extra Large (XL) 

## T shirt sizing

- Identify a timeframe for each action:
  - 1. Now - 2. Next - 3. Later
- Identify a T-shirt size for each action:
  - XS – S – M – L - XL
- *Do not overcommit on what you are able to deliver realistically*

## Activity: Timeframes

- Order the actions into 3 phases in the roadmap – 1. Now 2. Next 3. Later
- And indicate the scale of the action from XS to XL.
- *Your roadmap is now complete*

## Step 5 timeframes

The strategic roadmap is a communication tool that informs and reminds everyone of your vision, and keeps everybody on the right road.



## Roadmap as communication tool

- Your **vision** is the problem you are solving or the change you want to see in the world
- Your **values** support the vision and provide a compass for the objectives.
- Your **key objectives** are the high level goals you want to accomplish in this plan
- The **actions** are how you will address the needs and problems in each objective and progress is measured by the key performance indicators.
- There are broad **timeframes** in which the actions can be realistically accomplished.

*Ensure every step is incremental and builds on the one before it. Each element informs and feeds into the next one.*

## Reviewing the roadmap

# The roadmap needs to be communicated and shared with all the stakeholders.

- Tell a good story!
- Start with the “why” – the vision
- Explain how the objectives support the vision
- Show what actions are in the near term and clarify what critical needs justify prioritization and align with objectives
- Propose what’s in store for longer term and continue to reinforce how this will align with objectives and vision.

## Communicating the roadmap





# Thinking strategically about international partnerships

Session 4

## Partnerships have become a defining feature and essential element of internationalisation of higher education.

- Strategic significance increased as a result of globalisation.
- Working together exists in multiple forms
  - size, geographical dispersion, resource availability, prestige, power, influence.
- And with multiple partners
  - universities, governments, industries, local communities etc.

## Becoming more strategic

# Partnership agreements, consortia/network participation, membership of associations are shifting in focus.

- From bilateral to multilateral
- From focus on numbers to content and outcome
- From single purpose to multipurpose
- From cooperative to competitive
- From HE partnerships only to other stakeholders
- From marginal and *ad hoc* to central and strategic

## Recent trends in partnerships and networks

- Student exchange
- Academic and administrative staff exchange
  
- Joint curriculum development
- Joint or double academic programs
- Short course programs
  
- Research cooperation
- Researcher exchange
  
- Delivery of transnational education
- Joint bids for international projects
- Developmental projects in a third country
- Relationships with private sector
- Benchmarking
- Shadowing programmes

(Stockley and De Wit 2011)

## Range of activities

*“Institutions are recognizing the need to partner with one another, at home and abroad, and with corporations, non-governmental organizations, and community groups to better serve students, enhance research, and meet public needs. Such alliances help institutions undertake new activities or extend their current ones by combining resources. **Cooperation can help institutions compete, enabling them to accomplish with others what they could not do alone.**” (Kinser and Green, 2009)*

**Increasingly difficult to compete alone**

*“Institutions of higher education worldwide have a social responsibility to help **bridge the development gap** by increasing the transfer of knowledge across borders, especially towards developing countries, and working to find common solutions to foster brain circulation and alleviate the negative impact of brain drain. (...)*

*International university networks and partnerships are a part of this solution and help to enhance mutual understanding and a culture of peace. (...) (Unesco 2009)*

## **Role of social responsibility**

What are your motivations in engaging in international partnerships?  
How do they support your key objectives for internationalisation?

## Discussion point

## Improve teaching and learning

- Bring international dimension to the classroom through virtual and physical mobility of staff and students
- Offer double and joint degrees
- Fill gaps in curriculum or fortify existing strengths
- Share expertise on programme development and pedagogy
- Expand international content in courses
- Contribute to internationalised learning outcomes
- Develop physical and virtual co-taught courses – co-constructed knowledge

## Benefits for teaching and learning



# Transform research, knowledge production and disciplinary thinking

- Enhance research strengths or fills gaps in capacity
- Bring together multiple perspectives and talents
- Provide local knowledge
- Publish jointly for international readership and impact
- Attract international funding
- Spark new research through sustained collaborations

## Benefits for research

# Strengthen societal engagement

- Enhance local development projects through expertise of international partners
- Foster activities that dovetail with international activities of local businesses, organisations, governmental agencies
- Illuminate work with local immigrant communities
- Build human connections that can undergird peace initiatives or conflict resolution

## Benefits for societal engagement

# Strengthen institutional development

- Use partner staff for teaching and research
- Increase student applications
- Enhance alumni loyalty
- Develop high quality services
- Share library and other resources
- Increase international visibility
- Improve institutional positioning
- Attract external funding
- Share costs and risks

## Benefits for institutional development

- Similarity of focus and complementarity of talent add value
- Mutual benefit is key but must be defined
- Partners develop greater understanding, trust and deeper relationships over time

## Key messages for partnerships

A model to think about partnerships and overall partnership strategy that brings benefits to own institution but also helps to build a global higher education that is beneficial to all.

**A model for partnership (Susan Buck Sutton)**

## Dimension 1 - individual benefits

- each institution receives benefits through the mechanism of exchange of people and resources
- typically a **short-term transaction**

## Dimension 2- joint benefits

- both institutions receive benefits as a result of collaboratively producing something new, e.g. joint degrees, research centres, development projects
- a **longer term transaction**
- can lead to growth and **transformation**

**Three levels – all important**

## Dimension 3: systemic benefits

- builds a positive global HE system through partnerships that contribute to building an environment for all
- e.g. creation of new knowledge from global dialogue, inclusion of HEIs that rarely engage in international partnerships
- less frequent, long term, aims to bridge development gap
- Leads to **growth and transformation**

**Three levels – all important**

# **Internationalisation is not just about infusing global perspectives into an institution.**

- Also about creating relationships that allow ideas, activities, people and perspectives to flow back and forth, generating value.
- Shifting from focus of accumulating resources within the institution to also establishing connections beyond it.

## **Cultural Shift (Susan Buck Sutton)**



## When partners have different resource capacity, principles of equity as well as equivalence come into play.

- **Equality** exists when two or more entities are the same in some way.
- **Equity** refers to fairness and justice in how how partners are treated.
- One may contribute more funding or resources
- But resource inequality should not lead to inequality in decision making and goal setting!

### Principle of equity (Susan Buck Sutton)

- What do you expect from partnerships?
- How would you identify the benefits, define what each side is contributing and receiving?
- How would you build a coherent partnership policy?
- What would be the criteria for partner selection?

## Discussion point

**The most successful partnerships are those where there is a great deal of mutuality, trust and understanding.**

- Sustaining fruitful collaborations puts the university at a distinct advantage in the current environment
- It requires careful management and strong commitment.

## Final thoughts