Internationalisation of Tertiary Education in the MENA Region

6th MENA Regional Tertiary Education Conference – Marseille, 15-16 June 2017
Defining Internationalisation of TEI

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.


Internationalisation is an ongoing process of change whose objectives is to integrate the institution and its key stakeholders (its students and faculty) into emerging global knowledge economy.

Hawawini Models of Internationalisation Reach

**Importers**
*Bringing the world to the campus*

**Exporters**
*Sending students, faculty and staff abroad*

**Academic Joint-Venture**
*Joint or double degree*

**Partnerships**
*International partnership to collaborate on exchanges, programs, research…*

**Foreign Campus**
*Full-fledged campuses abroad*

Hawawini, 2011
Why is internationalisation of TEI important?
The benefits
The ultimate benefit of internationalization for a HEI is to learn from the world, and not just to teach the world what the institution already knows in order to satisfy some educational and economic motives (Hawawini, 2011)

**Benefits for the country**
- Economic impacts
- Quality
- Influence

**Benefits for the student**
- Skills (soft and socio-emotional)
- Employability
The Benefits | Economic Impacts

Beneficial effects on economies of hosting countries

France

- Cost: €3 billions
- Contribution to French economy: €4.65 billions

Source: Beyond Influence: The Economic Impact of International Students in France, BVA-Campus France, November 2014

Germany, The Netherlands, Austria, Poland, Switzerland, Spain

Netting out the aggregate costs and returns of State funding in the event that 20% or 30% of international students remain in a host country, in million euros and years

<table>
<thead>
<tr>
<th>Country</th>
<th>Aggregate costs accruing to States for providing places of study for international students (based on four years)</th>
<th>Total returns for the State</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>During the actual period of studies (student consumer spending)</td>
<td>After completion of studies, p.a.</td>
</tr>
<tr>
<td>Germany</td>
<td>-8353</td>
<td>1603</td>
</tr>
<tr>
<td>The Netherlands</td>
<td>-1522</td>
<td>343</td>
</tr>
<tr>
<td>Austria</td>
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<td>683</td>
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<tr>
<td>Poland</td>
<td>-282</td>
<td>93</td>
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<tr>
<td>Switzerland</td>
<td>-2126</td>
<td>229</td>
</tr>
<tr>
<td>Spain</td>
<td>-2495</td>
<td>545</td>
</tr>
</tbody>
</table>

Source: own research Prognos AG, DAAD, 2013
The Benefits | Quality

- Peer-to-peer exchanges
- New methods
- Innovative solutions
- Common standards
- Communities of practice

Quality increased
The Benefits | Influence

- Country influence in capacity building
- Trust and permanent links among people
- Country knowledge

Stronger links, reinforced influence, more exchanges
The Benefits | Employability

21st Century Skills

- Interpersonal skills
- Foreign languages
- Flexibility
- Intercultural understanding
- Benchmarks
- Highly skilled and knowledgeable workforce
The Benefits | Skills Development

- Independence
- Intercultural understanding
- New social networks
- Self-confidence
- Interpersonal skills
- Interest in global affairs
- Re-evaluation of view of country of origin
- Change in values

Source: UK HE International Unit, 2012-13
Global trends of TEI internationalisation
200 million students in the world, twice as many as there were just over ten years ago. And the number of students worldwide will probably double by 2030. (France Stratégie, Sept. 2016)
Global distribution of international students in tertiary education by region of origin, 2013.

Source: OECD stats.
Global Mobility

### Destinations of international students

- USA (19%)
- UK (10%)
- Australia (6%)
- France (6%)
- Germany (6%)
- Russia (3%)
- Japan (3%)
- Canada (3%)
- China (2%)
- Italy (2%)

**Source:** OECD stats.

### Countries of origins of international students

- China (712,157)
- India (181,872)
- Germany (119,123)
- Republic of Korea (116,942)
- France (84,059)
- Saudi Arabia (73,548)
- USA (60,292)
- Malaysia (56,260)
- Vietnam (53,546)
- Nigeria (52,066)

**Source:** UNESCO
International Campus

Number of international campus for top sending and receiving countries

Source: C-Bert Listing (octobre 2015) – sur un total de 233 campus
Internationalisation in the MENA region
MENA is not a Priority in the Internationalisation Landscape

Source: Internationalization of Higher Education: Growing expectations, fundamental values; IAU 4th Global Survey; Eva Egron-Polak and Ross Hudson, April 2014
Focus on

Inbound Mobility
Tertiary Education Growth in MENA

Total and international enrolment in Tertiary Education in MENA compared

Source: Constructed by the CMI using UNESCO data
Area of Origin of International Students in MENA

Distribution of international students in MENA tertiary education by continent of origin, 2015

- Europe: 25.00%
- Asia: 53%
- North America: 18%
- Africa: 2%
- Oceania: 1%
- Other: 0.20%

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Trends in Enrolment and Inbound Students - Country Cases

Stagnating student population
International enrolment not growing

Inbound international students and enrolment in TE, Egypt

Inbound international students and enrolment in TE, Lebanon

Source: Constructed by the CMI using UNESCO data
Trends in Enrolment and Inbound Students - Country Cases

**Stagnating student population**

**International enrolment growing recently**

Inbound international students and enrolment in TE, Tunisia

Source: Constructed by the CMI using UNESCO data
Trends in Enrolment and Inbound Students - Country Cases

Growing student population, stagnating international students

Inbound international students and enrolment in TE, Morocco

Source: Constructed by the CMI using UNESCO data
Trends in Enrolment and Inbound Students - Country Cases

Growing student population, stagnating international students

Inbound international students and enrolment in TE, Algeria

Inbound international students and enrolment in TE, Jordan

Source: Constructed by the CMI using UNESCO data
Trends in Enrolment and Inbound Students - Country Cases

Growing student population, both domestic and international

Inbound international students and enrolment in TE, UAE

Inbound international students and enrolment in TE, Qatar

Source: Constructed by the CMI using UNESCO data
Tertiary Education Growth in MENA

Inbound mobility rate (% of total tertiary enrolment), 2014

Source: CMI’s calculation using UNESCO data
Focus on

Outbound Mobility
MENA Students’ Mobility

Evolution of inter-regional and intra-regional MENA mobility

Source: CMI’s calculation using UNESCO data
MENA Students’ Mobility in 2013

MENA to MENA

MENA to World

Source: CMI’s calculation using UNESCO data
MENA Students’ Mobility

Distribution of MENA students studying abroad in 2011 by major destination countries and region

Source: CMI’s calculation using UNESCO data
Is this enough?
How to make most of students get the 21st Century Skills?

Internationalisation at home

- Languages
- Interculturalism
- Benefiting from international students and staff

Curriculum improvement
How to fill the gap?
Obstacles to Internationalisation

- Lack of (public) funding
- Insufficient exposure to international opportunities
- Limited experience and expertise of faculty members and staff
- Recognition difficulties for qualifications
- Visa restrictions on international students, researchers and academics

Source: Internationalization of Higher Education: Growing expectations, fundamental values; IAU 4th Global Survey; Eva Egron-Polak and Ross Hudson, April 2014
Why promoting and supporting internationalization in MENA?

• Internationalization is a promising avenue for providing a new generation of global citizens able to act in tomorrow’s global knowledge society

• Developing non-cognitive skills and enhancing quality is an advantage for employability

• Internationalization fosters mutual understanding, broadens the horizons, and promotes coexistence, helping to fight extremism and violence
From where to start?

- Giving a global dimension to curricula
- Encourage tertiary education institutions to open the door to internationalization, offering financial incentives such as targeted funds to promote internationalization
- Alleviate barriers to the internationalization of tertiary education such as visa regulations.
- Foster academic collaboration within the MENA region and globally
- Learn from the experience of other institutions in implementing different internationalization approaches. The University Governance Screening Card network can be used
- Establish an international service to provide support to both students and faculty staff and to promote the integration of international students into all the institution’s academic and social activities.
- Deliver part of the programmes in foreign languages, ensure the quality of the delivered content and develop joint programmes in co-operation with foreign institutions and research centres
- Develop statistical indicators and surveys for an effective internationalization monitoring
Why isn’t internationalization equally exploited by countries?

Awareness?

Funding?

National economic policy? (Openness to globalization)
Open discussion

Where is your added value?

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  *Bringing the world to the campus*

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