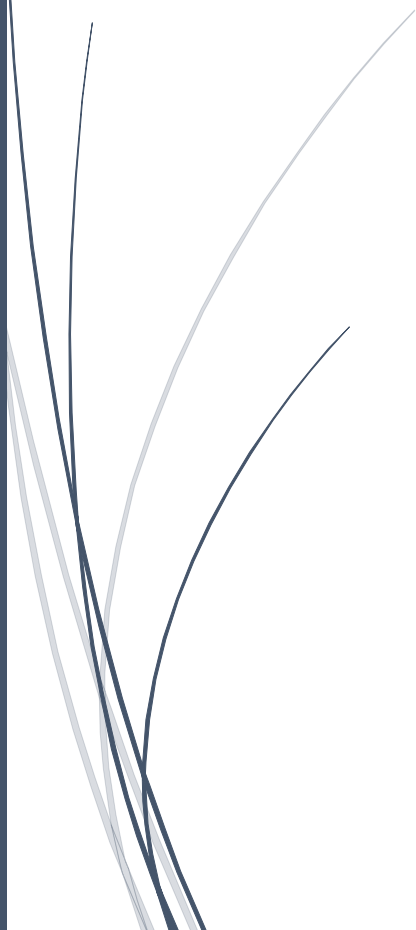


HERE Technical
Assistance Mission

Development of a National/Institutional Higher Education Internationalization Strategy

This Technical Assistance report on Tunisia was prepared by the staff team of Tunisia NEO. It is based on the information available at the time of the TAM on 08 October 2019 in Tunisia science city by the international expert Hans-Georg van Liempd.



Development of a National/Institutional Higher Education Internationalization Strategy

Introduction

The internationalization is one of the main factors in the higher education, which evolves for solving several challenges. The internationalization is defined differently from person to person and is generally associated with complexity, diversity and differentiation.

“The internationalization of higher education is a process that is evolving both as an actor and as the new realities and the rather turbulent times facing higher education” (Jane Knight, 2009).

The aim of this TAM is to examine the meaning, the approaches and the main strategies for integrating an international dimension into the higher education.

The General Director of International Cooperation of the Ministry of Higher Education and Scientific Research in Tunisia presented the internationalization strategy of higher education in Tunisia.

Several Professors of Higher Education in Tunisia have contributed to this TAM (Annex1 program).

The international expert Professor Hans-Georg van Liempd has animated the TAM in two parts. The first part dealt with the definition as well as the motivations for the internationalization and current trends in the world. The second part dealt with the development and implementation of an institutional internationalization strategy.

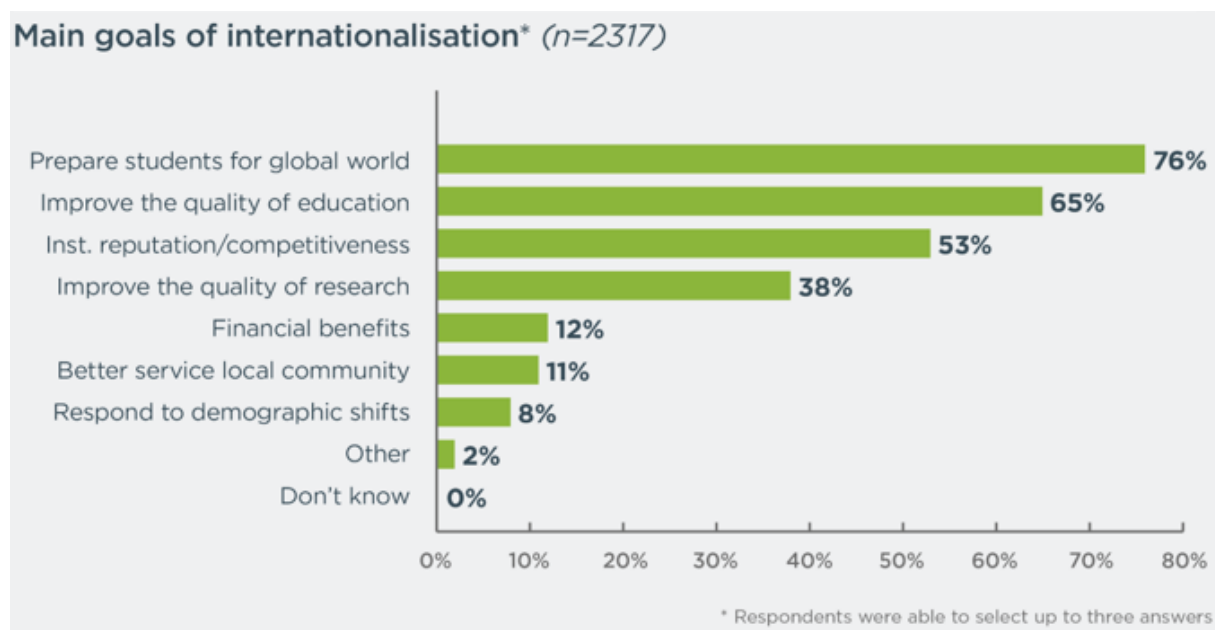
Information Related to Subject of TA Provision

The internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments.

We must distinguish between globalization and internationalization. “In terms of both practice and perceptions, **internationalization** is closer to the well-established tradition of international *cooperation* and *mobility* and to *the core values of quality and excellence*, whereas **globalization** refers more to *competition*, pushing the concept of higher education as a *tradable commodity* and *challenging the concept of higher education as a public good.*” (Van Vught, van der Wende, and Westerheijden, 2014).

« Internationalisation of HE is the (change) process of integrating an international, intercultural, and/or global dimension into purpose, functions, teaching/learning, research, service delivery of higher education/tertiary education at institutional, regional, national, international level » (Jane Knight, 1999 and 2004).

As shown in the following figure, there is a different goals of the Internationalization:



There are many benefits of the internationalization:

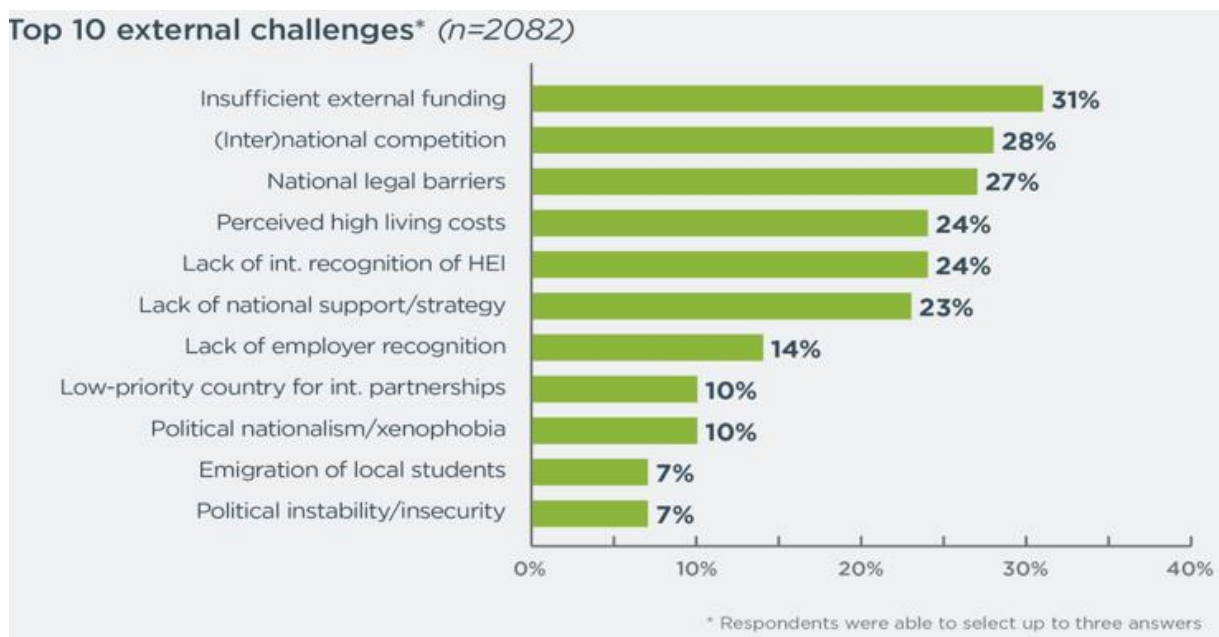
- Enhanced international cooperation and capacity building.
- Enhanced internationalization of the curriculum/ internationalization at home.
- Enhanced prestige/profile for the institution.
- Improved graduate employability.
- Improved quality of teaching and learning.
- Increased international awareness of/deeper engagement with global issues by students.

- Increased international networking by faculty and researchers.
- Increased/diversified revenue generation.
- Opportunity to benchmark/compare institutional performance within the context of international good practice.
- Strengthened institutional research and knowledge production capacity.

Various internationalization activities are presented in the following figure:



Several international challenges are presented in the following figure:



The perceived benefits of the internationalization are:

- International awareness of students,
- Better research and knowledge,
- International cooperation,
- International prestige,
- Internationalization of curriculum,
- Better quality, better graduates, happier employers.

The internationalization Consequences are:

- Brain drain,
- Emphasis on branding profile and status building (instead of capacity building),
- Commercialization and competitiveness,
- Diploma and accreditation mills,
- Diversity of providers of programs/services – rogue and bona fide,
- Homogenization and standardization (English as lingua franca e.g.),
- Commoditization and tradable service.

There are many myths about the internationalization:

- International students are primarily recruited as agents of internationalization: ‘they are not fully integrated, for income generation, for brain race’,
- Being international is a proxy for quality,
- As much as international institutional agreements,
- International (foreign) accreditation assure and represent the quality of internationalization,
- Global position and branding is the goal of an international strategy.

Information Forming the Basis of TA Advice

The truth is elsewhere:

- One size does not fit all,
- Internationalization is a transformative and inclusive process,
- Internationalization is not an end into itself, it is a means to an end,
- Internationalization and globalization are different processes but are embedded,
- Internationalization recognizes and builds on local, national, regional, cultural dimension and context.

Global trends in the international Higher Education according to EAIE Barometer (2018), University of Oxford International Strategy Office (2015) and OECD Education at a Glance (2018) are:

1. Changing global demographics (Declining birth rates in high income countries, Population growth is mainly in Africa and Asia, World population code change from 1114 to 1125, Labour shortage in “the West”).
2. Increasing global student mobility (Mobility increases from 2 million (1998 - 1.5 OECD) to 5 million (2016 - 3.5 OECD), If the growth of the 2006-2012 period is extrapolated till 2025 the number would rise above 9 million by 2025, Mobility increases to 6% in total and to 26% in doctoral programs, STEM fields count for 33%, New Zealand, Australia, UK, Switzerland 18-20%, Netherlands 10%, USA 4%).
3. Higher education as a global market (Global demand for higher education exceeds availability, Implementation of tuition fees, Student as customer, HE as an industry - service oriented, Increasing importance of rankings and branding, English as the international HE language).
4. Changing role of governments (Declining funding - the user pays, Privatisation and private equity growth in higher education, The benefits of internationalisation are increasingly clear to governments (and employers) - HEIs are pushed).
5. Non traditional models in the IHE (Offshore teaching, in non traditional countries (e.g. Oman, Botswana), Introduction of online delivery, online teaching, MOOCs – blended learning, COIL, Different models of mobility, Virtual Mobility, Holographic professors, Language learning: simultaneous translation devices Robots).
6. Strategic alliances, partnerships and networks (Research within institutions requires to work jointly with the partners on a topic, International partnerships are ‘beyond student mobility.’, You are as strong as your partners, European University Initiative, Brexit: UK universities more strategic for partnership with the EU-institutions?).

7. Demand from employers (Value of international experience for employability is increasing according to and proven by research, Not only academic skills – transversal skills).

8. Politics – Populism (Europe: Less public funding – introduction of tuition fees, HE is a global market and the institutions try to attract students, Receiving and sending countries, Inter EU mobility main focus from South to North and East to West, English is becoming dominant language; North America: Decline of the dominant position of the USA as destination for students, losing students to Europe, Relatively few outgoing students, students that do go about half go on short programs or summer schools, Strong research orientation, Huge difference between institutions; Asia: Governments are spending more on Higher Education, still capacity shortage, Japan, South Korea and Malaysia have an aging population and they are trying to attract students and send their students out on exchange, China aims to get cooperation based on equality and not brain drain, Main focus of student mobility is to North America, UK and Australia, but the EU is growing; Africa: The 17.5% of the total government expenditure spend on Education is highest of the world (12,2% in North America and Western Europe), Ongoing Brain drain, not only to Europe, also a brain drain in Africa, Increasing number of people going to Gulf countries).

Final TA Advice

It's better to consider

- Internationalization of the HE as a (*change*) process
- Internationalization is a means to an end, not an end in itself
- In the internationalization of the higher education, the context is essential: the context of the country, the region, the city, history, culture, language, politics, etc.

The expert recommended to:

- Define what you are doing as the context varies within the country and between the institutions,
- Take into account the Trends in the Higher Education.
- Develop a new international networks and a consortia;
- Increase the number of students, professors, and researchers participating in the academic mobility schemes;
- Increase the number of courses, programs, and qualifications that focus on the comparative and international themes;
- More emphasis on the development of the international/intercultural and the global competencies;
- Stronger interest in the international themes and the collaborative research;

Conclusion

The number of people who were present is 46. The implementation of the internationalization strategy at the Ministry level is advanced according to the presentation of the Director General of International Cooperation. This strategy should be developed at the institutional level by considering it as a process of change.

Annex1. TAM Program

Development of a National/Institutional Higher Education Internationalization Strategy

Date: October 8, 2019

Venue: Tunis City of Science

08.30 - 09.00 Registration

09.00 - 09.15 Opening of Seminar

Words by M. Adel Alimi, Coordinator of the Tunisia Erasmus+ Office, M. Malek Kochlef, Director General of International Cooperation, MHESR.

09.15 - 10.45

Plenary session

09.15 - 10.00 Internationalization of the Tunisian Higher education and scientific research: prospects and challenges

M. Malek Kochlef, Director General of International Cooperation, MHESR

10.00 - 10.45 Internationalization of Higher Education: What does internationalisation really mean at national and institutional level?

M. Hans-Georg van Liempd, EU Expert.

10.45 - 11.00 Coffee break

11.00 - 11.45 Improving Internationalization of Higher Education: From developing institutional strategies to implementing actions.

M. Hans-Georg van Liempd, EU Expert.

11.45-12.45

Working session

Topic: Internationalization of HE at institutional level: Process and key factors

Panelists M. Hans-Georg van Liempd, EU Expert.
M. Slim Choura, Director General of Technological Studies.
M. Mahjoub Aouni, President of Virtual University of Tunisia

Moderator M. Malek Kochlef, Director General of International Cooperation, MHESR

Rapporteur Ms. Maha Hammami, Director of Bilateral cooperation, MHESR
Ms. Wiem Zahi, Secretary-General of the University of Ezzitouna

12.45 - 13.00 Wrap-up and closing session by:

M. Adel Alimi, Coordinator of the Tunisia Erasmus+ Office
M. Hans-Georg van Liempd, EU Expert