Rethinking internationalisation of higher education
Key competencies for sustainability citizens*

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*Wals 2015 - UNESCO Education for SDGs 2017
### Most international universities in the world 2019

<table>
<thead>
<tr>
<th>Rank</th>
<th>World University Rank 2019</th>
<th>University</th>
<th>Country/region</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>36</td>
<td>University of Hong Kong</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>=2</td>
<td>11</td>
<td>ETH Zurich</td>
<td>Switzerland</td>
</tr>
<tr>
<td>=2</td>
<td>41</td>
<td>Hong Kong University of Science and Technology</td>
<td>Hong Kong</td>
</tr>
<tr>
<td>4</td>
<td>35</td>
<td>École Polytechnique Fédérale de Lausanne</td>
<td>Switzerland</td>
</tr>
<tr>
<td>5</td>
<td>53</td>
<td>Chinese University of Hong Kong</td>
<td>Hong Kong</td>
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<tr>
<td>6</td>
<td>23</td>
<td>National University of Singapore</td>
<td>Singapore</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>University of Oxford</td>
<td>United Kingdom</td>
</tr>
</tbody>
</table>
Facts & figures: international – University of Bordeaux

Education

› 6,800 international students

› 60 international study programs at all levels
  incl. 18 EU-labeled programs

› 700 partner universities in 80 countries

› Leading university in France for Erasmus Mundus Program

› 2,000 students each year with exchange mobility (incoming/outgoing)

› Dedicated exchange programs with over 60 countries worldwide

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International students 2017/2018
What do we really mean by “international” education?

Objective:
Inclusive internationalisation:

....the intentional process of integrating an international, intercultural, or global dimension into the purpose, functions or 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 2015)

Tool:
Internationalization at Home:

“the purposeful integration of international and intercultural dimensions into the formal and informal curriculum of all students within domestic learning environments”
(Beelen & Jones, 2015)
• By 2030, **ensure that all learners** acquire **the knowledge and skills needed** to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

• **INDICATOR:** Extent to which (i) **global citizenship education** and (ii) education for sustainable development, including gender equality and human rights, **are mainstreamed** at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

• “**Emancipatory approach” to sustainability education** (Wals, Benavot 2017)

• “..encourages self-reflective learners who are capable of altering their values and behaviour and finding solutions for themselves, especially when the desirable course of action is unclear.”
Internationalization at home

- from language/mobility → curriculum
- from input-based → outcomes-oriented
- Internationalisation at Home → for all
- international officers → academic staff
- regional and international partnerships
- recognise and value the diversity in all our classes
- (new) learning and teaching modalities
- happy accidents → explicit design / tracking
- involve the whole institution in the process...
What makes an international classroom international?

An anglophone version of me, teaching...

A learning and teaching context = a holistic classroom approach
Internationalization at home: Embedding sustainability citizenship into higher education

- Learning and teaching - pedagogical modalities
  - Cross-cutting key competencies, seeing diversity as a resource, intercultural skills...
  - Education for sustainability citizenship

- Integrating SDG and global citizenship into curricula

- Formal and informal learning – whole institution approach
  - Research, institution, education – participative, community-based
  - University as an open microcosm…. a model, a hub, a catalyst

- Widen participation – mobility that counts...
ESD Learning and teaching modalities...

THINKING CREATIVELY FOR FUTURE SCENARIOS

THINKING AND ANALYSIS

CRITICAL REFLECTION

COLLABORATIVE LEARNING

PARTICIPATORY LEARNING

“...allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.”
Ethical global citizenship in the internationalized curriculum

• = understanding the interconnectedness of life on a finite planet

• AND accepting that this interconnection cannot be based on a universalism that denies difference (Abdi et al 2015)
  • Identifying with common local and global human predicaments and showing compassionate concern for others at home and abroad
  • Displaying personal and professional ethics which are both local and global in scope
  • Acting in support of the common good across professional, social, environmental and political dimensions (Leask 2015)

• Integrated into course design? Mobility? Virtual exchange?
Staff training for an enriched international classroom – sustainability citizenship skills

EQUiiP modules

A. Teaching & Learning in the International Classroom
B. Internationalizing Course Design
C. Feedback & Reflective processes
D. Intercultural Group Dynamics
E. The Role of Language and Language Diversity
Develop communities of practice for SDG engaged education …

Staff and students involved in internationalization

- I am enthusiastic
- I feel confident...
- We have to....

Early adopters
Experienced

FATIGUE?

Zone of proximal development

- What is going to change?
- Can we do it well?
- Why are we doing this?
- How should we do this?

(UN)COMFORT ZONE?

Wider university community

- I'm curious to see
- I would like to but......
- Is it good for me/us??

Curious and intrigued

SUPPORT?
... sustainability citizenship through/for international education

- Embed collaborative, participatory learning modalities.
- See diversity as a resource for learning...
- Engage academics in internationalization at home
  - an integrated approach versus an add-on approach
  - global citizenship/SDG learning outcomes.
- Bring international experience back into home campus/institution
  - sharing and comparing experiences, peer learning
- Widen participation
  - online collaborative education
  - Local community – “glocal”
  - Formal and informal curriculum
References


