

Internationalization of Higher Education: Global Trends, Regional Perspectives - IAU 3rd Global Survey Report

International Association of Universities (IAU) 3rd Global Survey Report ISBN-13: 978-92-9002-190-2
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Published: Tuesday 19 April, 2011-04-19

Internationalization of Higher Education: Global Trends, Regional Perspectives is published by the International Association of Universities (IAU).

This book is the 3rd Global Survey Report and offers an incisive analysis of current developments in the global Higher Education sector. The book draws upon an extensive survey of global HE institutions and continues to build successfully on issues that were acknowledged in the previous IAU surveys published in 2003 and 2005.

The contributors to the book are key players in their respective fields and, therefore, are well positioned to comment on issues impacting upon Higher Education Institutions (HEI's).

From an institutional perspective, the book is informative for a number of stakeholders in higher education including senior managers, lecturers and administrators. It is useful for identifying key issues that can direct educational policy and practice.

The book should also be read by politicians and advisors to government seeking to make suggestions on Higher Education (HE) policy.

The initial part of the book presents an executive summary and highlights of the findings. This section provides a very good overview of the key findings which are effectively categorised into aggregate and regional results.

This enables the reader to consider broad trends whilst also quickly being able to understand the results from a regional context. This section also usefully acknowledges the limitations of the survey. The introduction clearly outlines the potential audiences for the book and defines the key terms.

This enables the reader to better contextualise the results of the report and wider issues impacting upon international HE provision.

Some relevant initial observations are made in this section concerning former colonial influences on HE systems, the effects of globalisation and the drivers for growth of the HE sector internationally.

The book is well structured and is separated into four parts, the first three of which outline the international issues whilst the fourth part explores the regional contexts.

In contrast to other books that may present their charts and tables in greyscale, the results of the report are well illustrated in colour. This makes it easy for the reader to clearly visualise what is being communicated. Usefully, the analysis offers comparisons with findings in other HE reports in the field, as well as with the previous IAU reports.

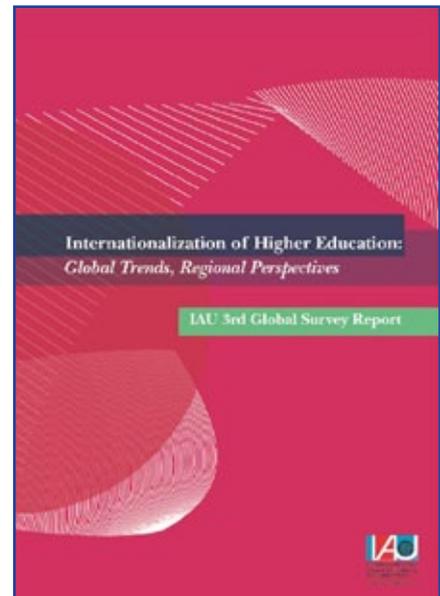
Part I offers a general analysis of institutional findings and is the most extensive section of the book. This provides a detailed analysis of the type and focus of HE providers, student enrolments and the internalization of HEI's.

A broad range of critical issues are revealed that address the internalization agenda. It is noteworthy that financial resources and funding issues are highlighted as a key obstacle to advancing internationalization.

In light of the challenging budgetary environment of governments and evolving funding mechanisms in HE, it can be expected that this will remain a key issue. The observation of the difficulties of recognition and equivalence of qualifications is also interesting. Particularly as the report notes, in the context of Europe, where the "Bologna Process" has attempted to ameliorate this issue. Though

this finding is unsurprising considering that the process continues to come under criticism (de Rudder, 2010).

Part II of the report focuses on whether the size of the HEI matters. Again this is illustrated with coloured tables to highlight the key results.



This section, importantly, raises a number of issues concerning funding and the management of the internationalization agenda in institutions. Part III acknowledges the National University Associations (NUA) perspectives on internationalization. This section notes an interesting contradiction in the perceptions of internationalization between NUAs and their members. The comparison of many of the results with the findings of the 2005 survey also helps in understanding shifting priorities. Continuing to note the importance of funding as a central issue, the section concludes how internationalization may

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become increasingly significant.

Part IV provides a regional analysis of the findings and examines the results from the respective geographical areas highlighted in the book. This contextualises the data further and draws out some of the key research findings as they relate to the different areas. Some of these reviews are more extensive than others, but this does not detract from the general analysis.

Overall, the report effectively analyses the key findings and makes some pertinent observations. Areas for future research are also noted. As the report acknowledges, the sample size denotes some caution to generalising the results. Nevertheless, the results of the survey are insightful and illuminating. The editors and contributors should be commended for producing a book that offers stakeholders, in the HE arena, a wide ranging analysis of current issues that will influence their future decision making on internationalization.

References:

de Rudder, H. (2010) Mission accomplished? Which mission? The 'Bologna process' – a view from Germany, *Higher Education Review*, 49 (1)

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