The British Council
and the
Leadership Foundation for Higher Education (UK)

Leading and Managing Internationalisation in Universities in Kazakhstan

Internationalisation:
Kazakhstan Context and Scope

David J. Lock

LEADING INTERNATIONALLY

Contents

- Why is internationalisation important?
- Globalisation
- Internationalisation
- An internationalised university
- Why internationalise?
- International partnerships
- Stakeholders
- Internal challenges
- Contents of an internationalisation strategy

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Why is internationalisation important?

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Why is internationalisation important?

- National
  - Kazakhstan's Strategy 2050
  - Economic development
- Universities
  - Research, teaching and knowledge exchange
- Individuals
  - Faculty- international input and experience
  - Students – international citizens
- More possible with autonomy

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Your views

1. What do you think 'Internationalisation' actually means? (In the context of Higher Education in Kazakhstan)
2. What do you think the key benefits could be for Kazakhstan?
3. What do you think are the key elements of internationalisation for students (local and in-coming) and faculty?
4. What might be a university's motives for developing an internationalisation strategy?

10 minutes. One question per table. Please note key points or questions.

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Kazakhstan

- 2050 Strategy
- Top 30 global economy by 2050
- Foreign policy modernisation priorities
- Development of economic and trade diplomacy
- Strengthening regional security
- Contribution to global security
- Global trading and superior and innovative products

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Nazarbayev University

Aims to become the **first research and world-class university** in Kazakhstan.

The activities of the University are **associated with the implementation of the main priorities of the country**, including the **development of advanced research capacity, innovation in technology and industry**, and the **transition to a system of education that meets the demands of a changing and globally integrated economy**.

The academic process at the University is **based on international educational standards**, which **contributes to the advancement of the education system of the Republic of Kazakhstan and takes it to the international level.** It is the first university in Kazakhstan that is **committed to working according to international academic standards and guided by the principles of autonomy and academic freedom.**

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Nazarbayev University

- International standards and aspirations
- International Partnerships
  - University of Cambridge and Warwick (UK)
  - University Wisconsin-Madison (USA)
  - University of Pittsburgh (USA)
  - Duke University, Fuqua School of Business (USA)
  - National University of Singapore, Lee Kuan Yew School of Public Policy (Singapore)
  - University of Pennsylvania (USA)
- International Staff
- International Students
- Eurasian Higher Education Leaders Forum

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National University of Singapore

- Rapid development of Country
- Investment in people
- 3rd Global Financial Centre – and rising
- Largest container port in the world
- Universities seen as wealth generators
- Granted autonomy to be globally effective
- Pragmatic policy implementation
- Others?

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University of Berkeley

- Declining state funding
- World rankings: important and dominated by reference to research
- How can a Nobel prize winner be produced?
- Importance of innovation and proximity to relevant industries. (What are the top ten fields likely to be in the next 30 years, and what implications will this have for university research in Kazakhstan?)
- Others?

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Globalisation

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Definition: Globalisation

"The intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events happening many miles away and vice versa."

Anthony Giddens, Director LSE.

"Globalisation as a concept refers both to the compression of the world and the intensification of conscience of the world as a whole."

Roland Robertson, Professor of Sociology, University of Pittsburgh.

Global Markets and Trade

- Higher Education is seen as a trade – an export
- Growing global competition in Higher Education
- Increasing number of foreign providers
- A threat or an opportunity?
- Australia and the UK – more students off-shore than on
- Need for global standards – professional accrediting bodies
- Importance of benchmarking
- Rise of Global rankings
- OECD, UNESCO, World-wide networks

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The 5 periods of Globalisation

1. The pre-historic period 10,000 – 3500 BCE
2. The pre-modern period 3500 BCE – 1500 CE
3. The early modern period 1500 – 1750
4. The modern period 1750 – 1970
5. The contemporary period from 1970

Manfred B. Steger
Globalisation: A Very Short Introduction. 2003

Not 'post-Bill Gates'

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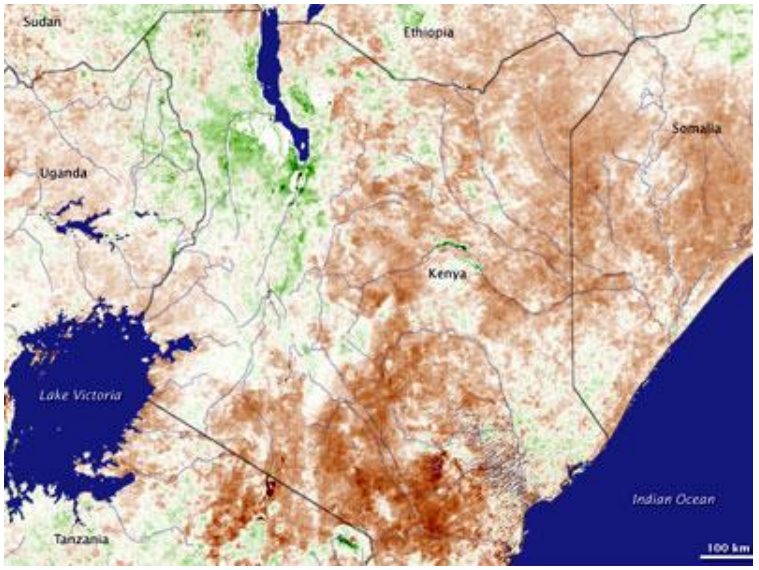
1. Economic
2. Political
3. Cultural
    1. Media
    2. Language
    3. Values and the environment
4. Ideological

Steger (2003)

9/11

Credit crunch

Aviva



Internationalisation

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Definition: Internationalisation in Higher education

- "Internationalisation in higher education is the process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution." (Knight and de Wit, 1997)
- "Internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education."
- (Knight, 2003)

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Key definitions

- "**Internationalisation abroad"** – flows of staff and students in both directions, strategic alliances, joint programmes with overseas institutions, overseas campuses.
- "**Internationalisation at home"** – reform of curriculum and teaching method, more study abroad, recruiting international staff, adoption of Bologna principles, improved study and social support for international students.

(John Fielden)

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Internationalisation 'Abroad'

Recruitment of international students
Strategic alliances
Staff & student exchanges
Alumni networks
International volunteering & work placements
Joint appointments

International projects

Academic & research partnerships
Joint publications
EU projects
Business partnerships & development of companies

Mobility of programmes

Joint degrees
Franchises, twinning
QA & validation

Mobility of providers

Branch centres & campuses
New institutions
Regional offices

Internationalisation 'at home'

extra-curricular activities	International relevance, perspectives in curricula Study abroad, study visits Internationalisation of research Foreign language skills Tailored support for students International foundation programmes
Teaching & learning processes	International recruitment of staff Different pedagogical cultures Staff development & inter-cultural awareness
Curricula, programmes, research	Improvement of facilities & diversity of provision Participation in social & cultural life of campus & wider community Implementation of Lisbon convention (recognition of qualifications) Bologna Process International approaches to widening participation

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Internationalisation: An Overview

Education-related activities:

- Internationalising the curriculum
- Foreign language training
- Recruitment of foreign students
- Study abroad and exchange
- International cooperation agreements
- International exchange of faculty for teaching
- International guest lecturers
- Joint and/or double degree programmes

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Education-related activities continued

- Systems for recognition and credit transfer
- International internships for students and faculty
- International fieldwork training
- International summer courses and programmes
- International study visits by students and faculty
- Community partnerships
- Intercultural training

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Research-related activities:

Centres of excellence with an international mandate

- International perspective and issues in existing research
- Collaboration with international partners
- Comparative approaches in (applied) research
- International dissemination of research results (int. Publications, seminars etc.)
- International networks of research institutes by discipline/specialisation
- International networks and associations of researchers by discipline/specialisation

Research Continued

- Participation in International R&D
- International mobility of individual researchers
- International sabbatical leave opportunities for faculty
- Research-related training of PhD students
- International quality control and review of research
- Research in intrinsically international subjects (e.g. int. Environment, relations, law)
- International co-operation with business and industry

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Technical assistance and educational co-operation

- Training of staff and students in the lead institution
- Training of staff and students at the receiving institution
- Curriculum advising
- Research training
- Sending of books and equipment and instruction in use of these
- Management advising
- Support for the incidental costs of maintaining the bilateral links

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Extra-curricular activities and institutional services

- International student advisors
- Orientation and introduction programmes
- Social events and other social facilities for foreign guests
- International student associates
- International houses for students and scholars
- International guest organisations
- Provision of Institutional facilities for foreign students and scholars (e.g. libraries, medical services, sport facilities)

An internationalised university

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An "internationalised university"

- An international mix of students
- An international mix of teaching and research staff
- Curricula that are culturally independent, where possible
- Domestic students study abroad
- International collaborations in T & R that may involve business partners
- *plus a* commitment to International development work?

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Implications of this for universities

- A long process
- Involves everyone; all students, all staff
- All the curriculum is affected
- On campus activities are important
- Off-campus relationships in community
- Global research activity
- Teaching partnerships of all kinds

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Additional comments from table groups

1. What do you think 'Globalisation' actually means?
2. What do you think 'Internationalisation' actually means? (In the context of Higher Education in Kazakhstan)
3. What do you think the key benefits could be for Kazakhstan?

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Why Internationalise?

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Why Internationalise?

Evidence from the UK, Gulf and a global survey.

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Why UK universities are internationalising

- Internationalisation is a key element in achieving/maintaining world class status.
- Creation of strategic partnerships with peers globally.
- Ensuring students graduate with ability to live as global citizens.
- Preparing students for employment in a multi-cultural/international environment.
- Positioning the university to contribute to solving global problems – pay "its debt to society".
- Generate income

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UK National level response: 4 strands of PMI 2

- UK Positioning: marketing and communications
  - Need for a strong Country brand
- Ensuring the quality of the student experience
  - Student choice in-country or overseas
- Strategic partnerships and alliances
  - Educational and commercial
- Market diversification and consolidation
  - Need a greater understanding of the markets that the UK works in

(PMI 2 Website)

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International partnerships

- A key feature of most Internationalisation strategies

- Three levels of partnership:
  - Level One. Strategic partners (deep and wide), centrally funded.
  - Level Two. Faculty level partners, faculty funded.
  - Level Three. Individual partnerships, one to one T or R links.

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A gradual evolution?

- Personal link (Prof X with Prof Y)
- PG students visit each other in same department
- More staff in that department find common R interests.
- The faculty adopts the partner faculty and decides to franchise some courses
- UG students move in a 3+1 or 2+2 programme
- The two universities form a strategic partnership and other faculties get involved.
- Joint and dual degrees are developed.
- Major joint research projects become possible.
- *(More detailed information appended to the presentation)*

International Partnerships

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3 Levels

- Level One
- Level Two
- Level Three

- A small number of select, deep partnerships, centrally directed (T+R)
- Faculty partnerships, both T and R
- One to one personal links, T and R

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Clarify your motive

- Research focus (possibly in a consortium of universities)
- Reputational motive
- Teaching focus – Ranging from franchise to validation
- Financial motive
- Comprehensive. Strategic partnerships as in Level One. Mutual benefit. (Not usually a financial motive.)

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Partnerships by structure

- Wholly owned operation with commercial partner
- Wholly owned activity operated with government, academic or financial partners
- Joint Venture with another academic institution
- Government sponsored institution with academic and management autonomy

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Setting objectives

- Are they clear?
- Do the partner(s) have the same objectives?
- Is there an agreed timeline?
- Have the criteria for assessing the success of the partnership been agreed?

Possible partnership objectives

- A base for mutually beneficial exchanges of staff and students in selected areas.
- Collaboration in joint research interests with a critical mass of expertise.
- Capacity building in your institution.
- Securing a supply chain with flows of students.

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Selecting the right partner

- What are the criteria for selection? Size, shared values, reputation, subject mix, location, personal chemistry or contacts?
- How can we get an objective assessment of the prospective partner?
- Do we have the proper tools for a thorough due diligence?
- Do existing links with the partner work?

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Agreeing roles

- Is there agreement on who does what in operational terms? Who signs off on these?
- What does the partner want and expect to get from the arrangement? For how long?
- How can the partner best help with national regulations, QA and legalities?
- Is the sharing of risks, costs and income agreed at the outset?
- Does the partner agree with the management structure for the operations?

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Quality

- How do we ensure that values and delivery are of an acceptable standard for both institutions?
- What is the most effective way of organising input from partner faculty and professional support?
- Has the role for the institutions own internal QA processes been agreed?

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Research partnerships

- Does the country/partner have guidelines on research ethics etc?
- What is the partner's position on IPR?
- Can the partnership agree how joint R will be conducted and who will benefit from any patents or income generated?
- Will the rights of each university be protected?
- Will the joint research team be able to bid for national/international research funding?

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Financial implications

- Particularly if upfront investment is needed, has a rigorous business plan been completed?
- Are the partner's facilities fit for purpose?
- If not, is there a Plan B?
- Are the respective shares of expenditure, income and surpluses/losses agreed?
- Can funds be repatriated?

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Managing the partnership

- Who is responsible for the partnership?
- Are SMT and central support services involved, if it is Levels One or Two (or Three)?
- Is there regular reporting on performance?
- Who monitors performance? Is the partner part of the process?
- What are the governance arrangements of the venture? How do they relate to other structures?
- Is there an exit strategy if things go wrong?

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Roles of a Partnerships Office?

- Authorise all MOUs/contracts for signature.
- Record and monitor operational MOUs/contracts.
- Professional support exploring possible partners - academic due diligence.
- Professional support developing operational aspects of partnerships – exchanges, QA liaison etc.
- Review the effectiveness of links.

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Measuring success

- Were targets or indicators of success agreed at the start?
- From which/whose perspective is success judged – research outputs, students, staff, government?
- Are these viewpoints compatible?
- Is there a framework for regular reviews (and follow-up action) with the partner?

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How do you get international partnerships right?

- Selecting strategic partners for the institution
- Strategic partnerships require central involvement and monitoring and funding.
- Central role in Quality Assurance and managing staff and student exchanges.
- Do Level One's need Level Three's as their base?
- How does one "deepen" the partnership with lots of Level Twos and Threes?
- How are they best managed? Top down?

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Choosing a partner – issues for both sides

- Have you some agreed selection criteria? (More on next slide)

  How do you find out about the partner?
- Information on quality and reputation
- Financial due diligence
- Risks – political, regulatory, financial
- Using international networks and consortia

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Possible selection criteria

- Shared values with you
- National and international reputation
- Position in league tables
- Number of existing individual links
- Mix of disciplines or specialisms
- Physical location – town or country
- Financial stability
- Personal empathy with the leadership
- Local multinational company (e.g. Volvo)
- Membership of Associations (e.g.: ACU)

Internationalisation: Other approaches to strategic options 1

- **Outside institutions:**
- Targeted – particular countries, institutions, regions
- Scattergun/opportunistic – wide range of countries, sharing risk
- Niche – focus on a particular market(s)
- Mutual benefit – co-operation and collaboration

- **RMM**

Internationalisation: Other approaches to strategic options 2

- **Within institutions:**
  - Separated – limited integration between international activities *OR*
  - Holistic – integration into all aspects of an institution's activities
  - Cultural – internationalising the campus
  - Building specialist knowledge at different levels

  - **RMM**

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Some Key Issues for HEIs in International Operations or Collaborations

- Clarity of purpose of association or operation
  - Financial
  - Research
  - Others
- Due diligence
- Local Sponsorship
- Sustainability
- Quality Assurance

- Nature of partnership
  - Legal
  - Control issues
- Protection of reputation
- Profit or not for profit
- Cultural factors
- How to achieve maximum engagement and value across whole of the UK HEI

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Stakeholders and Strategic Partnerships

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The British University in Dubai

- Research–based University in the Gulf and for the Gulf and beyond
- Not-for-profit provider of
  - High quality
  - Relevant
  - Full- and part-time
  - Postgraduate programmes
- In Knowledge Village Dubai
- Close partnerships with leading UK Universities

(Higher Education in the Gulf States: Shaping Economies, Politics and Culture
Ed Davidson and Mackenzie Smith
Ch 8 Lock International Higher Education: Ownership and Opportunities)
SAQI for SOAS 2008

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Opportunities for Dubai and the UAE

- Creation of intellectual capital to facilitate a knowledge-based society
- Training of skilled personnel
- Facilitate more Emiratis achieving senior positions (and reduced dependence on ex-patriots) 'Leaders of tomorrow'
- Education and HE system reforms
- More responsive to new innovations and increased speed of development
- More effective and innovative organisations
- Creation of wealth for UAE and the Gulf
- Improved quality of life
- British Education in Dubai

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IAU's ranking of why **nations** want to do it

- Increased national economic competitiveness. (28%)
- Development of strategic alliances (political, cultural, trade, academic etc). (20%)
- Building human resource capacity. (15%)
- Promote international solidarity and co-operation. (14%)
- Further cultural awareness and understanding. (9%)
- Strengthen the educational export industry. (7%)
- Contribute to regional priorities and integration. (7%)

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Opportunities for the UK university partners

- Gateway to the Gulf (Oil and Gas)
- International intelligence
- Exchange opportunities
- International research opportunities
- Collaborative opportunities
  - Research
  - Teaching
  - BUiD
  - Dubai Government agencies
  - Dubai-based enterprises
- Revenue

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Why **universities** do it – IAU survey

- 22% - internationalise faculty and students
- 21% - strengthen research capacity
- 18% - create an international profile
- 14% - contribute to academic quality
- 13% - increase diversity of faculty & students
- 8% - promote curriculum innovation
- 4% - diversify income

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Opportunities for BUiD's Founders and Contributors

- Exploitable Research outputs
- Innovative 'scholars' and graduates
- Public Exposure through supporting BUiD
- Links with UK Universities
- Links with other UK organisations
- Better networks
- Engagement in sustainable innovations and reforms

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Opportunities for UK 'PLC´

- Flagship project status to focus a Region (Wales)
- Trade links
- Student visits to boost awareness of the UK Region
- Joint research opportunities
- Gateway to UAE and the Region
- Staff exchanges

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Your comments

4. What do you think are the key elements of internationalisation for students (local and in-coming)?

5. What do you think are the key elements of internationalisation for faculty?

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Internal Challenges for Universities

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Bone Report

Secretary of State for Innovation, Universities and Skills called for 15-20 year view on 'attracting international students against increasing competition… and other opportunities offered by globalisation as well as understanding better the degree of risk involved in continuing to rely on large and growing numbers of international students.'

(Letter from John Denham to Sir Drummond Bone 13 March 2008)

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Bone Recommendations 1

- Universities should focus their international efforts on a long term programme of internationalisation. Requires total commitment.
- Strategies should contain a balance of student recruitment, partnership development, research and capacity building.
- Overseas markets are becoming increasingly volatile. New competitors. (Current global recession after 13 years of growth.)
- UK HEIs vulnerable because of over emphasis on income generation from overseas students, lack of investment in facilities and student support cf competitors

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Bone Responses 2

- Collaborative long-term relationships are the future: properly funded and networked.
- TNE and on-line learning will grow.
- Private sector links to overseas markets have potential for educational opportunities.
- Growth in international research and collaboration (CERN) RCUK overseas.
- HEIs' current organisation of international opportunities is not fit for the future: designated SMT responsibility for international strategy; greater governance interest.
- Joined up approach: Alumni, careers advice etc

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Contents of an internationalisation strategy

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Elements of an International Strategy

- Principles
- Purpose
- Challenges
- Aims and Objectives
- Key Performance Indicators
- Implementation and
- Review

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Other elements of an internationalisation strategy 1

- **Mission and vision**
- **Partnerships** – why, where, criteria and how?
- **Academic Profile** – double/dual degrees, credits, admissions, curriculum, Bologna, QA
- **Research**- Joint R Institutes, Joint PhDs, shared supervision, joint funding bids, citations, staff development
- **3rd World/societal/environmental engagements**
- **Knowledge Exchange** – with stakeholders

Other elements of an internationalisation strategy 2

- **Organisational constraints/structures** Deputy Rector/ Deans' role/ International office
- **Intellectual Property issues**
- **HR Issues** Incoming professors (T&C)/staff working o/s/ staff incentives/staff development
- **Finance –** financial v other benefits
- **Marketing**
- **QA** – academic/HR/Agents
- **Risk management**

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Some ideas for good practice

1. The Internationalisation strategy is fully integrated with all other strategies.
2. One member of the SMT is responsible for the strategy and has one senior manager in support.
3. Faculties/schools develop their own strategies.
4. A central Committee chaired by the SMT member oversees the strategy.

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Good Practice (continued)

5. Country Groups co-ordinate activities.
6. There is a clear policy on university strategic partnerships and the criteria for agreeing them.
7. Selected partnerships receive funding and are managed.
8. There is an Internationalisation budget.
9. Academic staff know about and are committed to the strategy.
10. The overseas offices provide an all-round service for academic staff and graduate students.

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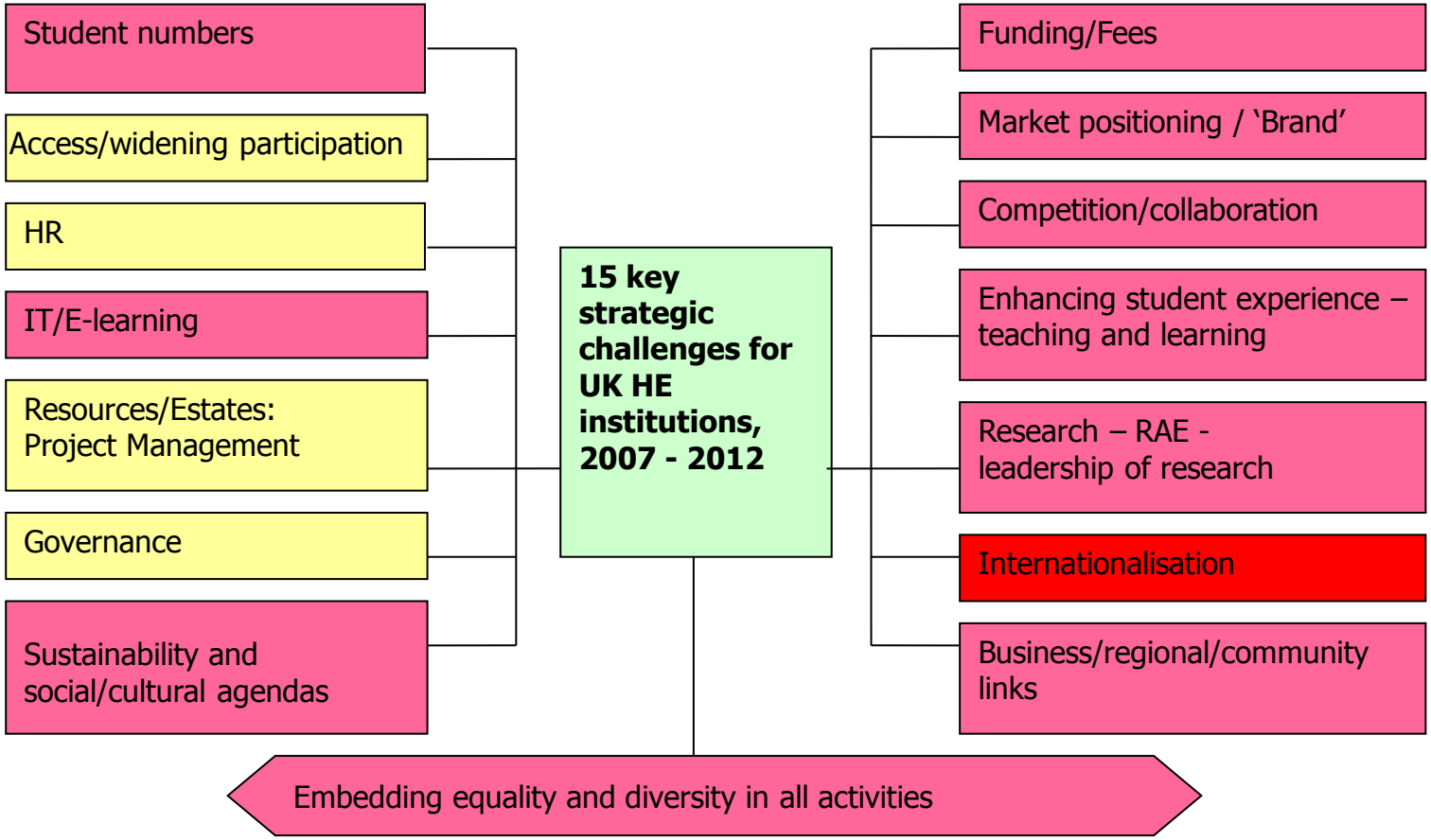
Key Issues



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Your comments

6. What are your university's motives for developing an international strategy?

7. What implications does internationalisation have for an autonomous university?

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Questions and discussion

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