

incorporate relevant international and intercultural competencies. The appropriate method of testing these competencies should then also be specified in institutional policies. In addition, policies can be further elaborated by a clear definition of terms such as *curricular internationalization*, *internationally oriented curricula* and *international classroom*.

The Dutch government is interested in increasing the number and impact of internationalization at home activities in higher education. However, while any national framework for internationalization at home might include direction, means, and methods, but more important is that this should go hand in hand with sufficient freedom. This allows study programs to experiment and discover which forms of internationalization (at home) suit their specific program profile.

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**Institutional policies could include a provision specifying that all study programs must incorporate relevant international and intercultural competencies.**

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The focus on students' international and intercultural competencies can be intensified by the Dutch government by encouraging study programs and institutions to apply for a distinctive (quality) feature for internationalization from the Dutch-Flemish Accreditation Organisation. The core of the evaluation framework for the certificate are the international and intercultural learning outcomes as defined by the program itself. The advantage of this model is that it supports and even stimulates program-specific internationalization. This allows for an optimal degree of "value added" internationalization, relevant to the unique features of a program, while still using a framework which can be applied to all programs.

In a society where higher education institutions have a high level of autonomy, as is the case in the Netherlands, national internationalization policies need not only reflect national economic objectives, but foremost the core tasks of higher education institutions, in order to be effective. ■

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## Ideological Shift in Indian Higher Education Internationalization

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India's booming economy in recent years has been supported by a fast growing service sector, increasing share in global markets, a rapidly growing middle class and an exploding youth population. With the college-age cohort in India projected to reach 400 million by 2030, the international community is viewing India as an important partner in education development. The global sentiment is supported by the focus of the ongoing Twelfth Five Year Plan, in making India a regional educational hub by fostering greater international collaborations. This is the obvious outcome of increasing globalization and internationalization of education worldwide, as well as India's desire to emerge as a regional education hub, as part of its strategy to strengthen its regional presence both economically and politically.

### INCREASING EXCHANGE AND COLLABORATIONS—SHIFTING IDEOLOGY

The opening up of the economy under financial constraints in the 1990s was a landmark shift in India's ideology from "protectionism" to "liberalism" and is reflected in its approach to educational development planning. Although educational services are still not freely tradable under the General Agreement on Trade in Services framework, various forms of connecting with the international academic community have emerged rapidly during the last decade or so. While there is no explicit strategic plan to act as a guiding force in this regard, a shift in internationalization practices is becoming evident. India no longer wants to be identified as a "recipient nation," but rather to emerge as an equal partner. India's movement from a North-South recipient nation to a partner in South-South, North-South, and triangular cooperation is seen as a major indicator of this ideological shift. This movement can be understood by way of several key changes in recent years.

### CO-CREATORS

The newer modes of international education cooperation consist of co-innovation and co-creation in both South-South and North-South directions, and well defined long-term as well as thematic partnerships. Philanthropy in

international educational cooperation is being replaced by more systematic and broadly based intergovernmental collaborations, which are being consolidated after prolonged policy dialogue between different stakeholders on mutually agreeable terms and mutually beneficial domains. The Singh-Obama Knowledge Initiative with the United States, the UK India Education and Research Initiative, the Indo-German Meta Universities, the India-New Zealand Education Council, and the India-Israel Research Initiative, are all examples of this shift.

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#### **INCREASING PRIVATE PARTICIPATION**

The traditionally prevalent form of research collaborations that have largely been the forte of public institutions of high repute is changing slowly, with private universities entering into memorandums of understandings to promote joint and dual degree programs in recent years. Examples here include the agreements between Delhi University and Massey University, New Zealand, and Jawahar Lal Nehru University and Victoria University, New Zealand. Although there is increasing participation of both public and private universities/institutions in developing collaborations, the private institutions are taking a lead in doing so, particularly for teaching programs. Also, these arrangements are skewed in favor of professional and technical courses, thus bypassing the majority of institutions offering general academic programs. Manipal University with Hochschule Bremen University of Applied Sciences in Germany; Institute of Hotel Management, Aurangabad with University of Huddersfield, UK; and, Shiv Nadar University with Carnegie Mellon University, Annenberg School of Communication are a few examples among many. A shift from research and training to teaching will allow for global exposure to a larger student community. However, with private institutions leading the race, these opportunities are likely to remain restricted to an elite few. Moreover, the fear that private education providers may explore greener pastures for profiteering via unregulated collaborative practices, ignoring quality and equity, is not unfounded.

#### **EMPHASIS ON KNOWLEDGE SHARING**

India is not just keen to learn from the best practices outside the country but also seeks to exploit its own compara-

tive advantage in indigenous science, art, and cultural heritage. It is also now actively engaging in sharing knowledge and expertise with respect to such global challenges as the energy crisis, food security, biopharma and biosciences developments, environmental degradation, and health and livelihood issues. Vocational education and skill development, institutional leadership, multilingualism and foreign-language capacity building are also emerging areas of interest. Evidence of these developments can be seen in the Australia-India industry/sector skill council partnerships, along with the emerging interest in the US community college model.

The scope of these initiatives is likely to widen with umbrella institutions like the Association of Indian Universities gaining membership in similar umbrella associations of other nations (e.g., the University Mobility in Indian Ocean Region, the Global University Network for Innovation, Cataluña, Spain; the International University Sports Federation; the Asian University Sports Federation) in order to foster greater synergy and promote cooperation in a wider array of new areas, such as innovation, sports, mutual recognition of qualifications, university management, etc.

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**Strategic government intervention to provide distinct directions and measurable deliverables for all these collaborative ventures is a must.**

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#### **REGIONAL FOCUS**

India's desire to emerge as a regional education hub is evident from the fact that of the 12 national-level education exchange programs/memorandum of understandings signed during the last three years, 8 are focused on the Asian and African regions. Available data reveal that, of the 28,000 foreign students from about 140 countries studying in India, a large number is from the developing South. India is also reaching out in the region through its distance education network. India's largest open university, Indira Gandhi National Open University, has almost 300 study centers in 38 countries, mostly located in Africa, Central Asia, and the Persian Gulf region. Deserving of special mention here is development of regional education multicountry universities/centers, like the South Asian University—set up by South Asian Association for Regional Cooperation member nations and the Mahatma Gandhi Institute of Education for Peace and Sustainable Development, and designated as a Category I institute of UNESCO in the Asia-Pacific region—as well as the India-Africa Virtual University. The

purpose of such institutions is to work jointly on issues and concerns of common interest in a more integrated fashion providing a multilateral, multicultural platform for both students and faculty of the neighboring countries.

#### CONCLUDING OBSERVATIONS

Both the number and the dimensions of international collaborations have increased, with India adopting a more open approach after the 1990s. However, in the newfound frenzy to internationalize higher education and the “brand status” attached to a foreign degree in Indian society, a number of substandard (even unaccredited) foreign universities have already found their way onto Indian soil. Strict monitoring and governance, with strategic government intervention to provide clear directions and measurable deliverables for all these collaborative ventures, is a must. India’s desire to emerge as an equal partner is subject to quality parameters. Decreasing quality of higher education in India is likely to

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act as a major deterrent for top brand universities and institutions to collaborate with India. Domestically, as well, the quality gap across a range of higher education providers may lead to further polarization, as only good and highly ranked institutions would be able to reap the benefits of internationalization. This can have long-term implications of societal divide arising out of “global academic impoverishment.”

The visible intentions of fast tracking India’s internationalization process now require a clear-cut policy direction. With the much-debated 2010 Foreign Education Institutions (Regulation of Entry and Operations) Bill still waiting to see the light of the day, coupled with changes in the ministry, ambiguity clouds the future. However, one thing is for sure: there is no looking back, but only making the best of newfound opportunities, as both domestic needs and aspirations are high. Strategizing internationalization at three levels—global, national, and institutional—backed by a rigorous competency-building drive to translate it into practice, can go a long way in taking this march forward. ■

## Internationalizing Research in Saudi Arabia: Purchasing Questionable Privilege

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As part of its ambition to create a “knowledge economy” and ultimately diversify revenue sources, Saudi Arabia has been working aggressively to boost research production. The Kingdom is young and its university and higher education system even more so. Focusing initially on building schools and later tertiary teaching facilities, it was not able to establish scholarly research production until very recently. However, research activity has been given a massive push over the past few years. The country has made great strides in this regard with the building of many higher education institutions and research facilities.

#### THE ROLE OF RANKING

Accompanying the race toward the creation of new universities and other educational institutions has been the pursuit of quality. Whereas robust national systems of quality assurance (such as the National Commission for Academic Accreditation and Assessment) have come into existence, there is also a need to benchmark against more global and publicly visible systems. As global university rankings have gained widespread acceptance and become the dominant form of consumer-oriented information producers, Saudi universities have been preoccupied lately with being featured in these lists.

In the report—“Global University Rankings and Their Impact” by Andrejs Rauhvargers—commissioned by the European University Association in 2011, it says: “One problem or ‘unwanted consequence,’ as rankers sometimes call the negative impacts of rankings, is that both society and policy makers are tempted to judge all higher education in the world by the standards that rankings use to detect the top research universities, rather than applying one of the core principles of quality assurance—the ‘fitness for purpose’ principle.” And he continues: “Thus, one ‘unwanted consequence’ of global league tables is that higher education institutions with other missions than that of being top research universities may have to re-justify their profile at a time when mission differentiation is at the top of higher education agendas across Europe.”