

in overseas higher education provision from non-Western countries, with more than 17 campuses abroad—10 of these in the United Arab Emirates, 4 in Mauritius, and the others in Malaysia, Singapore, and countries in the West.

The scope is wide for both private as well as public institutions, to open many more such campuses abroad, given their wide acceptance in the region. At the moment, it is predominantly private education providers who are exploring greener pastures to increase their higher education market share and profit, by widening their geographical base. Private education providers charge much higher fees than their public counterparts, and the fact that there is rapid growth in education provision abroad by private Indian providers suggests that students are prepared to pay these high fees to take Indian degrees outside India.

Engagement Through Short-Term Programs/Summer Schools. In an attempt to provide opportunities to undergraduate students from other countries, the “Connect to India” program funded by the Government of India has been initiated with the aim of fostering international goodwill through young students. Selected public universities of repute have been identified to offer short-term courses by way of summer schools in different disciplines from the June–July 2014–2015 academic session onwards. The courses would aim at providing a better understanding of contemporary India, its rich artistic and cultural heritage, its economic and technological progress, and so forth. The program would include visits to historical places and opportunities of greater community interaction through participation in cultural programs, yoga classes, and so on.

Recognition of Non-Indian High School Certification. As most students coming to India intend to join bachelor’s degree programs, the Government of India has already accorded equivalence to some of the most popular systems of school education in the world and continues to add to the list in order to facilitate their entry into tertiary level education.

The evaluation unit of the Association of Indian Universities has been engaged in the work of providing academic equivalence to degrees/diplomas from foreign countries for the last 88 years. The unit is carrying out this work alongside the standardized assessment of accredited foreign university qualifications for bilateral agreements for student/faculty exchange within a traditional education exchange program involving various countries, which has been ongoing for many years and has produced a constant growth of student and faculty numbers.

CONCLUSION

Now that India’s popularity as a higher education provider in the region is growing, it is the right time for India to consolidate its newfound regional educational leadership. Moving from an undergraduate education hub to a postgraduate and doctoral hub would help India to be recognized as a leader in the knowledge creation industry. Attempts to attract more students for postgraduate and doctoral studies—by way of starting SAARC, ASEAN, and other regional research centers, promoting cross-cultural interdisciplinary studies—can go a long way in furthering regional educational ties. As most of the countries in these areas are developing and have a very limited or small higher education sector, India should explore the possibilities of greater use of Information and Communication Technology to reach out to a larger student community in neighboring countries. Some other areas that demand harmonization in a global education scenario are the development of capacities to define and implement standardization/accreditation/assessment of learning achievements, the improvement of basic numeracy and English language skills, curriculum development and innovation, the development of teaching-learning materials, and the sensitization and promotion of inclusion in classroom practices. Given the gravity of the challenge of the employability skills gaps among youth in Asia and Africa, the provision of high-quality technical and vocational education and training programs is yet another area over which India’s academic leadership can have a positive influence. For all of this to become a reality and at the same time give India a comparative advantage over other neighboring nations, India needs to strategically roll out its long-term plan with far-reaching goals and specific time-bound priorities. ■

Internationalization Trends in French Higher Education: An Historical Overview

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For many policymakers in France, internationalization of higher education is a new subject. “Internationalization:

It's time to invest," concludes a recent report presented in January 2015 by the French government. "It's a new challenge for France," said the organizers of the Congress of the French *Grandes Ecoles* already in 2010.

People have short memories. They have forgotten—or simply do not know—that French universities were pioneers and leaders in internationalization between the end of the 19th and the middle of the 20th century, before being outshone by the United States and some other European countries. How can this be explained? And how can history help us understand some of the current trends in French higher education policy?

FROM LOCAL TO GLOBAL

During the 19th century, the global academic community was fascinated by the German university model. To counteract this influence, especially after the Franco-Prussian War, French elites of the new Third Republic decided to invest in higher education, in order to divert international students and scholars from Germany. By grouping together the existing faculties of arts, sciences, medicine, and law, 15 public universities were created in 1896, with a large autonomy of action in international academic affairs.

Local initiatives were then crucial. In order to increase the number of their students, and with the help of local actors—such as mayors, regional chambers of commerce, etc., who wanted to develop tourism and other economic opportunities for their cities—French universities launched what I call in my doctoral thesis "academic diplomacy." This entailed (among other things): marketing actions to promote French universities (handbooks, posters, advertisements in the international press); French language and culture courses for international students; international summer schools (the most famous was organized by the University of Grenoble in 1899); special degrees for international students; scholarships to study abroad; and new branch campuses abroad. In this final matter, the University of Lyon was very active in the Middle East with the foundation of a law school in Beirut, while Paris turned to South America, Grenoble to Italy, Bordeaux and Toulouse to Spain. French cultural and scientific institutes were subsequently founded in Florence, Madrid, London, and Saint Petersburg in the early 20th century.

THE DEFEAT OF UNIVERSITY AUTONOMY

After World War I, as Philip Altbach and Hans de Wit stated in a recent issue of *IHE*, the development of international academic relations benefited from the rise of Geneva internationalism. France quickly took the leading position in the international student market: 17,000 students came to France in 1931—i.e., about 20 to 25 percent of the total number of internationally mobile students at this time—

while only 9,000 international students went to the United States, about 7,000 to Germany, and 5,000 to the United Kingdom. The percentage of international students in French universities was up to 25 percent of the total number of students. In some universities this rate even reached 80 percent—e.g., Rouen University in 1930.

At the same time, government administration became more present in the process. The Ministry of Education was first involved from the 1910s and gradually nationalized academic diplomacy. After 1920, the French Ministry of Foreign Affairs also came into play, developing its own "cultural diplomacy" to compete with other nations, especially the fascist countries. As I noted in my doctoral thesis, there were frequent conflicts between actors of academic diplomacy on the one hand, and of cultural diplomacy on the other. Universities tried to preserve their autonomy without success: the international academic policy of France gradually came under the control of governmental cultural diplomacy.

THE BURDEN OF HISTORY

The second part of the 20th century did not change this legacy. There were constant conflicts inside French administrations, between actors related either to higher education offices or to foreign affairs offices. The situation was complicated in the 1960s, first by the creation of a Ministry of Culture, which wanted to get involved in cultural diplomacy, and then after decolonization by the creation of a Ministry of Cooperation, which was in charge of relations with scholarship students from the former French colonial empire. Many reforms were then enacted before creating finally, in 2010, a unique national agency: Campus France was placed in charge of international student mobility and of the promotion of French higher education abroad. This could be translated into a new start for academic diplomacy.

The fact that the French government and higher education are both intrinsically linked to the Civil Service system is also significant. What kind of international autonomy can universities enjoy in this context? It is the government that sets down the rules for all public universities regarding scholar recruitments and student enrollments, and they do not always favor internationalization. For instance, as regards scholar recruitments, no foreign scholar could be appointed to an ordinary teaching position in France, until the Edgar Faure Law in 1968; this is one of the reasons why French universities could not keep German scholars who fled Nazism in the 1930s. Even though the recruitment of foreign scholars in France recently increased to an average rate of 18 percent of the total number of new recruits each year, this is still not common: in 2004, according to Organisation for Economic Co-operation and Development figures, the percentage of foreign scholars in French higher

education was 7.5, a long way from the United States (30 to 40 percent), Switzerland (35 percent), the United Kingdom (20 percent), and Norway (10.5 percent).

As for international student enrollments, the “republican consensus”—based on the principle of nondiscrimination between French and foreign students—has maintained equal tuition fees for French and international students since 1914, a fact that contributes to the international attractiveness of French higher education. Universities have nonetheless been deeply impacted by government immigration policy, which has at times closed the doors to foreign students, especially between the 1970s and the 1990s and again in 2011–2012. The effect has been such that a French political scientist talked about “the end of foreign students.”

A centralized national government, numerous conflicts

between elements of this government and, on occasions, enactment of restrictive immigration laws have led to a stifling of international innovation in French universities. The changing world order since the 1970s has also contributed to live down this historical tradition: the shift from internationalization to globalization has drawn public attention to private schools, especially business schools, which are more comfortable with globalization and are active in funding branch campuses abroad—according to the Cross-Border Education Research Team, about 90 percent of French branch campuses abroad are private school extensions. Instead of internationalization, which is clearly not a “new challenge,” it is globalization that places French higher education today at the crossroads. Reclaiming its own history could be part of the solution. ■

NEWS OF THE CENTERS

CHEI

The Centre for Higher Education Internationalisation (CHEI) wishes its founding director, Hans de Wit, all the best in his new position at Boston College and welcomes the new director, Amanda Murphy. Amanda comes from a background in modern languages in the United Kingdom, having studied French and Italian at Cambridge University. She is full professor of English Language and Translation and Vice-Head of the Department of Language Sciences and Modern Literatures at Università Cattolica del Sacro Cuore in Milan, where CHEI is based.

A strong believer in the advantages of knowing several languages and cultures—both in cognitive and human terms—and knowing the negotiation processes that plurilingualism entails, Amanda engages with the challenges of internationalizing the classroom at home and preparing students for the international workplace, also through coordinating a master’s degree in International Human Resource Management.

CHEI is pleased to announce the admission of two new PhD students. Visjna Schampers, originally from Croatia and now teaching financial management at the Saxion University of Applied Sciences in the Netherlands, will explore the relationship between internationalization and Catholic higher education; and Ravi Ammigan, originally from Mauritius and now working as Director of the Office for International Students and Scholars at Delaware University in the United States, will investigate international student engagement in university support services.

Visjna and Ravi participated in October 2015 in CHEI’s autumn Research Seminar that brings together 25 doctoral students and researchers from a number of different programs and centers across the world. The seminar, normally held in Milan twice a year, was held in Siena back-to-back with the International Association of Universities’ (IAU) Annual Conference, “Internationalisation of higher education: moving be-

yond mobility.”

CHEI is delighted to be participating in a new Erasmus+ project. The partners are European and Israeli and the project sets out to build a sustainable technological platform for internationalization for the development and delivery of three key activities: multidisciplinary curricula led by international teams and delivered online; an international interactive online knowledge sharing hub to promote knowledge exchange and manage joint research projects; and international academic cooperation with industry and communities for the enhancement of skills and employability of students.

A key research project in 2015 was the study for the European Parliament on Internationalisation of Higher Education, carried out in conjunction with IAU and the European Association for International Education (EAIE), which brought together a team of 30 researchers worldwide. It presents an overview of internationalization in 17 different countries. It highlights key trends, paints a future scenario, and indicates possible pathways of development as well as presenting a revised definition for internationalization of higher education—all of which, it is hoped, will help frame institutional conversations for strategic choices in internationalization. Associate Director Fiona Hunter presented the study outcomes at the Association of International Education Administrators (AIEA) conference in Washington in February 2015, the European Association for International Education (EAIE) conference in Glasgow in September 2015, the Canadian Bureau of International Education conference in Niagara Falls in November 2015, and together with Eva Egron-Polak of IAU on November 12 at the European Parliament.

CIHE

Associate Director Laura Rumbley represented the Center for International Higher Education (CIHE) at the annual conference of the European Association for International Educa-