

# FORUM

MEMBER  
MAGAZINE

*Discussing international education*

## THE SUSTAINABLE DEVELOPMENT GOALS

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WINTER  
2017



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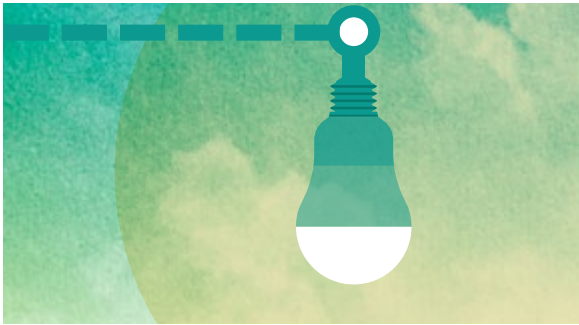
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06

“Education is humanity’s best hope and most effective means in the quest to achieve sustainable development”

GOOD IDEAS TRAVEL FAST

24

“If any space within society can create trust building and build bridges, it is universities”

IN CONVERSATION WITH ALEXANDER BETTS



42

“By sharing what we know as academics with policy and business leaders, we are guaranteeing that our global leaders are making informed and forward-looking decisions”

LIFE BELOW WATER

44

“Educating students to understand and design for the whole lifecycle of their products will create better designers and sustainable products”

DESIGNING THE FUTURE



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# EDITORIAL

Of central importance to the EAIE is the impact of the work done by international educators in Europe and elsewhere. Traditionally, impact has been considered mostly in terms of the way students in higher education are educated to understand and experience the world, and the way in which higher education institutions engage in international partnerships or support the cross-border mobility of students, faculty and staff. Efforts in these areas are unquestionably commendable.

Increasingly, however, we are being called upon to consider the ways in which international education has an impact on issues that extend beyond these traditional areas of concern. Poverty, social injustice and environmental degradation – among a range of other persistent, large-scale challenges – demand the attention of international educators as never before, if we are truly sincere in our claim that internationalisation aims to ‘make the world a better place’. Indeed, to make good on our promises of making a positive impact in the world, it is vital that we begin to concern ourselves both with the ways in which our work may exacerbate problems in these areas, and how we, as a community of professionals, can contribute to the development of solutions needed to ameliorate the global crises affecting humanity and the physical world around us.

One way to begin is to familiarise ourselves with key efforts already underway to tackle the major challenges of our time. The United Nations’ (UN) Sustainable Development Goals (SDGs) offer an excellent starting point in this discussion.



Adopted in September of 2015, the SDGs consist of 17 specific goals for the betterment of humanity and the planet, and 169 targets to realise them, ideally by the year 2030.

As our contributing authors demonstrate, there are a world of ways in which internationalisation efforts and activities can contribute to this global vision for sustainable development – from fostering specific aspects of internationalisation at home, to bringing universities together in collaborative research around the world’s biggest ocean; from forging bilateral international partnerships to develop innovative curricula, to working together in broader consortia and associations to foster more coherent and change-making roles for higher education on a global scale – and more.

The EAIE itself is taking steps to act with greater environmental responsibility: In an effort to offset the carbon footprint of its annual conference, the Association is partnering with the Netherlands-based non-profit organisation, Trees for All, through which reforestation and tree planting efforts will be supported in Bolivia, the Philippines and the Netherlands. Learning, giving, growing – there is surely a role for each of us in the international higher education space to make a positive difference.

— LAURA RUMBLEY, EDITOR  
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## *Han Aarts*

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Han keeps busy working on development cooperation in higher education and institutional policies in internationalisation, but he makes sure to find time to write fiction stories as well.

## *John Nicholson*

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When he's not applying his extensive domestic and international marketing and strategic management experience in his work, John loves to prepare Colombian cuisine.

## *Laura Bulmer*

**International Relations Officer, Imperial College London, UK**

Laura knows first-hand the positive impact of an international experience. She was an English teaching assistant at a school in rural Hungary, and later spent two years teaching English at a high school in Japan.

## *Helen Challis*

**Head of International Relations Office, Imperial College London, UK**

Helen's work encompasses the full spectrum of international partnerships. When she isn't at work, she takes trips to visit her favourite places: Hong Kong and the Lake District in the UK.

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Patti's professional experience is in international service-learning. She is also a big fan of the iconic series Star Trek and of the singer-songwriter John Denver!

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Melissa is experienced in developing international education programmes, creating international partnership agreements, and introducing students and faculty to service-learning opportunities.

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Hilligje is a person of great taste. When she has free time from work these days, she loves to cook. She also speaks six languages!

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Christopher's professional expertise is in the internationalisation of education in the Asia-Pacific Rim and in international development.



IN CONVERSATION WITH

# ALEXANDER BETTS

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MARIAH TAUER  
EAIE

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Alexander Betts is the Leopold Muller Professor of Forced Migration and International Affairs and Senior Research Fellow of Green-Templeton College at Oxford University. He also is the Director of the Refugee Studies Centre at the university. In our interview with Alexander, he talks about inclusive internationalisation, refugee integration and sustainable development – as well as just how related these three topics actually are.

**You were a keynote speaker at EAIE Seville 2017, where you advocated for inclusive internationalisation. Can you give us a few details about this concept?**

We have reached a point in politics where there's a clash between those who support globalisation and those who see it as a threat. We are seeing a rise of populist nationalism, with the US presidential election, with Brexit, within and beyond Europe. There is this pushback against all of the things that underpin the agenda of internationalisation. People increasingly feel that their welfare and social opportunities are threatened by migration, trade or transnational networks and it is very important that we as higher education institutions respond to that not by distancing it, but by taking it seriously.

With that in mind, my argument for how to approach this is to take the benefits of the horizontal connections created by internationalisation and figure out how to create them vertically, as well. These connections should benefit all of society, within the neighborhoods, communities and regions in which our universities are already benefitting from internationalisation.

**Can you share some examples of how higher education institutions are working towards this goal to build bridges with more vulnerable groups within society?**

There is, increasingly, a shift towards lifelong learning – towards ensuring that outreach programmes open the campus and courses to a wider audience, rather than just the elite few who have the financial means or academic

merits to attend. Some universities are opening traditional academic programmes while some are opening programmes specifically for communities. There is opportunity that comes with technology and with online courses to provide this.

A second area where there's real progress being made is public engagements with research. The public, in the broadest sense, including the business sector, community-based organisations and individuals, can be co-producers of knowledge. They can participate in research as well as be beneficiaries of the knowledge derived from research. The arrows that go in different directions to connect the research process to the wider public is something that a number of institutions are privileging.

Those two areas in particular – lifelong learning and public engagement of research – are ways in which the teaching side and the research side can connect with a broader public.

**What is your own experience working towards inclusive internationalisation?**

For the last three years, I've directed the Refugee Studies Centre at Oxford and the research focus of the centre – refugees and forced migration – is very much related to the concept. The centre is affected deeply by the clash between globalism and nationalism and that has made it particularly imperative that we make our work not only cross borders but also reach deeply within our own societies. In one of our research programmes, Refugee Economies, we have





tried to train refugees as peer researchers within the project. We are leaving a legacy in which refugees themselves are part of the research process and acquire research skills. Many of those research assistants have gone on to get scholarships and attend university. Some have been able to come and take our own short courses. We run a summer school on forced migration every summer and we try to make that as inclusive as possible. We include people from the Global South and refugees.

We also try to ensure that while we're doing research that is global in outlook, we engage with local civil society. Last year we hosted a conference called 'Beyond Fortress Europe' with the intention to engage local charities and civil society organisations, ensuring that the work we do is relevant to those who are on our doorstep. We also try to create opportunities for our graduate students to do research collaboratively with local NGOs and non-profit organisations so that we are embedded in the communities that surround us.

**This edition of *Forum* focuses on Sustainable Development Goals. What do you think international higher education is doing well in terms of reaching these goals?**

I sit in a department of international development, so the 2030 Agenda and the Sustainable Development Goals are central to what we do. There are particular aspects of the goals that are relevant to higher education across the board. Goal 4 (ensure inclusive and equitable quality education and promote lifelong learning opportunities for all), for example, places higher education institutions front and centre. No other set of institutions is better placed to meet that goal than the university sector. Universities should mobilise around Goal 4 by creating collaborations and partnerships and leveraging funding opportunities to meet that aim.

Other goals are deeply intertwined with the mission and purpose of higher education. Universities aim to promote Goal 5 (achieve gender equality and empower all women and girls) and Goal 8 (promote sustained, inclusive and sustain-

able economic growth, full and productive employment and decent work for all). I think there's a belief that the SDGs are the responsibility of governments, development organisations, UN actors or businesses, but actually universities have a central role to play. This presents a fantastic opportunity for universities to engage in the inclusive internationalisation agenda, one that goes across society but also deeply into our societies to ensure that the 'for all' aspect is met.

**What still needs to be improved upon?**

Many universities are having a difficult time at the moment in terms of public funding, in terms of government regulations damaging the international agenda through the way they are seeking to regulate and limit migration.

I think many universities feel, rightfully so, embattled and often defensive. Despite that, universities need to be willing to step back and recognise their wider role in society. In doing so they can also acquire greater public legitimacy. They can begin to see themselves as





active nationally and globally in a process of transformation. But that relies upon governments also creating the incentive structures and the funding mechanisms to support universities' engagement with the SDGs. The British government, for instance, has set up a new fund called the 'Global Challenges Research Fund', and I think that's an example of a way to encourage and incentivise universities to engage with the SDGs. It encourages interdisciplinary collaboration, multi-institutional projects and partnerships between universities in the Global North and the Global South. It is a good example of the kind of funding mechanism that can shift the incentive for university leaders to build bridges that make universities more relevant to achieving the SDGs.

**How optimistic are you about higher education institutions being a counterforce against nationalism and populism, and xenophobia?**

Universities historically have been a great source of social mobility and in the

societies where we have challenges with populist nationalism, one of the real root causes is a lack of debate and engagement with people of different opinions and backgrounds. The more people retreat into echo chambers, the less likely they are to challenge their own prejudices or interact with people with ideas, values and opinions different from their own. Universities can be places to break that down. They are, by definition, spaces of open debate, dialogue and deliberation.

I am optimistic that if any space within society can create the trust building and build bridges, it is universities. In order to do that, universities have to see themselves not as the privileged base of elites, but as public spaces that allow open deliberation that engages beyond the ivory tower.

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## If any space within society can create trust building and build bridges, it is universities

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**What are you currently focusing on with your research? Do you have any individual goals for working towards internationalisation or sustainability?**

The big focus of my research is very much linked to sustainable development and internationalisation. I am developing a programme called the Refugee Economies programme and we are trying to generate research to support the idea that refugees are not an inevitable burden on their host societies – that they can be a benefit. They can contribute to creating development opportunities for themselves, their host societies, and ultimately their own countries of origin. We are collaborating with international university partners, doing research in three counties at the moment:

Uganda, Ethiopia and Kenya. We are collaborating beyond the university sector as well, with private partners like the IKEA Foundation, with international organisations like UNHCR (United Nations High Commissioner for Refugees) and the World Food Programme.

The goal of that work is to acquire data that can break down bridges and help the public recognise and understand that refugees can be contributors to their host societies. It is also important to empower refugees themselves, by giving them research that can support their advocacy and recruiting the refugees themselves as peer researchers and thereby open up training opportunities. This project can be seen as supporting the SDGs from within the university sector while also trying to build a basis for inclusive internationalisation.

**How do you suggest members in the field of international higher education get involved?**

Ask yourself what is on your doorstep. In seeking to look internationally for partnerships, ask how those partnerships conserve communities close to home. What are the challenges in the neighborhoods, city, region of the country where you're based and consider how partnerships might be used to address those immediate challenges? In turn, how can identifying those challenges on your doorstep also be used as a way to internationalise and create partnerships with other institutions facing similar challenges?

# EAIE BLOG SPOT

In between *Forum* issues, visit the EAIE blog for news, views and insights. Anywhere and at your fingertips! Just grab yourself a comfy seat and start browsing.



26  
JULY

## 10 TRENDS CHANGING GLOBAL HIGHER EDUCATION

Be a step ahead in the field by keeping track of global higher education trends.

<http://ow.ly/pfD530gDJxg>



09  
AUG

## REFUGEES IN FOCUS: THE ROLE OF THE DIASPORA LINKED TO BUSINESS AND ENTREPRENEURSHIP

A refugee shares his goals to further development and collaboration in his home country and beyond.

<http://ow.ly/sITC30gDJzW>



27  
SEP

## EXPANDING THE ROLES OF WOMEN IN STEM

While the STEM disciplines have traditionally been male-dominated, the tables are slowly turning.

<http://ow.ly/nl5K30gDJD5>

## EAIE SEVILLE 2017



12  
SEP

## UNITY ON CAMPUS: PROFESSIONAL DEVELOPMENT FOR ADMINISTRATIVE STAFF

Professional development programmes for administrators are just as crucial as they are for the rest of your faculty and staff.

<http://ow.ly/Y8ls30gDJFI>



13  
SEP

## EAIE SEVILLE 2017: WHAT INTERNATIONAL HIGHER EDUCATION CAN ACCOMPLISH

Speaker Alexander Betts shares his knowledge at the EAIE Seville 2017 Opening Plenary.

<http://ow.ly/WOnv30gDJK6>



14  
SEP

## EAIE SEVILLE 2017: REMOVING BARRIERS THROUGH MOBILITY

Closing Plenary Keynote Taiye Selasi encourages all international higher education professionals to see the immense value in the work that they do.

<http://ow.ly/f5Oj30gDJH5>

# CALENDAR

14–16  
FEBRUARY

**EURIE - Eurasian Higher  
Education Summit**

[www.eurieeducationsummit.com](http://www.eurieeducationsummit.com)



18–21  
FEBRUARY

**2018 AIEA Annual Conference**

[www.aieaworld.org/2018-annual-conference](http://www.aieaworld.org/2018-annual-conference)

21–23  
MARCH

**The Forum on Education  
Abroad's 14th Annual  
Conference**

[https://forumea.org/training-  
events/annual-conference/  
general-info-2](https://forumea.org/training-events/annual-conference/general-info-2)

25–28  
MARCH

**AACRAO's 104nd Annual  
Meeting**

[www.aacrao.org/professional-  
development/meetings/current-  
meetings/2018-aacrao-annual-  
meeting](http://www.aacrao.org/professional-development/meetings/current-meetings/2018-aacrao-annual-meeting)

25–29  
MARCH

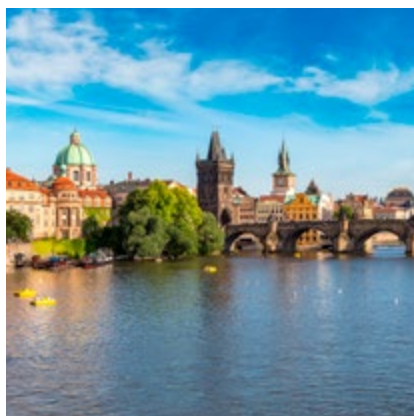
**APAIE 2018 Conference &  
Exhibition**

[www.apaie2018.org](http://www.apaie2018.org)

5–6  
APRIL

**EUA 2018 Annual Conference**

[www.eua.be/activities-services/  
events/event/2018/04/05/  
default-calendar/eua-2018-  
annual-conference](http://www.eua.be/activities-services/events/event/2018/04/05/default-calendar/eua-2018-annual-conference)



16–20  
APRIL

**Spring EAIE Academy in  
Prague**

[www.eaie.org/training/spring-  
academy-2018.html](http://www.eaie.org/training/spring-academy-2018.html)



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