EAIE

FORUM
MEMBER MAGAZINE

Discussing international education

RESILIENCE
IN UNCERTAIN TIMES

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CONTENTS

EDITORIAL

There is much talk of resilience in the face of the COVID-19 pandemic, be it personal, professional or institutional. Indeed, many of us have been called upon to reflect on our own capacity to cope with change and uncertainty in a world turned upside down. But what does resilience mean in the context of international education, and is it a new concept? International education is certainly no stranger to external threats, and institutions, staff and students have shown themselves to be both resilient and resourceful, working collaboratively to identify new solutions and sharing best practices as they arise.

What lessons have we learned from the past, and how are these being applied in the face of the current pandemic? The contributions to this edition of *Forum* magazine draw on personal, programmatic and institutional examples to shine a spotlight on different understandings of resilience in the face of uncertainty.

I'm delighted that Professor María José Figueras Salvat, Rector of Universitat Rovira i Virgili in Spain and President of the Catalan Association of Universities, agreed to be interviewed for this edition. As a Professor of Microbiology, Professor Figueras has unique insights from her academic background, which has helped her to understand resilience as a *modus vivendi* or way of life, rather than as a short-term adaptation to a challenging environment. Professor Figueras also reflects on the collateral damages and collateral benefits of a crisis (the silver lining to the proverbial cloud).

Beyond the interview, this edition features a series of articles from authors in Europe and further afield who explore resilience from various perspectives. From a macro perspective, contributions by Ian Rowlands (in Canada) and Sabine Klahr and Harvey Charles (in the USA) highlight the opportunities for leadership in a crisis and reflect on the resilience and flexibility which are inherent in internationalisation as a process of change.

A series of articles then looks at national context, drawing parallels with other tests of resilience. For example, María Eugenia Jiménez, Paulina Latorre and Lorena Vieli outline how recent civil unrest in Chile has affected institutional strategies for internationalisation. Similarly, Samia Chasi and Orla Quinlan discuss how societal inequalities in postcolonial South Africa have influenced institutional responses to the current crisis.

At the institutional level, Stephanie Doscher (in the USA) and Alex Rendón (in Ecuador) plot out a set of key steps which institutions can take to design a more resilient internationalisation in the face of increasing uncertainty. Meanwhile Laurence Dupont (in France) highlights how INSA Lyon has acted to ensure academic continuity in response to COVID-19.

Writing on a topic of growing interest to many international educators, Nawazish Azim (in Saudi Arabia) draws us back to the topic of the 2020 Spring *Forum* by encouraging us to consider how digital transformation serves to foster resilience in internationalisation. With blended learning and blended mobility on everyone's lips, this article sets the scene for a series of contributions which look at how programme delivery has responded to the current crisis. In this vein, Leslie Hitch (in the USA) describes how she moved programme delivery online for a group of MBA students in Poland, while Alexander Heinz and Nita Kapoor (in the UK and Norway) outline opportunities for experimentation and transformation in summer school programming and pedagogy. Grazia Ceschi and Mathieu Crettenand then speak to how an academic integration programme in Switzerland has responded to COVID-19 in support of refugee students.

Turning to questions of individual resilience, Sancha Elevado, Andrew Horsfall, Sapna Thwaite, Renee Welch and Kelly Richmond Yates (in the USA) highlight how they have continued to build cross-cultural dialogue following participation in a Fulbright Scholar programme in Germany. Meanwhile, Juan Rayón González, President of the Erasmus Student Network in Spain, offers a student perspective on mobility during a crisis, while Frank Haber and Jessica Price (in Germany) provide advice for all on how to build psychological resilience.

With thanks to my colleagues on the EAIE Publications Committee for their expert support in reviewing submissions for this edition of *Forum*. We hope that this selection of articles on the topic of resilience will support and guide you in your work, as well as in your day-to-day life in these uncertain times.

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RESILIENCE
BY DESIGN

The COVID-19 pandemic is the latest in a series of challenges that have underscored the need for higher education institutions to be more globally engaged and more locally attuned. When contemplating the resilience of internationalisation and of higher education in general, we may be tempted to focus narrowly on mobility figures – but if the sector is to clear the hurdle of COVID-19 and whatever comes next, internationalisation must be integrated into the very fabric of higher education.

The onset of the COVID-19 pandemic blindsided us all. The hard pivot to online classes, the sudden cessation of study abroad programmes, the hardships and ambiguity experienced by international students, the switch to meetings and conferences held via Zoom, and the uncertainty that continues to frustrate our ability to plan future initiatives: these are just a few of the challenges with which international educators are wrestling.

But these are only the latest problems confronting what is still a relatively new field that mostly resides on the margins of the academy. On many campuses, internationalisation is still not well understood. It is generally poorly funded, suffers from inadequate infrastructure and still struggles to impact institutional decision-making. Changes in institutional leadership often result in a retreat from international commitments, sometimes involving the dismantling of international education offices and the sacking of experienced international educators.

We are now left to grapple with how the work of internationalisation can remain resilient in order to continue the critical institutional and student transformations required for negotiating a globalised world. The answer lies in the extent to which the internationalisation process is tied to the core pillars of the academy – teaching, research and service. In effect, to remain resilient, internationalisation – like the library, like faculty affairs, like the registrar's office – must become institutionalised.

TRANSFORMING INSTITUTIONS

At its core, the work of internationalisation is paradigm-shifting, impacting all three pillars of the academy. It moves the institutional gaze from local to global. It pushes to disrupt disciplinary boundaries and to promote multidisciplinary collaboration. It seeks to strengthen research processes and outcomes, introducing greater levels of heterogeneity to research teams. And it advocates for intentional engagement with the grand global challenges of our times.

For all these reasons, internationalisation must be at the vanguard of institutional transformation as the academy responds to the new opportunities and challenges impacting life on our planet. It is critical for internationalisation to remain resilient as it supports this new and inevitable direction of higher education.

The time has come, for example, to make more explicit the ways in which internationalisation is central to advancing research and pushing the boundaries of knowledge. Research is now a global enterprise that requires collaboration with scholars and students from around the world. It often involves projects that

To remain resilient, internationalisation – like the library, like faculty affairs, like the registrar's office – must become institutionalised

seek to find solutions to global problems. For many scholars, scarce research funding may only be tapped from overseas funding agencies. And support for research projects often requires the creation of partnerships with universities and other global organisations. Vibrant and successful research cannot happen without a deeply-rooted institutional commitment to

internationalisation. To understand this reality is critical as a precursor to acting affirmatively in institutionalising internationalisation and thereby guaranteeing its resilience.

PREPARING STUDENTS FOR A GLOBAL-ISED WORLD

In addition to this, internationalisation needs to be embraced as a necessary part of the preparation of students. It is now

projects that provide answers to real-world challenges. This work, if done strategically and intentionally, will ensure that internationalisation and the education provided by the academy remains relevant and resilient.

CONNECTING WITH THE COMMUNITY

Colleges and universities are sometimes referred to as ivory towers, reflecting a history of isolation from the communities

unique needs in terms of healthcare, language training, housing or food. Students have found opportunities to engage in internship experiences with these communities, serving them relative to their needs and learning from them in the process.

In all of these ways, colleges and universities are able to fulfil their service commitments, especially when there is a bilateral relationship where both parties understand that they can serve and learn from each other. It is precisely this kind of connection that endears colleges and universities to the local communities they inhabit as it conveys the idea that universities are partners for growth rather than occupying entities. When the nature of the existing relationships leads local communities to believe that they have a stake in the survival of a vibrant and progressive local institution, it bolsters the resilience of universities in challenging times.

Vibrant and successful research cannot happen without a deeply-rooted institutional commitment to internationalisation

more important than ever for students to acquire the skills, knowledge and dispositions to negotiate a globalised world. Historically, institutions have used study abroad programmes to play this role. But while study abroad has repeatedly shown favourable outcomes for student learning, and is even designated as a high-impact practice, only a minority of students participate. All students need and deserve to have multiple, intentional and substantive encounters with global perspectives within the context of the university experience.

A commitment to Internationalisation at Home, in the curriculum and co-curriculum, is the only strategy that can engage all students in global learning. It supports faculty in teaching from a global perspective and articulating global learning outcomes for courses and programmes. It facilitates a successful university experience with a wide range of positive outcomes. And just as importantly, it allows students to leverage their academic experiences in terms of research

in which they were embedded, and are perceived as engaging in endeavours too lofty and detached from the concerns of ordinary mortals. Yet the academy has a critical role to play in serving the needs of local communities as a site for employment, training opportunities, cultural events and advancing democratic practices.

More specifically, institutions can leverage their commitment to internationalisation in providing important points of connection between themselves and local communities. For example, universities can serve as hubs, linking local industry with global markets. They provide skilled graduates for regional industries, many of whom are international students. Some institutions encourage their international students to visit local primary and secondary schools, sharing information about the cultures from which they come and welcoming students from the local community to cultural events on campus. Many universities are located in cities with immigrant populations that may have

EMBRACING THE FUTURE

A robust and institutionalised internationalisation process strengthens the core functions of the academy, shaping its character, identity and ultimately its resilience. The pandemic has underscored the need for the academy to be more globally engaged and the need for wise and capable leadership in this domain. Globalisation has foisted upon humanity the imperative to work collaboratively to solve the problems that confront us, and to design systems that can improve the quality of life on our planet. By embracing internationalisation, institutions can provide themselves with an extra layer of protection that makes them more resilient as they face and transcend emerging challenges.

— SABINE KLAHR & HARVEY CHARLES

CHOOSING A CULTURE OF
RESILIENCE

At the end of the day, the grand challenges we face all boil down to individuals and their ability to cope. A growing body of research in the field of positive psychology shows us that cultivating individual and organisational resilience begins with fostering a key set of internal capacities following the CHOSE model. ▶

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The coronavirus pandemic is more than a game-changer or a disruptor. It is causing a cataclysmic shift in what we consider 'normal'. Some experts say that many businesses or even industries will never recover and reopen their doors, at least not as we once knew them. Many argue that higher education institutions will be among those businesses: "Only the strongest, the most powerful or the best prepared will survive this

psychological literature in recent years: psychological and institutional resilience, also referred to as human or organisational resilience.

FUNDAMENTAL LIFE SKILL

Psychological resilience is defined as the ability of an individual to constructively deal with emotionally challenging events such as illness, separation and loss. Resilient individuals are able to recover

focus from the study of 'risk factors' to the study of 'resilience' as a force that moved children towards survival and adaptation. More recently, the capacity for resilience has been regarded by positive psychologists as a fundamental life skill: one that helps humans lead their best possible lives and that can actually be promoted and learned.

CULTURE OF RESILIENCE

Ideas from positive psychology were transferred into the study of 'positive organisational behaviour', broadly defined as the application of human strengths and capacities that can be developed in organisations with the purpose of performance improvement. What was unique about this approach was that for the first time, organisations were interested in building internal capacities such as confidence, hope, optimism, subjective well-being (happiness) and emotional intelligence – all of which are captured in the acronym CHOSE.[1] These qualities, traditionally connected with individual resilience, are now deemed crucial in building what has been called a "culture of resilience" at institutions.[2]

Darwin himself argued that "organisms best adjusted to their environment are the most successful in surviving and reproducing"

crisis" is the generalised – and panicked – outcry that we hear from many university administrators across the globe.

This is not surprising. After all, social discourses about strength are for the most part centred around power and resources. From this perspective, only the largest, most powerful players will be left standing after COVID-19 finally declines or a vaccine is developed, scaled and widely distributed. Seemingly, only the 'fittest' will make it to the other side. Darwin himself argued that "organisms best adjusted to their environment are the most successful in surviving and reproducing", which raises the question: What are the characteristics of those who are better able to adjust and survive when disaster strikes?

We argue that those individuals or organisations that adapt most successfully are the ones that display a quality that has received increasing attention in the

faster and more sustainably from failure and personal setbacks, and they tend to learn and grow through adversity. So do organisations that can embrace change and leverage the opportunities they spot.

The study of resilience dates back to the 1970s, when pioneer researchers from the fields of child psychiatry and developmental psychology uncovered that many

In times of crisis, we can still choose how to respond to a difficult situation so that we learn and grow from the experience

children who had endured tremendous difficulties while growing up managed to show high competence in the way they carried themselves (good peer relations, academic achievement, commitment to education and to life goals). This shifted the

To understand why some individuals are more likely than others to remain mentally healthy in a crisis, resilience researchers have looked at how resilient individuals have been socialised. They have found that the quality of bonds

forged with others, especially with parents and teachers, appears to play a key role in the development of resilience. In fact, resilience is most likely to thrive when those that we look up to pay appropriate attention to our needs, express genuine interest in our concerns and offer reliable support even if they may disagree with us.

Likewise, when leaders in organisations pay attention to what is positive and effective in their employees and build strong bonds that help to focus these attributes towards the goals of the organisation, they are building a 'resilient leadership' approach. Leaders who promote organisational resilience also tend to demonstrate four crucial attributes: optimism, decisiveness, integrity and open communication.[2]

HOW TO CHOOSE CHOSE

To outline how higher education institutions can foster campus community members' resilience in the context of COVID-19, we looked at conducive attitudes and behaviours, identified two main clusters of CHOSE qualities and added concrete ideas about how to promote them in individuals and thus help form a culture of resilience:

Cluster A: Strategies for promoting confidence, hope and optimism

- Promote a sense of belonging to a community by emphasising commonalities rather than differences in the experience of the crisis.
- Support a sense of solidarity among the student and entire campus community.
- Frame COVID-related problems as challenges that one can master.

- Question the normal and help shift the view from restoring old modes of operation to introducing innovations in times of adversity.
- Explore new ideas or ways of doing things and highlight what is positive about trying out something new.
- Radiate confidence that things will turn out well in the end like they have done before.
- Make small successes visible as a way of building a culture of success.
- Focus on finding purpose and meaning in the challenges the community is facing.
- Avoid 'catastrophisation' and seek to remain anchored in the realistic and objective pursuit of a sustainable 'come-back' plan.

Cluster B: Strategies for promoting subjective well-being and emotional intelligence:

- Emotional intelligence begins with self-awareness: understand first where you stand and what personal changes you need to go through to promote CHOSE values in others.
- Emphasise and communicate to all community members that, regardless of how well they cope with the pandemic, they are unique, talented, effective and lovable human beings.
- Provide safe online and offline spaces for community members to have meaningful encounters and discussions.
- Organise group meetings and cheer-ups and find other creative ways to ensure contact despite self-isolation requirements and social distancing.

- Provide encouragement, support and mentoring to those who need it.
- Train your staff on stress management and how to build mental strength.
- Encourage the display of support-seeking behaviour in situations that require emotional, financial or administrative help.

To conclude, let's not forget that in times of crisis, we can still choose how to respond to a difficult situation so that we learn and grow from the experience. Choosing CHOSE values will help us to model a culture of resilience that is so crucial when moving forward during uncertain times.

—FRANK HABER & JESSICA PRICE

1. Luthans, F. (2002). Positive organizational behavior: Developing and managing psychological strengths. *Academy of management executive*, 16(1), 57-75. DOI: 10.2307/4165814

2. Everly, G. S. Building a resilient organizational culture. Harvard Business Review. Retrieved from https://hbr.org/2011/06/building-a-resilient-organizat

STUDENTS HELPING STUDENTS

International students have been perhaps among the hardest hit by the COVID-19 pandemic. For young people who suddenly find themselves in a strange place with a foreign language, how are they to navigate one of the most uncertain and anxiety-inducing periods in recent history? The answer may lie precisely in harnessing the qualities that mobility experiences are meant to instil.

The spring semester of 2020 will be remembered for students across Europe as a time of complete uncertainty. Never in recent peacetime history had education suffered such a huge disruption in so many places at the same time. Reacting and adapting after such a shock has amounted to a resilience test for all actors in the higher education sector – students perhaps more than most. When considering the amount of stress and uncertainty generated by the pandemic, one group stands out as having truly been put to the test: exchange students.

students from all backgrounds and walks of life when faced with these difficult decisions was no small challenge, but in those moments when genuine, heartfelt support was really needed, Erasmus Student Network (ESN) volunteers were there to provide it. Empathy proved to be just as crucial a skill for dealing with a public health crisis as it is for navigating a university experience or finding a job after.

Besides the lack of clear recommendations about a possible return, international students had to adapt to many other problems. Online classes in foreign

Empathy proved to be just as crucial a skill for dealing with a public health crisis as it is for navigating a university experience or finding a job after

Enduring a global pandemic and a lockdown was certainly not part of any student's pre-departure to-do list, yet hundreds of thousands of international students had to do so in 2020. The situation faced by international students was extremely challenging for a number of reasons. Almost all mobile students had to face the same dilemma: were they supposed to rush back home or to stay in their exchange destinations? In the midst of the worst health crisis in a century, many were resorting to us and asking directly for our advice as students and volunteers, in a clear expression of peer trust. When there were no country guidelines on the topic, it was up to each student to decide. Offering honest and adequate assistance to

languages, changing and confusing health and safety regulations only available in the local language, poor quality accommodation, loneliness and anxiety were some of the frequent problems. But despite all this, according to an ESN report,[1] 38.8% of exchange students remained at their exchange destinations by the end of March 2020. While that rate probably decreased in the following weeks, we are also aware that many of them stayed until the very end of their mobility periods.

A VIRTUAL SUPPORT NETWORK
What drives a student to stay in his or her exchange destination instead of coming back home during

the most confusing period of a lifetime? Of course, the international student experience is always deeply rooted in uncertainty, which itself facilitates the

and the world around them – led them to come up with creative ways of helping students in their time of need. Furthermore, these volunteers' experiences in

The international student experience is deeply rooted in uncertainty, which itself facilitates the competences that students develop via mobility

competences that students develop via mobility, but the decision to stay when family and instinct are urging you to return is a fraught one. In my opinion, this decision has a lot to do with one of the key attributes international exchange strives to foster in students: a sense of personal purpose, or understanding that you are a member of a community, and that your actions do matter.

This same sense of purpose is also the best explanation I have found when analysing the response given by ESN volunteers from all across Europe. For an organisation whose *raison d'etre* is helping and accompanying international students in their daily life, moving fully online posed a huge challenge: how to keep 15,000 volunteers engaged to help students in need without the most human component of personal contact?

In a matter of days, ESN volunteers moved to answer all types of COVID-19 related questions, create communication materials, organise online activities and campaigns, and liaise with universities and other institutions. Their sense of agency – their feeling of being able to positively influence their own situation

rapidly adapting to a new situation can offer useful insights into how higher education can create resilient graduates equipped to deal with the many crises of today's world.

FOSTERING A SENSE OF PURPOSE
Sense of purpose can be broken down into two intertwined components: feeling of belonging and agency. Together, these two elements make us understand we are part of something we care about, and that we can be agents of change through our own actions.

ESN volunteers feel themselves to be part of the 'Erasmus Generation', as do the overwhelming majority of Erasmus students and alumni. This transnational, multigenerational and diverse community

believe their small actions can make a difference: a 15-minute call with an exchange student explaining all safety measures taken by a government and discussing the development of the pandemic in the country can clarify more than countless hours of Google searching.

Students will be better able to cope with crises if they feel they are part of something worth protecting: their classes, their universities, local communities, the world's youth, the Erasmus Generation, or even better, all of the above. In times of despair, we should avoid

Students will be better able to cope with crises if they feel they are part of something worth protecting
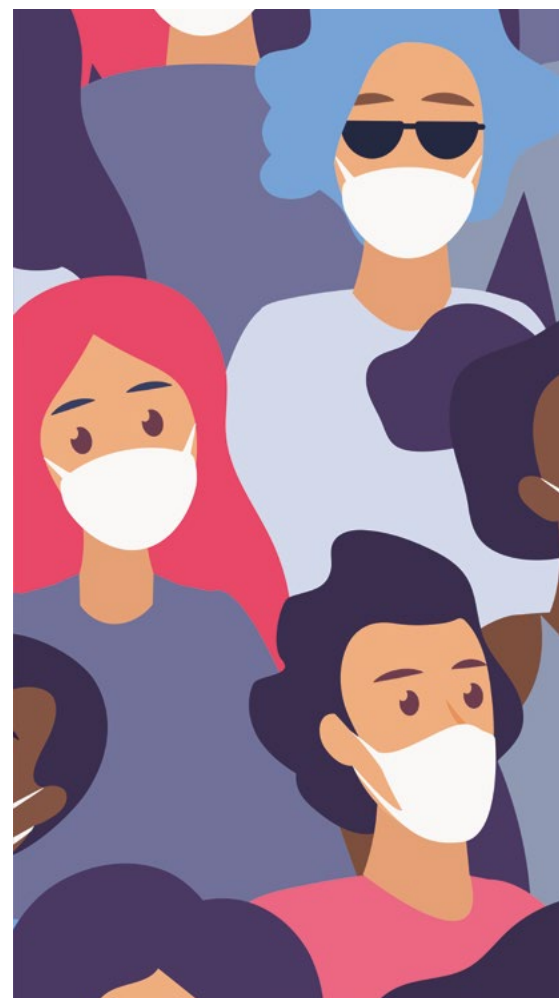
also serves as an example of a truly global community of citizens which are united in diversity. On top of that, our volunteers

simplistic negative messages and focus on how all of us can contribute to building a better society from all spheres of

Illustration: Shutterstock

knowledge, combining a short-term and a very much-needed long-term perspective. We live in one of the most complex eras in history, yet many try to offer easy

fly; not surprisingly, all of these skills are also among those we see developed during mobility. Collaborative capacity, flexibility, empathy and curiosity are

in turbulent times like ours, we should always strive for more. Whole institution approaches are crucial, and this is something that European Universities alliances may help to achieve in the years to come. But if we want students to be real agents of change in the near future, we should start working with their representatives and make them a central part of our strategy in the present. Our common goal is clear: building a truly resilient society through – and with – international students.

—JUAN RAYÓN GONZÁLEZ

Not surprisingly, skills related to resilience are also among those we see developed during mobility

solutions to our increasingly complicated problems. Instead, we should be keen to embrace this complexity with our students, so they become better equipped to tackle topics such as climate change, social justice, racism and gender equality, all of which require holistic approaches.

RESILIENT GRADUATES
During the most acute months of the pandemic, ESN volunteers began developing many characteristic skills of what we might call 'resilience' on the

just a few that come to mind. They can all be trained in formal, non-formal and informal contexts, and they are all very linked. Collaborative capacity allows you to work effectively in interdisciplinary teams, flexibility helps you to adapt to fast-changing situations, empathy makes you consider others' ideas and feelings, and curiosity, perhaps the most important of these skills, urges you to never stop asking questions and reflecting.

Internationalisation is already helping to produce resilient graduates – but

1. Gabriels, W. & Benke-Åberg, R. (2020). *Student exchanges in times of crisis*. Erasmus Student Network AISBL. https://esn.org/covidimpact-report.

THE IMPORTANCE OF GLOBAL CONNECTIONS

Photo: Shutterstock

The spread of COVID-19 undeniably threw students for a loop, but what about staff? When a group of German and American higher education administrators found their Fulbright exchange interrupted by the pandemic, a newfound network of international colleagues proved to be invaluable for sharing experiences and making sense of uncertainty.

Resilience is the act of confronting discomfort, challenges and disruption in a productive way and emerging stronger or just as strong on the other side. The American Psychological Association defines resilience as "the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress – such as family and relationship problems, serious health problems, or workplace and financial stressors".

As participants in a Fulbright exchange of United States and German higher education administrators, we found that engaging in continued cross-cultural dialogue created a community that aided our ability to be resilient and find commonality during this global pandemic. For those of us in the US group, our interactions created a space in which we could share and process our thoughts about the direction of higher education and the potential outcome of the pandemic on our students, jobs and mental well-being. Our virtual community has also functioned as a space to discuss recent events involving racism and police brutality that

have deeply impacted the US and other parts of the world.

SIMILARITIES AND DIFFERENCES

Just seven months ago, we were participants in Fulbright's International Education Administrators Seminar in multiple cities within Germany. During our two-week exchange, we learned about the system of education in Germany, toured multiple universities and formed new relationships with German higher education administrators who had participated in a similar exchange in the US.

Over the course of two days with the German Fulbrights, we learned about each other's cultural norms and experiences in higher education. We discovered similarities and differences between our two countries. Many of us reflected at the end of our experience that spending time with our German colleagues was a highlight of our trip. However, at that point in time it seemed like our newly-formed relationships might only continue in a transactional manner, serving

conversation suddenly felt very different. This crisis is so unprecedented that we all experienced the shared feeling of not having answers to so many questions. The open sharing of anxiety about losing jobs and uncomfortable uncertainty about the future essentially disarmed us.

The circumstances we were all facing and processing together had begun to bring to light the significance of professional relationships and interactions that promoted honest and open conversations about 'not knowing'. Our continued interaction with one another promotes a sense of collaboration with colleagues across different professional areas who are all approaching similar challenges with diverse perspectives in mind.

INSIGHTS THROUGH INTERACTION

Developing a sense of resilience involves prioritising relationships with individuals who can sympathise and understand one's circumstances. It also involves reminding ourselves that we are not alone in the midst of a particularly challenging and complex

common humanity and our commitment to higher education and international initiatives.

- As a result of this pandemic, we are now more alert to the reality of our interconnectedness (whereas when we first met, we were mainly conscious of our differences).
- Connections across universities, globally, are strengthened by sharing both our challenges and our ideas for how to address them.
- We must slow down and engage deeper in reflection, both as individuals and in group settings such as our video meetings. Through such interactions, we build trust and acceptance.

We anticipate that the pandemic will soon be over and we will proceed with existing and new international collaborations. While we wait for travel restrictions to lift and we adapt to economic limitations, we will continue to use this time to strengthen our connections through creative approaches. We believe that there is significant value in continuing to share what we are seeing, doing, learning and fearing as we refit the pieces of the puzzle together in order to maintain continuity and quality in our work.

By continuing to engage as we have with one another since this pandemic started, we are optimistic that the end product will be global endeavours with more depth and intentionality as we adapt to our 'new normal'. For now, we will continue to embrace our newfound resilience with colleagues near and far and will look forward with eagerness and hope to what the future holds for us all.

— SANCHA ELEVADO, ANDREW S. HORSFALL, SAPNA V. THWAITE , RENEE WELCH & KELLY RICHMOND YATES

to facilitate university relationships that benefit students and faculty.

As we said goodbye to our German and American colleagues, we promised to keep in touch by arranging a video call for a few months later. Our first meeting was structured, with discussion topics and a formal agenda. We were glad to have the

Our interactions created a space in which we could share and process our thoughts about the direction of higher education and the pandemic

opportunity to reconnect and had a lot to share with one another. Over the course of our discussion, we decided to continue meeting informally on a monthly basis.

SHARED EXPERIENCE

As the new year began, the COVID-19 pandemic then unfolded in front of our eyes. When we met again, the tone of our

situation. Interacting with others can lead to tremendous personal and professional growth. Over the course of our six months of interacting remotely, we have gained insights that we hope to take with us as we eventually move forward past the pandemic:

- Although we come from different cultural contexts, we are unified through one

OPENING UP
DURING THE PANDEMIC

At INSA Lyon, as at many institutions in France and elsewhere, stay-at-home orders came as a shock in the early days of the pandemic. Thankfully, OpenINSA – in charge of INSA's digital transformation – was able to ensure academic continuity, turning the closure of the physical campus into the opening of something new.

How can we ensure academic continuity? This was one of the first questions to be considered when stay-at-home orders were announced in France on 15 March to stem the spread of COVID-19. At INSA Lyon, a leading French engineering institute with 6000 students, of which 28% are international students, our 750 professors had to change their plans so they could continue teaching their classes. They had to adapt to teaching remotely and to using techniques that were unfamiliar to many of them.

According to higher education expert Denis Berthiaume, academic resilience is a professor's ability to handle difficult professional situations by learning lessons that enable them to face similar situations with less difficulty in the future. Our professors were supported in this by a group dedicated to solving their problems: the ATENA team.

"How can I successfully lecture in front of a screen? How can I keep my students motivated? How do I manage my personal workload? These are some of the questions professors had to face during lockdown," says Fatma Saïd Touhami, Education Consultant in the ATENA team. Working around the clock since the announcement in March, she has been responsive and attentive to those contacting her. "To help them, for example, we quickly put together a virtual workshop, the 'professors' meet-up', to give them an opportunity to share the challenges they were facing. These discussions also enabled my colleagues and me to identify the needs of professors and provide specific targeted solutions," says Fatma.

ADAPTING TO DIGITAL METHODS
People had to adapt in just a few days to new rhythms, new collaborative workspaces, new teaching methods. "We worked

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record time to new practices and tools. "They created quality materials using all the features available to them," explains Pascal Mirallès, who manages the audiovisual centre for ATENA.

The issue the team is currently considering is how to evaluate students remotely. ATENA is offering videoconference training sessions for professors to show them the various evaluation methods available.

Students also had to adapt to coronavirus regulations. First-year student Adrien Desproges tried taking a class remotely for the first time. "The effectiveness of remote work was obvious when the course was adapted to the situation. Well-planned sessions with clearly explained content and homework are easier to complete." Adrien also noticed that his classmates felt increased solidarity as they dealt with the challenges of this period of isolation. "During lecture classes, we quickly got lost without strong human interaction. It was really helpful when the system of private conference rooms was set up in Zoom so

term. Using new tools during an emergency made it possible to test the effectiveness of these solutions in a wide-scale 'crash test'. These digital options enabled the institution to maintain academic continuity, but the importance of face-to-face classes remains a live issue.

"While it is still too early to provide comprehensive feedback on generalised distance education, I think we can learn from the sheer number of these experiences," says Carine Goutaland, Professor in Humanities and Social Sciences and Deputy Vice-President of the INSA Lyon Humanities Centre. "Distance education cannot be reduced to systematic transposition of face-to-face teaching via digital tools. For many of us professors, this experience, which was so unique due to its suddenness and magnitude, was also an opportunity to rethink the organisation and timing of our academic sessions, by trying to give students more time to do research, learn the content and reflect on their own. This is something we want to continue thinking about in the coming months."

During this health crisis, INSA Lyon's academic continuity plan could not have been carried out without the help of ATENA. The team is already drawing on this experience as it looks to the future, ready to support professors in preparing for the upcoming school year and in tackling the vast project of changing how teaching is provided.

The INSA Lyon community has demonstrated resilience, staying on the move despite the pandemic situation. We have united in our diversity to tackle this challenge and come out of it better and stronger.
— LAURENCE DUPONT

with OpenINSA, the service in charge of the INSA Group's digital transformation, to test many tools and assess which would best fit the needs of professors and students. We had to make a list, test their features, summarise their positive

We quickly put together a virtual workshop to give professors an opportunity to share the challenges they were facing

and negative points, learn to use the tools ourselves and then train users. We fairly quickly decided not to add too many tools and to offer just a few effective, powerful options that worked well," says Clément Merle, Audiovisual Engineer on the ATENA team.

ATENA members applaud the responsiveness and professionalism of the institution's professors, who adapted in

we could work in groups. The professor could even 'walk around' to the different groups if we had questions. My friends and I were able to help each other even more than usual," he said.

LOOKING TO THE FUTURE
After the confusion of the first few days, digital teaching methods were embraced and are likely to be continued in the long

KEEPING REFUGEES CONNECTED IN A CRISIS

An integration scheme for refugees at the University of Geneva has managed, thanks to the great dedication of its staff, to keep operating during lockdown. Its success in offering equal access to education, providing language lessons and promoting well-being could help inform future support programmes for vulnerable people during critical situations such as the COVID-19 pandemic.

As early as the end of February, the world was astounded to discover that a coronavirus pandemic of rare violence was about to descend with deadly intensity on many countries. This pandemic spread at a much faster pace than anticipated, leaving institutions in a state of shock.

The solution adopted by the Swiss authorities was a sudden lockdown of the country and postponement of academic activities. Although appreciated by the vast majority of the population, this sudden university closure naturally caused problems and side effects. It had an impact on students' health, access to education and employment, social support, interpersonal relationships, finances and psychological well-being. An integrated vision to respond to these problems was particularly challenging to implement for students with specific needs and scarce personal resources, including refugees and migrants.

GENEVA'S INTEGRATION SCHEME
Since 2016, refugee students have been welcomed at the University of Geneva in the framework of an integration scheme called the Academic Horizon programme. Inspired by other European universities during the 2015 refugee crisis, the University of Geneva took innovative measures to respond to the large influx of highly-educated refugees reaching Europe. The aim of the Academic Horizon programme is to encourage the resumption of academic careers among migrants, as people forced into exile have great difficulty finding academic opportunities in host countries.

Academic Horizon enables access to university courses in each faculty; provides academic, professional and social follow-up by social workers and mentors; supports French-language acquisition; and fosters a sense of community and belonging through initiatives such as cultural events, leisure activities and informal meetings. Since its creation, it has

helped 338 people of more than 20 different nationalities. This sample, with an average age of 32 years, is made up of 52% women. The vast majority of beneficiaries are asylum seekers (80%); the others are

People forced into exile have great difficulty finding academic opportunities in host countries

people who arrived in Switzerland under family reunification programmes, or Swiss nationals returning from abroad.

RESPONDING TO THE CRISIS
With the advent of the COVID-19 pandemic and the lockdown, the continuation of the programme was considered to be important as a way of promoting resilience and well-being among beneficiaries who had been plunged into uncertainty due to limited access to support resources. With great dedication on the part of the programme's staff, it was therefore

continued remotely, without interruption, throughout the whole lockdown period.

Thanks to the active support of private foundations, the programme was able to provide students with the computer

equipment essential to continuing studies online. This urgent practical measure has helped to reduce social inequity derived from the digital gap.

Social and educational duties, meanwhile, have been maintained through online initiatives. By being able to count on great professional competence and strong human commitment, the pedagogical support for French classes has been adapted to videoconferencing and delivered on a regular basis. This has allowed students to continue their progress in language acquisition.

Mentors played a crucial role during confinement as the only link between Academic Horizon participants and other students. In order to maintain social contacts, the Academic Horizon community also met for weekly online cafés, uniting participants, mentors and staff. These meetings allowed participants to exchange ideas, share good practices and break the loneliness that they may have experienced while being under lockdown in a foreign country in times of threat and uncertainty.

PSYCHOSOCIAL INTERVENTION
As well as fulfilling its educational objectives during lockdown, the programme provided valuable psychosocial support. In fact, Academic Horizon activities matched recommendations put forward by bodies such as the Leibniz Institute for Resilience Research to strengthen resilience and promote well-being. Some of these are shown in the table overleaf.

Recommendation	Description
Demonstrate flexibility	Seek information from reliable sources, such as relevant health authorities. Keep in mind that the situation is rapidly developing. Academic support needs to be continuously scaled up to this changing reality.
Maintain routines or implement new ones	Make sure you provide a varied daily structure. Intersperse academic activities with time for social activities and recreation.
Maintain social contacts	Relationships of trust are essential in times of crisis. Use technical devices to stay in touch.
Accept complexity	Develop an attitude of acceptance of the crisis. This can advance educational goals while releasing overwhelmed minds from stressful thoughts.
Take care of yourself and others	Suggest enough sleep, healthy food and abundant exercise. Discourage harmful strategies, such as using alcohol or other substances to regulate emotions.
Take responsibility	In times of crisis, staff, teachers and mentors have a crucial influence on peers and students. Promote behaviours to take care of students, colleagues, friends, family and seniors. Take concrete actions to reduce inequities such as digital poverty.
Reduce stress regularly	Take breaks and consider complementing educational programmes with cultural, spiritual or relaxing activities that reduce stress and encourage recovery.
Be open with your students	Talk to your students: reassure them that you are there and that you care for them. Discuss your plans for the next few weeks. Clarify open questions.
Prepare your students for isolation	Allow your students to use their time to reflect. Offer entertainment through books, games or new learning. Help students and colleagues to deal with possible interpersonal conflicts through discussion.
Be alert to acute stress	Screen for severe distress. If, for example, panic or depression becomes unbearable, contact a local counselling centre. In case of acute suicidal thoughts, contact the emergency department of your local psychiatric hospital or emergency services immediately.

Empirical research is now ongoing to ascertain whether the Academic Horizon programme has improved resilience and well-being as well as educational competencies. Preliminary data are encouraging and indicate that this is indeed the case.

In summary, academic integration programmes may be considered beneficial for refugees' adjustment, resilience and general well-being. Such schemes correspond with the World Health Organization's call for mental health promotion with scalable low-intensity psychosocial interventions effective for helping vulnerable people suffering from disabling stress, depression and anxiety.

Our observations give hope for the development of a new generation of academic support programmes for vulnerable people and for critical situations such as a pandemic. These programmes can take concrete action in favour of equal access to education and mental health, and psychosocial outcomes of academic projects could further be facilitated by specific training and supervision of mentors. Further in-depth analysis of the management of this crisis in difficult educational contexts will provide solid, evidence-based guidance on how to respond to future waves of infection with the best of our knowledge and commitment.

—GRAZIA CESCHI & MATHIEU CRETTENAND

LIFE ON
THE EDGE

Preparing for disasters is second nature to universities in areas affected by hurricanes and earthquakes. The principles guiding sturdy construction in these areas can be applied to resilient internationalisation in the time of COVID-19: risk assessment, flexible design and using the right methods and materials can all help to rebuild international initiatives in the wake of the pandemic. ▶

As we write, Hurricane Isaias is churning away in the Caribbean. Florida International University in Miami is located in the 'cone of uncertainty', meaning it is threatened by damaging wind, rain and storm surge. Meanwhile, in Ecuador, the Ring of Fire along the Pacific

assessment and planning. The time for this is when seas are calm, because stress and anxiety suppress logical reasoning. Still, people will always find it easier to analyse and prepare for imminent, visible threats than for rare, abstract scenarios. While there are tools that can help us

Our institutions are highly exposed to danger, yet we view our vulnerability as a source of strength

Rim is seemingly peacefully asleep – though faculty, staff and students at Universidad San Francisco de Quito frequently lie awake at night recalling trembles of earthquakes past and wondering: Are we ready for the next big one?

As internationalisation leaders at these universities, our perspective on resilience is informed by our shared experience of living under the constant threat of disaster. We know that our institutions are highly exposed to danger, yet we view our vulnerability as a source of strength. Safe shelter is our top priority. At home and at work, we build – and rebuild – for survival. We find that the principles guiding sturdy construction in areas affected by hurricanes and earthquakes apply to prudent internationalisation leadership as well. Accordingly, here are some of our recommended rules of thumb for designing resilient internationalisation in an age of increasing threats and uncertainty.

ASSUME YOU ARE VULNERABLE
While the precise nature, timing and magnitude of the threats we face may be unpredictable, we can engage in risk

avoid different categories of risk – such as legal, operational and technological hazards – some unknowns will remain unknown until the clouds burst, the earth moves or a novel zoonotic virus spreads.

One of the biggest unknowns is how people will react when the unthinkable happens and they realise just how vulnerable they always were. The only solution may be to call out for help. COVID-19 has taught us that survivors don't try to go it alone. Before disaster strikes, build your support network. Start diversifying your

partners and neighbouring institutions. Assume that eventually you and your team are going to need help, and know who to call when disaster strikes.

Assume that eventually you and your team are going to need help, and know who to call when disaster strikes

office's relationships with units inside and outside your institution. Work with local embassies to streamline response criteria and protocols. Pool resources with gap year organisations, the Peace Corps and the tourism industry. Engage in capacity-building training with other offices in your institution, valued international

DESIGN FOR FLEXIBILITY
When shaken, resilient structures can bend without breaking; when damaged, they have features that can be adapted to new purposes. Disasters such as COVID-19 disrupt our traditional patterns of movement and behaviour, but to what extent can we adjust to achieve valued

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objectives through different means? The key is to establish meaningful goals that can survive shocks to our systems. If our goals are shallow – *eg* if we are mainly interested in increasing revenue by admitting more international students who pay full fees – we'll drown when the first wave of change crashes on our shores. But if we internationalise for a deeper purpose – such as to increase the efficacy and relevance of teaching, learning and research – we have room to explore multiple ways of achieving our aims.

Make sure your activities serve multiple purposes. Design exchange agreements that also foster international research. Host faculty-led study abroad programmes on campus and connect them to curriculum internationalisation efforts at home.

But remember, multipurpose programme design requires multiskilled staff and faculty. After COVID-19, in addition to using technology for communication and business operations, internationalisation professionals will need to help faculty and students use online tools and methods for teaching, learning and research across borders.

Flexible design also involves tying internationalisation efforts to other components of the strategic plan, and this demands knowledge of the insti-

tution outside our traditional sphere of influence. For example, many internationalisation leaders are rushing to establish technology-enabled initiatives

Flexible design involves tying internationalisation efforts to other components of the strategic plan

such as Collaborative Online International Learning (COIL) and virtual internship programmes. These can be designed to positively influence academic departments' disciplinary learning and career success objectives if staff are well informed and are connected to colleagues in other units. Designing for flexibility involves establishing multidimensional

goals and programmes – and cultivating new knowledge and connections to support them.

USE THE RIGHT METHODS AND MATERIALS
Resilient buildings are built for strength rather than novelty. Strength is better achieved by innovating with local resources than by importing methods and

ANCHOR YOUR FOUNDATION
A structure is only as strong as its weakest link. Crises expose weaknesses, but they also reveal how these can be strengthened to stabilise the overall structure. Colleges and universities exist to serve students, yet comparatively few students are served by internationalisation. Most students never participate in

to all. Outfitting our rebuilt internationalisation structure with features that enable all students to have meaningful encounters, starting with those traditionally underserved and disconnected, will challenge organisational culture, operational capacity and resources in the short term but strengthen the institution in the long term. Increased internationalisation at home will bolster your office's morale, benefit more people and provide new routes to mobility.

Increased internationalisation at home will bolster your office's morale, benefit more people and provide new routes to mobility

materials that work elsewhere but are ill suited for your context. Each institution has a unique toolkit. You may be particularly adept at facilitating student mobility because you have a solid team of advisers who understand how to match student learning needs and interests with faculty specialties and offerings. These advisers may be just the people you need to recruit more faculty to internationalise curricula at home by participating in existing virtual exchange programmes such as Soliya or X-Culture.

But if your institution does not already have a robust culture and support system for online teaching and learning, it may not be wise to launch a new COIL programme in response to COVID-19. While great leaders can always embrace and conquer new, ambitious challenges, make sure you identify and build on your strengths before following the hottest trends.

a study, internship, research or service experience intentionally designed to expand their global awareness, develop intercultural communication and teamwork skills and connect them to a wider network of career opportunities. Mobility is the central pillar holding up the structure housing these opportunities; removing that pillar reveals just how many students have always been left out in the cold. Now we must rebuild by anchoring our structure to the foundation of all students' learning.

We need other tools for this task: we can move minds without moving bodies. In addition to virtual methods, we can facilitate campus-based intergroup dialogues, foreign language learning, and community-based change-making and social entrepreneurship associated with the Sustainable Development Goals. We must adhere to building codes that require structures to be made accessible

STAY POSITIVE
Right now, while we are still discovering the destructive impacts of the COVID-19 crisis, it's hard to envision how we'll be able to rebuild and restructure internationalisation in the future. But as people who have experienced what it is like to lose nearly everything and come back stronger than before, we assure you: you will recover. Stick to the tried and true principles of resilient construction and you will be OK. Safety first.
—STEPHANIE DOSCHER & ALEX RENDÓN

PIVOTING
AFTER A CRISIS

Chile's southern region may be far removed from the capital, but in many ways it's still at the heart of Chilean society. After the massive protests of 2019 and the subsequent COVID-19 pandemic, universities in the country's poorest region are seizing on social upheaval to rewrite the playbook on internationalisation, reevaluating the role of mobility and shifting decidedly towards leveraging the region's existing cultural diversity. ▶

In the past decade, most Chilean higher education institutions have focused their internationalisation strategies mainly on the mobility of students and faculty members. Some of the reasons behind this are that these aspects are easier to implement in a context of limited human resources at international offices and that they have an immediate impact on the internal management indicators. Mobility-focused strategies have also been reinforced by the incentives provided by national accreditation agencies and rankings, which encourage the presence of international students and faculty in their evaluation processes.

Against this backdrop, three universities in the La Araucanía region of Southern Chile serve as examples of the challenges faced in moving from a mobility-based strategy to one of comprehensive internationalisation. From our perspective, the outbreak of protests and social unrest in Chile in October 2019, followed by the COVID-19 pandemic in early 2020, have played an important role in allowing the international offices to strengthen the strategy of Internationalisation at Home and the relevance of intercultural competences in institutional agendas. The radical switch to online learning and the obstacles to mobility have started up positive reflection processes on internationalisation at the universities, and we believe this will result in a more democratic outreach of this process at the universities.

LIMITS TO MOBILITY

University of La Frontera (UFRO), Catholic University of Temuco (UC Temuco) and the Autonomous University of Chile, Campus Temuco (UAutonoma)[1] are among the most prestigious higher education institutions in Temuco (Capital of La Araucanía Region). Temuco is a medium-sized city, which hosts nearly 60,000 undergraduate higher education students in six universities and five vocational training institutions. It is worth noting that this is the poorest region in the country, with 28.5% of its population living under the condition of 'multidimensional poverty' (deprivation in multiple areas of well-being, such as poor health, lack of education and exposure to environmental hazards), 7.8 points above the national average.[2]

is indigenous,[3] which provides cultural diversity to the area.

Mirroring the region's social, economic and cultural profile, the student population present at all three universities has similar characteristics. UFRO has approximately 10,100 undergrad students, with 60.1% under its 'gratuity scheme' (full state tuition payment), and 31% of indigenous origin, while only 0.4% are international. UCTemuco has approximately 10,000 undergraduate students, of which 76.5% fall under the gratuity scheme (however, 95% of UCTemuco students must receive some kind of economic support in order to guarantee access to higher education), 31.7% of indigenous background and 0.85% foreign students. UAutonoma has 6188 undergraduate students in its southern campus, 74.5%

Universities in La Araucanía had to rethink their strategies and shift their perceptions on university internationalisation and what had been done until now

Students in this area have fewer possibilities to take part in mobility programmes, not only because of their economic situation, but also because in most cases, they are first-generation higher education students with little access to or knowledge of international experiences. Another very important aspect of La Araucanía is that 33.6% of its population

under the gratuity scheme, 17.3% with indigenous background and only 0.02% international students.

Furthermore, despite the region's socioeconomic and cultural background, it has great potential to attract international students and researchers, due to its multicultural population and world-renowned natural heritage site (UNESCO

Biosphere Reserve). However, La Araucanía has not been able to widely increase the number of international students. Efforts have been made in order to boost this potential, an example of which has been the project *Temucouniverciudad*, a network of several local universities whose aim is to promote the region as an attractive study abroad destination. However, mobility numbers have remained fairly even. In the last five years, UFRO, UC Temuco and UAutonoma have received a total of 735 foreign students mainly from Mexico, Spain, Brazil and Colombia, a very small number compared to the total population of the universities.

In terms of outgoing students, the number of local students that have access or can perform a semester abroad is very low. During the period 2014–2019, only 519 students were able to study abroad. With a student population between 7000 and 10,000 at each institution, the percentage of student mobility in each university amounts to less than 1%. Additionally, most of the students that partake in a mobility experience do it with a full or partial scholarship from the universities or external entities.

THE BIG SWITCH

In October 2019, Chile was struck with civil unrest that led to the early closure of university campuses, prolonged student strikes and the extension of the academic year. Large numbers of international students throughout the country were forced to postpone or suspend their international

programmes and return to their countries earlier than scheduled. Not only was the education sector altered, but all economic, social and cultural sectors of the country were affected. Internationally relevant political and economic events intended to attract international leaders and foreign investors, such as the APEC forum and COP25 summit, were also cancelled.

The image of Chile as a safe travel and study destination was damaged. La Araucanía was no exception: incoming international students decreased in most institutions, and all national and international events such as conferences and seminars were also cancelled until further notice. Later in March 2020, the COVID-19 pandemic forced Chilean institutions to migrate their lectures and international programmed seminars and conferences to online platforms. Digital technology became the primary vehicle for these, until now, mostly face-to-face teaching institutions.

Accordingly, universities in La Araucanía had to rethink their strategies and shift their perceptions on university internationalisation and what had been done until now. Several areas became

apparent in which universities could collaborate, reflect on the outcomes of internationalisation processes and rethink how intercultural competences can still be taught and learned in the absence of physical mobility. One of the reflections was

Faculty and senior management began to broaden their disposition towards international collaboration strategies, showing greater interest in collaborating with the international offices

that, until now, the universities have not fully made use of their capacities in terms of online learning platforms and collaborative work within alliances of partner universities. Additionally, faculties and senior management began to broaden their disposition towards international collaboration strategies, showing greater interest in collaborating with the international offices in developing online collaborative programmes. As a result, it was possible to rapidly begin implementing Internationalisation at Home initiatives, such as webinars with international collaboration, virtual exchange programmes, Collaborative Online International Learning (COIL) and international studies courses focused, for example, on the UN Sustainable Development Goals or language and intercultural training programmes and minors.

Both recent crises, one national and one global, have presented opportunities to shift the paradigms and initial

strategies of internationalisation adopted in La Araucanía, and made it available for a wider audience: democratisation and access to virtual mobility programmes, collaborative online courses, free international online seminars, conferences and workshops have now become available for all, regardless of their economic and social background and disposition to travel, just

Since mid-2020, all three Universities have started promoting teacher and staff training on internationalisation of the curriculum initiatives, such as COIL and mirror classes. Regarding virtual exchange the universities subscribed to eMovies, a virtual mobility platform led by the organisation of Inter-American University Organization (OUI), and

embracing its indigenous cultures is essential for enhancing intercultural competences in future professionals and staff.
— MARIA EUGENIA JIMENEZ, PAULINA LATORRE & LORENA VIELI

1. Universidad Autónoma de Chile is located in three different regions of the country, nevertheless for the purpose of this article, only the data from its Campus in La Araucanía region will be considered.

2. CASEN, 2017. Ministerio de Desarrollo Social, Chile. Retrieved 2020-06-02. http://observatorio.ministeriodesarrollosocial.gob.cl/casen-multidimensional/casen/casen_2017.php.

3. INE (Instituto Nacional de Estadísticas), 2017. Ministerio De Economía, Chile. Retrieved 2020-06-02. https://regiones.ine.cl/araucania/estadisticas.

It has become an opportunity to collaborate with partner institutions in order to share good practices and to search for joint solutions, as well as working towards a regional and even national internationalisation strategy for higher education institutions in Chile

by having access to internet and a digital device from home. It has become an opportunity to collaborate with partner institutions in order to share good practices and to search for joint solutions, as well as working towards a regional and even national internationalisation strategy for higher education institutions in Chile.

We believe that we still have areas to develop, however this is a good start, and we have one great opportunity, which we had not made the most of until now: the multicultural context of the region, specifically of those non-Western cultures who enrich the whole region and therefore respond to one of the ultimate goals of internationalisation: the intercultural experience.

have also taken part of bilateral virtual exchange programmes, which have allowed students who did not have this chance before to take part of an exchange programme. Furthermore, UCTemuco and UAutonoma have implemented COIL courses with colleagues from Latin America, UFRO will also be implementing some in 2021.

Furthermore, through *Temucouniverciudad* all three institutions jointly offer international students a series of cultural immersion courses which include Chilean Spanish, Mapuche language and Mapuche cosmovision, to name a few. However, there is much to advance in this matter, as promoting cultural awareness within our academic and student community by

SOUTH AFRICA
LIVING LABORATORY OF RESILIENCE

Internationalisation has been an uneven process in South African higher education, with historically disadvantaged institutions struggling to forge or benefit from international relations. The COVID-19 pandemic should be seen as an accelerator of innovation, with digital solutions leading to more inclusive approaches and boosting virtual mobility and intercultural competences across the sector. ▶

The COVID-19 pandemic has caused major disruptions to the teaching, learning and research functions of universities around the globe. It has had a notable effect on internationalisation activities, particularly in light of restrictions on mobility. The sustainability of traditional international education initiatives, including study abroad and short programmes, has been severely challenged, as has the resilience of staff, students, institutions and the very field of internationalisation itself. Sustaining internationalisation beyond the current crisis requires adaptability, flexibility, creativity and innovation.

In this article, we offer a perspective from South Africa, a highly unequal, postcolonial society in transformation. For many people and institutions here, resilience is a necessary requirement for survival on a daily basis. The University of Pretoria's Centre for the Study of Resilience describes the country as "a veritable living laboratory to study resilience" because of its extremely high levels of poverty and inequality.

In 2017, Ahmed Bawa, Chief Executive of Universities South Africa, said: "Universities are resilient institutions. Even so, in the face of ongoing instability and deepening underfunding, South Africa's institutions of higher learning are taking enormous strain, testing that resilience to the limits." This referred to the nationwide student protests of 2015 and 2016, which highlighted various problems related to fees, accommodation, institutional culture and decolonisation. The protests have left an indelible mark on South Africa's higher education sector. Three years on, issues regarding financing and decolonisation of higher education remain contested, and

the country's universities are now facing another, arguably even greater challenge in the wake of COVID-19.

UNEQUAL INSTITUTIONS
In a highly differentiated system such as South African public higher education, the resilience and adaptability of institutions, understood here as the capacity to recover quickly from adverse circumstances and to adjust to a new environment, vary widely.

For many people and institutions in South Africa, resilience is a necessary requirement for survival on a daily basis

COVID-related challenges are compounding existing inequalities and have a more severe impact at institutions where there is a lack of preparedness and unavailability of relevant structures and resources. In this context, historically advantaged institutions tend to be more resilient and adaptable than historically disadvantaged institutions, as they generally have better infrastructures and resources at their disposal.

To illustrate this with an example: after campuses were closed on 18 March until further notice, universities focused their attention on efforts to help minimise losses to the academic year. Some institutions, most notably research-intensive universities, were able to implement remote teaching and learning as an emergency measure from as early as 20 April, coinciding with the beginning of the second term. However, as campuses have been reopening in a phased approach from 1 June, many universities,

especially historically disadvantaged institutions, are still struggling to adequately provide teaching and learning services online, especially to students living in poverty and those outside South Africa.

Inequality is not only relevant in the context of institutional capacity to respond adequately and swiftly to challenges brought about by COVID-19. It is also a characteristic of the advancement of higher education internationalisation in South Africa, which has been uneven across the sector. The first national internationalisation policy, drafted in 2017, acknowledged that historically disadvantaged institutions still did not have extensive international relations and were not benefiting from internationalisation as much as they should.

COMMON SOLUTIONS
The International Education Association of South Africa (IEASA) recognises that there is no one-size-fits-all approach to internationalisation. As a non-profit, member-based organisation seeking to promote and support internationalisation of South African higher education, IEASA embraces the diversity of its 23 member institutions, which operate in diverse geographical contexts with different institutional priorities and different levels of financial and human resource capacity allocated to internationalisation.

The COVID-19 pandemic has emphasised the need for internationalisation professionals to work towards common solutions to shared challenges. Through its Directors Forum, IEASA provides a platform for directors of international offices to keep each other informed, identify common obstacles and share examples of institutional responses. In this way, IEASA facilitates a community of practice, enabling exchange between institutions and allowing them to learn from each other's good practices. This, it is hoped, will contribute to strengthening the resilience of not only individual people and offices but institutions and the sector as a whole.

It is difficult to predict the full impact that COVID-19 will have on higher education and internationalisation in South Africa. We expect that South African universities will withstand the COVID-19 resilience test and prevail, although

institutional and national goals, contributing to transformation, nation-building and the public good.

In a generally under-resourced sector, South African universities have had to be creative in finding ways to benefit from the opportunities offered by internationalisation, often working against the odds. In light of the pressures created by COVID-19, institutions will have to find ways of stretching more limited resources even further. There will be an even greater need to be innovative, adaptable and cost-effective in advancing internationalisation.

RETHINKING INTERNATIONALISATION

The iKudu project, funded by the European Union under the Erasmus+ framework and coordinated by the University of the Free State in partnership with nine European and South African universities, serves as a case in point. Acknowledging constraints

work, teach and learn remotely in the shortest possible time, we need to find ways to use this momentum to work towards a more equitable and inclusive advancement of internationalisation in South Africa. Digital and online tools offer some opportunities for more inclusive approaches. As noted in IEASA's recent position paper on COVID-19, these could include the following:

- Using COIL for curriculum internationalisation;
- Employing online technologies and pedagogies to foster intercultural competence and multicultural learning and to enhance graduate attributes;
- Using virtual experiences instead of physical mobility to increase the number of students and staff benefiting from internationalisation;
- Focusing more strongly on the exchange of knowledge rather than the mobility of people to facilitate equality and mutual benefit in international partnerships;
- Hosting virtual instead of physical events to promote more inclusive participation of previously underrepresented individuals and institutions.

Internationalisation is at risk of being deprioritised and defunded, particularly if university budgets are cut

they will be left in even more difficult circumstances, especially financially. Given the already precarious state of the country's economy, there are challenging times ahead. Internationalisation is at risk of being deprioritised and defunded, particularly if university budgets are cut and competition with essential services for limited resources increases. In this context, internationalisation endeavours need to be increasingly relevant to other

to physical mobility due to socio-economic realities, the project set out to rethink internationalisation in an uncertain world and to develop a contextualised South African concept of internationalisation of the curriculum, integrating Collaborative Online International Learning (COIL).

With COVID-19 acting as an accelerator of innovation, such initiatives should now be amplified. Having been prompted to be inventive in increasing our capacity to

The task of reimagining the future of internationalisation of South African higher education is, despite all the challenges, an exciting prospect. Opportunities as outlined above offer universities realistic options to adapt positively to an ever-changing internationalisation environment and emerge as stronger, smarter and more relevant institutions.

— SAMIA CHASI & ORLA QUINLAN

IN CONVERSATION WITH

MARÍA JOSÉ FIGUERAS SALVAT

JACOB GIBBONS
EAIE

Students and staff at Spanish higher education institutions abruptly found themselves at one of the epicentres of the viral outbreak in March. Prof María José Figueras Salvat, as Rector of the Universitat Rovira i Virgili, offers a personal, professional and sectoral perspective from ground zero.

You hold a PhD from the University of Barcelona and you also spent some time at the University of Groningen specialising in electron microscopy. So, as a Professor of Microbiology, how has your academic background helped you to understand the concept of resilience?

MJFS: Well, it's likely my academic background has helped me a lot, not only to understand the concept of resilience, but to integrate it as a *modus vivendi*, as a way of life. When you're a university student, you're confronted with a lot of steps from finishing up your studies to finding a job. As a PhD student, you prepare experiments, often repeating those that fail. It's a long way to go from a PhD to being an Assistant Professor, then a Professor. It reminds me

Virgili is a presential university with around 15,000 students. The pandemic transformed us in a very short period into a distance university. Originally, when we were confined to our homes on 15 March here in Spain, it was expected to last for 15 days – it ended up lasting for half the academic year. We had to change everything. Happily, we had the platform available, we had the tools, and the office of digital support; they were able to make the jump quickly.

We distributed computers to students when it was necessary. We distributed internet connections, so that everyone could follow along. The main objective – it was a kind of government decision – was that we would all put our efforts into making sure that no student would abandon the university because of

We put our efforts into making sure that no student would abandon the university because of COVID-19. And we largely accomplished this

of a car GPS: when something goes wrong and you get lost, the car says "recalculating". In reality, we're recalculating all our life, to find the way in which we can be happy with the things we have and the things we've achieved, adapting to the changing circumstances. So, I think studying at the university and facing challenges is a very good exercise in resilience for all of us.

In terms of our current situation, what's your perspective on how the pandemic has revealed new opportunities or spurred innovation, either in your country or at your institution?

MJFS: One of the most impacted areas is clearly that of digital teaching. The University of Rovira i

COVID-19. And we largely accomplished this: the number of students that passed this year, in relation to the last two years, increased slightly, by 2%.

Meanwhile, many of the research groups were very attentive to the calls for doing research on COVID, from bioscience and biomedicine to psychology and economics. Everyone prepared and submitted research projects and we got many of our projects financed, which could develop new knowledge on how to handle the situation from many different points of view. So, it really was amazing how people mobilised.

And I saw this not only at the University of Rovira i Virgili, but in my role as the President of the Catalan Association of Public Universities. The mission of all the universities in Catalonia is to

Universitat Rovira i Virgili

provide solutions for the students. This has been amazing, and I think this is very relevant.

So, let's talk more about your institution. How has the university been able to be resilient in this unprecedented situation in 2020? Have you made major changes to the way in which the university as a whole works or is organised?

MJFS: I normally say that every bad thing may have collateral damages and collateral benefits, and in fact, we had collateral benefits. Before the pandemic, we did relatively limited online teaching. We had the tools for this, but the problem is that the need was never there. The need created by the pandemic made people more comfortable handling it. For instance, 11 Master's programmes that we used to offer only face-to-face have been offered this year via distance learning. This helped us retain an important number of international students, which I'm very happy about.

"come here and listen and say nothing," no, no! We once had an important meeting that had to do with approaches to teaching that lasted from 9am to 9pm – with a stop for lunch – because everyone wanted to say something! So, it was really amazing. And this is totally new.

Another nice thing is that since I started as Rector two years ago, we opened all our meetings to the rest of the community. Now, this online streaming encompasses all our activities. So, it increases the transparency of the discussions. I think that's also very important.

You've talked a lot already about the impact on students, but what about the staff? Were staff at the university adequately prepared professionally and personally? How can we foster staff resilience for these kinds of unexpected crises?

MJFS: Well, they were prepared because we jumped to our feet very fast to prepare them, offering courses during the first week, from how to deliver a lesson at a

1300 teachers that got involved directly in this process. So, from that technical and professional point of view, it was ok.

The real problem was more about personal circumstances. For instance, some teachers were single parents that had to deal with small children at home. People lost very close relatives. So, we also had to offer coaching kinds of courses, to help staff withstand the pressure, how to be resilient and go on with your life.

And with the students also, we had to be very sensitive. We realised that around 54% of our students did not have a very strong [internet] connection. So that was – and is – a big limitation. So, we need to be more digitalised and we need maybe 5G connections in the near future.

This current crisis has gotten some people thinking longer-term about some other kinds of challenges, like the climate crisis, for example. Do you see any role for international education in that area?

Some teachers were single parents with small children at home. People lost very close relatives. So, we also had to offer coaching on how to be resilient and go on with your life

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The other aspect to mention is that all the administration and governance of the university moved online. We even succeeded in conducting a single Teams meeting with 200 to 250 people with active participation. This was not about

distance, how to make small tutorials for the students online, how to examine students, how to evaluate them. And then there were also courses for students on how they could make the most of distance learning. In the first week, we had around

MJFS: I think one nice thing that happened in the current crisis, when people were closed in at home, was that they became more sensitive to the environment, recognising the big impact we have on our environment in general.

However, I'd say we need to look more toward how we can incorporate training on the sustainable development goals more broadly. In doing so, we'll touch on all aspects of sustainability, including climate change and things like employment, poverty alleviation and food security. I'm more in favour of focusing on this big concept with our students and the community in general.

It looks like our resilience will continue to be tested in the months ahead. Do you have any advice for other leaders in higher education or elsewhere about continued resilience in uncertain times?
MJFS: Well, first of all, I think we have to teach the softer skills of flexibility and adaptability to our students. In terms

of leadership, I think we must remain optimistic, to reassure ourselves that this is only going to be temporary, that we're able to construct new things and get collateral benefits out of this misery

> People want things black and white, but at this moment what we have to learn is that things are changing every five minutes

we're passing through now. Now is the moment to consider, "Is what we have always been doing still useful?" Now is the moment to separate superfluous things from the really relevant and important things. And I see this as the moment for a big discussion on how we plan to be and how we to plan to teach

our students and train them for the future. People want things black and white, but at this moment what we have to learn is that things are changing every five minutes. In the end, our flexibility and capacity to adapt to these fast changing situations will make our lives easier, and hopefully we will continue learning how to face adversity as part of our daily lives.

EMBRACING
A DIGITAL
FUTURE

Illustration: Shutterstock

With the almost overnight transition to virtual learning at many institutions, technology is being harolded as our saviour at this moment of uncertainty. But going digital is not the same as strategically building and enhancing the student experience virtually – we need to consider the pitfalls and real possibilities of digital learning.

Given the impact of COVID-19 on higher education institutions across the world, there has been widespread championing of the transformational potential of technology. In response to the temporary closure of physical space, an almost overnight shift into the virtual landscape by higher education institutions has foregrounded the value of digitalisation interventions.

In this context, the divide between domestic and international students enrolled in virtual or blended learning programmes has broken down, as all students are physically removed from campuses and attain the status of virtually enrolled individuals regardless of their physical location and citizenship. With this blurring of distinctions, challenges traditionally faced by international students enrolled in virtual programmes are also faced now by the domestic student, and resilience mechanisms that were applied to solve those challenges could now work for the entire student population.

It is not surprising, then, that information technology is being heralded as the saviour of this moment in history.

CHANGED LANDSCAPE
While most institutions already used a virtual component in their learning and teaching processes, the shift since COVID-19 has involved the digitalisation of a vast and rapidly increasing number of education programmes and modules. Features include virtual classrooms, online lectures, online meetings, live-streaming of presentations, online guidance and mentoring, and technological software and resources shared between multiple programmes across institutions.

While methodologies such as Collaborative Online International Learning (COIL) and blended learning are already familiar, the changed landscape calls for a robust student experience in the complete absence of physical interaction between peers, mentors and advisers. Faculty and education advisers have to reimagine the

pedagogical framework. Student motivation and focus have an important role to play, as does the development of communication skills across media. Understanding and sharing perspectives on curricular

How to teach is just as important as what to teach

concepts, inviting peer reviews, giving honest feedback while remaining sensitive to the cultural and socio-economic backgrounds of all peers, without recourse to physical interaction or bodily cues – these are all skills that online learning demands and can help develop among students.

Institutions that have already internationalised through COIL and blended learning will obviously benefit from that past experience. In these institutions, however, there is evidence to suggest that

although online learning has made higher education accessible like never before and reduced the cost of education, the graduation rate of those who learn online is lower than for those who learn in person.[1] What does this tell us about the status of online learning and teaching, and about digitalisation tools? Are there ways available now to address the pitfalls of online learning and teaching?

DIGITAL TRANSFORMATION

As educationists and mentors, we have to address the fact that merely moving the classroom to a virtual space does not ensure student engagement and participation – which are key factors in achieving deliverables. Using a digital tool is not the same as strategically building and enhancing the entire student life cycle and experience virtually. To address this gap, the first suggestion I have is to implement the idea of 'digital transformation', which aims to strategically transform an entity with the help of IT

tools and technologies, and to achieve business outcomes by measuring customer satisfaction.

For institutions, this means taking a long-term view and adopting technology as a strategy for innovation at all levels. It involves viewing education and its processes from a student-centric perspective and making cross-organisational changes to achieve student satisfaction. This may mean creating a roadmap for transforming or initiating a set of digitalisation technologies, based on the business requirements of institutional departments. In addition to the robust technical know-how needed, it is almost as significant to cultivate an institutional mindset that believes in the transformative impact of new technologies and their uses for high student engagement and retention rates.

In the field of pedagogy and student engagement, we need to think again about innovations in teaching that may boost retention. While digital transformation can lead to strategies being formed and

tools implemented, if these tools do not deliver the course in the right way then learning does not happen. How to teach is as important as what to teach. Factors to consider here are the media used, the expectations of learners, course deliverables, peer support, collaboration across media, methodologies used by teachers, and proficiency of teachers in the tools used.

TECH COLLABORATIONS

Coupling pedagogical innovation with technology is a way forward into the future. But the question remains: How can we do so? It has been suggested that private technological firms collaborating

model may also be deployed in elite universities to a minuscule population who can afford this mode of education – the assumption here is that students will still want to physically attend an elite university, where learning developed organically outside the classroom, will now be the most sought-after commodity of the university experience.

ROLE OF POLICY

While such predictions about the future help us to imagine different scenarios regarding the coupling of education and technology, it is important to iterate the role of policymaking in this process. In

Clearly, there is no one-size-fits-all solution when it comes to the next steps for the future.

What is clear, however, is that in the post-COVID world, the 'new normal' requires us to provide accessible education for all while staying true to the spirit of higher education. While our smartphones have brought us closer to each other, we also have to ensure that we are really learning and communicating with each other in the best possible way. Those who can use their imagination to create the right future in our collective minds are what the world needs now – and they are our leaders of tomorrow.

—NAWAZISH AZIM

The 'new normal' requires us to provide accessible education while staying true to the spirit of higher education

1. Marcus, J. (2020, February 20). How technology is changing the future of higher education. Retrieved from https://www.nytimes.com/2020/02/20/education/learning/education-technology.html

2. Galloway, S. (2020, May 11). The coming disruption: interview with Scott Galloway (Interview by James D. Walsh). Retrieved from https://nymag.com/intelligencer/2020/05/scott-galloway-future-of-college.html

with higher education institutions may be one way of evolving with the times.[2] Tech firms and top-tier universities working together may offer a roadmap for a future in which both entities benefit. Universities could increase their gross enrolment ratio by improving their online offerings with the use of big firms' technology, and the cost of education may go down for many as we move away from the traditional face-to-face model of imparting knowledge.

While this may be good news in the sense of making education accessible and affordable for a large majority, a lot depends on the quality of education and the value of the degree. A blended learning

a developed nation such as the United States, collaborations between big tech and universities may foster an increase in public funding for higher education, but it is questionable whether this would be the case in developing nations. In India, for example, there is a governmental push to increase the gross enrolment ratio through online learning, but internet accessibility for most students is questionable. Private investment (and possibly control) in public education in India may also increase the cost of tuition for a large number of students; here, regulation policies may be helpful to monitor the emerging scenario and ensure accessibility and affordability of education for as many as possible.

MAGICALLY TRANSFORMING
A TRANSNATIONAL COURSE

When the lockdown orders came, one transnational course between Poland and the USA had to be transformed at supernatural speed. A magical combination of creativity and cooperation helped keep this international opportunity from pulling a disappearing act. ▶

Instead of experiencing the magical, medieval city of Kraków, the only magic I partook in this March was pulling out of a hat the ability to transform what would have been two face-to-face weekends teaching international students in Poland into entirely online, mostly synchronous delivery. Transitioning all material in little over a week. Without ever having met the 13 MBA students. Never having taught this particular course, or having been to Poland.

There were several potential complications: a bonded cohort; a six-hour time difference; a presumed national suspicion of online learning; and unstable bandwidth. Three rabbits, mercifully, jumped out of the hat. First, the students were fluent in and comfortable with English. Second, as the 'magician', I had years of

Resilience was not just for faculty

transnational teaching experience. Third, the subject was organisational communications: perfect material to study during a worldwide lockdown.

The course was part of a transnational education collaboration leading to a double Master's degree: one degree, the MBA, awarded by the Polish university; the other, a Master's in Communication, offered by an institution in the United States. This double degree programme has been in place for many years and is very successful. The students work for a variety of organisations, from family-run firms to multinational corporations. The majority

of the students are Polish, in their thirties and working full-time – hence the weekend class structure. The US institution flies faculty into Kraków. Each course runs for two weekends, which begin late on the Friday afternoon and continue for most of the day on Saturday and Sunday.

Academic work is expected before the course begins, in the interim between weekends and for a short time after the final weekend. It is an intense undertaking for both students and faculty.

COVID: A NASTY TRICK
A little over a week before my flight to Kraków, both the Polish and the US institutions suspended all on-ground classes and travel because of the COVID-19 pandemic, thus entirely upending the syllabus, the daily activities and some of the assessments. Yet at that time so early in the lockdown, the expectation from both the US and Polish universities was that the majority of the course still needed face-to-face interaction and that the designated hours should remain somewhat the same. (As the lockdown in both Poland and the United States continues at the time of writing, the synchronous requirements for subsequent transnational courses within this programme have been eased. Mine was the first course to take place after the lockdown began.)

TIMING IS EVERYTHING
Clearly, there was a need to magically become resilient. Resilience was not just for faculty. The students were approaching the end of their two-year programme. They had bonded and looked forward to being with their classmates for this and

Focusing on the impact of COVID-19 as one of the assignments proved to reinforce resilience both pedagogically and psychologically

the US institution's other courses. Bandwidth in Poland is not always reliable – one student was unable to access the internet after the second of the six sessions. The students did not know me. They did not necessarily have experience with the course subject. Several found themselves having to adjust to a small apartment with children or a significant other and no place for privacy. Because they were relatively young, most had not been in the workforce during the global financial crisis. The memories of World War II belonged to their grandparents or great-grandparents, and stories of Communist rule to their parents. They had not experienced anything like this. And, even as a child of the 1960s, neither had I.

The first issue requiring resilience was the time difference. In Kraków, class was to begin at 16:00 their time on Friday and at 08:30 on both Saturday and Sunday. There was no problem with Friday. Saturday and Sunday proved to be much more difficult unless I wanted to begin teaching at 03:00 EDT. I did not. Finding a more

reasonable time to start became the first step in revising the syllabus, materials and flow of the coursework. A 07:00 EDT start was just after lunch in Poland. To ensure the students were engaged in the earlier hours, they were assigned a specific project or case study individually or as a group to report on when the Zoom session began around noon their time.

METAMORPHOSIS

Conversion of assignments to the new format actually wasn't difficult. The primary assessment was a communications audit of their organisation. While they could no longer do observations or have informal conversations with colleagues, they could still gather documents and rely on memory. Focusing on the impact of the COVID-19 virus as one of the assignments proved to reinforce resilience both pedagogically and psychologically. The assignment required a team to think through the organisational communications necessary to bring their company back into the workplace. Gathering in teams virtually was relatively seamless as they could use any in-country video-calling app to complete the work; and the assignment called on their resilience to the ever-present virus and made them look towards a time when the lockdown would end.

DISAPPEARING ACT

Interestingly, the use of video was only marginally effective. As bandwidth was often unstable, the students had to turn off video to ensure they could hear and that their speech was not garbled. Without video, they became little black boxes, with their name the only visible evidence of the person. It was, to continue the magician metaphor, as if the students were in that ubiquitous box the magician saws in half. There was no way, it seemed, except when the little yellow light frame came on, to know if the students were 'alive'. But resilience could be quantified. Each online session counted for at least 10 points and those points were awarded if the yellow light around the black box lit up multiple times during the live sessions. Paradoxically, one feature made up for the bandwidth issue: each session was recorded and thus available to review.

A NEW MAGIC WORD

Despite 15 years of teaching online, I had to draw on my own resilience before each of the six classes to calm my usual before-a-new-international-class jitters, which were now exacerbated by the pandemic. Would any of the students or their

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As educator-magicians, instead of 'abracadabra' we will say 'resilience'

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loved ones get sick? Would I? Was Zoom going to work? Would the case studies, although carefully chosen, written and vetted for transnational coursework, 'translate' to this student cohort to generate substantive discussions and learnings? Yes, all went well.

International, transnational education must go on to soothe and mend our fragmented, scared and confused world. As educator-magicians, instead of 'abracadabra' we will say 'resilience', and instead of rabbits we will pull the magic of creativity out of our hats.

— LESLIE P. HITCH

VIRTUAL SUMMERS

THE FUTURE OF SUMMER SCHOOLS

Summer schools have historically depended on people's ability to travel, offering learners an opportunity for living in the moment and new cultural discoveries. Can this sense of place and occasion be replicated online? ▸

Summer schools have in recent years become the 'poster programme' for short-term mobility. Their value, their potential for social inclusiveness and their flexibility in international education has started to be truly understood, with students making considered choices. Demand and supply have been growing internationally and the diversity of the offering has been increasing around the world.

COVID-19 has brought this period of growth to a temporary end, and the industry has reacted in different ways. Some colleagues took the decision not to run their programmes in 2020 – an entirely understandable choice in the circumstances. Summer schools regionally may have traditions that date back a century, or they may be recent entrants to the market. As with student mobility of any length, summer

Will the change to summer school operation seen in 2020 prove permanent?

schools have historically depended on people's ability to travel. It is therefore unsurprising that many opted for postponement in the first instance.

In contrast, others have opted for an online format, looking to replicate digitally the key features of summer schools, which might be said to include the following: intensive study, sense of place, cultural immersion, community, sense of adventure, and ephemerality and limited time.

Taking up that final feature in more detail: the ephemeral has always been a feature of summer schools. Like a play at the theatre, they happen live and reconstitute themselves with each performance, with each season, with each new set of people. They also influence the future course of the students going forward. This fresh start every year allows for almost organic moments of innovation, which are also a result of summer schools' modular rather than programme structure.

ONLINE FORMATS

In 2020 and 2021, for everyone in the market, the new start needs to be a courageous one. Will the change to summer school operation seen in 2020 prove permanent? Nita Kapoor, who runs one of Europe's oldest programmes at the University of Oslo, moved 12 out of 23 modules online in 2020: "After this year's experience, we see that online learning and blended formats are, and will be, a much stronger part of our 'new normal'. These formats may furthermore provide an opportunity for increased international outreach among new student groups."

There are opportunities in the crisis. Exploring new partnerships between summer schools and educational institutions across borders will allow for the creation of dynamic and innovative online and blended course offerings for our students, and thus also enhance international academic networks. As a direct result of the COVID-19 pandemic, Oslo's digital courses this year have also been about building student resilience and entrepreneurial capacity into the pedagogy and course content. My institution, King's College London, has also run a series of entrepreneurship sessions for all summer students. At King's, going online has enabled us to bring forward a development step – the creation of an online offer – that was already listed in our Summer Education Programme plan.

ACTIVE LEARNING

Most summer schools are stressing that their online offering is different but of equal quality. Kapoor says: "Our goals and learning outcomes are the same, irrespective of the learning platform, and there are many similarities in pedagogical principles and activities, as well as the values we wish to underscore." The differences that stem from moving learning online lie in both the actual practice of teaching and learning and the mindset required among educators and learners. How can learning be kept active and attention secured? How can interaction be promoted in an inclusive way?

Online courses can run the risk of foregrounding passive learning, so digital pedagogy has to utilise opportunities and methods for active learning, through the ways educators organise courses as well as the tools they use to activate students. Oslo's ideals involve the international classroom as a place where horizontal interaction and co-learning play a fundamental role. In the international classroom, the life of the individual must be brought into and made relevant for the learning experience.

SENSE OF PLACE
Summer schools have always been about being in the moment, sometimes of the moment, with learners moving into an environment of personal growth. How can a sense of place and occasion be created afresh? At King's, we invoke a sense of citizenship and the joys of summer by

students as a tool for learning. In this way, online summer schools create a spirit of their own.

Reflections on place can change direction and do not need to focus on the place where the face-to-face summer school would be based. Dr Sue Barr, Head of Photography at the Architectural Association in London, has over the years been running a practical photography summer school in the Emilia-Romagna region in Italy, as part of the AA Visiting School programme. The course explores topics such as place and identity through architecture and territory. Students from all over the world are encouraged to reflect on how their own cultural heritage affects their perception of Italy. This year's online course concept planned to give students assignments to photograph their home environment rather than Italy.

higher education. Despite the terrible reason for this change, such times are also to be treasured. Old blockages and resistance to change, outside and within people and institutions, are dissolving. We are consciously moving from the phase of 'shock digitalisation' to one where we plan for online learning through a more holistic pedagogical perspective. We are consciously creating an inviting and interactive online learning environment.

We would be ill-advised to throw the baby out with the bathwater in crisis mode. This year has taught us that the future of summer schools will be even more diverse than we dared to dream. Online and blended options will grow, evolving beyond a mere safety net in case of social distancing measures or travel restrictions, into a more fundamental opportunity to make international education more accessible again through – this time – online and blended short courses. Naturally, it will feed into the discussion on carbon footprints and often mistaken preconceptions about such courses' supposed social exclusivity. We will need to have more confidence in students' ability to learn.

Online summer schools can become an exciting, lasting addition to our portfolios. That is not to say that online learning will subsume other approaches to living, meeting, learning and loving. If there is one thing we have learned from our experiences, it is that students will continue to live their summers in different ways.

—ALEXANDER HEINZ & NITA KAPOOR

Networking and friendships that transcend borders are one of the lasting outcomes of summer schools

having a name for the series of interactions between summer students and the wider King's and London community: King's Summer Society.

Networking and friendships that transcend borders are one of the lasting outcomes of summer schools. Rather than focusing on technology, the priority is to make use of the student body as a main resource, and to cultivate a course identity that supports the development of meaningful and personal connections between

Their pictures would then be discussed in a Zoom seminar. These exercises were designed to respond to the students' own home rather than the original destination and encourage them to be, in American photographer William Eggleston's words, "at war with the obvious".

EXPERIMENTATION AND TRANSFORMATION
The onset of the coronavirus began a seemingly revolutionary period of transformation and experimentation in

TWO PRIORITIES
FOR THE REBUILD

How can higher education rebuild its internationalisation activities in the wake of this global pandemic? For many institutions the situation presents an opportunity to build back better, and to strengthen their teaching, research and service activities to the benefit of society as a whole. ▶

One of the greatest ironies of our current global predicament is that, at a time when we are more physically isolated than we have been for decades, the need for international connections is at an all-time high. The COVID-19 pandemic has revealed that external shocks can have unequal impacts – with some communities proving to be much more vulnerable than others – and

is how we have always done it' – there is nevertheless a unique chance to return even better.

Like other institutions across society, universities have been – and continue to be – significantly affected by the pandemic. As they rebuild their various components over the coming months, universities will reveal, by their actions, how they interpret and operationalise re-

Universities will reveal, by their actions, how they interpret and operationalise resilience

that there is great value in comparing experiences in order for society to respond effectively.

Universities have a critical role to play in fostering contacts across communities – linking students to improve cross-cultural understanding, for example, and bringing researchers together to advance knowledge. But how should higher education rebuild its internationalisation activities in the wake of this global pandemic? How should universities 'do' resilience?

BUILDING BACK BETTER
After something has been knocked down, it is usually unwise to rebuild a duplicate of the original. Lessons will have been learned from the experience of falling down, insights will have been gained since initial construction and, in any case, preferences, priorities and values will probably have changed in the interim. While there can be comfort in turning to something supposedly 'tried and true' – or a temptation simply to follow those who say 'that

silience. Being harbourers of cutting-edge insights, it is critical that they demonstrate a robust understanding of the term. Not only will this maximise their own prospects for the future but, in leading by example, they will also demonstrate to other major institutions how to build back better for a post-pandemic world.

More specifically, university leaders around the world should demonstrate their sophisticated understanding of the term 'resilience' by taking full advantage of the opportunities that come with a

OUTCOMES, NOT OUTPUTS
In their international agreements, many universities have traditionally focused on 'counts': numbers of inbound international students (and associated revenue), of outbound exchange students and of international agreements, and amounts of internationally sourced research funding. Reporting demands from universities' executive councils and governing boards, as well as governments' education ministries, have necessitated such counts for reasons of accountability. Not only is that understandable but such counts are certainly indicative of activity.

Going forward, however, universities would be well advised to prioritise the outcomes that they truly want to achieve: these include, for one, students who are more socially responsible, more globally aware and more civically engaged; another priority is research results that improve societal well-being. More broadly, we want a better world – and now is the time to think more systematically about how universities' international actions can help to advance that. The Sustainable Development Goals – and more conscious consideration of

We want a better world – and now is the time to think more systematically about how universities' international actions can help to advance that

rebuild. For university leaders' internationalisation activities, they would be wise to prioritise two things: outcomes and synergies.

how international partners' outcomes can help any individual university advance its own priorities – should also be part of the mix.

Granted, measuring these kinds of outcomes is much more nuanced than simply counting easily visible outputs. As they rebuild international educational experiences and research activities, however, universities can ensure that they embed – during the design or redesign stage – outcome evaluation and continuous improvement based upon these ambitions.

SYNERGIES, NOT SILOS

Universities are centres for new ideas; they are hubs of creativity and innovation. Consequently, the fact that many universities' international agreements have arisen from a single professor's inspiration – or a single executive's relationship – should be not only acknowledged but celebrated. Without those path-breakers making connections for their institutions, the impressive global portfolio of international connections that we now have – including exchanges and joint laboratories – would not be nearly as rich as it is.

Without stifling that imagination, universities nevertheless need to be more strategic about how isolated opportunities between institutions (involving, for instance, one department or one faculty on each side of an international activity) can potentially be opened up to other participants. In other words, how can the trust that is built between particular offices in two (or more) universities be used by other constituencies within those same universities so that more can benefit?

This might mean not only bringing in more faculties and colleges to international discussions but also adding opportunities by integrating together two or more kinds of activity (*eg* teaching and learning across levels, research investigations, entrepreneurship initiatives, community engagement possibilities). Explicit action to be more inclusive – across under-represented constituencies within universities, as well as with a variety of non-academic stakeholders beyond the ivory tower – should also be part of this process.

Of course, international, inter-university relationships are critical – not only to institutions but also to the individuals involved. The role of the champions in nurturing them and stewarding them must therefore continue to be recognised and supported. But mechanisms to ensure that inter-university relationships are not unintentionally isolated and protected – and instead are given the chance to expand, to work synergistically and thus to flourish further – must be in place as well. In a resource-constrained world, universities will be expected to make the most of such good opportunities.

LOOKING AHEAD

The rebuild imagery presented at the beginning of this article might lead one to believe that work on a massive scale is required in every circumstance. For universities and internationalisation, that is certainly not the case: international activities are continuing right now, with students still connecting across borders and multinational research projects still making progress. Accordingly, some other 're-' words might better apply, depending

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on the particular state of any one university's international connections – perhaps renovate, or repair; maybe refurbish, or even just refresh.

Regardless, every university leader is presented with a timely opportunity to ensure that their internationalisation activities are outcome-driven and that individual elements are combined synergistically. This will strengthen their own teaching, research and service activities, from which all of society will benefit. Additionally, it will set an example to others, illuminating the ways in which, in the wake of the pandemic, institutions can be resilient and can build back better.

— IAN H. ROWLANDS

GOTHENBURG
A MEETING PLACE OF THE FUTURE

Gothenburg, host of the 32nd Annual EAIE Conference and Exhibition, is a city renowned for its warmth, creativity and innovative spirit. Halfway between Oslo and Copenhagen on the west coast of Sweden, the city combines a distinct charm with the pulse of modern urban life. Compact and pedestrian-friendly, this Swedish city is also recognised as the world's most sustainable destination for meetings. In short, a perfect location for anyone seeking knowledge, inspiration and new encounters.

Gothenburg is liberal, creative and refreshingly unpretentious where anything goes. Buzzing with a rich cultural life, world class restaurants, green parks, charming neighbourhoods, trendy microbreweries and great shopping – there is a lot to discover. Gothenburg offers the best of both worlds - land and sea, city and nature, cobbled streets and industrial buildings revived to modern galleries and hip cafes.

A HOTSPOT OF INNOVATION

Gothenburg is a key hub for Swedish research and development and home to many world-leading companies and renowned academic institutions. The tradition of collaboration between industry, the public sector and academia, has helped make Gothenburg a leader in areas such as the auto industry, life science, ICT and urban development.

SUSTAINABLE MINDSET

The city is a vibrant breeding ground for innovative and sustainable solutions. Gothenburg's world leading sustainability efforts and entrepreneurial spirit were recognised by the EU when city was awarded European Capital of Smart Tourism in 2020. The Global Destination Sustainability Index has named Gothenburg the world's most sustainable meetings and events destination every year since 2016.

A TASTE OF GOTHENBURG

In the laid-back area around Magasinsgata, visitors will find an eclectic mix of trendy shops, cafes and restaurants . The inner city and the main boulevard Avenyn are great for shopping and nightlife whereas the Haga and Linné districts are home to cosy cafés, trendy espresso bars and lively pubs. Gothenburg is a true foodie paradise with restaurants ranging from Michelin-starred gourmet to fun and imaginative street food. There are plenty of micro-breweries which makes the city a Mecca for beer lovers. In 2020, the Guardian listed Järntorget and Långgatorna, a neighbourhood on the south bank of the Gota, as one of Europe's coolest neighbourhoods.

UNMISSABLE SWEDISH CULTURE

The Museum of World Culture features exhibitions on global issues while the Museum of Art offers an outstanding collection of Nordic art. Gothenburg Symphony Orchestra - the Swedish National Orchestra, performs at the neighbouring Gothenburg Concert Hall, well known for its architecture and acoustics. For car enthusiasts, the Volvo Museum showcases the history of Volvo since the its founding in 1927.

NATURE AT YOUR DOORSTEP

Gothenburg's archipelago is unique with many islands stretching along the coast like a string of
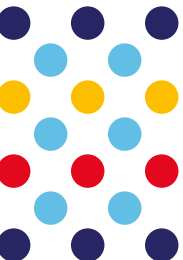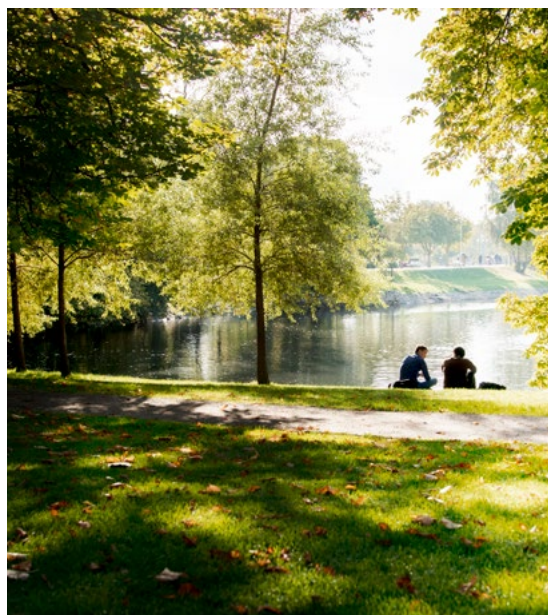
pearls. Here visitors find picturesque villages, beautiful walking paths and craggy rocks. Swedish nature can also be enjoyed in the middle of the city as there are many city parks, nature reserves, lakes and woodlands spread across and around the city. The Garden Society of Gothenburg is one of the best preserved 19th century parks in Europe. A short tram ride away is the Gothenburg Botanical Garden – a world-class botanical garden with more than 16,000 different species of plants.

GOTHENBURG CELEBRATES 400 YEARS

In 2021, Gothenburg turns 400 years old and locals have played a great part contributing with ideas for Jubilee projects around three main themes: 'Closer to the Water', 'Building Bridges' and 'Open Spaces'. With the disruption of the

pandemic, the anniversary celebrations have been moved to 2023. Postponed festivities are nothing new for Gothenburg. The 300th anniversary celebrations were also delayed by two years, due to difficult economic times following the First World War. In 1923, the anniversary celebrations featured a Jubilee exhibition, where important Gothenburg institutions such as the Museum of Art and the Liseberg Amusement Park were inaugurated. So, in 2023, the city will get to celebrate together with its prominent 100-year-olds!

EAIE 2021 VENUE

The EAIE Conference and Exhibition's home for 2021 will be the Swedish Exhibition & Congress Centre and in-house hotel at Gothia Towers. It's a building that stands out from the crowd. Situated

in the heart of Gothenburg, it is Europe's largest fully-integrated hotel, exhibition and conference location, with close proximity to virtually everything. The venue's central location makes it easy to enjoy everything the city has to offer.

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Spring edition:
Europe and the Global South

Summer edition:
Mobility in the balance

Winter edition:
Internationalisation for all

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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!

21 JUL

A holistic view of international student support

International students are not 'in deficit' when they show up on campus – quite the opposite.

http://ow.ly/BmU950Cf4X7

17 AUG

Resilient teaching models: 3 decisions every university needs to make

Resilient teaching is about more than just being able to shift to online delivery during a crisis. It's about designing each course around a clearly defined set of learning goals.

http://ow.ly/FlqG50Cf4Yk
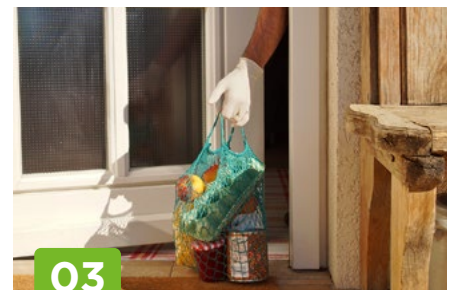
03 SEP

4 tips for supporting international students in COVID-19 quarantine

Inbound international students in the 2020–2021 academic year may need to quarantine upon arrival. Here's how universities can help.

http://ow.ly/q9Mf50Cf4Zi

16 SEP

Aminata Cairo: The stories we tell

For the inaugural episode of the EAIE podcast, we sit down with diversity and inclusion consultant Aminata Cairo to discuss the stories we tell and how they matter.

http://ow.ly/o1SM50Cf50k

08 OCT

Virtual exchange and Internationalisation at Home: the perfect pairing

Virtual exchange has gained popularity as a quick fix in times of closed borders – but are we really engaging in international virtual activities for the right reasons?

http://ow.ly/apuY50Cf50Z

22 OCT

Forging creative pathways and connections online

After months of social distancing, more than 1600 international higher education professionals from 57 countries came together under one virtual roof for the Community Exchange.

http://ow.ly/Dnvm50Cf529

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