

# SDG4 - Education for sustainable development seminar

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Sustainable internationalization of HEI

# Sustainable internationalisation

- Social, cultural, economic and environmental sustainability in HE
- How can HE and sustainability interact for the common good?
- Equity, inclusion, quality
- Government reforms
- Humanitarian initiatives
- Student issues
- A holistic approach?

# Sustainability

- Synonym for:
- Sustainable/sustainability education, environmental education, education for sustainable development, education for sustainability, education for sustainable future
- Implies a transformation of social, cultural, economic and environmental capacities
- Sustaining over time or across quality?
- Traditional: the survival of people and planet

# Some milestones on sustainability

- 1700's: Carlowitz coins 'sustainability' (Saxony's forests)
- 1800's: industrialisation/skilled jobs conflict, slavery abolished
- 1900's: philanthropy's birth (Carnegie, Rockefeller etc)
- Late 1900's: post WWII reconstruction efforts (IMF, World Bank, UN-UDHR1948 etc) as levellers
- 1960's: 'The Silent Spring', industrial pollution, equal pay act, clean air & water, Earth Day event, Stockholm Declaration
- 1980's: ozone crisis, oils spills, environmental disasters
- 1990's: Sweden 1<sup>st</sup> on carbon tax; UN convention on climate change, Kyoto Protocol;
- 2000's: UN-Global Compact; UN-MDG; caps on greenhouse emissions, Paris Climate agreement

# Looking back

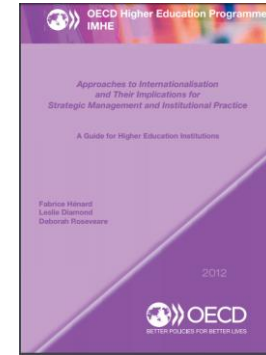
- During the UN Millennium Dev. Goals 2000-2015
- OECD (2012) Higher Education Programme (IMHE)

## ***Approaches to Internationalisation and their Implications for Strategic Management and Institutional Practice***

5 reasons for internationalising institutions:

1. To improve student preparedness (for a global society)
2. Internationalise the curriculum
3. Enhance the international profile of the institution
4. Strengthen research/knowledge production
5. Diversify faculty and staff

Sustainability emerges as a constant commitment to quality in times of scarcity



# The critique from the academic community

## Sustaining international HE?

### Or

## HE sustaining internationalisation?

- HE: public service responding to societal needs
- Internationalisation is a response, a process
- Four areas of implementation (Hellstén & Reid, 2008)
  1. Curriculum
  2. Technology
  3. Student engagement
  4. Language (EMI, ESL, EFL)

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# Academic Community Responds

- The 'heads up' by the research community who believe in the IHE as a common good – a critical perspective taking takes shape from 2000's onwards
- The public University as the 'conscience of society'?
- Ethical Internationalisation in HE 2012-2016 (Andreotti et al)
- The research collective of 20+ universities tested relationships between, the role of the university in relation to individual and collective imaginaries (geographical, cultural and economic), and, of global citizenship, interdependence, global change and social accountability.
- IHE discourses placed at the interfaces between liberal, neo-liberal and critical social imaginaries, but less in the critical

# Looking forward

- National Strategies: the case of Sweden
- Government Inquiry SOU2018:3



# Dimensions respond to UN SDG4/ Agenda 2030

## 3 Targets:

1. Entirely new IHE goals
2. Incentives for increasing rates of IHE
3. Clearer incentives to increase attractiveness of Swedish IHE

# HE Reform SOU 2018:3

- “Not a means to an end, but a tool”
  - New HE Act to take force Jan 1, 2020
  - In force 2020-2030 (end of UN Agenda 2030)
- New HE Act:
- *“Universities’ collective international activities shall contribute towards strengthened quality of education and research and towards sustainable national and global development”*
  - *“Högskolornas samlade internationella verksamhet ska bidra till stärkt kvalitet av utbildning och forskning och till hållbar nationell och global utveckling.”*
- Today: *“Through its tasks the Universities should promote further the understanding of other countries and international relations”*
  - *“Högskolorna bör vidare i sin verksamhet främja förståelsen för andra länder och för internationella förhållanden.”*

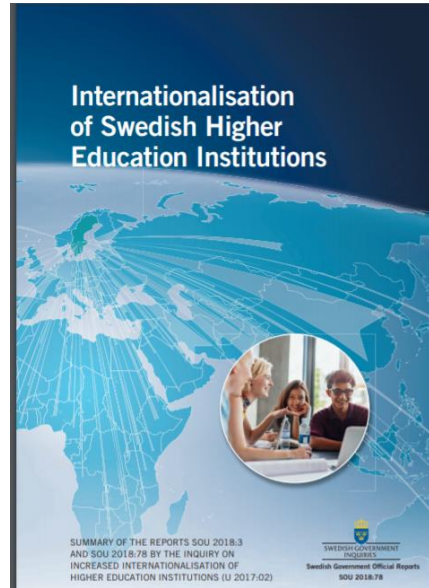
### 3.3 Objectives

To achieve the vision, the following objectives must be attained:

1. Internationalisation characterizes the management of higher education institutions.
2. Sweden has a high level of attractiveness as a study destination and knowledge nation.
3. All students who earn university degrees have developed their international understanding or intercultural competence.
4. Staff at higher education institutions, including doctoral students, have solid international experience and strong international networks.
5. Higher education institutions enjoy favourable conditions for increasing strategic international partnership and cooperation.
6. Higher education institutions have strong potential to contribute to global development and global social challenges.
7. Support provided by government agencies towards the internationalisation of higher education institutions is tailored to the needs of the institutions.
8. Systems for monitoring and evaluating internationalisation are well established.

# Final Report SOU 2018:78

Presented to Govt. Oct 30, 2018



[http://www.sou.gov.se/wp-content/uploads/2018/10/SOU-2018\\_78\\_till-webben.pdf](http://www.sou.gov.se/wp-content/uploads/2018/10/SOU-2018_78_till-webben.pdf)

06/11/2019

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# SOU 2018:78

1. Branding of Sweden as knowledge nation: 8 proposals
2. Agency coordination: 4 proposals & 3 for agencies
3. Process of arriving in Sweden as fee-paying student: 6 proposals
4. Migrations Law aspects: 3 proposals and 4 recommendations
5. Application & Tuition fees (3 subsections): 4 proposals
6. Scholarships: 4 proposals & 2 opinions
7. Student influence: 5 recommendations

1. marketing, programs, ambassadors
2. strategies, promotions, cooperation
3. simplify processes
4. collaboration HEI & Migration dept.
5. provide flexibility in pricing, clearer rules
6. increase funds by ca160M kr
7. increase transparency , support, integration

## SOU 2018:78 cont.

- Suggests clarification on HE Act to include exchange students as 'status as student': to enable same rights and obligations as local students
- Proposal of new rule in HE ACT on "contracted education": to enable course participant status to travel between institutions to verify which institution is responsible (e.g. examination, credits etc)

# Sustainable Curriculum and student involvement

- Align curriculum with the SD goals (SDG)
- Saturate curriculum with intercultural/international content
- Utilise lecturers' international mobility as knowledge asset
- Harness students' international backgrounds and experiences
- Make use of technologies within each teaching session
- Create virtual mobility periods to limit travel
- Utilise guest scholars in course content
- Internationalise course materials, literature, learning objectives
- Recycle international curriculum activities for quality control

# Humanitarian incentives: Scholars at Risk

- <https://www.scholarsatrisk.org/>
- International network since 2000 based in New York
- 500 linked HE institutions in 40 countries
- Provides sanctuary for academics
- 17 universities in Sweden, 15 in Finland



# Opportunities for sustainable internationalisation

- Create a local return-value of the international mobility on localised cultural communities?
- Contextualise international mobility with local cultures for transitional balance
- Two fold return-value:
  - 1) *value* needs to be identified prior to the exchange and
  - 2) needs to be mutually constructive and constitutive for, and non-coercive of, all parties investing in the exchange



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# Thank you!

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