

Critical Reflections on the Internationalisation of Higher Education in the Global South

DIVERSE PERSPECTIVES ON CREATING A FAIRER SOCIETY

A fair society is one that is just, inclusive and embracing of all without any barriers to participation based on sex, sexual orientation, religion or belief, ethnicity, age, class, ability or any other social difference. One where there is access to healthcare and education, technology, justice, strong institutions, peace and security, social protection, decent work and housing. But how can research truly contribute to creating global equity and diversity without showcasing diverse voices that are underrepresented in academia or paying specific attention to the Global South?

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INVESTOR IN PEOPLE

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List of Acronyms and Abbreviations

ASEAN	Association of Southeast Asian Nations
CAPES	Coordenação De Aperfeiçoamento de Pessoal de Nível Superior [Coordination for the Improvement of Higher Education Personnel]
CsF	Ciência Sem Fronteiras [Science without Borders]
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
DRI	Diretoria de Relações Internacionais [Office of International Affairs]
FAUBAI	Forum of Advisory Councils for Brazilian Higher Education Institutions
HEI	higher education institution
HBI	historically black institution
HUST	Huazhong University of Science and Technology
HWI	historically white institutions/universities
ICEF	International Consultants for Education and Fairs
ICT	information and communication technology
IHE	internationalisation of higher education
IA	internationalisation abroad
IaD	internationalisation at a distance
IaH	internationalisation at home
IMF	International Monetary Fund
IP	intellectual property
IsF	Idiomas Sem Fronteiras [Languages without Borders]
KTP	knowledge transfer partnership
LGBTQI	lesbian, gay, bisexual, transgender, queer (or questioning), and intersex
MENA	Middle East/North Africa
MUIC	Mahidol University International College
NAFSA	NAFSA: Association of International Educators
NLMM	neoliberal market model
NPM	new public management
NSFAS	National Student Financial Aid Scheme
NYU	New York University
OECD	Organisation for Economic Co-operation and Development
SADC	Southern Africa Development Community
SSC	South–South cooperation

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STEM	science, technology, engineering, and mathematics
TNE	transnational education
TSUIC	Taksin University International College
UFES	Federal University of Espirito Santo
UFMG	Universidade Federal de Minas Gerais
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
UoA	University of Alpha
WCU	world-class university
WTO	World Trade Organization

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Foreword: Ecosystems of Internationalisation

Ronald Barnett

What does it mean for higher education to be international? What is it to venture into a process of internationalisation? And what does it mean to form critical reflections on these matters? A beauty of this volume – so well edited and orchestrated by Emnet Tadesse Woldegiorgis and Cheryl Qiumei Yu – is that it does precisely what it says, and implies, on the tin. Here, we receive both new insights into what it is to be international and some highly nuanced critical reflections on the state of play in the current debate on the matter. Moreover, we are taken further, for the volume also offers us an array of suggestions as to how practices might be taken forward, not least with its admirable case studies from around the world. Given that this volume so adroitly accomplishes all of that, all I can helpfully do here in a Foreword, I think, is to chance my arm and share – to draw on the book's title – some speculative *Critical Reflections on the Internationalisation of Higher Education in the Global South* of my own.

The idea of internationalisation is intriguing itself. What is it to be *international*? Split in this way, the concept becomes open and – to use a popular term – emergent. It suggests not only two-way traffic between nations but some kind of equivalence; some kind of symmetry in contributions to a complex set of relationships (plural). But that 'inter' also hints at inter-actions and dynamism. The parties in the relationship enjoy a level of agency and exercise it. Moreover, when used in the context of a massive global system such as higher education, those interactions multiply with responses and counter-responses happening continuously. Internationalisation becomes a theatre of effervescent actions, encounters, and counter-actions. Country x takes in students from country y, only to be followed by a new situation in which country z provides a new offer (abolishes its visa requirement and/or lowers its fees) and so gains some (if not all) of those students and more.

This is a setting, therefore, of some turbulence. Internationalisation has become an arena of global competitiveness. Moreover, the competitiveness is not just institutional (between institutions of higher education) but is now geo-political. International students are the not just bearers of potential for export markets but carry geo-political clout. Moreover, as this volume so powerfully identifies, the platforms on which internationalisation takes place are far from

level: indeed, the relationships between institutions are often *asymmetrical*, with university x exercising more epistemological and status leverage than university y (with which university x is forging some kind of interconnection). And this asymmetry is evident in many forms – epistemic power, geo-political power, language, cultural capital, and financial resources.

There is, accordingly, a raft of different kinds of relationships that fall under the banner of internationalisation. I have in mind not only the activities that carry the flags of ‘research’ or ‘students’ but of the micro-activities that are subsumed by those broad categories. The *pedagogical relationship* that involves international students, for example, connotes very many pertinent actions and interactions, sentiments and values, and presuppositions and orientations, as to how the pedagogical relationship is construed and practised by both teachers and students; and these dimensions reach deeply. For instance, just how are the bureaucratic online forms for student registration being understood by the different parties? What seems straightforward to those in the host institution may seem daunting, peculiar, arcane or even threatening to a youngish international student on the other side of the world and in a distant culture.

But in speaking of a raft of different relationships between institutions, I have even more in mind. Institutions may be adjudged to have *intentional* and *non-intentional* orientations in a cross-institutional international relationship. Institution x (in one country) may work with institution y (in another country) in setting up a joint programme of study, or may send out its emissaries to institution y in a bid to woo potential students. University x may also have determined, as part of a new research strategy, to encourage its staff to organise joint projects with university y. (The extent to which these activities are genuinely joint, as indicated, is a further matter.) The point is that such ventures are examples of *intentional* forms of internationalisation.

However, (at least in the aggregate) institutions – say in the Global North – may and do exercise *non-intentional* interconnections with institutions in the Global South. And, viewed in the round, those interconnections may be judged to exhibit power differentials. World rankings are not mere descriptors of states of affairs but exert much influence, and in situations of considerable inequities. Some may even say that there is a new form of colonialism present here; call it *epistemic colonisation*. Be that as it may, in a world of knowledge capitalism – which includes varieties of cross-institutional competition – institutions stand in relation to each other with all manner of *degrees of intentionality*.

In these brief reflections, we have many hares running, indicative of multiple interests, forces, patterns, and power-plays at work. These vectors are variously epistemic, educational, national, political, cultural, and identity-forming in character. Also, they are to be found right across most (if not all) of the activities and practices of universities (including student admissions, the contents of study programmes, the pedagogical relationship, the languages of instruction and communication, style of papers in journals, funding of cross-national research projects, and construction of cross-national projects).

In shedding light on all these movements and patterns, we might be tempted to call up the idea (especially from Félix Guattari) of ‘lines of flight’. Present here, it

might be suggested, are multiple lines of flight, going in a myriad of directions. A single institution may be involved in projects and positions of internationalisation that even cut across each other. On the one hand, staff may be encouraged to seek to understand something of the cultural backgrounds and pre-conceptualisations of teaching and learning held by their international students. On the other hand, those same staff – in, say, reviewing papers for academic journals – may be unwittingly down-valuing texts from those students' very home nations that reflect alternative conceptions of bonafide academic work.

Ultimately, however, the 'lines of flight' gambit is inadequate, for the forces at work are not travelling in definite directions, but are much more haphazard. In the settings that may be construed as spaces of internationalisation, a more powerful metaphor is that of ecosystem. What we are witnessing is much more a set of mega-ecosystems moving in and out of each other, like giant clouds. These ecosystems include those of knowledge, learning, economy, the polity, individuals and their identity, culture and societal systems. These ecosystems flow into each other and internationalisation flows across them all and they in it.

Seeing internationalisation in this way (as flows within and across even larger flows) suggests both that internationalisation is subject to huge forces that come at it out-of-the-blue (the clouds keep shifting) and yet has some possibilities of its own – at least marginally – to shape matters. Options may keep arising for those (individuals, institutions, and nations) concerned with internationalisation. And this is where this volume scores so well, in conducting its conversations so widely, for it opens windows to new possibilities in widening diversity and in lessening inequalities – and even at global levels.

I have just named seven great ecosystems in which internationalisation is implicated – knowledge, learning, the economy, the national and global polity, individuals (each as a complex ecosystem), social institutions, and culture. These are surely the ecosystems most commonly in play in the relevant debates. However, identifying ecosystems at work in this way prompts the issue as to whether there is any other major ecosystem that might come into the reckoning concerning internationalisation. Is it not time, for instance, that Nature – as an ecosystem – made an entrance into the plot?

In its use of fossil fuels and wider environmental impacts, internationalisation is obviously affecting Nature. But there are surely wider and more diffuse layerings at work, evident in the very absence of Nature in the internationalisation debate. There is a darkness here, with students and staff of many universities being drawn widely from countries across the world, including (but also beyond) the Global South. Deep within the cultures of the students and staff are disparate ideas of the relationships of human beings to Nature. These ideas could be brought out, both to enhance the culture of universities and to help in the flourishing of pedagogies and curricula.

It is a huge strength of this volume that its very breadth and innovative insights subtly intimate that the internationalisation debates can and should go on being widened still further. Internationalisation as a phenomenon in the world possesses an open character, always extending its elements and their cross-currents.

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In the process, our concepts and frameworks – and critiques – concerned with internationalisation are always susceptible to being extended with new insights and frameworks. No greater accolade can be accorded this volume, therefore, than to say of it that it is a propaedeutic to yet further study and the creation of additional frameworks through which we might understand internationalisation and glimpse ways of developing practices anew.

Ronald Barnett
London, November 2023

Preface

In an era characterised by the continuous expansion of global knowledge exchange and research networks, the internationalisation of higher education emerges as a pivotal subject of investigation and scholarly inquiry. This book embarks on a journey to critically examine the internationalisation of higher education, adopting a perspective rooted in the social sciences. It endeavours to disrupt the prevailing Eurocentric paradigm of internationalisation and interrogates a myriad of thought-provoking inquiries. Deconstructing the underlying motivations driving internationalisation processes and the forces behind them is crucial. Driven by the relentless march of global capitalism, the intrusion of market forces has resulted in the commercialisation and liberalisation of knowledge. In this paradigm, students are often cast as customers, and profit frequently takes precedence over the core purpose of education. Can internationalisation effectively accommodate local imperatives alongside global neoliberal influences? Balancing local and global interests in internationalisation processes is a complex task because – while adhering to international benchmarks for global competitiveness – preserving the local significance of institutions presents a significant challenge. These are the issues the book is committed to discussing and addressing.

Our perspective of internationalisation extends beyond the mere mobility of students or the implementation of joint programmes or research; it encompasses diverse but equal positioning of knowledge, teaching and learning, language, culture and values. Partnerships in higher education, in particular, serve not only as instruments for institutionalisation but also as vital means of introducing new voices and perspectives to the discourse within universities. This book is driven by a curiosity to address and dissect the models and approaches that underlie meaningful international higher education partnerships. The book argues for a cooperative approach that embraces diversity and acknowledges the unique contributions of each higher education system. By questioning the notion of competition, it highlights how rivalry perpetuates hegemony and reinforces the unjust playing field of globalisation. In contrast, a cooperative approach creates a pooled space where institutions can collaborate, exchange innovations and share knowledge without imposing power hierarchies. This cooperative framework fosters a more inclusive and equitable internationalisation process, one that recognises and values the diverse perspectives and strengths of all participants.

Using case studies from diverse countries, this book thoroughly examines the intricacies of internationalisation from the perspective of the Global South. Comparisons are drawn with the practices and assumptions prevalent in the

Global North. The volume questions whether the commonly held conception of internationalisation is universally applicable. It discusses the implications of the brain drain and the political economy of tuition fees on student mobility from the Global South to the Global North. It challenges the prevailing discourse that portrays internationalisation solely as a process guided by neoliberal notions of competition and educational imperialism. This discourse has too often led to the Global South being marginalised. In some cases, international (Global South) students are used in Global North universities to compensate for the financial challenges caused by reduced government funds and capped tuition fees for domestic students. Furthermore, the book embarks on a reflective exploration of the debate surrounding rankings, prestige and the notion of ‘authentic’ quality as a marketing tool for international degrees, often leaving local institutions feeling undervalued and inferior. Thus, this book critically examines internationalisation using theories that emphasise power dynamics and social inequalities within higher education systems. It views internationalisation as a contested space where various agents with differing interests perpetuate global inequalities, particularly between the Global North and Global South.

Our aim is to provide fresh perspectives on the trends, challenges and prospects for the internationalisation of higher education in the Global South. It aims to generate critical reflection in internationalisation practices and to create confidence in the local knowledge and education in the Global South. Through a series of logically sequenced chapters, we dip into the critical aspects of this complex phenomenon. We challenge prevailing assumptions, practices, philosophies and ideologies and propose an alternative trajectory for the internationalisation of higher education in the Global South. Moreover, this book underscores the significance of sustainability and decolonisation in internationalisation efforts. It calls for a shift away from exploitative practices and towards a more sustainable and just approach that dismantles colonial legacies and power imbalances. Ultimately, it urges a shift towards pluriversity, interculturality, sustainability and global social justice in the future of international relations in higher education.

This book is not an exhaustive, but it aspires to contribute to the ongoing discourse on internationalisation by offering a critical analysis of its implications for society. By examining internationalisation through the lens of power dynamics and social inequalities, we aim to foster a more equitable and inclusive approach to this vital aspect of higher education in the Global South.

Chapter 1

Introduction

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The internationalisation of higher education is not new; it has been around for centuries as a practice within the higher education industry (De Wit, 2002). Scholars have travelled to other countries to study, teach and conduct research on the topic. Early examples of this include the extensive travels of the ancient Greek philosopher Aristotle, who studied and taught in Athens, Macedonia and Egypt, and the medieval Islamic scholar Ibn Sina (Avicenna), who travelled across Central Asia and Persia to seek knowledge and exchange ideas with other scholars (De Wit, 2019; Guruz & Yildiz, 2010). Aristotle spent an extended period in Macedonia, where he tutored Alexander the Great. Later, he founded a philosophy school in Assos, modern-day Turkey, and visited Alexandria, which was a renowned centre of learning and scholarship (Marginson, 2012). Similarly, Ibn Sina (also known as Avicenna) was a renowned philosopher and physician in the medieval Islamic civilisation. He was born in Bukhara (Uzbekistan) and travelled extensively throughout his life, studying and exchanging ideas with other scholars. He visited various Central Asian and Persian cities, serving as a court physician for several rulers. His contributions to philosophy, medicine and other subjects are noted by Stier (2006) to have profoundly impacted Islamic and European intellectual history. It was noted by Knight (2004) that the practice of academic mobility has been an integral part of the development and dissemination of knowledge throughout history.

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In the medieval period, universities such as the University of Bologna in Italy and the University of Paris in France attracted students and scholars from Europe, creating a multicultural and multilingual environment (Altbach et al., 2009; Becher & Trowler, 2001). In the 19th and 20th centuries, academic exchange programmes such as the Fulbright Program were established to promote international understanding and cooperation. During the age of empires and colonisation in the 19th century, the internationalisation of higher education was used to export European models of higher education from the Global North to the Global South (Marginson, 2012; Rizvi & Lingard, 2010). As part of their colonial projects in the late 19th and early 20th centuries, European powers such as Britain and France established universities and other higher education institutions (HEIs) in their colonies, modelled after European higher education systems. These institutions were mainly established to educate local elites in Western knowledge and values and produce a workforce for colonial administration and industry (Brennan & Shah, 2000; Teichler, 2004). The internationalisation of higher education in this context was driven by a desire to spread European cultural and intellectual influence and to maintain colonial control over the regions where these institutions were established.

The history of internationalisation of higher education in the Global South has been marked by a complex interplay of various factors such as colonisation, globalisation and neoliberalism (De Wit, 2019). During the colonial period, European powers established universities and other institutions of higher education in their colonies, which aimed to train local elites in Western knowledge and values and to provide a workforce for colonial administration and industry (Marginson, 2012). In the postcolonial settings, the internationalisation of higher education continued in the form of student and faculty mobility and the establishment of branch campuses of Western universities in the Global South. This process was intensified with the rise of globalisation and neoliberalism; these approaches have promoted the idea of a global knowledge economy and the marketisation of higher education. Thus, the early history of internationalisation in the Global South has been marred by challenges such as brain drain, the exploitation of cheap labour and the perpetuation of power imbalances between the Global North and Global South (Maldonado-Maldonado, 2017). As a result, there have been increasing calls for a more equitable and inclusive approach to internationalisation, considering the diverse needs and aspirations of institutions, students and faculty from the Global South.

Despite controversies on the power imbalance between the Global North and Global South, it is essential to highlight that it is only in recent decades that internationalisation has become a strategic priority for many universities around the world. This has seen institutions developing specific plans and programmes to enhance their global reach and impact (De Wit, 2011). Internationalisation of higher education refers to the process of integrating international and intercultural dimensions into the teaching, research and service functions of HEIs (Guruz & Yildiz, 2010; Knight & De Wit, 2018). It involves the development of policies, programmes and practices that enable students, faculty and staff to engage in cross-border academic activities, such as studying abroad, collaborating

on research projects with colleagues from other countries, or participating in international conferences and workshops. The goal of internationalisation is to promote the exchange of knowledge and ideas across cultures, enhance the quality of education and prepare individuals to live and work in an increasingly interconnected world (Teichler, 2004; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2018).

The internationalisation of higher education is a complex and multifaceted phenomenon shaped by various social, political, economic and cultural factors. At its core, internationalisation involves the movement of people, ideas and resources across national and cultural borders to promote global collaboration, knowledge sharing and cross-cultural understanding (De Wit, 2011; Knight, 2012). It involves various activities, from student mobility and curriculum internationalisation to research collaborations and institutional partnerships. The motivations for internationalisation can also vary, from the desire to enhance the institutional reputation and attract more international students to promoting global citizenship and cross-cultural understanding (Knight & De Wit, 2018). From a theoretical perspective, internationalisation can be viewed through multiple lenses, depending on the particular ontological and epistemological approach. Some scholars (see Maldonado-Maldonado, 2017; Marginson, 2012; Teichler, 2004) view internationalisation as a response to globalisation or the growing interdependence of nations and the need for global cooperation in addressing complex global challenges. In this view, internationalisation is seen as a way for HEIs to adapt to the demands of globalisation by expanding their reach and engaging with a broader range of stakeholders. This can include efforts to attract international students, engage in cross-border research collaborations and develop international curricula that prepare students for global citizenship and workforce readiness.

Some scholars argue that the internationalisation of higher education is driven by neoliberal imperatives and market ideologies, prioritising economic growth and competition over social concerns (Altbach, 2004; De Wit, 2011; Mundy & Murphy, 2014). It is often driven by market logic, where universities seek to maximise their competitive advantage by expanding their reach and increasing their market share. This view emphasises the competition between institutions for resources such as students, research funding and academic prestige and sees HEIs as economic actors that compete on a global scale (Mazzarol, 2015; Robertson & Dale, 2016). To maximise their competitive advantage, universities establish branch campuses and partnerships, recruit international students and faculty and engage in cross-border research collaborations. The commodification of education has resulted in the emergence of global higher education markets, where internationalisation is viewed as a means to increase institutional revenue, attract international students and enhance institutional rankings and reputation. Neoliberalism has also led to the privatisation of higher education, which has resulted in a proliferation of for-profit institutions, particularly in developing countries, which often prioritise profit over academic quality and equity (Mundy & Murphy, 2014). This also could contribute to the erosion of academic freedom and autonomy, as universities are increasingly expected to align their

internationalisation agendas and research collaborations with corporate interests rather than academic values.

This book takes a critical approach to the internationalisation of higher education by using theories that emphasise power dynamics and social inequalities within higher education systems. It approaches the internationalisation of higher education within the framework of critical theories offering a more nuanced perspective emphasising the power dynamics and social inequalities that underlie global higher education systems. The authors discuss internationalisation as a contested space between different actors with varying interests perpetuating global inequalities, particularly between the Global North and Global South. Thus, the book endeavours to critically explore the internationalisation of higher education to interrogate the complex and often disputed nature of this phenomenon. It seeks to investigate whether internationalisation can reflect local imperatives in addition to global neoliberal imperatives and how a balance between local and global interests can be achieved within the internationalisation process. In furtherance of this aim, the book discusses how institutions in the Global South can benefit from internationalisation and, in turn, establish themselves in global knowledge production and dissemination. It is important to note that the book emphasises the need to adopt a more inclusive and equitable approach to internationalisation, to address issues of power imbalances that have historically been pervasive in global higher education systems.

The book grapples with various critical questions, including, what are the underlying assumptions and ideologies that inform the dominant perspective on internationalisation of higher education? How do they influence how internationalisation is practised in the Global South? How can internationalisation of higher education be re-conceptualised and practised in ways that challenge the power imbalances and inequities in global higher education systems, particularly those between the Global North and Global South? What are the specific challenges and opportunities that institutions in the Global South face in their efforts to internationalise? How do these compare to those in the Global North? How do different actors and stakeholders (including governments, universities, corporations and civil society organisations) shape the internationalisation of higher education in the Global South, and what are the implications of their involvement? What are the potential impacts of internationalisation of higher education on issues of social justice, equity and democratisation of knowledge production and dissemination in the Global South? Through this analytical lens, the book seeks to generate insightful reflections and recommendations that can inform more equitable and inclusive internationalisation practices in the Global South.

This book is by no means exhaustive but sets out to provide new perspectives on the trends, challenges and prospects for the internationalisation of higher education in the Global South and the anticipated way forward. It aims to contribute to existing scholarship on the internationalisation of higher education by critically examining the assumptions underlying the dominant neoliberal perspective on this issue and presenting a more critical analysis of the potential impacts of internationalisation on global higher education systems. In focusing on the challenges and prospects of the internationalisation of higher education in the Global

South, the book uses case studies from diverse regions, including Latin America, Asia, Africa and Europe, countries and different perspectives to explore the internationalisation of higher education. In providing a critical analysis of emerging internationalisation trends in the Global South, the book provides reflective insights on the nature and impact of internationalisation in these regions. The book identifies critical patterns and trends shaping the future of higher education in the Global South.

The book consists of 13 logically sequenced chapters that collectively explore the concept of internationalisation of higher education in the Global South – the central organising theme that binds together the diverse perspectives presented throughout the book. A provocative and critical stance is taken, challenging prevailing assumptions, practices, philosophies and ideologies perpetuating the status quo. The book proposes an alternative trajectory for the internationalisation of higher education in the Global South by thoroughly examining its theoretical and practical implications for society. Through this approach, the book aims to spark new ideas and perspectives and promote a more equitable and inclusive approach to the internationalisation of higher education in the Global South.

Chapter 2 explores the impact of neoliberalism on the internationalisation of higher education in Africa, focusing on trends in international student mobility. The author, Emnet Tadesse Woldegiorgis, shows how internationalisation and academic mobility have traditionally played important roles in higher education, facilitating academic exchange, knowledge sharing, research partnerships and collaborative innovation. However, he points out how the rise of neoliberalism has introduced market forces that have significantly affected higher education worldwide, emphasising market values. The chapter argues that neoliberalism's influence on international mobility extends beyond market dynamics, encompassing discussions on hegemony within international knowledge systems, where African countries and institutions often face marginalisation. The study draws on published materials and statistical data to examine the interplay between neoliberalism and the internationalisation process, shedding light on the complex aspects of both concepts and their practical implications for international student mobility. Furthermore, the chapter reflects on the implications of neoliberal entanglements for the future of internationalisation in African higher education.

Chapter 3 discusses the challenges of internationalising higher education (IHE) in the Global South. Authored by Fernanda Leal, Kyria Rebeca Finardi and Maria Julieta Abba, the chapter argues that the current competitive paradigm of internationalisation based on economic imperatives needs to be revisited towards a cooperative, sustainable and decolonial approach. The authors present reflections that challenge the hegemonic discourse that portrays the Global North as the only acceptable framework for the internationalisation paradigm. The authors advocate for a perspective from (and for) the Global South – one that recognises the epistemic plurality of the world. Framed within the context of decoloniality, the discussion provides four interrelated lines of argument: (i) recognising the university as a historical producer and reproducer of colonial hierarchies; (ii) conceiving the Global South as a site of epistemic challenges; (iii) adopting a non-myopic view of South–South cooperation; and (iv) expanding

the epistemological horizon of internationalisation. The chapter aims to reflect on new horizons for IHE in the Global South and its relationship with those who have been relegated to a status of invisibility.

Chapter 4, authored by César Augusto Ferrari Martinez, explores the notion of internationalisation as a fundamental aspect of globalisation imaginaries, which serve to rescale spaces and subjects in contemporary higher education. The author challenges the common understanding of scale as a natural and hierarchical structure of spatial distribution, instead proposing that it is an ensemble of discourses and practices that produce scalar effects. The chapter argues that globalisation employs scale to create the idea that individuals ‘become international’ by linking themselves to privileged spaces and bodies in the Global North. As a result, globalisation is a political condition that controls and constrains the space for certain flows to occur and not others. Using assemblage analysis, the author presents three scenes from his ethnographic records that reflect his perspective on the materialisation of the international. The author offers a personal account of his experience as a Latin American doctoral student attending a congress in the United States, illustrating the unpretentious manifestation of an elaborate idea of internationality through personal experiences. The chapter illustrates three core ideas of the international: an optimistic view of a shared world, a geopolitical internationality and the production of global corporeality. The author concludes that academic mobility policies promote an embodied device that establishes scale, and that globalisation is a process that re-specialises bodies. The chapter challenges the dominant discourse that promotes internationalisation as a means of achieving global competitiveness, instead highlighting the political dimensions of globalisation and the role of scale in promoting a particular vision of the international. The author’s ethnographic accounts provide a unique perspective on the materialisation of the international, offering insights into how internationalisation is embodied and experienced in everyday life.

In **Chapter 5**, Anthony L. Wagner and Erich Dietrich provide critical insight into the internationalisation of higher education in Brazil. This is done using the theoretical triptych of internationalisation as developed by leading scholars in the field, namely internationalisation at home, internationalisation abroad and internationalisation at a distance. Following a discussion of this framework and the relevant literature, the chapter provides a case study of internationalisation efforts and initiatives of the Universidade Federal de Minas Gerais (UFMG). The chapter argues that a high level of internationalisation has unfolded in recent years in Brazil. The authors nevertheless argue that the process is, in many ways, still in a nascent (and somewhat uncoordinated) state across the country. It highlights the unique challenges and opportunities facing Brazilian universities in its efforts to internationalise. The chapter concludes by arguing that while progress has been made, there is still much work to be done to fully realise the potential of internationalisation in Brazilian higher education.

In **Chapter 6**, Panchalingam Suntharalingam explores the issue of transnational education (TNE) focused on South-East Asian countries, providing a critical reflection that compares with higher education in the United Kingdom. The author raises several challenges associated with TNE in South-East Asia,

including quality issues and a lack of regulatory frameworks. Despite these challenges, Suntharalingam argues that countries in the Global South are increasingly seeking to partner with recognised Global North education providers to address the imbalance in international recognition of their local education degrees relative to the Global North. According to the author, this is driven by a desire to compete in the global employability and knowledge context by delivering a more Global North style of education. The author provides examples from experiences in providing higher education overseas in the creative sector to illustrate how these partnerships have elevated the status of locally awarded degrees through collaboration with internationally recognised partner universities. The chapter argues that, through partnerships, a more structured and efficient approach to quality assurance and coordination between quality assurance and statistical bodies within partner countries has been achieved.

Authored by Matthew Robert Ferguson and James Burford, **Chapter 7** provides an interesting insight into the challenges and prospects of internationalisation of higher education in Thailand. The chapter investigates the deliberate attempts by the government to remove Thailand from the context of international higher education and examines how these attempts may be connected to colonial tensions between sovereignty and civilisation. Using a synthesis of cultural geography scholarship and Thai studies research, the chapter constructs a framework to explore how international higher education is both imagined and experienced in the Thai context. The chapter re-examines data sets from previous studies conducted with stakeholders, including executive leadership, international faculty and university students, using narrative analysis to construct a dialogue of interacting voices about the distinct qualities of internationalisation in Thai higher education. While there are discursive attempts to deny 'Thainess' or uproot HEIs from their place, lived experiences are necessarily connected to the physical and conceptualised through local epistemologies. The chapter describes how attempts to displace Thai international higher education from its context do not work, and efforts to minimise or denigrate local identity in pursuit of global relevance are subject to ethical and moral exposure. The chapter argues that a wider and more inclusive orientation to internationalisation is not only respectful of local identity but is also enhanced by it. Ultimately, this chapter offers a vision of what an 'emplaced' idea of international higher education in Thailand might look like—one grounded in a unique orientation particular to a specific place with its cultural and social coordinates.

Chapter 8, authored by Roger W. Anderson, explores the possibility of bridging the West and the Middle East/North Africa through virtual exchange. The chapter argues that since 2001, there has been an intensification of unhealthy stereotyping and misunderstandings among international students in the United States and Middle East/North Africa (MENA) countries. Universities have a role to play in addressing these narratives and bridging the divide between these regions. The chapter highlights the efforts of Soliya Global Circles, a non-profit organisation that brings participants from MENA and Europe/North America into dialogue via Zoom each week. The chapter presents an autoethnographic exploration of the author's experience as an intercultural dialogue facilitator in

the Soliya Global Circles programme. It discusses the structural and practical challenges of intercultural dialogues between the two regions and reflects on the challenges of global citizenship and critical internationalisation.

In **Chapter 9**, Emmanuel Intsiful and Ato Essuman examine the rationales and strategies of university internationalisation in Ghanaian higher education. The authors analyse how the concept of internationalisation is being adapted and implemented within the Ghanaian context and questions the universities' quest for internationalisation. The chapter describes how semi-structured interviews and institutional documents were employed as data collection tools among twelve university actors in two flagship universities in Ghana. The findings reveal that the rationale behind university internationalisation is largely driven by economic rationalities, self-marketisation to promote visibility, and a quest for global competition couched within global neoliberal ideology. The study employs Foucauldian analytical concepts of 'regime of truth', operations of power, and subjectivity as a heuristic framework to critically analyse and interpret the findings of university internationalisation. The analysis suggests that the rationale and strategies of university internationalisation are largely rooted within technologies of hegemonic global neo-liberalisation. The study recommends a (re)evaluation of the university internationalisation agenda to ensure a balance between local relevance and global forces.

In **Chapter 10**, Savo Heleta argues that comprehensive internationalisation should be a priority for all HEIs and must be shaped by the historical and contemporary realities, priorities and visions of the societies in question. However, in South Africa, internationalisation has followed concepts, definitions and approaches developed in and for the Global North based on colonial vertical conceptions and Eurocentric worldviews. This approach has limited South Africa's post-apartheid challenges and complexities, maintaining coloniality and Eurocentric hegemony in higher education. This chapter unpacks South Africa's historical and contemporary complexities in higher education, including the colonial roots of internationalisation and the need for fundamental transformation and decolonisation of knowledge and curriculum. The chapter proposes a new definition of internationalisation that takes into consideration historical complexities and injustices, contemporary lived socio-economic realities, and the need for epistemic transformation and decolonisation. This new definition is in line with the call for dismantling Eurocentric hegemony and a horizontal non-colonial internationalisation of higher education underpinned by the plurality of knowledges. Such an approach would contribute to the quest for the relevance of South African higher education and open up the possibility for South Africa to be an active and self-determined contributor and partner in the global field of internationalisation of higher education.

Chapter 11, authored by Emnet Tadesse Woldegiorgis, discusses the internationalisation of higher education in South Africa in a post-pandemic era and argues for a blended future. The chapter highlights the impact of the COVID-19 pandemic on the higher education sector, and how it caused significant disruption and challenges for institutions and students worldwide. The decline in student and staff mobility adversely affected the essence of internationalisation, which