

INTERNATIONAL HIGHER EDUCATION AGENCIES SUMMIT

TURIN 2017

*The New Challenges:
Knowledge Spreading vs New Fears*



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Our thanks for the picture also go to the University of Torino

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AGENDA

- 09h00 a.m. **Introduction**
Carlo Naldi, Chairman of the Scientific Committee of Uni-Italia
- Welcome Address**
Gianmaria Ajani, Rector of University of Torino
- 09h15 a.m. **Key note:**
Understanding how the international academic cooperation will meet the needs of the society and the economy.
Speaker: *Francesco Profumo, President of Bank Foundation “Compagnia di San Paolo”, former Minister of Education, University and Research of Italy.*
Chair: *Carlo Naldi*
- 09h45 a.m. **ROUNDTABLE 1**
“How to improve international academic cooperation in critical regions. Building bridges: beyond terrorism related fear and embargo restrictions”.
Speaker: *Beer Schröder, Nuffic - The Netherlands*
Second speaker on case studies: *Bernardino Chiaia, Politecnico di Torino (Italy) “Building bridges in Iran and Pakistan”.*
Chair: *Alfonso Gentil Álvarez-Ossorio, SEPIE- Spain*
- 11h00 a.m. **ROUNDTABLE 2**
“International academic mobility effects and refugees impact in the host Institutions”.
Speaker: *Christian Müller, Director Strategy DAAD - Germany*
Second speaker on case studies: *Rebecca Hughes, British Council (UK) – “British Council work in Ukraine and in Science Diplomacy”.*
Chair: *Lorenza Operti, University of Torino - Italy*
- 01h45 p.m. **ROUNDTABLE 3**
“The role of the Higher Education Agencies on the Internationalization of the Research”
Speaker: *Karen Holbrook, IIE (USA) introduce the report “Globalizing University Research“ of the AIFS Foundation*
Chair: *Hideki Yonekawa, Vice President, Japan Student Services Organization*
- 03h00 p.m. **ROUNDTABLE 4**
Discussion on a common “Declaration on the importance of international higher education, exchange and cooperation“.
Speaker: *Bertrand Monthubert, Campus France*
Chair: *Carlo Naldi*
- 04h15 p.m. Closing remarks: *Carlo Naldi*

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INTRODUCTION

Carlo Naldi, *Chairman of the Scientific Committee of Uni-Italia*

The International Higher Education Agencies Summit traditionally takes place in the country that holds the presidency of G7, but it is not a meeting at ministerial level. Instead it is the world of universities that has taken the habit of facing international problems concerning academic mobility and research.

In the most intense period of the international crisis with cruel armed conflicts and their consequences especially on the Mediterranean world, the G7 International Higher Education Summit held in Berlin in June 2015 was dedicated to “International Higher Education Cooperation: Bridges in a Time of Crises” and wondered how international academic relations might contribute to guarantee a more respectful, peaceful and civilized life.

Nowadays crises are still unresolved and terrorism crimes overflow with increasing frequency, but the timid rebuilding of economy generates weak hopes of improvement, and efforts can be made to balance the actions taken to consolidate the international academic operation. Significant flows of refugees and immigrants (involving also university professors and students) give rise to anxieties and fears, but on the other hand they could be considered new challenges. We are confident that only the mobility of ideas and cultures can, slowly but steadily, remove obstacles to mutual knowledge and respect among countries.

The International Higher Education Summit 2017, organized by Uni-Italia, will deal with some of these features, depicting effective approaches, good practices and new ideas.

A particular attention will be given to the actions that the agencies can set up in order to improve the internationalization of the research: it's certainly about time that the agencies focused more on this theme: it could be the big change for next years. Finally, a “Common Statement” will be discussed as a final outcome of the summit.

The participants to this Summit represent the main International Higher Education Agencies not only from the countries part of the G7 group (France, Germany, Italy, Japan, United Kingdom, United States of America) but also from Spain, Finland and Lithuania. In the process of mutual understanding among different cultures and countries the role of the agencies can be crucial. As a matter of fact they work directly on the future, that is students. Unexpected events have caused, only the last week, the unintentional and undesired absence of the representative of Canada, Karen Mc Bride, president and CEO of the Canadian Bureau of International Education.

Today's Summit is organized by Uni-Italia in Torino where three G7 Ministerial Meetings on Industry/ICT, on Science and finally on Labour are being held in the same week. Uni-Italia acts as the Italian Agency for Internationalization. Its goals are very similar to the goals of other agencies. Its points of reference are the Ministry of Foreign Affairs and International Cooperation, the Ministry of Education, University and Research but also the Ministry of Interior Department, all members of its Board of Directors. Uni-Italia is set inside the Ministry of Foreign Affairs and International Cooperation, but it is a private-law Association: that is a guarantee for a more flexible management.

Finally, a very special thank-you goes to the prestigious University of Torino that is hosting us. Its secular history starts in 1404 and it has been enriched by eminent students, teachers and researchers, among whom many Nobel Prize winners.



WELCOME ADDRESS



Rector Gianmaria Ajani, *University of Torino*

We are particularly honored that Uni-Italia has chosen the University of Torino as a location for the meeting. We are now in the main building of the University, which was established in 1404, built by the Kingdom of Savoy in early 18th century. This building is part of the Savoy king's plan to collect in the same area the university, the military apparatus, the cabinet of the government.

Today, the University of Torino is the largest among the three existing Universities in the Piemonte region - it hosts 70.000 students, 2.000 professors and 2.000 administrative and technical staff - and ranked 3rd in Italy after Bologna and Padova for the quality of research.

In spite of our glorious past, we are concerned about an even more brilliant present and future: for this reason, my mandate includes increasing the University's capability to be open to the world and to be international.

Being international nowadays is not an easy task, since academic freedom is a challenge in different countries in the world. I can consider this not only as a Rector but also as a representative for the Italian Conference of Rectors to the European Universities Association, where I actually seat and where I strive to find with my colleagues solutions to "keep our gates open".

We have been engaged in the last two years in a difficult, I think relevant, dialogue with the Turkish Government; we had to face quite often the attempt, even in our country, to reduce academic freedom - I am thinking of the plans to boycott Israel. I believe that scholarly cooperation must remain open in response to any threat to dialogue between scholars in research, in science, in education and in politics. We are deeply engaged in this.

While resources for public universities are shrinking, investing in international cooperation, being part of governmental projects from our Ministry of Foreign Affairs and International Cooperation in crucial areas in the world where we run cooperation programs, we do research and we provide technical assistance, is a costly task. Therefore, we are striving to convince our local and national politicians that universities must be open to refugees.

We believe that it is part of our mission as academic, as scholars, to be open to dialogue, confrontation, to be curious and try to provide good solutions for better policies. I think that you will be discussing all such aspects and more in the following sessions today. I would like to thank you again for being here.

Understanding how the international academic cooperation will meet the needs of the society and the economy.

Francesco Profumo

is the President of Bank Foundation “Compagnia di San Paolo” and former Chairman of the Energy Company Iren. He is Professor of Electrical Machines and in his academic career was Dean of Engineering and then Rector of the Politecnico di Torino. As a scientific and political manager was President of the National Research Council, and Minister of Education, University and Research.

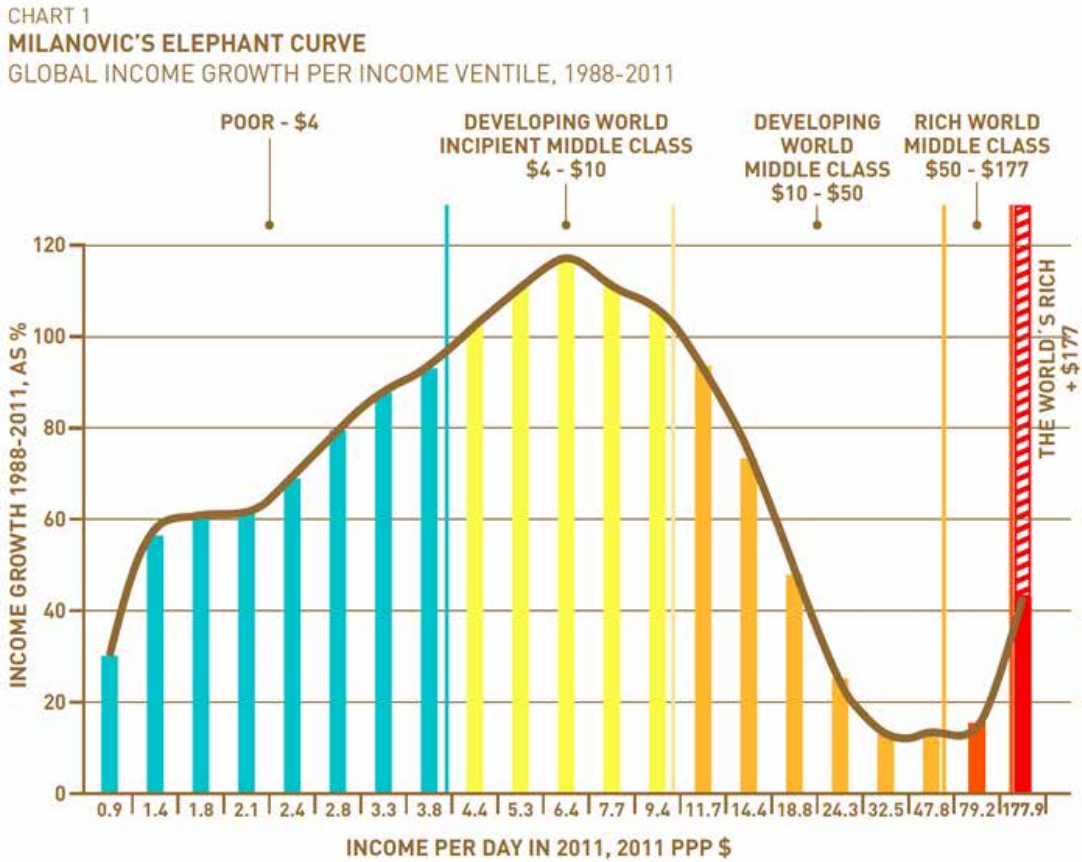
It is a real pleasure to be here trying to transfer you some experiences that I had in my life concerning the relation between university and societies. The topic of today, in the frame of the title “Understanding how the international academic cooperation will meet the needs of the society and of the economy”, is certainly a hot topic. On Monday, I was at a G7 meeting in Venaria, not too far from here, and the whole day we had discussions related to the destructive action of the new digitalization related to employment on one side, and education on the other side.

Then Carlo called me a few days ago. He has always been a good friend of mine, we have worked together for at least 10 years, we were deans together and then when I became rector, he was my vice rector for international relations; we had the same ideas about mobility. So when he said to me: “I am sorry, we have a sudden problem related to the speech for Tuesday at the G7 Summit of Agencies”, I said “Ok, we can face the problem. We can solve the problem” and I am pleased to be here.

This is really a hot topic. It was said that we have a catastrophic crisis, losing jobs and having troubles for young people’s employment, in some way they said that part of our society is in serious danger. But as you know, the glass is always half empty and half full. What I try to do today is looking in that direction.

We have one elephant that is close to us, it is not in the savanna, it is not seated among you all, but it is in this picture. And this is what I really would like to discuss with you. A discussion related to the future of work, related to something that is represented in this plot, that is what they call Milanovic Elephant Curve: it is related to the global income growth in the years 1998-2018. In this plot you can see that we have four different regions with different colors. On the left side, we have what we call the poor countries, on X axis we have the income per day in the year 2011 in US dollars and in the vertical axis we have the income growth in the year 2018-2019 in percentage of the total income.

WHY THE DEBATE ON THE FUTURE OF WORK HAS BECOME SO IMPORTANT NOWADAYS?



X-axis: world population divided by income.

Y-axis: income growth '88 - 2011.

The western world middle class: the only one who did not see their income grow significantly.

Work is being destroyed by technology? NO

Germany or the US as an example: productivity is stable and unemployment is at historical low (3,9% in Germany).

The problem is more complicated, and we have to look at it with different lenses.

In the years, they have grown in terms of percentage of the income growth. Developing countries are represented with a yellow color. We have an increase of income that is more evident. But what can you see on the right side of the plot, in the orange area, first, and then in the first part of the red area? There is a part of the world where this increase of the income is not real anymore. It is the part of the world where we are. But in the meantime, if you look at the nose of the elephant on the right side of the plot, where we have the concentration of about 0,21% of the total population of the world, the increase of the income growth is much more evident.

At this point a first observation is that the western world middle class is the only one who did not see a significant income growth. Does that mean that jobs and income growth are destroyed by technology? Maybe not.

If we look at some countries like, for example, Germany and US, we can see that productivity is stable and unemployment rate for Germany is the lowest in the last 50 years. That means that we cannot stay at the surface of this problem. We need to go deeper into it in order to better understand what the situation is. We can actually say that the problem is more complex and maybe we need to look into it through different lenses in order to understand it. I think there are *three big points* that we need to discuss in some way.

First of all, work has really changed. Some jobs are completely disappeared. Just a few years ago, not too far from our house, we had one Blockbuster shop and on Friday and Saturday night there was a very long queue with people going there just to rent films, VHS, then CD, etc. Nowadays Blockbusters have completely disappeared. Just think about large companies such as 3M, completely disappeared... Films are substituted by our digital camera, by our phone this is our generation. In the meantime, we have so many new, different jobs appearing on the market and in some way we need to understand if there is a balance between what we lose and what we get. But maybe we don't have enough data yet to understand the phenomena. Only one thing is sure: the new jobs need high scholastic-education level. That means that study and education are the real key point that we need to understand, the point we need to focus on.

Second, if we look all around the world we can understand that the situation is not homogenous. There are areas where we lose jobs and there are other areas where we increase the number of jobs. If we give a global look - I understand that is difficult, looking from our point of view - we are in that part of the world that is losing jobs. The total number of jobs around the world has increased and it will be increasing in the future because there are parts of the world that are developing more and more.

The third point is the polarization between a few jobs that are acquiring high added value and other jobs that are not disappearing but are losing value. From this point of view the result changes. Some very attractive jobs, part of our lives, now are much less attractive. You understand that this point is very important in terms of salary and income impacts. Therefore policy makers have to face this problem.

We still need to study, research, on this subject. It will be part of our life this continuous standardization. Some of the major challenges that policy makers have to face are in some way quite well identified. First of all, welfare: our generation grew up in a system where welfare accompanied us from the cradle to the grave. But for the future, we are going to have a different model of life.

Our life was mainly formed within an industrial model. We started with many years of schooling. In Italy we have an 18 year education in order to reach a university graduation, then we work for a long time - many years - and then we retire. For the future, the feeling is that we are going to have a more and more flexible system, not an industrial system anymore, in the sense that our life or the new generation life will be much more fragmented by this interaction between education

and work and in the use of our time. That means that we are going to alternate jobs with training, education, more training, new jobs and so on.

It's much more interesting but this can affect in a very strong way the welfare of our life. That means that it is a very critical point for policy makers, that needs a completely different economic and social approach.

The second big issue for policy makers is fiscal policies. Just last year you may know that they started talking about taxing robots: if robots are doing jobs instead of humans, why not taxing robots? At the other extreme, they are looking for ways of increasing public investments for programs that help unemployed people. We call this Universal Basic Income. It seems very strange for us. In Italy there is a large discussion about this, there are also some parties in favor of it and we must not be surprised for this. Let's think about the oil countries. Most of those countries have been having this kind of Universal Basic Income and no taxes for their people for a long time, maybe for 50 years or more. But life is changing for everyone and the way of working on fiscal plans must be changing too.

The next point is related to minorities: we have more and more people pushing into other countries, especially young people, women, immigrants. It means that the complete system has to be kept into new consideration in order to design our future and to control competition. We will have more and more competition between what we call the superstar verbs in technology: they are partially destroying the market because it no space can be left for the others. The question is: do we need to step down from all this? Do we need to have some kind of strong regulation on this point? Europe is working on the latter. Maybe we need to do this.

And finally for policy makers the big issue is education. Yes, today we do need to face some basic problems. First of all is skill mismatch. What does it mean? It means that people have great skills but they can't find jobs because there is not enough space for these skills. There is a compensation, of course. In Italy that is quite evident, I'm going to show you some data related to this.

There is another big issue that is moving faster and faster also in our countries. It is the school/work alternation. It means that during their school year students have to spend part of their time in companies, firms, handicraft laboratories etc.: there is a sort of a preliminary bridge between education time and jobs. It is a very important step.

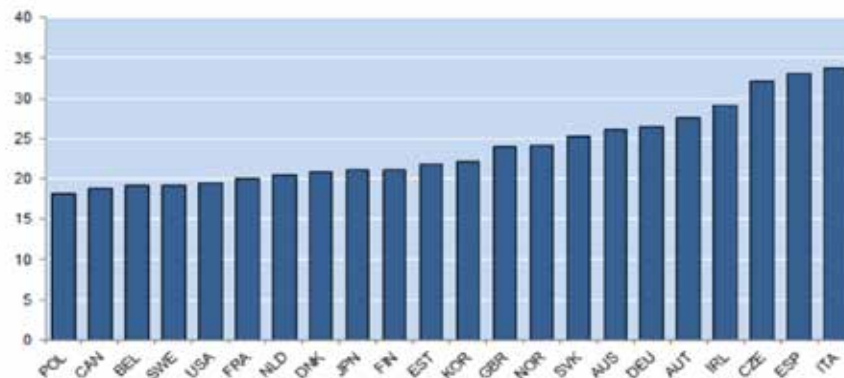
There is a recent law in Italy about it and we are implementing this law not only for universities but also for high schools. We feel that it can be good both for students and for schools. It can be a good experience for the whole society.

In the meantime we are also facing the necessity of new skills. The present digital disruption is a strong push to gain digital skills. We need to have more and more skilled teachers because otherwise it is difficult to transfer these new skills to young people, to the young generation. We can say that education is the key point to overcome the problem that we are facing. I would say that not only education but also research is strongly necessary, because the system is moving on so fast that in order to reach some results we need to study the new situation from many points of view.

The second part of my talk is related to the role of universities and their international cooperation in the new world that we are living in.

THE ROLE OF UNIVERSITIES AND OF THEIR INTERNATIONAL COOPERATION 1- EDUCATION

Percentage of workers with skill mismatch: selected OECD countries, 2011-12



I want to start from this plot that is quite interesting. It is an OECD plot and is related to the percentage of workers with skill mismatch. We are speaking of mismatch between offer and demand and there are some countries where that is more evident, like Italy.

You can see from this plot that we have almost 35% of mismatch. It is a very high number. It is a number that we cannot sustain for long.

We do not have general rules, there are some only in specific fields: for example, medicine, where every year we have a trend for the number of intern students that is related to the prevision of jobs for medical doctors in the future. The future means 6 years for the university level plus 5 years for what we call specialization courses.

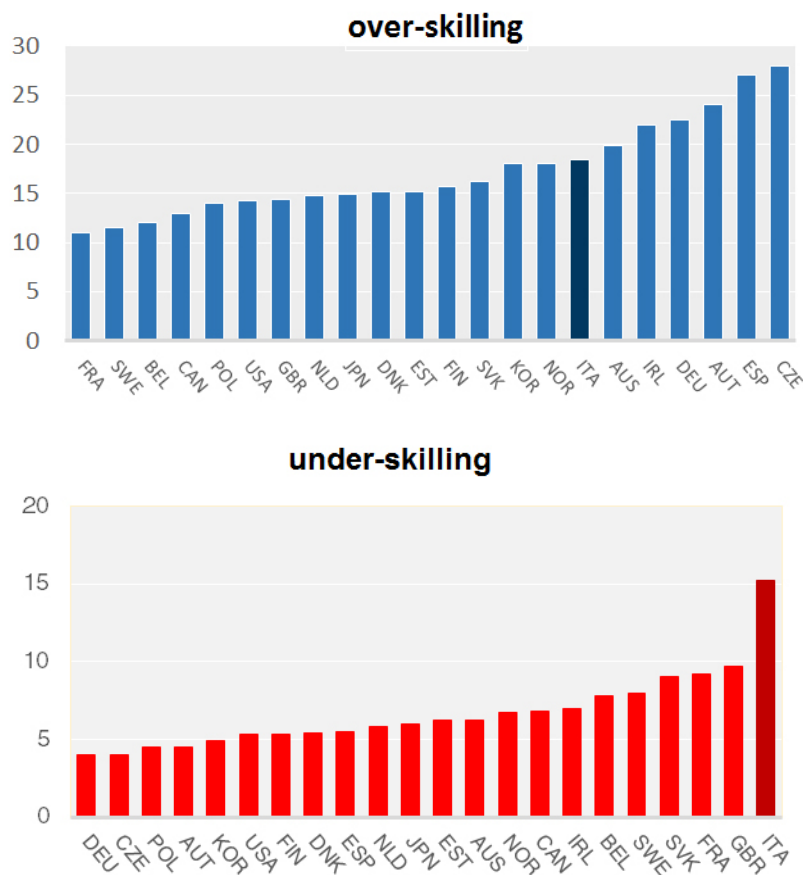
When I was a student I remembered that there were more than 3.000 students in the 1st year of the medical school while in the Institute of Technology there were just about 1.200. Some friends coming from the medical school were disappointed because at the end it was very difficult for them to find any job.

Today there is a kind of regulation and for all of them there is the opportunity to get a job in a very short time. This kind of regulation is necessary in order to identify previsions of jobs and to indicate proper choices to students.

Of course students must have the freedom to choose, but universities and the system in general should provide some indications, some data in order to help students understand what are their job opportunities, otherwise we fall into mismatch.

On the other side, you can see that Poland, Canada, Belgium and Sweden have a mismatch that is less than 20%. The 15% of difference with Italy is really a big number.

THE ROLE OF UNIVERSITIES AND OF THEIR INTERNATIONAL COOPERATION
1- EDUCATION



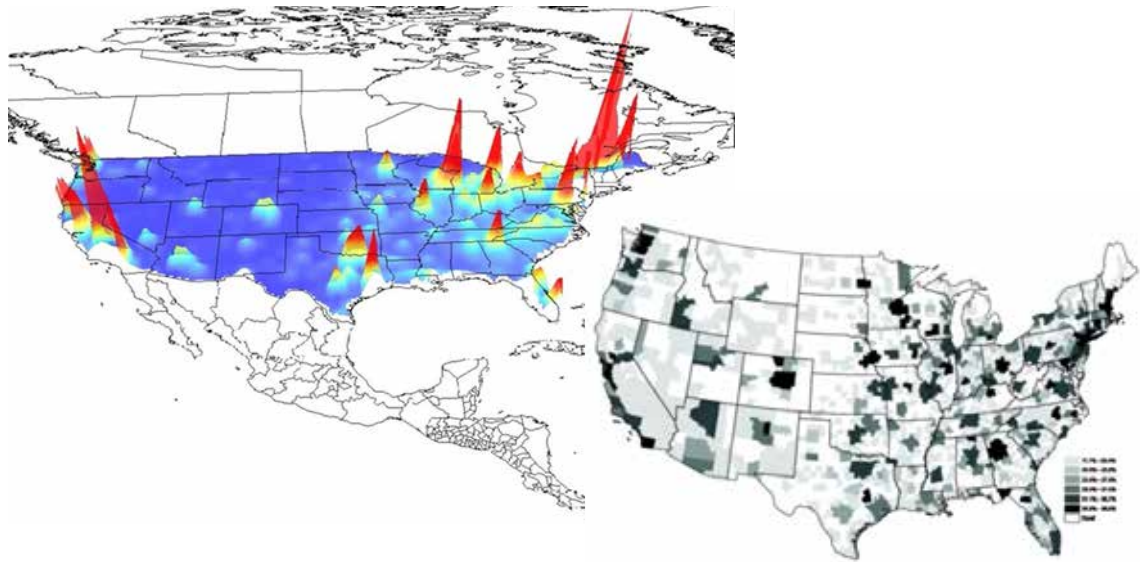
Looking at the over skilling and the under skilling, we can see again that the spread is quite wide. It means that for over skilling we go from 10% up to almost 30%. Some countries, for example Germany and Czech Republic have a high number, between 25% - 30% of over skilling. Is it bad or good? I think that, in general terms, it is good. That means that if we have well educated people it is good for the society, good for the country but at the same time people sometimes are disappointed. They got a degree, they studied, they have been involved in research and then they cannot get a job that is related to their skill. From this point of view, we need a kind of equilibrium between the job offers and the possibility for these guys/girls to get a job that is tight with their skill.

On the other side, the right side, you can see that we also have the opposite problem, that is under skilling.

We are going from 5% up to 15% and, from my point of view, under skilling is much worse than over skilling: with over skilling during your life you can get different jobs, you can have the possibility, let me quote, "to spend your capabilities in different sectors" but under skilling - unfortunately high in Italy, as you can see on the right - is a big problem for countries. Policy makers addressed to education system certainly have to do some work on this field.

This plot is very interesting. Recently, when I was preparing this presentation, I looked for something like this: this is per capita GDP versus the percentage of people with 2nd – 3rd level of education degree. We have two plots. We have to start from the right side, on the white and the black map.

PER-CAPITA GDP VS % OF PEOPLE WITH A
SECOND/THIRD-LEVEL EDUCATION DEGREE



Moretti, 2010, The New Geography of Jobs

We are talking about US but if we go to Germany, France or Japan we have a similar plot and on the right side you can see that we have different colors from white to really black. Unfortunately I couldn't increase the size of the legend on the right side, but there is the percentage of people that got 2nd – 3rd level of education degree in different areas of the country. We start from about 10%, when it is quite close to the white and we go up to about 50% of people where it is strong black; almost white when it is 10%.

We can see that on the East coast and in California we have strong concentration of black. This means that the level of education is much higher than for example in the Middle West. This is an interesting plot, because if we move from the right side to the left side and we look for the per capita GDP, we can see that there is a kind of matching between the percentage of 2nd-3rd level of education degree and the per capita GDP.

You can also see that in the East coast with this red pick we have a quite high per capita GDP, that is tightly related to the level of education. Maybe we need to see a third map, that is related to the results of the election in US. It is very interesting.

One of my children was born in US, he is an American citizen. He was born in Wisconsin, 200-300 km north of Chicago. I remember when we were living there, it was a really great state but with this big crises.

Minneapolis was the most industrial city in that state. It was completely destroyed. If you look at

that part of US now, the education system is quite low and there is a strong feedback in terms of GDP. Thinking of the results of the elections, sometimes we look only at pure numbers. But there is something behind that is much stronger.

If we look at UK, a similar situation happened also for Brexit. In the London area you can see a very strong percentage of 2nd and 3rd level education degrees, a high GDP and a certain type of votes during the elections.

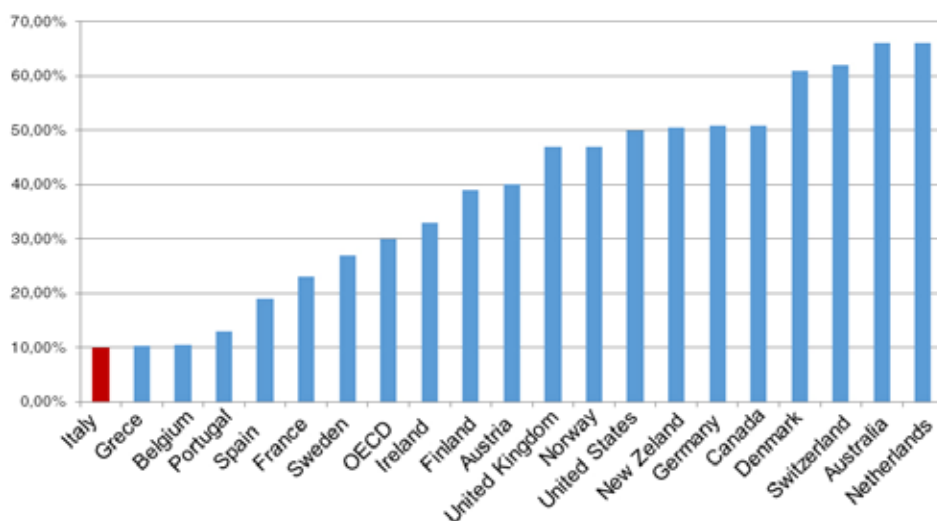
We need to face all those connections, we need to be far-sighted for what concerns this matter.

Also the following one is quite interesting: the percentage of young workers, between 20 and 24 years old, that receive education while they work.

Quite interesting. It means that education can be received not only in a formal education structure, that is schools and university, but also through training education during jobs.

You can see that there is strong difference among countries. Unfortunately in this case Italy is on the left around 10%, but if you look on the right side you can see that Australia and Netherlands have 65%: that means that there is a strong involvement of the whole society concerning companies and education system.

PERCENTAGE OF YOUNG WORKERS (20-24 YEARS)
RECEIVING ON THE JOB EDUCATION



That appears to be a good step in order to increase the quality of people in a country. Quality means educated people. And so we have to start thinking of the present social and economic problems from a different point of view, starting from skills, going on to high level education, going forward to the impact on GDP and then planning to have education not only in a formal way but also in a job system: that could be a way to really overcome the present crisis.

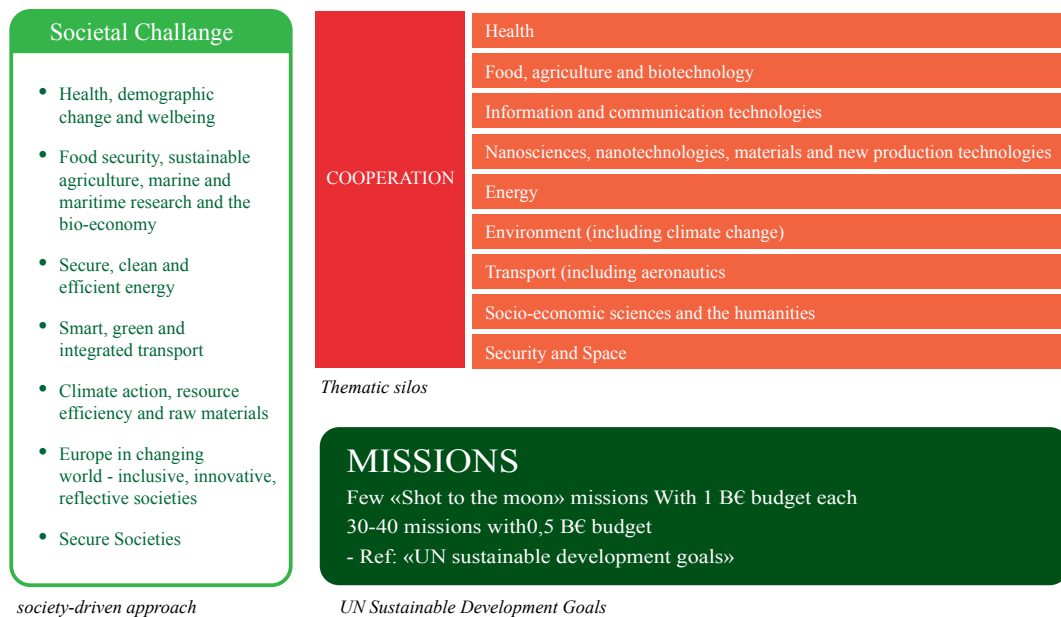
But speaking about “university” does not mean speaking only of education. University is research. Research in Europe has been going on for almost 40 years. Europe is investing through what we call a framework program: a seven year system on which Europe has decided to invest money. Invest money in research.

Just to give some data, the total European budget for 7 years is around 1.000 billion €, it is a huge amount of money. There are three major investments:

- 1) research & education, 100 billion
 - 2) structure funds, 400 billion
 - 3) agriculture, 420 billion. And then some money is left for small programs and for daily expenses.
- This is the big plan of Europe. Europe is moving within this framework program that is quite interesting. We can give a look at the difference between the last two framework programs, 2007-2013 and Horizon 2014-2020.

THE ROLE OF UNIVERSITIES AND OF THEIR INTERNATIONAL COOPERATION 2 – IN RESEARCH

*Example: evolution of the European framework programs for Research & Innovation
From COOPERATION in FP7 (2007-2013) to SOCIETAL CHALLENGES in H2020 (2014-2020)
to APP in FP9 (2021-2027)*



Actually Europe is already working on the next one. You will realize that there is a very strong, significant change between the two.

In the seventh program, that is represented on the left side with red color, the big issue was cooperation for thematic silos: it means studying about thematic issues such as health, food, information and communication technologies, energy, transport, socio-economy, sciences, humanities, security and space.

It means that the program was well structured, priorities for Europe were well identified in terms of research, but there was no connection among the different silos. In some way they were analyzed as they were separated from one another.

During the program they are always monitoring the system, the frameworks and the new realities moving around the world. There is a committee that takes into consideration the next framework in connection with the challenges of the society.

What is the difference between the thematic silos and the society? For example if we look at health, in the seventh framework the topic was simply health. In Horizon 2020, that is in the present framework, we take into consideration health, demographic changes and our well-being. That is, we move from just one simple silos to a challenge.

The challenge is the well-being. If we go deeper into it, for example if we analyze food, in the same framework we speak about food security sustainability, agriculture marine, maritime research and bio-economy.

You can clearly understand that we are moving from the level of a technical issue to the challenge of the society. You can understand the philosophical change.

Now we are changing even more.

For the new program planned in the years 2021 to 2027 we are going to have *missions*. It will be completely different from the past. It means that the big mission will be the sustainable development of Europe and of the world in general. It means that we expect the structure of the program to be completely different. First of all, we point to one goal, not too many.

They call it *shot to the moon*. Why do they call it like that? Do you remember when US had the shot to the moon? What is our challenge? What do we need to have in order to face it? We need to have also dreams, not only technology... This is what the shot to the moon means. We are going to have a few missions, addressed to consider the challenges of the society, and then what we call UN sustainable development goals.

I want to show you in the next chart what are the structured goals for the ninth framework program. First of all you can see that there are global goals, for example: no poverty. If you look at number 1 on the left side: no poverty.

THE ROLE OF UNIVERSITIES AND OF THEIR INTERNATIONAL COOPERATION 2 – IN RESEARCH

Example: evolution of the European framework programs for Research & Innovation



- Global
- Even more society and/or problem driven

Number 4: quality education. Number 6: clean water and sanitation. And so on. For example Number 13: climate change actions. Number 15: life on land. Number 17: portent partnerships for the goals: it means that we have different goals but we need partnership among all the goals. You can now understand that it is a very interesting and positive step further.

We will spend 7 + 7 years, 14 years, but the world will completely change and they feel that policy makers need to understand and they need to go on more and more in that direction. We have a lot of expectations in terms of interaction, not only interaction among researchers but interaction at different levels: the world of companies with the world of universities, society with university. We are going to have what we call a *fil rouge* among research money from Europe, structure funds, member states funds, regional funds and some private funds. We are going to move from what we call *collaborative* research to JPI, Joint Program Initiative. This is a strong difference and, since we are going to cooperate with university people, that could be a big change for us. We need to work in that direction.

I am at the end of my talk. The last part is the third mission of university. We spoke about research for education and the third is a mission with and for our society. We cannot stay closed inside our buildings any more, we need to be with and for our society. In which way can we do this? With openness. This is the three O : *open innovation* means that the innovation must not be closed inside the company, not closed inside the university, but it must be open for the society; *open science* means that since the investment is made with public money, it is coming by tax payers; *open to the world* means that Europe is an important part of the world, but is only a part of it and we need to face international problems and relations, for example with Africa and with under developed countries. We need to be more and more open. These are the three O that we are going to consider as our mainstream starting in the year 2021 in the ninth framework.

THE ROLE OF UNIVERSITIES AND OF THEIR INTERNATIONAL COOPERATION

1 – «WITH & FOR SOCIETY»



ACADEMIA HAS
TO EVOLVE RAPIDLY

QUESTIONS AND COMMENTS

Bertrand Monthubert - Thank you for this very passionate talk. My comment and question is the following. As you mentioned in the beginning, there are these dramatic changes and many people are very afraid about that.

It appears to me that there are two options: either being able to define some future, and some tracks to this future or to be nostalgic. On last Sunday in Germany we have seen the rise of the extreme right, it was the same in France in the last elections, we do not forget that extreme right votes were extremely high in our country and it was also the case in other countries in the world. It is a nostalgia really gaining a lot and probably it is because all what you have mentioned is not really known; more than that, governments have not been able to really give an idea of desirable future. The UN development goals are extremely impressive but how is it known? Let me just tell you my personal experience. I was in charge for the former French government, I wrote the white book about higher education research and I integrated research in the white book. But when I spoke with a very high official, at the top level of Republic, they just did not know what it was. And it was a very big concern of mine. It means that there is a very small number of people who thinks of it, but most people don't know about that even in very high positions. So how do we change that? How do we face this paradox? Because I do think it could be the ground for desirable future but it needs to be handled by very keen politicians and it's not the case nowadays. We are focusing too much on our present and not on our future.

Francesco Profumo - Thank you for your question. Maybe this is one of the critical points that we are having today. There is a distance between our government, Europe and the citizens. For example Europe is facing this problem and a part of the ninth framework is related to how improve this relation. There are two different problems.

1) communication: it should not be only just institutional communication from our institutions but also, let me say, strategic communication. That is completely different. Talking about this topic is difficult in the sense that common people maybe don't understand; they should have a specific training to understand what we are talking about. We need this education framework to remember that strategic education is a way to reach the goal.

2) distance between government and citizens. We need to give evidence to the utility of the future programs because people say the government is too far, Europe is too far, we don't know what they do, and so on. I think in some way bureaucratic communication must change, people today have many different ways to communicate, they are very fast and practical. Their government always seems far away from their life, very slow and not determined in what can be good for their well-being.

I understand your point , I agree with you but there must be a change in the strategy of education, in the sense that education is not only in the book of science, of math, of history, but it is everywhere in the society. Education needs lots of investments. We also need to understand the tools of education, the tools of education have changed and are changing. We don't use enough new tools, new methods, new instruments. This is certainly a big issue and has to be faced somehow, in a short time. I hope to give some partial help to it.

ROUNDTABLE 1

*How to improve international academic cooperation in critical regions.
Building bridges: beyond terrorism related fear and embargo restrictions*



Chair: **Alfonso Gentil Álvarez-Ossorio**. *Head of the Unit for Internationalization of Spanish Higher Education at SEPIE. He has a degree in Law from the University of Seville and is a specialist in European Union Law from the University of Nijmegen. He has been Deputy Director General for International Cooperation and Senior Adviser for International Relations Cooperation in the Ministry of Culture and the Ministry of Education of Spain.*

In this roundtable I would share several ideas not only focused on Europe but on different region of the world. How academic cooperation could be developed in critical regions beyond embargo restriction. We are living in new era. Cooperation is very important and needs support. We need to work with higher education institutions located in countries in critical region. I want to listen to the Netherlands Agency, Nuffic, point of view, on the 1st place, and secondly one university, Politecnico di Torino, and they'll offer point of view in central Asia. Let's start with the first speaker, Beer Schröder.

Beer Schröder – Nuffic. *Beer Schröder was born in the Netherlands but grew up in New Guinea and Spain. He works for Nuffic, the Netherlands International Organization for Cooperation, he has worked at UNESCO, Head of Scholarship Department, Capacity Building Department, Knowledge and Innovation Department. In 2014 he was pointed as Director for Capacity Building Department of Nuffic. He published International Course Organize Handbook in 1983.*

It's a great pleasure for me to introduce the topic of this roundtable entitled *How to improve international academic cooperation in critical regions*. I think, we could include under that denomination, collaboration among higher education institutions in areas or in disciplines that are beneficial to the primary processes, which are education, training, advising and research. Under critical regions, we could understand countries or regions that are underdeveloped or subject to great internal or external problems. To illustrate this, we could think of the current situations in Afghanistan, Pakistan, Yemen, Chad, Liberia, South Sudan and Venezuela. From this short list, we can already see some of the different causes that could be basic to these local problems, and which, eventually, could grow out to become also international problems. These problems are long term underdevelopment, warfare, epidemics, politics and economic issues.

You may wonder why do we, governments, agencies, and higher education institutions wish to collaborate with higher education institutions in critical regions. Is it attractive to us? We could easily say no. It's not. Because the link with primary responsibilities, education, training and research of higher education institutions will always be limited. But over time a lot of research to answer this question more into depth has been done. All that research and all those studies lead to one thing: the need for cooperation becomes increasingly important for countries and regions in peril as for ourselves. Hence, more obligations for us. But regrettably, that is not always so well understood.

Like our relatively peaceful societies, countries or regions in critical conditions also need education, training and research. For them education is a lifebuoy, a way out of misery. Maybe only for short while, but it still helps people, grown-ups and children alike to learn about a different world to create hope and capacities for a better society and to bring the tools to build on a future that, at the moment, is still very uncertain.

Education is the much underestimated need or prerequisite to create a more peaceful environment that can offer a way out of local troubles. Education from primary to higher education is also needed to bring "normal" life back into a society, once a particular perilous situation has been overcome.

I think this in itself is an argument to go on with rendering systemic support and to continue seeking cooperation with higher education institutions in critical regions. At the same time, we must be well aware of the fact that education could also be a weapon and a political instrument for either party involved in that critical region or country.

We have recently seen in Turkey how political unrest could work out in the education and research sectors. Many higher education and research institutions were closed and many academics retrenched as consequence of the political developments in the country following the last year *coup d'état*. The overall result of this is an almost standstill in the international educational and research relationships and that has led to a limited number of staff and student exchanges and

partnership cooperations. It is a good lesson, teaching us to be extremely careful if we want to work in critical regions or countries.

But I wish to state firmly here, that we have to. We now form a large international community that is subject to many unwanted influences and changes alien to a joint future. We are all responsible for creating a better world and in line with the SDGs, to which more than 170 countries are signatories, obliged to leave no one behind!!

In preparing myself for this introduction, I've read many studies and researches on the topic and I put that to the test, to the reality and experience of myself and my colleagues at the Nuffic organization in the Netherlands. Nuffic has been working in this field for 65 years. Over all these years, the world has changed enormously. I'm proud that we have been able to contribute to substantial improvements in a great number of countries. For example, when Indonesia got its independence from the Netherlands, only a couple of thousand Indonesians, on a population of 40+ million people, had followed secondary or tertiary education. When Mozambique got its independence from Portugal, there was only one Mozambican PhD-holder in the country. But look how these two countries have developed themselves against all odds. Education at all levels was of paramount importance to achieve that result.

Though I realize very well how grim our world still looks today, the number of poor countries have become smaller and many of them were raised to the level of middle income countries, with a reasonably well trained middle class, exerting its influences upon the country's elites, politics and economies. The number of people living from US\$ 1 per day has been substantially reduced. Though poverty is on its way back, the world hasn't solved it yet. We still have to do a lot, as the world continuously has to deal with poor underdeveloped countries, countries in peril and critical regions.

I think most of the professionals in our governments and agencies still have some interest in working with countries and regions and offer programmes or funds to do so. But I also notice that increasingly our higher education institutions and societies, and as a consequence, also our politicians lose their interest.

For universities the international rankings have become much more important and working with weak institutions doesn't pay off well for their positions in these rankings. So I would lodge a strong plea that capacity building activities with weaker institutions and countries by our higher education institutions, would be an asset to them and should be an additional criterion translated into the calculations that determine their position in these ranking lists, next to criterions like the number of publications and citations and all the other ones that make up these international ranking lists of universities.

For societies and politicians, the slow pace of capacity building in education, results in losing interest and as a consequence also funding from tax funds. There are, regrettably, not many quick wins in this area. Neither in capacity building, neither in politics.

To illustrate that, over the last four years, the budget for development cooperation in the Netherlands came down from over 3 billion euro to some 1,8 billion euro. And for the international capacity programmes we manage for our Ministry of Foreign Affairs it came down from some 350 million

over the last four years to some 215 million for the next five years. I see similar trends in other countries.

Apparently, a feeling of responsibility for the poorer world and for erasing poverty has lost its momentum over the last five years. Development cooperation and capacity building has lost support, even though it is still very much needed. I think, however, we can't afford it to them nor to ourselves to give up our solidarity with the less privileged in the world and we can't deprive them of our support. But how to counter that?

Probably, the best answer to that is, finding new ways of support. Ways that better fit to the real situation on the ground that ensures flexibility and also keeps an eye on the interests of our own societies.

On the basis of our experiences, I can assure you there is no single solution to improve academic cooperation with and in critical regions. There is no one-fits-all approach to tackle a problem with so many varying facets.

On working in countries in critical circumstances and in difficult contexts I can be brief. If you want academic cooperation in these critical regions you'll need a set of mental, behavioral and material tools: among them knowledge, insights, perseverance, patience, understanding, flexibility, realism, money, planning, alternatives, ability to deal with disappointments, inequity, injustice and many more. The more unstable the situation on the ground, the more intense and frequently needed these become

Working in critical countries or regions requires specific expertise and conditions that fit the situation best. These international partnerships are characterized by a wish to achieve certain objectives, but in the case of a critical region one must be prepared for disappointments and failures, and be well aware of the consequences once embarked on such a cooperation. Starting in itself creates hope and that has a great impact on the human factor than in more equal partnerships. Yet the challenges and achievements could be phenomenal. History has proven us to be right in working with critical regions. But it is often a troublesome and lengthy endeavor.

I have 11 suggestions for you that are open to discussion. Firstly, I think that it is very important that we take a very positive stand towards this type of cooperation. At the same time we should also be very realistic in getting involved in and understanding the situation in a particular country or in a group of countries and we ought to be very open about the difficulties that we may face. The second suggestion I would like to make is to provide correct information towards our own governments and societies. I noticed that there is a big gap between what their specialists and the general public knows and thinks and what is the actual reality. The third suggestion is, we should get back a broad political and societal backing. The fourth suggestion is to create commitment in academia. We have to influence academia that it has a serious responsibility and obligation to look into the development needs of the countries, of institutions, in critical countries. The global problems we have to tackle, can't be done by a single institution nor country. We have to cooperate together and we have to include the institutions in these critical regions into drafting plans / policies. If we don't do that, it will eventually bounce back to ourselves. We also have to provide and deliver training of experts, well prepared to work under difficult conditions. In the '60s that was somehow easier. There was a different atmosphere in, at least, Europe. But today

we live in much more egocentric times, and it seems the number of people with an interest in doing the job is shrinking quickly. So we have to look into creating a new corpus of experts. This must be thoroughly supported and backed up by employers, as these people do very difficult things under very harsh conditions. And as such should not worry too much about their support from home. My 7th suggestion is to develop administrative flexible programs that could be fully geared to the specific needs and conditions for countries and regions in critical situations. Many of the programs administrated over the last 65 years were very much conceived at desks and had a very limited relation with the actual needs of countries in development. They dealt more with ideologies and politics than with programme pragmatism. My 8th suggestion is that we should better listen to the locals and learn from them what are their needs and stories and to translate that into programmes and activities. My 9th suggestion is that we should design small scale activities. So far, many countries run very big programmes and they prove not to be very well fitted for critical situations. Start to find different formats for doing so even in more formal training programmes will be a very big help to local communities. My 10th suggestion is by doing so we also should create local commitment from the people on the ground. That is very difficult to achieve and probably also rather volatile, but it's absolutely a prerequisite to be able to really get education moving forward. My last suggestion actually comes from a lot of research, working with local communities we should also make use of locally accepted leadership and heroes. I know a case from the Netherlands where football legend Johan Cruyff managed in receiving the support of a local African community in a critical environment. Then together they succeeded in establishing sports and education projects, leading to more welfare and a more peaceful and prosperous community.

This 11th suggestion bring at the end of my contribution. But I would like to leave you with a question. Think and act on what can your organization do to prevent that we leave peoples, countries and regions in a critical situation behind. The answer to that question will be also very much in line with the Strategic Development Goals of the United nations. Thank you very much for your attention.

Alfonso Gentil Alvarez-Ossorio. It was a really interesting presentation. We are going now to listen a case study. Bernardino Chiaia is vice rector for international affairs at Politecnico di Torino. He is also professor of structure engineering in this university, former dean of engineering and now member of the board Uni-Nettuno University of Rome.

Case studies “*Building bridges in Iran and Pakistan*”

Bernardino Chiaia - Politecnico di Torino.

Since many years, the Politecnico di Torino is active in Central Asia, and especially in Iran, Pakistan and Uzbekistan. The scientific relations of the Politecnico di Torino with the principal partners in Central Asia are currently transforming into more structured *partnerships* (also with local enterprises and institutions) where applied research and technology transfer are pursued together with the traditional student and academic mobility.

The engineering and architecture schools of Politecnico attract in Torino a large number of talented students from this area, both at the under-graduate and post-graduate levels. Cultural and political problems have been overcome in order to facilitate the integration of these students in

Italy. In this way, a network of international “alumni” has been created, representing a community of ambassadors of the Italian culture and technology in Asia. Moreover they could benefit from the opportunity to be recruited by Italian and foreign enterprises.

In the future, the creation of physical branches of the Politecnico di Torino in these countries will be hopefully considered (currently only one branch active in Tashkent, Uzbekistan). This process requires complex paths for integration and development in Asian countries, revealing the peculiarity of the internationalization of the “*knowledge industry*” which, by definition, asks for the deep understating and acceptance of the local culture coupled with the pro-active pride of the Politecnico tradition and Italian culture.

The motivation of the project Poli-stan. The interest towards countries like Pakistan, Uzbekistan and Iran stems from cultural motivations, which are sometimes testified by long-lasting academic relations, and also from the growing importance of this geographic area in the international political and economic context (see, e.g., the evolution from the *Silk Road* to the *One Belt One Road*).

The country of Iran, with more than 82 million people professing Shiism Islam, shows the peculiar co-existence of the religious power (Ayatollah) with the elected government. Iran possesses enormous natural resources, excellent technological level, and is at the core of political equilibrium in Central Asia.

Pakistan, with more than 190 million Muslim people, is still under the transition from the Bhutto/Musharraf era. The geo-political role of Pakistan is very important, as testified by the huge amount of Chinese investments aiming at opening commercial harbors on the Arabian sea.

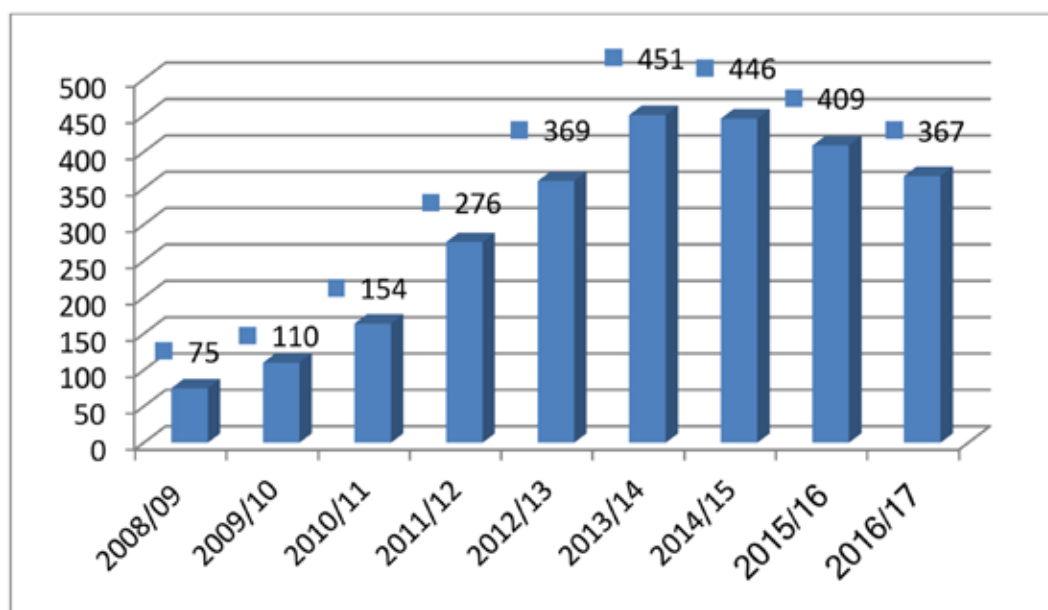
Uzbekistan, with 34 million people, is a former soviet country with Russian and Korean influences. Due to the substantial lack of natural resources (compared, e.g., with the surrounding countries like Kazakhstan and Russia, has declared a strategy to become the industrial hub of central Asia, thus strengthening industry, technology and research.

Some data on Iranian students in Europe. The relations of Politecnico di Torino with the principal universities in Iran, have shown that the country is a high-standard scientific and technological country. In a recent issue of the “*Scientific and Technological Achievements of the I.R. of Iran*”, a number of technological achievements of Iran are listed. These are, for instance, the use of gold nanoparticles to detect cancer, the use of sulfur reduction in gasoline by a nanocatalyst, the realization of the first zero-energy building in MERC, the production of light-sensitive nano-composite to accelerate water purification, the production of anti-scratch coating, the storage of more than 30.000 biological samples in the national biobank and the invention of a hybrid bicycle after the Asiatic cheetah.

Due to the tremendous war against Iraq, an entire generation of potential students was substantially destroyed. After this tragedy, a strong process of brain drain initiated. In 2006 the International Monetary Fund ranked Iran “*First in brain drain among 61 developing and less developed countries (LDC)*”. In the 1990s, more than 150.000 Iranians emigrated, and an estimated 25% of Iranians with post-secondary education settled in countries of the OECD.

Still in 2009, the International Monetary Fund reported that 150.000-180.000 Iranians emigrate annually, with up to 62% of Iran's academic elite having emigrated, and that the yearly exodus is equivalent to an annual capital loss of \$50 billion. In 2015 11.300 students emigrated from Iran, i.e. 16% growth in the country's elite immigration compared to 2014, and currently, 16.000 Iranian students study at their own expenses in European Universities (other than Britain).

According to unofficial statistics, more than 5.000 Iranian students study at universities throughout Italy, settling especially in Lombardia and Piemonte, enrolled at Politecnico di Torino, Politecnico di Milano and other Italian Universities. The majority of the Persian students choose scientific curricula at the medical schools or at engineering schools. Below is the chart plotting the number of Persian students enrolled at Politecnico di Torino.



Persian students in Europe face a number of problems. Their main problem in Europe after the sanctions (and still going on) is related to bank processes. The connection between the banks of Iran and Europe still does not make it possible for students to send money from Iran. Accounts are sometimes locked without prior notice. Iranian Students are unable to get credit cards (even at primary international banks like HSBC and UniCredit), and sometimes are even unable to change money into dollars and euro.

Moreover, technological disciplines represent a worry in EU and USA. A few years ago, 64 Iranian students in Norway were fired for their studies in nuclear physics, electronics, metallurgy and mechanics in Norwegian Universities in Trondheim and Oslo. Changing the field of interest, was the only condition for them to continuing post-graduate education in Norway.

The Dutch government once in 2008 and again in 2012 officially banned the access of Iranian students to nuclear power plants and the attendance in higher education related to nuclear sciences. A number of Iranian students complained to the Dutch court for such a decision completely discriminatory and contrary to human rights law. Finally the court issued its final judgment arguing that the exclusion of students should not be based on their nationality.

A possible solution: the Association of Iranian Students. The Association of Iranian Students at Politecnico di Torino was founded in 2012, with the purpose of:

- spreading the Persian culture and art, among Italian students;
- supporting the integration of the Iranian students in Italy;
- supporting the Internationalization Department in organizing welcoming activities to new international and exchange students.

In 2016 the Association has been awarded a grant for the implementation of the project “*PollIran 2016*”, within the program “*TOPoliTO: attracting top students at the Politecnico di Torino*”, aiming at promoting activities for the recruitment of talented Iranian students and increasing the collaboration between Politecnico di Torino and top Iranian Universities and secondary schools.

In March 2017 a delegation of Politecnico di Torino, accompanied by the representatives of the Association, visited the best Iranian universities to explore the possibility of future collaboration and agreements in the areas of Engineering, Architecture and Design.

The activity of the Association has enormously helped to solve the practical problems listed above, and also to promote friendship and scientific linkages with the principal Iranian universities like:

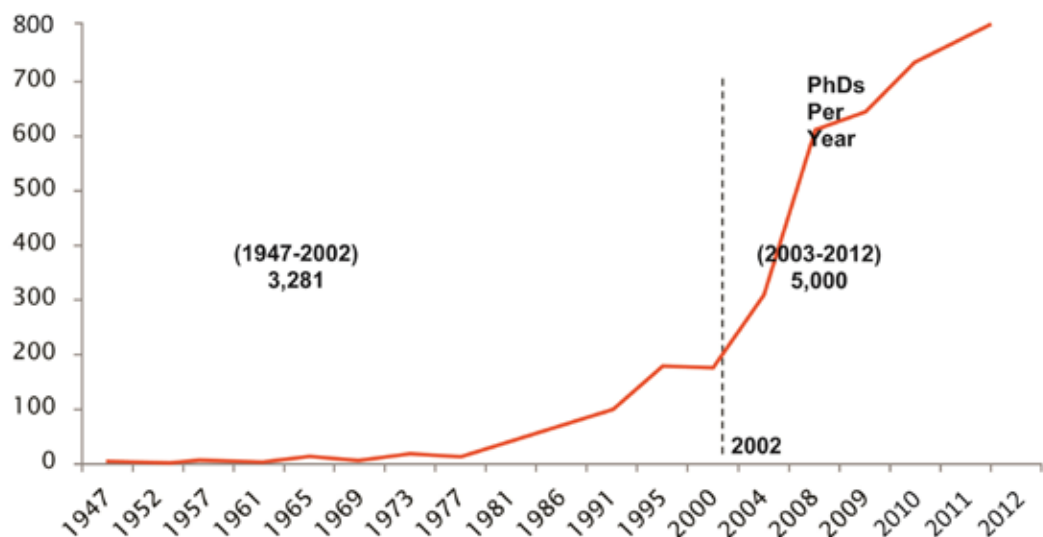
- Iran University of Science & Technology
- Sharif University
- University of Teheran
- Amirkabir University of Technology
- Iran University of Science & Technology
- Islamic Azad University
- Arak University
- Shiraz University
- Shiraz University of Technology
- Isfahan University of Technology
- University of Isfahan
- University of Guilan

Some data on Pakistan. Pakistan, far from western stereotypes and oversimplified ideas, is currently a modern, progressive and dynamic country. Pakistan is a country with the 6th largest population in the world, the 3rd largest English speaking population and the 7th largest pool of scientists and engineers. Records include the K2, the second highest mountain of the world and the Karakoram Highway, the highest paved international road.

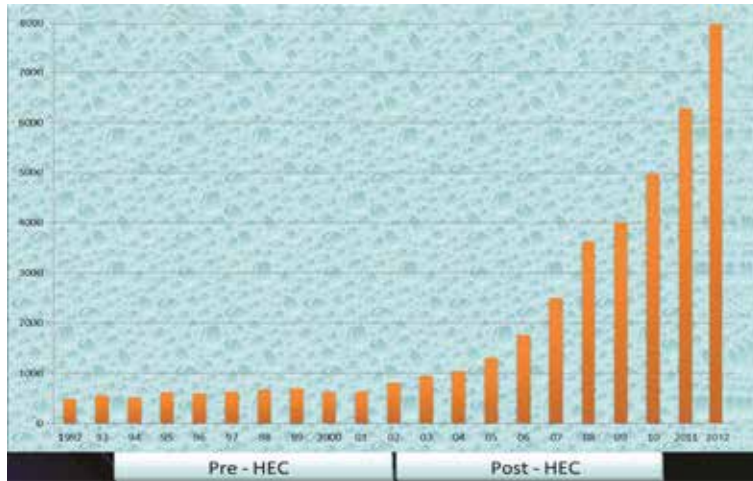


The PR of China has invested more than 70 billion dollars in the so-called China-Pakistan Economic Corridor, running through the country and connecting by rail the city of Kashi to the Gwadar harbor on the Arabian sea.

The enormous growth of Pakistani science and technology can be referred to the efforts of the High Education Commission (HEC) which stimulated, with a powerful policy of scholarships and international relations, the cultural and scientific advancement of the young generations in the country. One powerful example is the rise of the number of PhD students after 2002.



Another example is the exponential growth of the number of scientific papers published by Pakistani scientists and engineers after 2002.



The cooperation between the Politecnico di Torino and the Higher Education Commission of Pakistan started in 2006 with the signature of a MoU for establishing an Italian-Pakistani Campus in the framework of the future UESTP - University of Engineering, Science and Technology of Pakistan (a project which has been later dismissed because of political reasons).

In order to train the academic staff of the UESTP in an international environment, HEC promoted a scholarship program supporting the mobility of students from Pakistan attending an academic program at either the PhD or Master of Science (MS+PhD) level. This scholarship includes a yearly net grant of 10.800-11.400 Euro (depending to the academic level), full tuition and administrative fees, and air tickets to/from Pakistan.

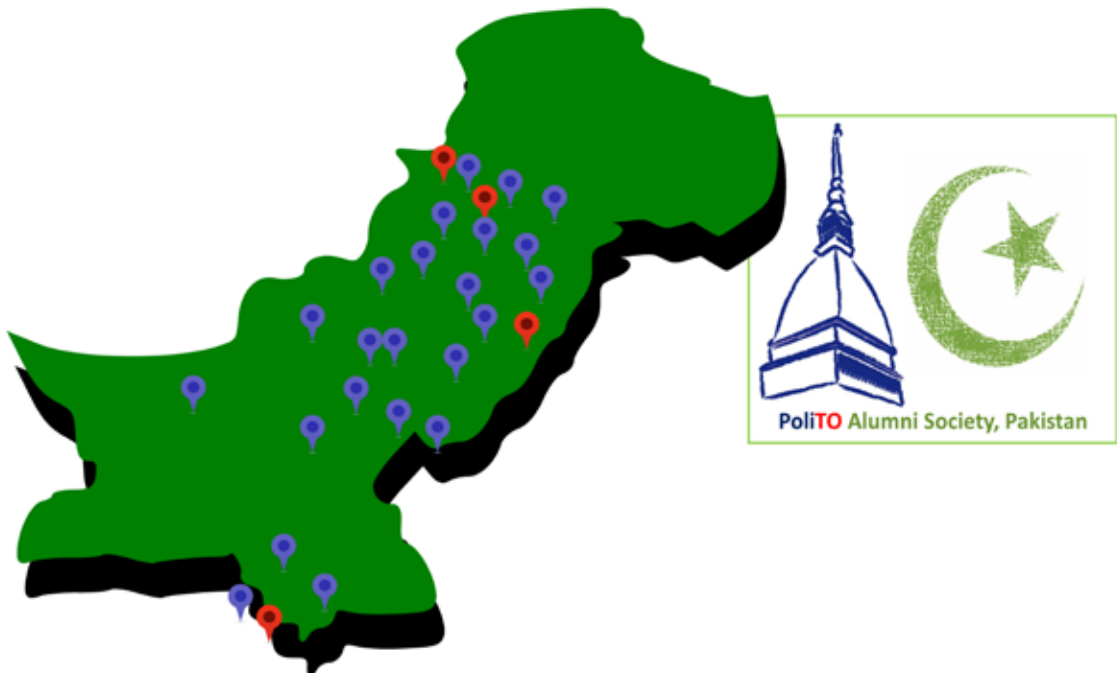
LEVEL	2009/10 A.Y.	2010/11 A.Y.	2011/12 A.Y.	2012/13 A.Y.	2013/14 A.Y.	2014/15 A.Y.	2015/16 A.Y.	2016/17 A.Y.
Bachelor of Science	99	191	322	255	220	228	202	205
Master of Science	39	50	107	133	146	101	95	102
Ph.D	40	53	87	78	53	31	36	30
II level Specializing Master	4	3	3	-	3	2	3	2
Total	182	297	519	466	422	362	336	339

The first batch of students, who were selected jointly by the Politecnico di Torino and HEC, arrived in Italy in the 2008/09 academic year and they have been enrolled in Master of Science, II level Specialization Master, and PhD programs. A new cycle of the program has been launched every academic year since 2008/09. In total, the Politecnico di Torino hosted, in the framework of the program, more than 70 PhD and 60 MS+PhD students supported by a HEC grant. The agreement between HEC and Politecnico di Torino has been renewed in 2016.

The Organization of Pakistani Students at Politecnico di Torino. The excellent direct relations of Politecnico di Torino with HEC represent a landmark for best practices in higher education internationalization. However, the creation of a Pakistani students association also provides a number of mutual benefits.

OPS@Torino is a non-political, non-religious and non-profit organization, founded in 2012, with the following objectives:

- to provide assistance and coordination to Pakistani students at Politecnico di Torino during and at the start of study sessions
- to assist and guide Pakistani students to learn Italian culture and language and develop liaison and coordination with Italian system of education and Italian society in general
- to promote acquaintance about Pakistani national culture among other nationalities' people at Politecnico di Torino with the help of occasional and cultural activities
- where required and where possible, the OPS will provide professional development and career counseling services to its member students
- to provide opportunities for the expression of student opinion within the Politecnico di Torino on matters of interest to members
- where possible, to provide such non-commercial services as may from time to time be required by its members.



Currently, more than 200 Alumni (Postdocs, PhD, MS, BS) teach in more than 50 universities located in the principal cities of Pakistan (e.g., Islamabad, Lahore, Peshawar, Karachi).

The Turin Tashkent Polytechnic University.

The project of the so-called *Turin Tashkent Polytechnic University* (TTPU) started in 2008 as the outcome of collaboration between the Politecnico di Torino, the General Motors company, the Uzavtosanoat (the local car company), the Ministry of Education and Research of Uzbekistan and with the support of the former President Mr. Karimov.

On April 1st 2009 TTPU was founded with the mission of:

- educate engineers at the highest standards of Politecnico di Torino
- create an international scientific and research institution
- support the economic and industrial development of Uzbekistan by means of science and technology.

Since the first batch of students in the year 2010, every academic year 200 students have been enrolled until the year 2015. After that year, 250 freshmen are enrolled every year, attending courses of engineering. Currently more than 1200 students are attending the courses at TTPU, according to the following distribution:

- 65% Mechanical Engineering
- 15% Civil Engineering
- 20% Electrical and Computer Engineering

TTPU students get a Double Degree by TTPU and Politecnico di Torino. Currently a percentage close to 80% of the courses is taught by Italian professors. This percentage should progressively reduce due to growth of a trained local Uzbek faculty.

QUESTIONS AND COMMENTS

Christian Müller - I'm very impressed about your activities in Pakistan and Iran, specifically. We see that there are safety concerns which we are obliged to go through and to have solutions. Political restrictions, Iran is a specific case, I remember that Beheshti University is on the list of university with which you should not collaborate. Do you observe these restrictions? Or there is a way around this? Are you bound too political rules?

Bernardino Chiaia - At the moment, the EU concern is about the military. University in Iran, which is not partner of us. All of the universities in Iran with which we have established relations are open university, like Sharif University, international universities. They already have big number of students from the world. There is concern with some specific places. In Italy we don't have nuclear plants so in some sense we are lucky compared to Germany, France, Holland, where nuclear energy is a part of the game. I think that in the future, probably, EU should tell something explicitly about this and, up to now, they just focused on military university and nothing else.

ROUNDTABLE 2

International academic mobility effects and refugees impact in host institutions



Chair: **Lorenza Operti**, *Vice Rector, University of Torino (Italy)*, with the commitment on international affairs and on organization of teaching activities. Lorenza Operti is full professor in Chemistry, coordinated an Erasmus Mundus EU program as a scientific and academic manager and was Vice Dean and Dean in the faculty of Natural Sciences of the University of Torino.

First, I wish to thank you all for being here, especially those who had a long journey to arrive here and participate to this summit. I also wish to thank Uni-Italia and Prof. Naldi for setting up the meeting in our university.

The international reputation of the Italian Higher Education System is slowly, but continuously, increasing. The number of foreign students in Italian university is now good. Some key universities, such as Politecnico di Torino, proved to be very attractive for international students.

In the last year, international political changes brought new threats to security in many countries, and we are experiencing flow of people from conflict areas - or because of ethnical or religious persecution - to Europe and to other countries in the world.

In Italy, this number is increasing: in 1990, we had about 4.500 applications for refugee status and for political protection. In 2015, the number was 84.000, rising one to 20 in about 25 years. I will consider now some figures about the situation worldwide and then coming back to Europe and Italy.

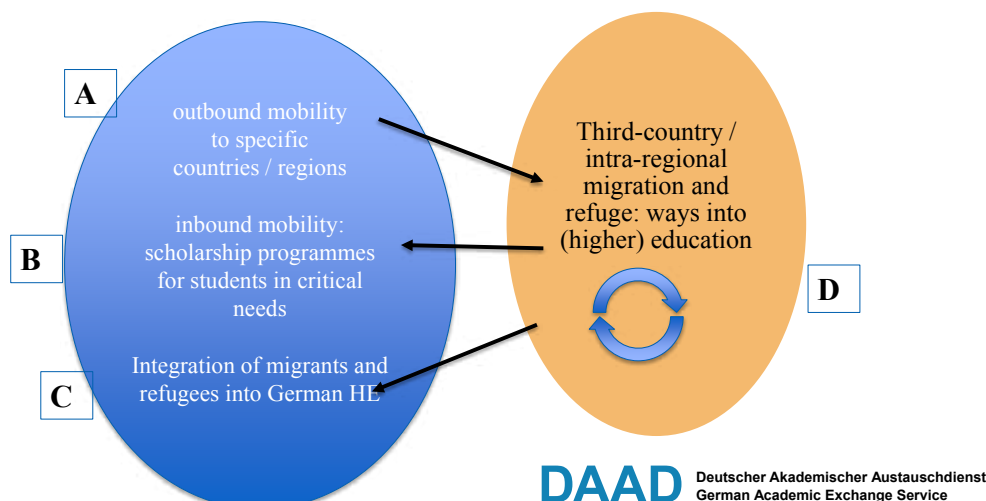
According to a recent study - presented at the *1st Italian Meeting of the National Coordination on the Academic Qualification of Refugee* – forcibly displaced people worldwide in 2015 reached 21,3 million, internally displaced people reached 41 million and asylum seekers reached about 3 million: a total amount of 65,3 million people - roughly the population of France - displaced due to political problems. Among refugees, 50% are under the age of 18, 50% comes from Syria, Afghanistan and Somalia. About 6% percent of this people arrived to Europe. Coming to Italy, the total number of refugees in 2015 was about 180.000 people and they mainly came from Syria (20%-24%), Afghanistan, Nigeria and Iraq (around 8%-10% each).

I was very interested in the speech held by Bernardino Chiaia, because he pointed out some of the main problems we face, as academic institution, when foreign people, refugees, students, come here. I would like to point out another problem we are facing, that is the need to attest the previous qualification achieved by refugee students coming here without documents. We are required to provide a qualification, to know which the previous qualification was without knowing the documents. In Italy, from 2016 the *National Coordination on the Academic Qualification of Refugees* provides procedures, instructions on how to access procedures, and an interview to check the knowledge of the student when he/she lacks documents. At the end, it provides an academic pass for refugee's qualification, which despite not being a legal document is useful to support the application. I think we need support, we need a common strategy on this subject. The first speaker of this roundtable is Christian Müller.

Christian Müller (DAAD). *Director of the Department of Strategy of DAAD, which is the German Academic Exchange Service, in Bonn since 2015. Before he was the director of DAAD office in Rio de Janeiro, Brazil, and, in the same time, he was president of the Board of German Centers for Science and Innovation in Sao Paolo. Prior to this appointment, he was Head of the Division Communication and Marketing at DAAD in Bonn and he worked as university lecture for German language in Portugal and Brazil, as well as in the training in development and cooperation. His academic background is in social science and German study.*

This paper will consider the effects of forced migration on the phenomena of international academic mobility, regarding the situation in Germany: what we, as national agency DAAD, are doing, and what the challenges are at our universities in cooperation with countries in critical situations.

OVERVIEW



In a short overview of the content, on the left hand we look on Germany, considering our outbound mobility of students, researcher and teachers (A), and on the right side into countries in critical situations. The second part will look on our inbound mobility, how many students come from those regions and how many programs we do have in operation, in order to help these students and to offer mobility scholarships (B). The third part will address the question of migrants' and refugees' integration into our educational system, mainly higher education (C). In the fourth part, we will focus on what we are doing in third countries in the region of crises like Iraq, Syria and East Africa.

A) If we consider our outbound mobility, which is relatively high (actually, Germany is not only a major destination in higher education mobility, but also a sending country with many German students going abroad), there is a sharp decline of mobility to certain countries which face different critical situations like Turkey, Libya, Tunisia, Egypt.

A: OUTBOUND MOBILITY OF GERMAN STUDENTS, SCHOLARS AND PROFESSORS

Students:

- Sharp decline in mobility to countries in crises (Turkey, Maghreb, etc.)
- *ERASMUS+* : numbers plummeting
- **DAAD** scholarships: dip in applications



* U Marmara: from 500 to 95 Erasmus students / term

Scholars, teachers, researchers:

- Contracts, scholarships canceled
- Lack of applications to countries with safety problems

Cooperation projects

- University projects on hold (e.g. Afghanistan AMEA, Irak Teacher Training, Bangladesh Textile University etc.)
- Less or no mobility possible

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In the case of mobile students in Erasmus+ scholarship program, you must have seen the numbers for Turkey, published by the national agency of Erasmus+ Turkey; they report a sharp decline in the number of students going to Turkey last year. From 6.200 p.a. down to 2.100 p.a. more or less,

in 2016. This is a drop to 1/3. An example is the number for Marmara University, Istanbul; they were used to receive 500 students per semester, which is now down to 95 in the last semester. We, at DAAD and at the German HEIs, do maintain our programs. We do not say “don’t go to Turkey”, but obviously it is a decision of each student, each family, each parents whether they have to go or not. It is clearly the case that they are avoiding going to certain countries.

If we look on scholars and teachers, researchers, the same applies to them. We even notice that scholarship holders are stepping back from their applications, contracts are cancelled. In the case of imminent risk, we need to draw people back from certain places, as we did for example from Erbil in Kurdish Iraq. At the moment, we don’t have any German teachers with DAAD scholarships in Kurdish Iraq. We are analyzing the situation, and maybe they can go back in a couple of months, depending on the evolving security situation. Besides the sheer question of safety, there are - if we consider for instance Turkey – also important considerations in terms of working conditions in a free scientific environment. If freedom and independence of sciences and research are under pressure, many international scholars will question why they should look for an academic stay in this country.

The same applies to cooperation projects. It is difficult to maintain large university cooperation projects for instance in Afghanistan. DAAD has supported the AMAE project (“Academic Mining Education in Afghanistan”) from 2014 to 2017, which aims at the foundation of a mining engineering school in Afghanistan. But it is, at the moment, extremely difficult to continue with mobilities and exchange, since we are not allowed to send experts and teachers to Afghanistan to work there. Other examples: we started a teacher training project in Kurdish Iraq, in Erbil, which is going extremely slow; there was a plan for an Institute in Textile Engineering in Bangladesh, which is stalled as well. In Bangladesh, the safety and the political situation are so critical, at the moment, that we are not sending professors to start this project.

B) Inverting the perspectives, we will focus the mobility of students at risk. The major scholarship program for students in conflict regions is called “Leadership for Syria” and is running since 2015.

B: SCHOLARSHIP PROGRAMME “LEADERSHIP FOR SYRIA”



Goal: to provide quality HE and degrees
Target group: young leaders for Syria’s reconstruction

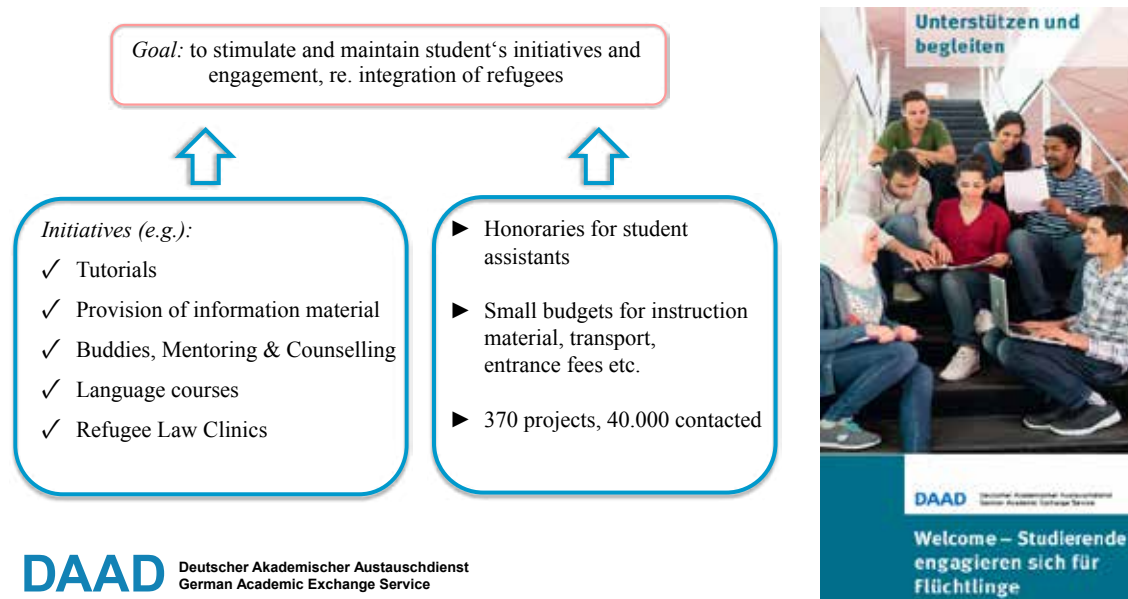
- 221 scholarships, one intake (2016)
- BA, MA and some PhD
- Language training, academic skills
- Additional study programme in civil society and good governance (blended)

The program provides higher education degrees (B.A., M.A., few PhD) to Syrian students at German HEIs. The aim is to educate and train young Syrian leaders who are supposed to go back after the war to work and to engage in the reconstruction of Syrian society, education and economy. We facilitated 221 scholarships, financed by the Federal Ministry of Foreign Affairs and by the Government of the State of Northrhine-Westfalia. The first intake started in 2016 with an initial German language training program and a preparatory course in academic skills. The students are now in 2nd year of study. In our view, it is important that they not only study physics, economics or sociology, but also get an additional training in good governance and civil society. Therefore, a study program which is run by the University of Konstanz, in Southern Germany, combines – in a blended learning structure - virtual and presence teaching in the classroom, and students acquire insights on democratic systems, rule of law and modern societies.

C) Focusing on immigrants or refugees in Germany, it is well known that a high number of people arrived in Germany by 2015, and to a lesser extent in 2016. In 2015 only, more than 1.080.000 people arrived in Germany between July and December. After that, the number decreased very clearly, but this year, 2017, we are close to 150.000-190.000 refugees again arriving at our shores. The German government decided to invest in the integration of this people into the educational system, which includes higher education. The latter segment is administrated by DAAD and budgeted at over 100 million € over 4 years, i.e. 25 million € per year.

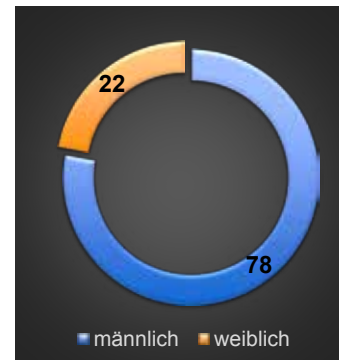
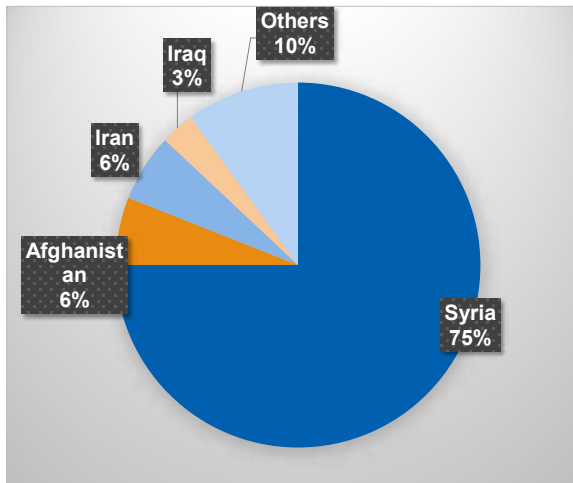
As we identified an extremely large civil and voluntary engagement at universities, one goal of DAAD's programmes is to stimulate and maintain students initiatives. The program is called "Welcome", aiming at the integration of refugees into higher education. In order to enhance and maintain students' engagement, voluntary projects can receive funding: they are providing tutorials, information material, buddies for refugee students, mentoring, counseling, German language courses and sometimes in English language, and, to name a very successful format, refugee law clinics. What we do is giving students part-time honoraries and a small budget to maintain their projects.

C: INTEGRATION OF MIGRANTS AND REFUGEES INTO GERMAN HE, DAAD-PROGRAMME "WELCOME"



The second program, “Integra”, which is much larger, provides a budget to universities. What we do is supporting universities in order to enable refugees to enter and to pursue a regular study program in higher education institutions. The funding goes to German language courses, preparatory courses and academic assistance. The partners are universities and a small number of specific preparatory schools, “Studienkollegs” in German. The number of participants in the 1st year of Integra was up to 6.600, which is much larger than we expected.

C: INTEGRATION OF MIGRANTS AND REFUGEES INTO GERMAN HE, DAAD-PROGRAMME “INTEGRA”, 6.600 PARTICIPANTS



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The funding goes also for staff costs in these courses, in counseling and information. Development of course materials is comprised. Some numbers and figures on who is participating: 2/3 of these 6.600 are Syrians, being the second largest group from Afghanistan, followed by Iran, Iraq and others. In some cases, the clearing of their legal situation is not yet finished at the time of their preparatory courses. The breakdown by gender shows a 3/4 predominance of male students, against 1/4 of young women.

Further on, what we now know about the courses’ participants is the level of education. The analyses shows that 37% have secondary school education, the majority completed. 28% already were enrolled in higher education, 24% even finished the bachelor degree or similar. In terms of age of the students, the data show that the group of refugees is clearly older than the average of our students. The average age of this group is 27 years. Many of them are between 20 and 25, again, a large number is between 26 and 30.

C: INTEGRATION OF MIGRANTS AND REFUGEES INTO GERMAN HE: CHALLENGES, QUESTIONS



- Are refugee students international students?
- Are host countries „cherry picking“ by selecting the best qualified?
- What is the situation of scholars, teachers, researchers at risk?
- How can we prepare for their return to and their engagement in home countries?
- What are the benefits for hosting universities?



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There is a couple of questions which I would like to focus for discussions. One very simple question is: are refugee students international students? Sometimes the students themselves don't want to be called "refugees", they want to be considered regular international students. We heard the question "when do I stop to be a refugee?".

Another polemic question is whether we, as host countries, are "cherry picking" the best talents, opening bridges to them to stay in our countries even after their countries being reconciled and restructured?

Third point: what about the situation of scholars, of teachers and researchers? There is a large number of academics arriving in Germany, having completed tertiary education. They have been cut from the possibility of doing research for a long time, but they wish to enter again academia, they wish to work as scholars. How can we integrate them, do we need a specific program? There is a very small program run by the foundation Alexander von Humboldt, together with the SAR, Scholars at Risk, organization. Very clearly, it is hard to cover the large demand, if we take only Turkey.

Two other aspects should be addressed in future: How can we prepare refugee students for their return to and their engagement in home countries? We mentioned one example before, regarding the scholarship holders of the "leadership for Syria" program. And, to finish with: What are the benefits for our universities? What are our universities gaining in return to their engagement?

D) What are we doing in the region, in the countries surrounding conflict and war places? The major project we are running is called HOPES (Higher and Further Education Opportunities & Perspectives for Syrians).

D: THIRD-COUNTRY / INTRA-REGIONAL MIGRATION AND REFUGE: WAYS INTO (HIGHER) EDUCATION



HIGHER AND FURTHER EDUCATION
OPPORTUNITIES & PERSPECTIVES
FOR SYRIANS



EU-funded project, implemented by
DAAD, British Council, Campus France and Nuffic

HOPES aims at improving prospects for young Syrians and contributing to the preparation of the post-crisis reconstruction of Syria:

- better access to quality further and higher education
- in the host communities affected by the high number of refugees in Egypt, Iraq, Jordan, Lebanon and Turkey
- Scholarships, counselling, language courses, stakeholder dialogues, projects

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DAAD manages together with British Council, Campus France and Nuffic this joint and integrated project, financed by the MADAD Fund of the European Union. It is designed especially for Syrians living in Jordan, Turkey, Lebanon and Egypt, and, in a small proportion, Iraq. The project comprises scholarships, education counseling, English language courses, institutional projects and communication. The objective is to enhance the situation of Syrian young people aspiring higher education in the region, who have been moved to neighboring countries and living there. One of the major obstacles we identify is that, after having graduated with a bachelor or a master

degree, in many of those countries they are not allowed to work. It's very difficult to get a working permit after having obtained a degree.

To summarize, we see that in terms of integrating young people into higher education, in Germany, the most important steps are being taken, even regarding the large quantity of displaced students needing perspectives; with regard to the (much larger) groups of refugees in neighboring countries of conflicts and wars, the situation is much more difficult, the obstacles are higher and a higher engagement of European (and other developed) countries is needed to address the problem of a "lost generation".

Case studies: "British Council work in Ukraine and in Science Diplomacy".

Rebecca Hughes - British Council¹. *Rebecca was lecture and then senior lecture and then Professor in Applying Linguistic at university of Nottingham Hughes for 18 years and was the Director of the Center of English Language Education from 2000 to 2010. During this time she was closely involved in the setting up of the English Language and EAP provision at two international campuses. She was chair of Collaborative Course Committee and vice dean for a number of years and then she was appointed at University of Sheffield as pro vice chancellor in 2010 where she led the creation of a successful new internationalization strategy for the university. In 2013, she joined the British Council as the Director of International Higher Education and then in June 2014 as Director of Education.*

How do we maintain bilateral ties and links through good times and bad times between both countries and university system and individual university partnerships. I will focus my presentation on what has been intended with the function of *science diplomacy* as one of the functions people associate with higher education or has been associated with higher education. How you tie the normal work of universities to this higher goals around maintaining links at national level between a country, particularly country that are in conflict. Second theme I think it will emerge from what I'm talking about is related to migration and mobility. Are migration and mobility a good thing? How we perhaps look at the development of capacity to both help university system stabilize there in their own country when the country is in great tension situation and how we can help those capacity. I was really interested in Beer Schröder comment about listening very carefully to local and particular contexts and how we can support, as national agencies, the national agenda and the agenda of higher education institutions. Very often, we seat between those agendas. National level agenda and what motivates individual academics to work in, sometimes, very difficult circumstances. I think that a more interest topic, and I will focus a little bit on, is what science diplomacy means and how it ties in with work with British Council. We have recently relaunched our mission which is the mission to promote friendly knowledge and understanding between the people of UK and the people of worldwide, to make positive contributions in all the countries we work with and to make lasting difference to the UK security prosperity and influence. Countries soft power science diplomacy you can't do that without talking about *soft power*. Not through military power but with more attractive value like culture, education, language. Soft power is what

1 This is a simple transcription not revised by the author. Rebecca Hughes now acts as academic head and Chief Officer, Learning and Teaching Division at International Baccalaureate Global Centre, Den Haag, Netherlands.

people makes notice and trust a country. University is of one of the most formative experience of our lives, especially if it is out of the student's country of origin, learning foreign language and culture, making foreign friends and new contacts, a critical part of the life and of the working career. In the international influence game, for sure, our higher education institutions are playing an important role. Growing up the future leaders and the future decision makers in our institutions will produce also enormous diplomatic, business and social benefits.

In 2015, British Council research revealed that 1 of 10 world current leaders are UK alumni. The economic benefits attracting foreign students is clear. But the soft power benefits are also becoming more evident and so though. Science diplomacy is sometimes a problematic notion, it suggested a deliberated instrumentalization of science and possibly a one way street to achieve economic goals. Science cooperation and collaboration have served, intentionally or not, to project soft power. The conceptualization of science diplomacy has distinct approach and academic discipline, it is still evolving but there are 3 definitions : 1. *Science for diplomacy*: collaboration and cooperation in science that has the potential to improve relation between countries; 2. *Science in diplomacy*: science advises and guides for policy efforts; 3. *Diplomacy for Science*: for instance international relations efforts to support science cooperation ; 4. *Science of diplomacy*: academic led work looking at this area, so it is an evolving area. The first 3 definitions of science diplomacy are intimately linked each other.

Two contrasting examples of work we are doing: 1.the work we are doing, since 2014, with Ukrainian Higher Education System. The government was very young and very committed: they passed a new higher education law giving more financial and administrative autonomy to the university and more emphasis to the internationalization of the institutions, trying to eliminate corruption, electing of rectors, an approximation of degree classification to international standard, the reduction of higher education institutions from 800 to 100-300, new qualification framework have been adopted, so we have been involved in a quite lot of work.

I think it also interesting how, in this context, we maintain relationships between British Council - Russia and British Council – Ukraine because, as you know, these two nations are facing real tensions and how a third nation, through its work in science, education, higher education collaboration, is aiming to maintain good relationships with this 2 nations. In Ukraine, we helped to stabilize an under pressure higher education system and to modernize it. This was an area which with the UK universities would immediately to work with. We have now got 30 collaborative partnerships between UK institutions and Ukrainian ones. It takes a lot of efforts, because many of UK institutions had many doubts about the safety of that area.

Ukraine is the largest eastern partnership country bordering European Union and it is one of the reason EU is interested in enforce the democratic process, increase stability and prosperity of this country.

But is currently facing a sustain period of economic crisis due to the war at east and to the dramatic change relation with Russia since 2014 revolution. Strengthening long term international connections between UK and Ukraine institutions would support Ukrainian ambition to become a successful modern European nation and contribute to bring the needed reform to develop a democratic, stable and prosperous society. Higher education system linking together are more enduring than governments.

Another law on education was adopted in September 2017 to support the radical education reform in Ukraine structuring the education system to 12 year of Secondary Education, professionalization and freedom of teachers, new principles of education contents and new quality assurance. The conflict in the East of Ukraine impacts on education and culture: 16 universities had been evacuated from government controlled areas in Donetsk as a result of the fighting in 2014. Just to move on very briefly to talk about the work that we have done directly to support that. We have been supporting the implementation of 2014 law and we've been looking at four strands of works: 1) leadership development; 2) academic partnerships; 3) young researchers and 4) students voice for areas that we felt in partnership with the ministry. These will be the four areas that would make the most difference given that particular context they had. Academic partnerships: building partnerships between UK and Ukraine is an important foundation for long term collaboration. A different kind of intervention we are doing with Russia: Arts science and research programs where we are helping young Russian scientists meet up with you UK scientists and begin to develop partnerships. Very different kinds of intervention: one to support a very ambitious new thinking of the young government in a very difficult circumstances.

QUESTIONS AND COMMENTS

Question - I think your programs for refugees are very important. I'm wondering how you initiate a new program in Russia when many other organizations have been required to leave.

Rebecca Hughes - It took about two years of negotiations at very high level for this to happen and it wasn't something that was very easy to achieve. We worked with our Foreign Office, it's not something that an agency can go and do. On balance the foreign office and the government felt demonstrate an interest in young people education, in the longer term cultural relationships for a cultural relations. I think that gave us an advantage that we were able to bring this to the end of the program.

Christian Müller - About DAAD, we have problems in China, in Russia and in Egypt. It is difficult to maintain office branch and personnel abroad. Specifically in Moscow, our office is part of the embassy. We need a solution. In Eastern part of Germany there are many universities maintaining strong ties with Russia and former countries of Soviet Union. We never had any problem of finding good partners interested in building projects.

ROUNDTABLE 3

The role of the Higher Education Agencies on the Internationalization of the Research



Chair: **Hideki Yonekawa**, *Vice President, Japan Student Services Organization (JASSO)*. He worked as professor of sociology more 30 years in Osaka area. Now as vice-president in JASSO he is dealing with the domain of International Affairs.

We are in roundtable 3: “*The role of higher education agencies on the internationalization of research*”. Doctor Karen Holbrook, senior advisor to IIE, will make an awakening presentation of the report, *Globalizing University, research, innovation, collaboration and competition*, which is the 10th and the last report in the serious of Globalization Research Report supported by IIE and AIFS foundation.

Karen Holbrook – IIE. *Karen Holbrook is the Executive Vice President at the University of South Florida Sarasota-Manatee and Senior Advisor to President of the USDF System, having served as Senior Vice President for Global Affairs and International Research, following her role as*

Senior Vice President for Research and Innovation at USF and Professor of Molecular Medicine. Recently, she was the Interim President of Embry-Riddle Aeronautical University. Before joining USF, Dr. Holbrook served as President of the Ohio State University from 2002 to 2007 after serving as the Senior Vice President for Academic Affairs and Provost and Professor of Cell Biology at University of Georgia, Vice President for Research and Dean of the Graduate School at the University of Florida, Associate Dean for Research and Professor of Biological Structure and Medicine at the University of Washington, School of Medicine. Holbrook has been a fellow and board member of the American Association for Advancement of Science (AAAS) and served on the boards of the Association of American Medical Colleges (AAMC), the American Council of Education (ACE), the National Association of State University, the Association of American Universities (AAU) and many other professional organizations.

My presentation will focus on the contents of our book, *Globalizing University Research: Innovation, Collaboration, and Competition*, Karen Holbrook and Kiki Caruson, 2017.



We are all aware that “globalization has changed how nations and communities envision and support economic advancement in the world’s competitive landscape, how businesses seek talent, services, and products across borders; how geopolitical power is redefined and knowledge is redistributed. It has changed how citizens perceive and expand their own opportunities and how universities refocus their efforts in all aspects of their mission, embrace competition and collaboration, and promote innovation in an ever-changing world.”

Three themes – innovation, collaboration and competition - pervade every chapter of the book.

Two-thirds of the universities around the world include a global outlook in their strategic priorities and economic development plans. For example, Georgia Tech University intends to “expand our global footprint and influence” and the University of Glasgow posits that “international research is the key to extending the institution’s global research and reputation.”

Why is global research important?

- It produces better science
- It capitalizes on faculty passion
- It creates an environment of innovation for students
- It enhances the reputation and ranking of the University
- It supports student mobility and industry recruitment
- It creates opportunities for students and researchers through the partnerships established
- It contributes to solutions to complex societal problems

Technology plays a significant role in globalization, fostering connections easily and with speed.

The title of this summit – *The New Challenges: Knowledge Spreading vs New Fears* – offers a very serious challenge. Those of us attending this conference understand how important globalization is to society and we worry that, today, this global thrust may be jeopardized by political volatility, global conflicts, social discord, visa delays, immigration restrictions, and travel bans. Research plays a role in bringing countries together, both scientifically and humanistically, for example, in reconstructing cities and even whole countries following natural and man-made disasters and in working to resolve problems that confront all nations, so this is a very important time for us to understand the importance of globalizing research. We wrote this book because it is important for our faculty, for students, for society to contribute to solutions to the complex problem that face all of us.

Two offices within the university must be connected: The Office of Research and Innovation and the International Programs Office. In my university, the International Programs office has been named “USF World”, McGill University and the University of Oslo, Norway host an Office of International Research and Michigan State University has an Office of International Research Collaboration.

The International Programs Office and Education Abroad are often one in the same and have been in place at universities for well over 50 years, but the Office of Research and International Programs at almost all universities are rarely familiar with the “languages” of each other; knowledgeable about what each does and need to better understand how to work together. It is important for these two offices to function together, because in order to conduct research internationally, both offices need to support activities such as transfer of money to a foreign entity, hiring abroad, management of intellectual property, etc. Thus, one of the primary goals in writing this book was to illustrate how these two offices can work together synergistically. Some universities have created new offices that bridge the two programs. The University of South Florida, for example, has an Assistant Vice President for Research, Innovation and Global Affairs.

All chapters of the book focus on various ways to promote international research at universities in connection with partners from other universities, governments and philanthropic and for-profit organizations.

The first chapter probes how the university is organized to promote international research – who has the responsibility? Other chapters offer suggestions as to how to prepare faculty, scholars and students to work overseas, and to identify different avenues for partnerships, consortia, and alliances. Another chapter provides information about connecting the university’s research programs with the international goals of the state, the local city and their citizens, especially with members of a diaspora community.

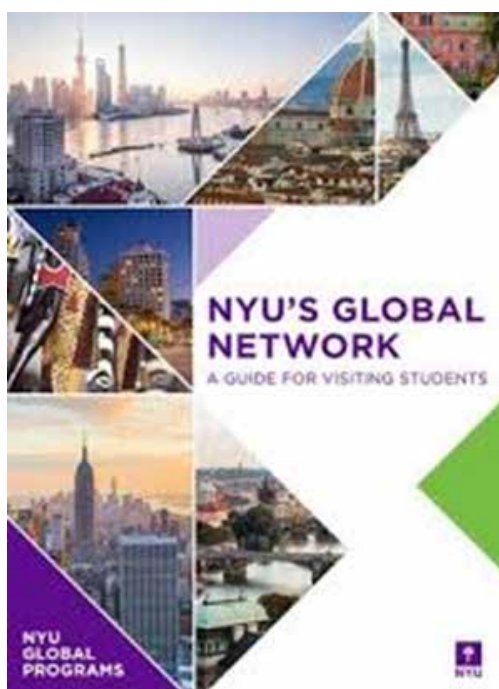
The final chapters probe how the university can assess the impact and value of this work with international partners, and questions how well institutions know themselves in terms of their international connections.

Most institutions are not necessarily aware of the amount of activity that is ongoing with international universities, societies, governments and individuals as most of the relationships exist among the individual faculty members.

Promoting and growing international activities at universities, research in particular, needs leaders and champions.

Internationalization and global research is everybody's responsibility to some extent, but there must be leadership at the top to make it work. Several years ago, a task force on International Education organized by NASULGC (today called APLU) wrote *A Call to Leadership: The Presidential Role in internationalizing the University (2004)* because of a concern that global leadership in higher education was at risk. Many presidents responded to the call and added internationalization among their priorities.

An example of this leadership has been elegantly demonstrated by John Sexton, former president from of NYU, who positioned NYU as a global university and established a series of programs on every continent referred to as the NYU global network to bring "freedom of ideas" to the college experience.



Most universities have a senior international officer and a vice president for research but they do not necessarily connect in internationalizing research. As they learn to work together it is also important that they engage other offices within the university to support their goals. Globalizing research is a complex and multifaceted enterprise that needs input from offices such as IT, Athletics, Business and Finance, Technology Transfer, Government Affairs, etc.

Universities can either consciously or unconsciously create a "community of practice", in which these offices are called upon the transfer money overseas, manage intellectual property, offer legal advice on agreements, taxes, provide safety and security to university travelers, manage expert controls, engage subjects for world-wide clinical trials, among other avenues of support. USF World assembled a multitude of offices to assist with establishing international research relationships and partnerships as well as educational exchanges.

Global Washington is a highly successful statewide organization that relies upon a diversity of responsibility to "internationalize" the state, city and universities. Government in the state of Washington, came together with Higher education institutions, schools, industry, foundations and other not-for-profit organizations that would leverage resources, increase visibility and share best practices to promote Washington State as the most global state in the Union.

LEADERSHIP FOR INTERNATIONAL RESEARCH – WHOSE RESPONSIBILITY?



Universities are also putting together physical spaces for international programming. Two exceptional examples are the Perry World House at University of Pennsylvania to coordinate interdisciplinary activities and forge partnerships abroad and the Global and International Studies Building at Indiana University, a state-of-the-art facility for global and international learning and research designed to foster collaborative and interdisciplinary activities.

Internal University funding and external sources of funding are critical to advance international research and other programming with international partners. Almost every university has some kind of a fund to support faculty and students going abroad, exchange programs, conferences, sabbaticals abroad, seed grants and a variety of other activities. There is also federal money in the U.S. (NIH, NS, USAID, for example) to support international work. Many examples were cited in the morning presentations by speakers from other countries about different means to support students, scholars, and faculty working internationally, including for research purposes. Foundations also support international research ventures and private fund raising needs to be on the agenda of university's advancement/development offices to raise money for specific purposes of working abroad. There are many passionate citizens who care about connections internationally, particularly diaspora groups who desire to maintain connections with international activities of universities in their communities with those in their native countries.

The book highlights the fact that international education, including international research, is "moving down" meaning that it is no longer only a college level activity, but it can begin in the elementary school and continue through middle and high school. Some examples of elementary and middle school programs include Club Invention for elementary school children to use inquiry-based skill-building STEM concepts, the United Nations International School's CoLaboratory, and the International Baccalaureate programs.

Universities also recruit high school students from around the world to conduct research with their university scholars. The Research Mentorship Program at the University of Santa Barbara is one example. Notre Dame University hosts rising juniors and seniors from abroad to participate in a collaborative international physics research team, and the National Inventors Hall of Fame sponsors an Intern program for students in grades 10-12.

International research is also embedded in undergraduate education. Many universities have offices for Undergraduate Research, and while they, more typically, connect students with their own institutional faculty, they also support research abroad through grant funded programs such as the international Research Experiences for U.S. Undergraduate students (IREU) programs sponsored by the U.S. National Science Foundation (NSF) to participate in thematic programs that have an international component that often provides access to state-of-the-Art equipment and facilities such as CERN, for particle physics research, and the Cerro Tololo Inter-American Observatory in Chile. Some of the IREU programs also sponsor international students joining them, but support for these students must be from the institution. Other U.S. and international organizations such as the American Chemical Society (U.S.) and DAAD (Germany) also fund summer international experiences for undergraduate students.

Many undergraduate students present their research findings at international conferences. "Education Without Borders" is sponsored biennially by The Higher Colleges of Technology in the United Arab Emirates for students from around the world to present their work competitively and experience other cultures. The American University in Cairo also sponsors a research conference for students from around the world and, the International Conference of Undergraduate Research (ICUR) and EUREKA, the Annual Conference for Excellence in Undergraduate Research, Entrepreneurship and Creative Achievement are a few notable examples.

Undergraduate students can also engage in research through international internships, volunteer programs and international service learning. The Department of State sponsors internships for students, MIT and the University of Pennsylvania have created internships programs in engineering and the National University of Singapore has a seven month internship in practical entrepreneurship that includes an experience abroad.

Engineers Without Borders is an international volunteer program established in around 50 countries on five continents for students to undertake various research/work projects such clean water, sanitation, energy, sustainable building, especially in developing countries. They do not only learn from the work experience but also from their interactions in working with local citizens in an unfamiliar culture. Dr. Schröder emphasized in his talk, how it is critical to listen and work with people "on the ground". Volunteer activities and service learning programs require students to work with community members to set the goals.

Collaboration and Cooperation across borders is essential to finding solutions to economic, technologic, scientific global problems. In 2012, the Head of the National Science Foundation started a Global Research Forum to bring together on an annual basis the leaders of research organizations from 60-70 countries to discuss collaboration, partnerships and research funding. Collaboration and partnerships are also the goal of the eleven universities that participate in the International Alliance of Research Universities started by the University of Tokyo in 2006.

Universities the world over develop agreements and MOUs with universities in countries other than their own. Some agreements are strategic and others are enabling and/or honorific, signed because of the desire for some form of a relationship, but not always with a specific intent.

The University of South Florida, for example, has about 220 such agreements. Many of them set the stage for future joint activities. King Abdullah University of Science and Technology (KAUST) in Saudi Arabia was started entirely through partnerships in research and academics with universities around the world. As a new university, KAUST scoured universities around the world to recruit some of the best researchers and research programs and the best academics and academic programs to develop degree programs and research activities. Today, the partnerships extend beyond the academic relationships and include industry partners. KAUST is already a highly successful university that is only 11 years old.

There are also virtual partnerships among universities to build communities, share and manage research equipment, conduct projects, share data, access services and publish results.

International University Consortia are often developed around research themes and mega science projects. They bring together large numbers of students and scientists to focus on problems of vast proportion. Examples include: The Human Brain Project, based in Geneva, Switzerland, and focused on neuro-informatics and simulation to understand brain function, development and disease; One Health – a world-wide strategy to promote the health of people, animals and the environment; the Future Earth project to monitor climate atmospheric chemistry, water, ecosystems and biodiversity, and LIGO (Laser Interferometer Gravitational-wave Observatory) - a huge physics project involving more than a thousand investigators, students and funding the world over. All of these initiatives bring researchers together to collaborate, each contributing specific expertise to provide depth and breadth to investigation.

Innovation and entrepreneurship are also themes that pervade every chapter of the book as both are typically associated with research. Many countries have specific innovation agendas. Singapore began a National Innovation System in the 1960s, Chile did the same in 1979, the UK issued a 10 year science and innovation Framework in 2004 and the European Institute of Innovation and Technology was created in 2008.

Entrepreneurism is also a theme that is prominent among nations and universities. *Global entrepreneurship week is held each year* involving 10 million entrepreneurs, innovators, researchers and policy makers in 167 countries who strive to promote entrepreneurship and innovation through numerous scheduled events to highlight these thrusts. GERN, the Global Entrepreneurial Research Network is an organization that connects entrepreneurial ecosystems from 130 countries, and the Global Entrepreneur Summit Youth is a program that connects young entrepreneurs. Universities may hire a *Chief Innovation Officer*. The University of North Carolina, Chapel Hill has hired a Special Assistant for Entrepreneurship and Innovation in the office of the President.

Makerspaces, Fab Labs, incubators and accelerators are physical facilities developed for entrepreneurs to test, develop, and construct prototypes of their ideas and innovations and then to commercialize them. Many such facilities are organized within universities – the *Think[Box]*

at Case Western Reserve University in Cleveland, Ohio; museums - the *Exploratorium* is a San Francisco museum and more; and in association with other organizations, e.g., the Fab Lab in Moscow at Lyceum 1502, a state-run educational institution at Moscow Power Energy Institute.

Incubators and accelerators provide space and services (equipment, management, legal, financial and business assistance for inventors and start-up companies to develop their innovative ideas toward commercialization. Virtual incubators provide the same kinds of support on-line. In both situations, mentors and sponsors help an inventor/entrepreneur launch a company.

Accelerators usually support companies that have achieved a more advanced stage in development closer to financial independence. Incubators and accelerators are often referred to interchangeably, and both are developed all over the world.

Other types of research ecosystems include Research Parks, Innovation Zones and Innovation Districts. These may occupy large segments of land and/or spread across an entire state on multiple sites. They may recruit companies around a single theme (e.g., biotechnology), a cluster of themes or no specific emphasis. Biopolis in Singapore, for example, is one of the largest research park with more than 2.500 researchers from more than 70 countries. Other extremely large parks with multiple companies in residence, often including well established global industries, are located in India (Startup Village in Kerala), China (Suzhou) and Saudi Arabia (Dhahran Technology Valley), and of course, Silicon Valley in the U.S. is one of the largest and best known ecosystems for the digital world.

Statewide and regional innovation zones such as the Keystone Innovation Zone across the State of Pennsylvania brings together all the statewide universities to help faculty develop their innovations that will ultimately promote economic development. The Venture Connection initiated by *Simon Fraser University* in Canada is a similar activity, and Skolkovo in Russia is the Russian Silicon Valley.

Innovation zones are also clustered around universities. A few examples include Centennial Park at North Carolina State University, Tech Square at Georgia Tech University, Cambridge's Kendall Square in Boston, and South Lake Union in Seattle.

Universities engaged in research and innovation also must manage and protect intellectual property through a specific office within the University or, in some cases, through a separate organization that is arms-length from the university but established to work on behalf of the university. *Imperial Innovations*, associated with Imperial College, for example, is one of the best known for successful return on its investments in university technology. Imperial Innovations has 37 million € available to promote start-up innovation leading to company formation in the UK.

Universities also connect with, and are often a nidus for, economic development, in the city, region and state where they are located and in many cases universities are important partners in "sister cities" programs. Denver (Colorado) has sister cities programs in Kunming, China, Axum, Ethiopia (among others) in which Metropolitan State University in Denver plays a central role in the relationships via visiting professorships, student exchanges and research projects.

Cities, regions and states in the U.S. also host honorary consular generals who serve as intermediaries between government, business, political and community leaders. They help to promote international relations, diplomacy and education, and cultural, economic and research exchanges. Diaspora communities within the university's region can also promote international research connections. Members of diaspora communities are university faculty and donors to scholarship programs and exchanges that connect the university with their native countries. There are many examples and there are many organizations that can connect these communities.

Assessing the success of the international research programs at a university as well as gaining an understanding of its global footprint are both difficult and often not tracked. Rankings are the most obvious way to determine the reputation of a university – how well it is perceived by peers. A number of major organizations provide global rankings of universities: Academic Ranking World Universities (ARWU), The Institute of Higher Education at the Shanghai Jiao Tong University in China, the Times Higher Education (THE) and QS World Rankings. Each measures university successes by overlapping and also unique methodologies with different weights. Rankings also underscore the competitiveness of universities. Bibliometrics is another way of ranking universities. It has been documented that the number of publications by the faculty will increase every year as global cooperation and co-authorship expands.

Most universities do not have a clear picture of where the faculty and students are working globally. It is important to understand more about the internationalization of the alumni, agreements and partnerships, faculty partnerships and countries or origin of the faculty and students. Data are essential to document international strategies: discipline areas of research strength, activity and interest, regions of geographic importance, and volume of international grant activity. The UCosmic University Consortium provides open-source software for mapping international engagement, and the University of Queensland has one of the most sophisticated systems to monitor and evaluate international partnerships.

Global risks unite the world. Citizens of every country face grand challenges outlined in the United Nation's Millennium Development Goals the 193 members of the UN established in 2000. These are the world's problems and at the same time are our local problems, and thus researchers the world over are needed to made inroads into finding solutions. Collaboration, cooperation and partnership are essential. As the period for the MDGs began to approach the 2015 end point, other groups worked together to conceive the Sustainability Development Goals in replacement (2015-2030).

Each year the proceedings from the World Economic Forum cite the global risks, global trends and evaluate their impact for the current year. All of these risks are challenges that present opportunities for global, collaborative research. An annual publication supported by Gates Foundation provides an update on the progress toward resolution of each of the SDGs. Only through research, we are going to make inroads into sustainable development.

Research must be an international, collaborative venture for our physical world to not only become sustainable but also to better support all of humanity. Thank you.

QUESTIONS AND COMMENTS

Hideki Yonekawa - I appreciate Karen dedication to this wonderful report that is very helpful to overview the current situation of globalizing university research. Thank you Karen for your really nice awakening speech. The social problems are interconnected and require multi-disciplinary and global approach to understand and mitigate the pain caused by them.

Juha Ketolainen - you showed us what is happening on the research and internationalization sides. From an agency perspective, which supports internationalization in higher education or research or both, it seems important somehow also the grey zone between higher education and research. I would like to listen to your comments on the best ways to support internationalization in the grey zone between higher education and research.

Karen Holbrook - this is the goal of this book. For sure, the community of practice is the first way to bring people together. Usually the research office does not know what the international office is doing and vice versa. To fix this problem, another solution could be the exchange of people who work in these two offices.

Rebecca Hughes - British Council is not a government department but it works aligned with the Foreign Office. We work through higher education, schools, English language, dance, music, sport. Therefore, we have a blended approach right across culture and education. That is very different from the DAAD. A common feature that we share are mobility and student mobility. An engagement in research is probably quite different because it is so dependent on the autonomy of the institutions and on funding.

Beer Schröder - Nuffic is not in a research organization. We have National Scientific Council, which is handling all the national funds. What we have is only a small program for 51 eligible developing countries.

Christian Müller - In Germany, we have two different kind of institutions: DAAD for academic mobility and DFG (Deutsche Forschungsgemeinschaft –German Research Foundation) for Research Funding. Since 20 years the two institutions are trying to grab a part of the work of the other agency. Our funds come from Ministry of Foreign Affairs and Ministry of Education.

Hideki Yonekawa - The role of Jasso is funding organizations for student mobility and academic funding is done by JSPS (Japan Society for Promotion of Science). We have different organizations but we cooperate with each other.

Karen Holbrook - International students do not usually interact with domestic ones, they stay and work with their group interacting with diaspora communities or within themselves, they rarely join local groups.

Lorenza Operti - So many institutions are common to apply for funds with European programs. Five years ago, *University of Torino* started a plan for the internationalization programs of research. We launched that call and the results are the birth of research groups and partnerships with not only European universities, but also with universities from other countries. Before that the professors were used to look for funds on their own but now universities changed their policy a little bit, helping professors to find ways to support their projects financially, and not only that.

Karen Holbrook - I think that it is also important find a mechanism to reward and incentivize the internationalization. What do you think about it?

Bertrand Monthubert - In France we have a kind of incentive for researcher to go abroad, to make research and to build up international connections; with some countries they had the opportunity to start the construction of international laboratories (USA, Japan, Brazil, etc.).

Lorenza Operti - All the universities have 2 different levels of internationalization: 1) the research and 2) interexchange of students. I think that the second one is more critical than the 1st one. One of the university tasks is to grow up global citizens, but, basically, international students live in their own circle, they don't integrate. Of course it depends on the place where they come from, but we should have new educational tools and programs to force local and international students to work together.

Karen Holbrook - One program I want to suggest you is *Homestay Program* because with this program international students learn more about language, about food and about culture. US students are common to go to Europe to study because we have similar culture, similar language, similar food, etc. I know about students who went to Japan and when they came back, they were changed.

ROUNDTABLE 4

Declaration on the importance of international higher education, exchange and cooperation



Chair: **Carlo Naldi**

Speaker: **Bertrand Monthubert**, President of Campus France. *Bertrand Monthubert, mathematician, is Chairman of Campus France. He has been President of Toulouse 3 Paul-Sabatier University from 2012 to 2015, and he worked for the French government, as the author of the Whitebook of Higher Education and Research released in January 2017, as co-author with former president of Campus France Sophie Bejean of the National Strategy for Higher Education, and as special adviser to Thierry Mandon, Secretary of State for Higher Education and Research.*

Thank you very much for organizing this event. This declaration began during a meeting with Alan Goodman last March. I am very afraid about what we could see in the world, about the evolution against the mobility of people in U.S., Germany and France. We cannot just watch this evolution in the society and just be quiet and sad. We should take some actions. So we wrote this

text and we sent this text to you to listen your opinion. I would like to do that in two parts: 1) do you want to change this text? 2) discuss what we should do and take some actions. I have already some idea and I would like to listen to your ideas too.

About the audience of this declaration, we are aiming to governance, political figures with responsibilities in general but also to colleagues and to a wider audience. I think it could be published also in magazines, journals, social media, etc.

Carlo Naldi - The authority of the document comes directly from the approval of this assembly. Every participant will study which process could be followed by his country for an official recognition.

The Ministries of Education will be in Torino tomorrow on a G7 side event on the Research. It would be important to show our position to the Ministries, but we must be realistic, probably it is too late for tomorrow. The ministries have already decided, some months ago, about the topics to discuss tomorrow. About Italy, having the support of Mr. Profumo and Ms. Giannini, the latest two Italian ministries of education, we will be able to transmit this declaration to the Italian government. We can give it to the media in order to have media coverage of this event.

SOME COMMENTS

Beer Schröder - This text seems passive. We would like to see something in addition to that. We should translate it in our daily work. We should add another sentence at the end of the document. We should incorporate the spirit of this document in our daily work.

Bertrand Monthubert - How are the rules for foreign students implemented in each country? In France, in 2010-2011 we had a new rule that was problematic for international students causing a decrease in their number. In 2012, this rule was canceled. I would like to hear the other countries' experience and maybe we could add a paragraph about this issue in the declaration.

Christian Müller - As Rebecca and Beer have just said, we should have a kind of appeal at the end, a kind of short and comprehensive sentence that says what we are committed to. We should find also a title for this declaration. Something about Turin Declaration or similar, something which relates to the moment, the people who are here and the place.

Carlo Naldi - We can add "*The Turin 2017 Declaration*" before "Common statement of Agencies supporting mobility in higher education". We could delete *agent societies* and substitute it with *demographic issues*. So the first paragraph could be: "...foods security, demographic issues, pandemics, climate, conflict, forced migration...". Second paragraph, no suggestions for changes. Third paragraph, we could replace *engine* with *drivers*. Fourth paragraph, there are the insertions from Rebecca, Christian and Beer. *Including these modifications the "Declaration" is approved unanimously.*

Bertrand Monthubert - After the approval of the text, now we can move to concrete aspects. I think to create a student mobility observatory with statistics and a virtual work group to develop these ideas. I would create a website where useful information can be collected and the international mobility of students analyzed. Maybe we should add a section about visa policies, fees for students, etc. I don't think this kind of website exist today.

Rebecca Hughes - The idea is very nice, but the scale of the task, if it is done well, is quite demanding: it is going to inform about government policy, it has to be maintained and updated, it must be accurate. We should also find a common definition for some kind of terms. Personally, I think it would be interesting to begin by mapping and sharing tools and reports that agencies have done in this area in the last few years and sharing costs, time, and effort that it has taken to develop them to the point they are at. I would not be in favor of transnational observatory but I would be in favor for mapping and sharing of existing reports and results.

Carlo Naldi - The problem could be: how accurate could it be? Who could maintain it? Who could pay for that? Speaking about European Agencies, we can try to find European Community funds for that.

After the Summit

In the Uni-Italia and in Jasso websites "The Turin 2017 Declaration - Common statement of Agencies supporting mobility in higher education" appeared also with versions in Italian and in Japanese respectively that are attached hereafter.

THE TURIN 2017 DECLARATION

Common statement of Agencies supporting mobility in Higher Education

In what kind of world do we want to live? How do we understand and relate to the many other people who share this planet? How can we tackle the global challenges of our century: climate change, food security, demographic issues, pandemics, climate induced or forced migration, income and education inequalities?

The answers to these questions will require collaboration between scholars and researchers around the globe, and offer hope to future generations in each of our countries and to the entire planet. While universities seek to address these vital questions, decisions are being made about international access to and investment in higher education which may delay or even derail the important progress already being made through global research collaboration and the building of academic bridges.

Throughout history, the promotion and encouragement of international academic mobility was valued by early civilizations around the globe. From the Silk Road to the Great Library of Alexandria, from Athens to Persia to the monasteries of the middle ages in Europe, scholars and students have served as cultural ambassadors, sharing and advancing knowledge that contributed to the development of science and culture, providing a basis for mutual understanding and respect. The world's progress in technology, commerce, and peace depend on the exchange of individuals and ideas and expanding the global networks through which knowledge can be further shared for the benefit of all.

With the rise of geopolitical tensions and concerns over the growing flows of people fleeing war, climate disasters, political, ethnic or religious oppression across the world, political rhetoric and public fears are creating a climate which may inhibit the free movement of students and scholars and put at risk the necessary public investments in higher education and research around the globe.

Academic freedom is threatened in some countries, either directly by political attempts, or indirectly by cutting funding on major research issues, preventing research to be conducted. Scientific advances will be deeply affected by these phenomena, as will the vitality of universities as engines of innovation and cultural advancement.

As national organizations dedicated to promoting academic mobility, we are united in our commitment to enhance the mobility of students and scholars, which should occur in an academically safe environment. We hope that political leaders at every level will support measures to allow more students around the world to spend part of their education in other countries and to keep our own academic doors open to incoming students from abroad.

We urge a wide and rapid response to the needs of refugees fleeing war zones, and urge higher education institutions to participate in programs to host these student and scholar refugees. Such actions not only protect lives and preserve knowledge, but also enrich each host country's classrooms and build a safer future for us all.

Our organizations pledge to take this up into our daily work, into our international and national networks, cooperation and partnerships.

Signed by G7 International Higher Education Agencies :

- **UK - British Council**
- **Germany - DAAD**
- **France - Campus France**
- **USA - Institute of International Education, IIE**
- **Japan - Japan Student Service Association, JASSO**
- **Italy - Uni-Italia**

and:

- **The Netherlands - Nuffic**
- **Spain - Servicio Español Para la Internacionalización de la Educación, SEPIE**
- **Finland – Edufi**
- **Lithuania – Education Exchanges support Foundation**

DICHIARAZIONE DI TORINO 2017

DOCUMENTO DELLE AGENZIE PER L'INTERNAZIONALIZZAZIONE DELL'ISTRUZIONE SUPERIORE

In quale tipo di mondo vogliamo vivere? Come comprendiamo le altre persone che condividono questo pianeta? Come comunichiamo con loro? Come affrontiamo le sfide globali del nostro secolo: cambiamento climatico, sicurezza del cibo, questioni demografiche, pandemie, migrazioni forzate da condizioni politiche o sociali oppure indotte da condizioni climatiche avverse, diseguaglianze economiche e culturali?

Le risposte a queste domande richiederanno collaborazione fra studiosi e ricercatori dell'intero globo e offriranno speranza alle generazioni future nei nostri paesi e nell'intero pianeta.

Mentre le università si pongono queste domande vitali, non deve succedere che sull'accesso agli stranieri e sugli investimenti nell'istruzione superiore si prendano decisioni tali da ritardare o persino deviare gli importanti progressi già fatti grazie alla collaborazione mondiale nella ricerca e alla costruzioni di ponti fra le università.

La storia insegna che la promozione e l'incoraggiamento della mobilità internazionale della cultura ebbero gran valore presso le antiche civiltà di ogni parte del pianeta.

Dalla Strada della Seta alla Grande Biblioteca di Alessandria, da Atene alla Persia ai monasteri medievali in Europa, insegnanti e studenti hanno avuto il ruolo di ambasciatori culturali, condividendo e promuovendo quella conoscenza che ha contribuito allo sviluppo della scienza e della cultura, fornendo così la base per il rispetto e la comprensione reciproci.

I progressi mondiali nella tecnologia, nel commercio e nella pace dipendono dallo scambio di individui e di idee e dall'espansione delle rete attraverso cui la conoscenza può essere sempre più condivisa a beneficio di tutti.

A fronte della crescita di tensioni e preoccupazioni geopolitiche concernenti l'aumento di ondate di gente che in ogni parte del mondo fugge da guerre, disastri naturali, persecuzioni politiche, etniche o religiose, la retorica politica e le paure delle società civili possono creare un clima inibitore per il libero movimento di studenti e docenti e mettere a rischio i necessari investimenti nell'istruzione superiore e nella ricerca in ogni parte del mondo.

In alcuni paesi la libertà di studio è minacciata direttamente da interventi politici o indirettamente attraverso il taglio di fondi su temi primari di ricerca che impediscono di fatto la ricerca stessa. Il progresso scientifico sarà profondamente colpito da questi fenomeni, così come la vitalità delle università viste come motori di innovazione e di promozione culturale.

In quanto organizzazioni nazionali dedicate alla promozione della mobilità universitaria, siamo uniti nell'impegno di accrescere la mobilità di studenti e docenti, da svolgersi in maniera regolamentata e sicura.

Ci auguriamo che i leader politici di ogni livello diano sostegno a quelle proposte che possano permettere a un numero sempre più alto di studenti di ogni angolo del mondo di trascorrere parte del loro percorso di studi in altri paesi e alle nostre università di tenere le porte ben aperte agli studenti provenienti dall'estero.

Sollecitiamo un intervento ampio e rapido per le necessità di chi chiede rifugio perché in fuga da zone di guerra e sollecitiamo altresì gli istituti di istruzione superiore a partecipare a programmi di ospitalità di questi studenti e di docenti nelle stesse condizioni. Tali azioni non solo proteggono le vite e preservano la conoscenza, ma sono elementi di arricchimento nei processi formativi di ogni paese ospitante e costruiscono un futuro più sicuro per tutti noi.

Le nostre organizzazioni promettono di abbracciare queste azioni nel loro lavoro quotidiano, nella rete, nella cooperazione e nel partenariato internazionali e nazionali.

Firmata dalle Agenzie dell'Internazionali dell'Istruzione Superiore del G7:

- **UK - British Council**
- **Germany - DAAD**
- **France - Campus France**
- **USA - Institute of International Education, IIE**
- **Japan - Japan Student Service Association, JASSO**
- **Italy - Uni-Italia**

e da:

- **The Netherlands - Nuffic**
- **Spain - Servicio Español Para la Internacionalización de la Educación, SEPIE**
- **Finland – Edufi**
- **Lithuania – Education Exchanges support Foundation**

2017トリノ宣言－高等教育交流支援機関による共同声明

私たちはどのような世界に住みたいと願っているのだろうか？ この惑星に共に住むあまたの民族といかに認め合い、どのように折り合いをつけるべきなのだろうか？ 気候変動、食料安全保障、人口問題、パンデミック（世界的流行病）、気候要因によって誘発され強制される移住、所得や教育の不平等。私たちは、このような今世紀の地球規模の問題にどのように立ち向かうことができるのだろうか？ これらの課題に応えるためには、世界各地の学者や研究者の協働が必要であり、それは、私たちそれぞれの国に生きる将来の世代と世界全体に希望をもたらすだろう。大学はこれら重要な課題に対応しようとしている一方で、既存のグローバルな研究協働や学生・研究者の移動および大学間ネットワークの発展を遅らせ頓挫させるような、国境を跨ぐ高等教育の利用や投資についての意思決定がなされようとしている。

歴史を通して、世界中の文明は、早い段階から国家間の学術交流の振興と促進を高く価値づけしていた。シルクロードから偉大なるアレクサンドリア図書館や「バイト・アル・ヒクマ」（バグダードの「知恵の館」）まで、アテネからペルシャを経てヨーロッパ中世の修道院まで、学者や研究者は、科学や文化の発展に寄与する知識を共有し、進歩させ、相互理解と尊重の礎をもたらす文化大使としての役割を担ってきた。世界の技術と交易と平和の進展は、人間と思想の交流とグローバルネットワークの拡大にかかっており、それによってすべての人々の恩恵をもたらす知識が共有されるのである。

世界各地で戦禍や気候災害、あるいは政治的・民族的・宗教的弾圧によって、多くの流浪の民が生み出され、そのために地政学的緊張と懸念が高まっているが、政治的に誇張された言辞や民衆の不安は、学生や学者の自由な行き来を妨げる風潮を作り出し、世界中で高等教育や研究に必要な公共投資を危機にさらしている。いくつかの国々では、政治的攻撃によって直接的に、あるいは重要な研究課題の予算削減によって間接的に、研究の実施が阻まれ、学問の自由が脅かされている。これらの現象は、科学の進歩を大きく妨げるであろう。改革や文化の進歩の原動力である大学も同様である。

学術交流促進に携わる国家機関として、私たちは安全な学術環境での学生と学者の交流を維持、拡大させるために団結する。私たちは、あらゆるレベルの政治的リーダーたちが、より多くの世界の学生が教育の一部を他の国で受けることを可能にする方策や外国から来訪する学生に対してドアを開け続けておく方策を支援することを希望する。私たちは、紛争地域から逃れた避難民のニーズに対し、包括的で迅速な対応がなされることと、高等教育機関が学生や避難学者を受け入れるプログラムに参画することを要請する。かかる行動は、人命を保護し、学問を救済するのみに留まらず、支援国の教育現場を豊かにして私たちのより安全な将来を築くものである。

私たちの機関は日常業務及び国内外でのネットワークや協働及び連携関係において、これらのことに取り組んでいくことを誓約する。

以下G7国際高等教育機構により署名

英国	ブリティッシュ・カウンシル
ドイツ	ドイツ学術交流会 (DAAD)
フランス	キャンパスフランス
アメリカ	国際教育機構 (IIE)
日本	独立行政法人日本学生支援機構 (JASSO)
イタリア	Uni-Italia

(同席機関)

オランダ	Nuffic
スペイン	SEPIE
フィンランド	Edufi
リトアニア	教育交流支援基金

CONCLUSIONS

This day has been intense and involving. At this point there is no need to repeat what we have heard and discussed. Prof. Profumo gave a detailed and rich contribution to explain how the international academic cooperation will meet the needs of the society and the economy. The first two roundtables handled crucial subjects in a period of cruel conflicts, terrorism crimes, flows of refugees and immigrants raising more and more. At the same time, these events and feelings could open to new challenges especially in the academic world. The discussions came up with effective approaches, good practices and new ideas.

During the first roundtable Beer Schröder spoke about “How to improve international academic cooperation in critical regions”. Working in critical underdeveloped countries and in countries standing in great peril requires a different approach, a different mindset and different tools. Our activities must lead to a call for solidarity and joint partnerships in education, in line with the Sustainable Development Goals: to leave no one behind. Bernardino Chiaia gave us practical examples about “Building bridges in Iran and Pakistan”. In order to overcome cultural and political misunderstandings it seems essential to privilege joint actions, focused to train new teachers and to support a strong cooperation with student associations.

In the second roundtable, Christian Müller faced the “International academic mobility effects and refugees impact in the host Institutions” and he pointed out significant phenomena involving students, teachers and researchers from some critical countries, looking for safer places and dreaming of Academic studies. On another side, Rebecca Hughes illustrated the Science Diplomacy and exposed, as precious case studies, the British Council work in Ukraine.

All the speeches was very involving, both for the excellent presentation and for the significant experiences. We are more and more confident that the mobility of ideas and cultures is strong enough to remove obstacles for a mutual knowledge and respect among countries, if supported by brand-new policies. We do need new ideas.

In the afternoon the key role of the Agencies in order to improve the internationalization of the research was clearly underlined. Karen Holbrook introduced “Globalizing University Research“, a report that she directly contributed to realize. In the discussion every partner illustrated quickly who support the research in the different countries.

At the end of the Summit a “Declaration on the importance of international Higher Education, exchange and cooperation” prepared by Bertrand Monthubert together with Allan Goodman was discussed and approved.

The Summit 2017 in Torino has seen not only the participation of all the G7 countries, but also of the Netherlands, Spain, Finland and Lithuania, all very active in the international field. Therefore this Summit can be considered a milestone after Berlin and Tokyo in a challenging journey where the best Agencies measure themselves with the hard process of internationalizing knowledge and understanding, in a highly critical world scenery.

There are no words to express our feelings of appreciation to all of you, dear friends and colleagues, for your presence here. And a most grateful thank-you to our host, the University of Torino and to all the people who very efficiently cooperated for the organization of the event and particularly to Annalisa Di Calisto for her great job with high professional skill. “Arrivederci” next year in Canada.

Carlo Naldi



The Summit participants in front to the memorial plaque of Erasmus of Rotterdam who obtained his degree in the University of Torino in 1506.

From left Arune Karosaite and Jurgita Pilypaityte (Lithuania), Elisa Armando (Politecnico di Torino), Annalisa Di Calisto (Uni-Italia), Marianne Craven (USA), Juha Ketolainen (Finland), Christian Müller (Germany), Bertrand Monthubert (France), Rebecca Hughes (United Kingdom), Carlo Naldi (Uni-Italia), Alfonso Gentil Álvarez-Ossorio (Spain), Cheryl Francisconi (USA), Karen Hoolbrok (USA), Beer Schröder (The Netherlands), Prof. Hideki Yonekawa (Japan), Tom Hikichi (Japan), Louise Watts (France), Michiko Suzuki (Japan), Lorenza Operti (University of Torino).

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