

The Indian Network for Internationalisation of Higher Education (INIHE)

(A Consortium of Indian Higher Education Institutions Dedicated to Internationalisation)

Proposal

Genesis and need for a pan India network for internationalisation of Higher Education

Amongst some of the important developments in higher education across the globe today, internationalisation is one of the more critical ones. Over the last two decades, the internationalisation of higher education has gathered enormous attention among policy makers and educators, especially after the inclusion of education as a service sector under GATS and WTO. As a result, the governments and other apex agencies of different countries which are at the helm of affairs have been discussing and devising policies, designing strategies, and investing concerted efforts to facilitate the process of internationalisation. Society too expects the students to be transformed into global citizens, equipped with globally relevant skills and competencies, and capable of succeeding personally and professionally in today's interconnected world. As a nation, India must surely propel itself to a position of strength in the field of higher education.

India possesses one of the largest education systems in the world with 993 universities, 39931 colleges and 10725 stand-alone institutions (AISHE, 2018-19). As per the All India Survey of Higher Education (2018-19), the GER in higher education is 26.3. While India has made rapid strides in many aspects/parameters of higher education, not much progress has been achieved in the area of internationalisation. Some guidelines have been prepared by the apex agencies like UGC, MHRD, etc., but in the absence of regular and structured policy, the institutions often face difficulties or lack clarity in dealing with issues on networking, student and faculty exchanges, institutional collaborations, designing and launching joint degrees, establishing campuses abroad, etc. As a result, institutions often work alone in isolation without the benefit of shared experiences in this area.

It is observed that the very concept of internationalisation is often misconstrued/misinterpreted. Though internationalisation actually should encapsulate a broad range of activities under its ambit, in practice it has been largely confined to the mobility (inflow and outflow) of students. It is viewed in terms of economic gain only, or as an input for better positioning in international rankings, which fails its broad objective of universalization of knowledge and its application to the creation of a truly global society. As a matter of fact, internationalisation of higher education should include many aspects/criteria under its ambit beginning from making sure that the education provided to all students has, wherever required, an international dimension and related skills. An important way to achieve this is by internationalising the curriculum of academic programs, enhancing student mobility, training faculty and administrative support staff, creating international infrastructure, establishing meaningful and effective collaborations with foreign partner institutions, launching joint degrees, enabling faculty exchange and

mobility, simplifying visa processes for international and study abroad students, networking with higher education organisations across the world and much more.

The support of government policies is necessary for the creation of such an ecosystem. The increasing competition among countries largely focused on economic gain and growing commercialisation could be attributed to the absence of such an ecosystem. So far as India is concerned, it has been slow in responding to the opportunities and challenges of internationalisation of higher education. The fear of foreign institutions overshadowing the indigenous system of education was initially one of the strongest factors which held it back in accepting and opening its boundaries for internationalisation. Subsequent policies have also not been very supportive in this regard. In the late 90s, a Committee for Promotion of Indian Higher Education Abroad (PIHEAD) was formed by the University Grants Commission (UGC) for the marketing and promotion of Indian Higher Education. During its launch around 20 potential universities expressed their desire to actively participate in the process. More recently, another initiative to actively promote internationalisation is the ambitious '*Study in India*' Programme which was launched just in 2018 to attract foreign students to study in India. However, the implementing agency, EdCIL, lacks the experience and in-depth knowledge of both Indian higher education as well as foreign education providers. The result is that in spite of these initiatives, limited attention to the internationalisation of higher education has been given. Even in the case of student mobility, student inflow to India from foreign countries has not greatly improved. The student inflow is drastically lopsided as compared with the student outflow from India to other countries. As per the Ministry of External Affairs, GoI, in 2018 the number of Indian students going abroad to study in various countries was more than 7,00,000 (seven lakhs) whereas the number of foreign students studying India was not more than 48,000 (forty-eight thousand as per AISHE, 2018-19) (*Confirmed student numbers including foreign students who come to India for short term courses are not available and remains an area for research and reform*). Similarly, in other areas such as institutional collaboration, faculty exchange programmes, launching of joint degrees, opening campuses abroad, etc. much headway has not been made. It has become increasingly apparent that it is vital for the Indian Universities to enhance their quality of higher education and be comparable to international standards, ensure global visibility by creating world class universities to attract the best talent from across the globe, and attempt to convert the 'brain drain' into a potential 'brain gain'. These goals cannot be achieved if universities work in silos, delinked from each other, the government and other stakeholders. In a nutshell, the progress of India towards internationalizing its higher education, has neither met the global expectations nor has it taken advantage of the global opportunities available.

For the first time Internationalization of Education has been given a thrust in the National Education Policy document. In a special reference to internationalization, the newly formulated National Education Policy 2020 envisages to give an added momentum to the issue by bringing some structured policy reforms. Some of the major reforms recommended are setting up of International Students Office at each HEI hosting foreign students to coordinate all matters relating to International students, facilitating research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions and signing of MoUs with

foreign countries for mutual benefit. Encouraging high performing Indian universities to set up campuses in other countries, inviting selected universities i.e., those from among the top 100 foreign universities to operate in India, permitting the credits transfer system as per the requirements of each HEI for the award of a degree. The most important recommendation is to enact/create a legislative provision for facilitating the entry of such universities with regulatory framework on their governance, and content norms on par with other autonomous institutions of India. Furthermore, research collaboration and student exchanges between Indian institutions and global institutions will be promoted through special efforts. The sole purpose is to promote India as a global study destination providing premium education at affordable costs.

Though the policy initiatives of the government are well grounded, but without the efforts of the other stakeholders such as apex bodies in higher education and other implementing agencies including the institutions, it is difficult to accomplish the objectives. It is often observed from the experiences of other countries that govt alone cannot achieve this gigantic task unless the efforts are supported by the other stakeholders especially the institutions.

Globally, a number of *networks/consortia* have been developed both by government and private organisations to help accelerate the process of internationalisation as well as offer consultative, research and experiential support. These facilitate the process of internationalisation by promoting student mobility, faculty exchange, and all other related activities. The need for such a consortium/network for India is strongly felt given the fact that at present there is no dedicated consortium or network to promote the internationalisation of higher education. In the absence of a structured network of international educators, the process of internationalisation in India has made very tardy progress and the institutions, in isolation, are establishing their own contacts with different networks/associations for collaborations in the areas of teaching, research, student & faculty mobility and exchange, outreach programmes, launching joint degrees, establishing campuses abroad, etc. In various meetings of AIU, the issue under reference has been raised and discussed threadbare. Unfortunately, in the absence of structured guidelines and policy direction, there is no clear way forward.

(In a meeting held with Dr Esther D Brimmer, CEO, NAFSA at the World Bank Office by AIU, on January 13, 2020 this issue was discussed. It was unanimously agreed that the countries which have a strong and active network have been able to support the internationalisation agenda, mission and activities by facilitating the institutions and their international educators to enter into productive collaborations and networking with other consortia and networks of different countries.)

The Association of Indian Universities (AIU) in the past has been working on internationalisation of higher education to some extent. A strong need is now felt for establishing such a consortium in India. Discussions held in various fora of AIU and other agencies involving the universities, policy makers, heads of apex bodies underscore this need. Therefore, this proposal for the establishment of a consortium of Indian higher education institutions experienced in the internationalisation of higher education is positioned against this critical new opportunity.

The Consortium

In view of the premise stated above initially it was proposed to form a section 8 Company under the Company Act 2013. After exploring the legal aspects, it was realised that establishing a section 8 Company under the ambit of AIU is a complex process as it requires many procedural paraphernalia which is a time-consuming proposition. Therefore, it was thought that rather than setting up a Section 8 Guarantee Company not having share capital under the Companies Act, 2013 at present, it may be fitness of purpose to form a consortium of higher education institutions and organisations having interest and experience in internationalisation. The proposed consortium can serve the purpose in terms of bringing together multiple organisations and institutes, both public and provide a collective platform to address a common set of goals and concerns within a structured format and under a predetermined governance structure. Their independence outside this collaborative group offers multiple and diverse perspectives through which the members can learn much from mutual experiences and practices.

The idea of setting up of a consortium is well accentuated with a fact that the Sustainable Development Goals (SDGs) promote multi-stakeholder partnerships through collaborative endeavours. Working in consortia is a partnership structure which is evidently practiced as a successful model among developed organisations in the world and one that higher education in India can learn from. AIU believes that today, a consortium as an association/network of higher education institutions and organisations can help focus on the goal of establishing and expanding collaborative efforts to revitalise internationalisation and benefit collectively as a nation. This inter institutional cooperation, bolstered by ICT, will ensure that Indian Higher Education is able to respond positively to market shifts that have necessitated long term planning and cooperation among diverse partners. This ‘big picture’ learning is critical at the moment.

Nomenclature: The Indian Network for Internationalisation of Education (INIHE):

As a consortium, the Indian Network for Internationalisation of Higher Education (INIHE) is envisioned to be an independent, autonomous, Pan-India consortium dedicated to the advancement of internationalisation of higher education at all universities/institutions in India. As a research-based collaboration entity, it aims to serve as the nation’s think tank for all matters related to the internationalisation of higher education and globalisation. The INIHE shall commit its resources to quality research, capacity building, information sharing and advocacy so as to ensure that Indian institutions are able to appreciate and avail the benefits of internationalisation, and to ensure that a better understanding of Indian higher education is enabled internationally.

Vision:

The INIHE will be the leading think tank/advisory body on all matters related to the international dimension of higher education in India.

Nature, Functions and Outreach

The INIHE shall be a non-proprietary autonomous consortium providing voluntary service to the higher education sector with a nonprofit motive. The INIHE shall function from the Association of Indian Universities (AIU) as its Headquarters and Secretariat, and shall reach out to all member universities/institutions of AIU having experience and expertise in internationalisation to become members of this new network.

The INIHE will seek to enrol universities, international educators, other international and national networks, individual faculty, administrators, research scholars, and heads of apex agencies such as FICCI, as its members (and associate members) who will support the objectives of the network.

The functions of the INIHE *inter alia* will be to act as an advisory body to the GOI and higher education institutions on matters relating to internationalization of higher education as highlighted below:

Objectives	Policy	Strategic	Tactical
Internationalisation at Home	<ol style="list-style-type: none"> Offering research-based critique, policy advise & thought leadership interventions on internationalization of higher education Organize Discussion Forums on internationalization of higher education. Promoting courses which are India rich like Indology, Indian languages, AYUSH systems of medicine, Yoga, Arts, Music, History, Culture, and Modern India and internationally relevant curricula in the sciences and social science and advocate establishment of India Study Centres through INIHE 	<ol style="list-style-type: none"> Disseminating information about best practices, facilities, research in Indian universities. Promote internationalisation of higher education in Indian universities/institutions. Harmonization of the higher education system to enhance cooperation including recognition of qualification that facilitates movement of people and services 	<p>Capacity building of Indian Universities to improve their efficiency and performance through</p> <ul style="list-style-type: none"> - Building 21st century global competencies - Providing leadership training - Handholding to develop best in class facilities

		4. Develop a framework to transfer credits to or carryout research at institutions abroad, and vice versa counting for the award of degree.	
Tran-global Alliances	<ol style="list-style-type: none"> 1. Collaborate to provide solutions for common problems and challenges related to internationalisation. 2. Development of a National Qualification Framework for higher education 3. Resolving issues related to equivalence of qualifications 	<ol style="list-style-type: none"> 1. Strengthen relations with international, national and regional networks/organizations 2. Integrated curricula (teaching-learning, research and community outreach) that embeds internationalization 3. Introducing joint/ twinning programmes and research collaborations in futuristic disciplines 	<ol style="list-style-type: none"> 1. Facilitate matters of admissions and credit transfer. 2. Organize Faculty engagement with foreign partners for training in innovative delivery of content and new media including online, co-teaching, joint publications, collaborative research, curriculum revision, early career support and mentorship 3. Internal quality assurance by benchmarking 4. Facilitate faculty and student Exchange programmes 5. Promote the fellowship programmes for studying abroad. 6. Develop Knowledge and Experience Repository for students, scholars and faculty.

Export Services	of 1. Develop a national policy for positioning Indian higher education in the world 2. Develop guidelines for standards, equivalence and credit banks for online education for foreign students	1. Facilitate Indian universities to establish campuses abroad 2. Facilitate Indian universities to develop online programs of global standards	1. Publicize Indian higher education programs to the Indian and foreign stakeholders and members of the consortium through periodicals, blogs and social networking sites.
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The INIHE will strive to assist its members to create a favourable environment for promoting internationalisation by encouraging dialogue, supporting policy reform, exchange of foreign academic experts among the members, guiding them to create a favourable climate in their campuses to attract full and short term mobility of foreign students and faculty, inviting experts for conducting training for creating networks with international partners to promote joint research for the benefit of the society.

Further, in the post COVID19 scenario, it is important that the foundational framework of a network like INIHE should be based on the edifice of Industry 4.0 technologies. This will not only enable the INIHE network to function effectively but will also help in widening its ambit of offerings and services to member institutions, thereby augmenting the quality of the higher education sector as a whole. Post COVID 19 pandemic, there may be limited physical engagement between higher educational institutions and universities across geographies. This is seen as an immediate area for INIHE to focus on: the critical need to create substantial (and innovative) opportunities for faculty and student engagement on joint research projects, collaborative teaching-learning, etc. through the online/virtual mode.

INIHE shall also commit itself to promote quality online education by Indian universities as per international standards and shall encourage universities/HEIs to be as flexible and pragmatic as possible in using digital tools to enhance learning and research experiences and outcomes. This has huge relevance today, particularly for those international students, who have returned to their home countries (due to the COVID 19 or other exigencies), and need to complete their programmes/courses through an online or hybrid mode provided by the host university or higher education institution. INIHE will be able to recommend pragmatic policy guidelines for recognizing the credits received through such remote/virtual learning and completion of programmes/courses (for both the host and sending country), and other related aspects for the operationalization of the Academic Bank of Credit.

Modalities of INIHE Consortium

- The INIHE consortium shall function under the ambit of Association of Indian Universities including the Governing Council as principal decision-making/Approving body.
- The INHIE will function with a separate staff structure for which staff will be recruited on contractual basis.
- The consortium shall be guided by a Standing Committee which shall be serviced by INIHE Secretariat (housed at AIU) to take care of all administrative duties. This Secretariat is envisioned to be a robust and progressive body with officers drawn from professional backgrounds and with experience in the internationalisation of education.
- The Standing Committee will recommend policy decisions to the Governing Council of AIU and take action required for promotion of Internationalization of Education. The President, AIU shall be the Chairman of the Standing Committee, Secretary General as Member Secretary and Head of Research Division as Executive Secretary in their ex-officio capacities.
- The meeting of the Standing Committee will be held at least once in every six months for an appraisal of the progress of its proposed activities and to decide the further line of action.
- In case of any emergent situation additional meetings can be convened with the consent of one third members of the Consortium.
- The INIHE will have a general body meeting of all its members once a year for which at least one month of notice period will be given.
- Member Universities / degree granting Institutions of the Network will consist of the both the Institutions. The institutions such as universities/degree granting Institutions of Higher Education having presence of international students on their campuses shall be represented by their heads representatives of the Institute.
- The members of the Network shall be represented by the heads or their representative not below the rank of Dean / Professor / Director.
- An International Advisory Committee may be formed under the proposed Network for advising on various activities of the Network and their promotion. Other similar international organizations will also be contacted for the consortium.
- The proposed network will be self-sustainable with paid membership. The fee for various types of membership should be decided after examining the fee structure of similar networks abroad. A separate account will be maintained by AIU to manage the financial aspects of the consortium.

- INIHE shall be authorized and standing to collect funds, membership fees, donations, subscriptions, etc. A separate account will be open to process financial transactions of INIHE. The account shall be operated by the President, the Secretary General and the Finance officer of AIU with a condition of having at least two signatories.

Benefits to the Members:

The INIHE will be a membership-based autonomous consortium aimed at creating a strong cohort of educators and administrators experienced in the field of international education. Through research, collaborative projects, capacity building, policy advocacy and networking it will offer its members the following opportunities:

1. Strengthened understanding on the international dimension of higher education
2. Dialogue with member universities, government and other international organisations engaged with the development, management and promotion of internationalisation of higher education, and opportunities to collaborate effectively with them.
3. Research based contributions to policy on higher education at the university, state, national and international level
4. Learning and scholarship on the understanding, appreciation and respect for diversity as the foundation for a world that is safer, more peaceful and nurturing of wellbeing for all.
5. Extensive opportunities for national and international networking
6. A periodic e newsletter.
7. Mentoring of universities less experienced in internationalisation
8. Discounts for annual workshops, conferences, leadership retreats.
9. Opportunity for advanced training and development through seminars, workshops, conferences.
10. Setting uniform standards for organizational (functional, administrative, academic and cultural) and systemic (economic and financial) preparedness.

Governance of INIHE:

The INIHE will function under the governance structure of Association of Indian Universities including the Governing Council as principal decision-making/Approval body. An Empowered Committee shall be constituted to recommend policy decision to the Governing Council of AIU and taking action required for promotion of Internationalization of Education. The President, AIU shall be the Chairman of the Empowered Committee, Secretary General as Member Secretary and Head of Research Division as Executive Secretary in their ex-officio capacities. The other members of the Committee shall be the Vice President of AIU, four Vice Chancellors of AIU Member Universities, to be nominated by the President, AIU, two Directors of International Education Departments of Member Universities to be nominated by Secretary General, AIU, the representatives one each from ICCR, UGC, AICTE, EdCil, FICCI. **The meeting of the Empowered Committee will be held at least once in every six months** for

an appraisal of the progress of its proposed activities and to decide the further line of action. In case of any emergent situation additional meeting can be convened with the consent of one third members of the Consortium. The INIHE will have a general body meeting of all its members once a year for which at least one month of notice period will be given.

Members of the Consortium:

Members of the Consortium will consist of both Institutions and Individual educational practitioners. The institutions such as universities/colleges/Institutions of Higher Education having presence of international students on their campuses shall be represented by their nominated representatives. The Individual members shall be educational practitioners, Vice Chancellors, Heads of International Division, Heads of Research Division/Units, Deans/Directors, Director of Internal Quality Assurance Cell (IQAC), Professors, Associate Professors and Administrative functionaries such as Registrars, Controllers of Examination, Joint Registrars and Deputy Registrars. The details of the category of membership of the INIHE Consortium are as follows:

1. **Institutional Membership:** for institutions that have experience and a track record in internationalisation. This may cover two to four individual memberships which are transferable within the institution. Institutional membership request should be officially endorsed by the Vice-Chancellor/Principal/Head of the requesting institution, and it should include the nomination of an individual to serve as contact person on behalf of the institution.
2. **Associate Membership:** for Industry / Not for Profits/ Stand Alone institutions. This may cover two to four individual memberships which are transferable within the organisation. Applicants should have a demonstrated scope of work/interest related to international higher education.
3. **International Affiliate membership:** to be offered to non-Indian institutions and individuals working in international education from abroad. Institutional requests should be officially endorsed by the Head of the institution or the Head of International Programs. In the case of individuals, they should demonstrate their work related to internationalisation of higher education.
4. **Exchange membership:** to be offered to organizations for internationalisation of higher education from other countries with a similar interest/mission. Applicants should offer a reciprocal membership arrangement on their respective organisations/associations/network for the Secretariat of INIHE.
5. **Individual Membership:** for heads/faculty/administrators in institutions of higher education or in organizations engaged actively with international education to be nominated by the Vice Chancellor/Director.
6. **Student Membership:** for full-time doctoral students studying education, globalization and/or internationalisation of higher education. Applicants should demonstrate that they are regular students at doctoral level studying education, globalization and/or internationalisation of higher education.

International Advisory Board:

An International Advisory Board consisting of 10 members shall be constituted under the Consortium. Senior level Academic Leaders/Mentors who are acknowledged experts in internationalisation shall be nominated as members of the International Advisory Board. The Board shall be constituted by the President, AIU

Authorization:

INIHE shall be authorized and empowered to collect funds, membership fees, donations, subscriptions, etc.

Constitution of the INIHE Secretariat:

The consortium shall be guided by an Empowered Committee which shall be serviced by INIHE Secretariat (housed at AIU) to take care of all administrative duties. This Secretariat is envisioned to be a robust and progressive body with officers drawn from professional backgrounds and with experience in the internationalisation of education. The Secretariat shall comprise of permanent staff to be appointed on contract basis comprising of persons who have experience in the field of internationalization. It shall be an officer-oriented secretariat with one Director, one Deputy Director and one Assistant Director with a small support staff. The entire work of INIHE shall be technology based with an aim to create to a paperless office

Membership Eligibility and Conditions

The terms/conditions for registering as members of the INIHE are as follows:

- a) Membership of INIHE shall be offered both to Institutions and Individual Practitioners
- b) Membership will be given to Universities with A Grade from NAAC with at least 50 percent of their programmes accredited by NBA, Top 100 Universities of NIRF Ranking, Colleges/ Autonomous Colleges with A Grade in NIRF Ranking
- c) Members shall be faculty members, administrative officers, research scholars of Indian Universities/Institutions of Higher Education with strong experience and exposure of internationalisation
- d) Individual Members should be bonafide faculty members/ administrators of the Universities /institutions recognised by Govt of India and accredited by NAAC/NBA with a proven interest in internationalisation of higher education.
- e) Members must have demonstrable evidence of dealing with international education, published work of high quality, conversant and experienced with innovative/global pedagogy, curriculum planning, revision and other matters relevant to internationalisation of higher education.
- f) The membership shall be fee based, to be paid annually by the members. Membership fees, and other such formalities including life membership, will be decided by the Governing Council of AIU.

- g) An online portal/proforma shall be developed to apply for membership online in a prescribed format. It is the absolute discretion of the AIU Governing Council to approve or reject any application. The membership can be withdrawn by the AIU if the member indulges in an act which is unbecoming of a member.
- h) All members will be given a unique membership number on crediting the subscription fee, which may renewable annually or may be paid for life.
- i) The financial year of the Network shall be from 1st April to 31st March of the following year.

Membership Fees:

1. Institutional Members

- (i) **Universities: - Rs. 25,000+GST**
- (ii) **Colleges – 15,000+GST**

2. Associate membership (Industry / Not for Profits/ Stand Alone institutions) – Rs 35,000+GST

3. International Affiliate Membership – \$ 500+GST

4. Individual:

- (i) **Faculty Members, Administrators – Rs 5,000+GST**
- (ii) **Students/ Research Scholars – Rs 2,000+GST**

5. Exchange membership: On reciprocal membership arrangement on their respective organisations/associations/network for the Secretariat of INIHE.

Glossary of Other Significant Networks

1. **OBREAL: The Global Observatory** was established with the aim of contributing to the creation of a network of institutions and organizations from both regions (European Union and Latin America) which hitherto had no coordination mechanisms and/or limited visibility. So, OBREAL was set up by 23 academic institutions, research centers in Europe and Latin America, and their own networks. Between 2004 and 2016, OBREAL's research was organized in five thematic areas of a) Trade and financial relations and regional integration, b) Democracy, human rights and the rule of law, c) Social and development cooperation, d) Global governance and multi-regionalism, and e) Civil society and institution building. Since 2017, the Global Observatory has re-defined its thematic areas and has extended its outreach from Europe to Latin America, Asia, the Middle East and Africa, connecting important actors in diverse sectors in collaborative projects for development. Now, the Global Observatory concentrates its actions in project managing, incorporating new members and supporting institutions in the network.
2. **NAFSA: Association of International Educators:** With more than 10,000 members worldwide, NAFSA: Association of International Educators is the leading organization committed to international education and exchange, working to advance policies and

practices that build global citizens with the knowledge and skills they need to succeed in today's interconnected world.

3. **African Network for Internationalisation of Education (ANIE):** ANIE is an independent, non-profit making, non-governmental African network committed to the advancement of high-quality research, capacity building and advocacy on internationalisation of higher education with prime focus on Africa. Its goals are to inform policy decisions related to the international dimension of higher education in Africa with high quality research evidence and to build/strengthen and sustain Africa's research capacity on internationalization of higher education
4. **European Association for International Education (EAIE):** The EAIE is a non-profit, member-led organisation serving individuals actively involved in the internationalisation of their institutions through a combination of training, conferences and knowledge acquisition and sharing. It equips academic and non-academic professionals with best practices and workable solutions to internationalisation challenges and provide a platform for strategic exchange. It partners with key stakeholder organisations and institutions to promote membership interests and advance international higher education in Europe and the rest of the world.
5. **Global University Network for Innovation (GUNI):** The Global University Network for Innovation (GUNI) was created in 1999 by UNESCO, the United Nations University (UNU) and the Universitat Politècnica de Catalunya (UPC). The Network comprises UNESCO chairs, higher education institutions, research centres and networks involved in innovation and the social commitment of higher education. It has 170 members from over 60 countries and is represented across the world by five regional offices (Sub-Saharan Africa, the Arab States, Asia and the Pacific, Latin America and the Caribbean, and Europe and North America). GUNI's mission is to contribute to strengthening the role of higher education in society by reforming and innovating higher education policies across the world according to the principles of public service, relevance and social responsibility.
6. **International Network of Universities (INU),** Kingston University, London, UK, 1998, The International Network of Universities (INU) is a global consortium of higher education institutions that actively seek international partnerships and experiences, create innovative programming and delivery methods, and embrace the internationalisation movement. Members must have a strong commitment to internationalisation, innovative teaching and learning methods and research. Member universities are based in Australia, Germany, Indonesia, Italy, Japan, South Africa, Spain, Sweden, United Kingdom and the US.
7. **International Network of Educational Institutes (INEI):** The INEI draws together leading HE institutions concerned with educational research and teacher preparation around the world. It offers something unique by speaking with a single collective voice and with some degree of authority on educational matters, especially teacher education

– thus significantly raising the profile of education in the arenas of public consciousness and government policy, brings synergy to the group in order to collaborate on issues of major concern in education, be a think tank to debate and generate ideas, anticipate trends and future scenarios, and communicate through statements and declarations on critical issues in education that will have an impact on policy decisions in their respective countries as well as in the rest of the world and also develop statements and declarations of interest to international funding institutions and organizations and policy makers.

8. **International Network of Education for Work (INEW):** The International Network of Education for Work is a free and open entity of Vocational Training and Post-Secondary Education schools aiming to generate a space for the exchange of educational experiences, for the planning of an agenda of policies and joint lines of work in strategic areas on the regional and global level regarding the education-work axis. The INEW was created as a response to the need of sharing new spaces of dialogue and joint work. It is constituted from education centres as key agents together with the productive system, for the governance of the education-work dyad.
9. **Alliance for International Education (AIE):** The fundamental aim of the AIE is to bring together people, organisations and institutions in order to exchange knowledge and experience in the practice of promoting international education and intercultural understanding. In response to the rapid growth of interest in the practice of international education, many individuals, schools, universities, systems, agencies and associations around the world have increased their activities in curriculum innovation, professional development, teacher recruitment and research. The Alliance provides a dynamic forum which brings all these together, enabling them to promote their ideas and services both to each other and to a wider audience so obtaining mutual benefit from sharing experience and exploring how collaboration can further enhance the achievement of common goals through specific activities.
10. **Association of International Education Administrators (AIEA):** AIEA is the only association dedicated exclusively to senior leaders in the field of international education. AIEA members are senior international officers who serve as leaders of higher education institutions and of organizations that support international higher education. AIEA brings together international education leaders into dialogue with each other, their counterparts around the world, organizations that promote international education, and organizations concerned with the shaping and management of international higher education. AIEA gives members opportunities to join forces, share institutional strategies, and provide an effective voice on matters of public policy.
11. **The Asia-Pacific Association for International Education (APAIE)** was established in Seoul, South Korea in 2004 by a Founding Committee consisting of thirteen university representatives from across the Asia Pacific region, and has since expanded to become a thriving association. APAIE aims to encourage greater cooperation between institutions, to enrich and support international programmes, activities and exchanges, and to promote

the value of international education across the region and beyond. In doing so, APAIE devotes itself to the principles of mutual respect, diversity and collective progress.

12. **International Education Association of Australia (IEAA).** IEAA strives to empower professionals, engage institutions and enhance Australia's reputation as a provider of world-class education. An interesting feature of IEAA is that it is composed by organizations rather than individuals.
13. **Consortium for North American Higher Education Collaboration (CONAHEC).** CONAHEC is a non-profit organization registered in the USA) membership-based network of approximately 160 institutions of higher education in Canada, the United States and Mexico, as well as a select group of institutions from other parts of the world. The organization was established to facilitate human capital formation in the context of increasing economic integration and inter-cultural interaction. CONAHEC helps institutions of higher education collaborate to develop programs and educational opportunities to prepare globally knowledgeable professionals able to contribute to the region's continued success and a better world. CONAHEC actively facilitates efficient and cost-effective international collaboration among a large and growing network of the world's pre-eminent higher education institutions and organizations enabling more and better international linkages among them. CONAHEC seeks to advance the consolidation of the North American higher education community and its relationship with international partners by promoting collaboration and cooperation among its members and affiliates, providing a variety of fora in which member representatives can meet, interact and develop their collaborative and cooperative projects.
14. **Network of International Education Associations (NIEA).** There is no web site because it is an informal network of the heads of associations of international education which meets twice a year during the NAFSA meeting and the EAIE meeting. It brings together the heads of the key international education associations to discuss informally.
15. **International Education Association of South Africa (IEASA).** The International Education Association of South Africa (IEASA), a non-profit organisation, was established as a result of the need for universities and universities of technology in South Africa to respond to international educational trends. If South Africa is to remain competitive within the global economic environment it is important that our higher education provides opportunities for students to obtain a global perspective to their studies. An interesting angle is that the main funding stream of IEASA comes from a share of the health insurance fee paid by international students studying in South Africa.