

**Association of Public and Land-Grant Universities  
Commission on International Education  
Colorado Springs  
July 2009**

Session XI

Building Institutional Capacity in International Education: Australian Perspectives

Session XII

Universities Engaging Internationally: Australian Perspectives



inspiring achievement

# Building Institutional Capacity in International Education: Australian Perspectives

## The Third Wave of Internationalisation

First: government sponsored scholarships programs from the 1950s onwards.

Second: the government's decision in the mid 1980s to allow universities to enrol fee-paying international students.

Third: an increased emphasis on collaboration in education and research; building more explicit and strategic two-way knowledge transfer partnerships; increased efforts to more closely align with, and make a contribution to, the development goals of the countries in which Australian universities have a presence.

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# CHALLENGES FOR AUSTRALIAN UNIVERSITIES IN INTERNATIONAL KNOWLEDGE TRANSFER PARTNERSHIPS

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# The Third Wave of Internationalisation

An increased emphasis on collaboration in education and research

Building more explicit and strategic two-way knowledge transfer partnerships

Increased efforts to more closely align with, and make a contribution to, the development goals of the countries in which Australian universities have a presence

Two case studies

Four broad challenges

# Monash University Campus in South Africa

Monash South Africa (MSA) is located in Ruimsig, outside Johannesburg. A campus of 2,500 students.

Over 50% of MSA's students are involved in voluntary activities. A major engagement is with the local informal settlement of Zandspruit

Partnership with the Oaktree Foundation, an Australian, youth-led aid and development organization.

Scholarships, opportunities for student mobility, and the Monash Africa Research initiative

## Flinders University in Eastern Indonesia

Clinical support for a small rural hospital near the town of Kefamenanu in central West Timor through the Flinders Overseas Health Group. The focus is maternal and neo-natal health care due to high levels of maternal malnutrition, anemia and malaria.

Collaboration with the new medical school at Universitas Nusa Cendana, helping improve the clinical areas in the provincial hospital and the local health centre (*puskesmas*).

Upgrading the skills of local clinical leaders in assessment, early intervention care and contraception advice through the District Hospital, and *puskesmas* in the small town of Ende in Flores.

Flinders Northern Territory Clinical School in Darwin focuses on rural and remote healthcare, particularly for indigenous Australians, and will help sustain the long-term links with Flores, West Timor and Timor Leste.

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# Strategic and Managerial Challenges I

## Connecting to Strategy

International knowledge transfer activities must have a clear strategic purpose and be embedded within a university's international strategy and meet the strategic needs of the community with which they engage.

# Strategic and Managerial Challenges II

## Embedding Good Practice

In establishing projects abroad, universities should be guided by good practice knowledge transfer principles that are equivalent to those they apply to local forms of community engagement.

# Strategic and Managerial Challenges III

## Maintaining Quality and Managing Risk

Universities need to incorporate international knowledge transfer projects into their quality assurance and risk frameworks in order to monitor progress and impact.

# Strategic and Managerial Challenges IV

## Dealing with Small-Scale Initiatives

University staff are engaged in a range of international knowledge transfer and development projects, including a number of small-scale initiatives that must be better incorporated in university frameworks