

**Internationalisation of Higher Education and Global Mobility**, by Bernhard Streitwieser (ed.), Symposium Books, 2014, 320pp., £28 (pbk), ISBN 978-1-873927-42-7

Accelerating globalization has led to increased investment in knowledge industries to meet the demand for highly educated individuals who can work effectively with people from different cultures and succeed in a competitive world (Turner and Robson, 2008). UNESCO's International Association of Universities (IAU) considers that the internationalization of higher education integrates its objectives, functions, courses, and activities. This is achieved through the cross-cultural, global, and cross-national dimensions of opening universities up to the wider world. For these processes to become dynamic they need to impact upon the three core functions within higher education institutions of teaching, research, and sustaining themselves as centres of knowledge and expertise. For more than half a century the number of students travelling out of their country to learn has been rising. This number has increased from less than a quarter of a million in the 1970s to over 4.1 million by 2010 (OECD, 2012), a number that is predicted to rise to 7.2 million by 2025 (Boehm *et al.*, 2002: 3). With increased internationalization of higher education and of global mobility, universities find themselves in a new landscape of potential, challenge and risk. This is the backdrop to the 17 chapters in this volume, edited by Bernhard Streitwieser for the Oxford Studies in Comparative Education series.

An immediate and obvious strength to this collection is that the authors come from a number of countries and express a range of critical perspectives on the globalization of higher education. Another strength is that the authors are a mix of academic researchers and senior managers in the field of international development of higher education.

The first section consists of five chapters that provide a swift introduction to the causes and patterns of internationalization and mobility in higher education, and to the opportunities and challenges they create. The next section then takes a regional perspective on internationalization, focusing respectively on Europe, the Middle East, the United States, Africa, Asia, and Latin America. Each chapter is of value and interest, although more attention to cross-regional trends might have been a way to tackle underlying global movements. Although somewhat specialized, the papers covering the Erasmus Programme, Luxembourg/Qatar link, Islamic Higher Education, and Ethiopia's Diaspora will both inform and interest readers. The book's final section analyses higher education programmes in the US; assesses the extent to which the European Union's Erasmus Programme for international student exchange successfully forms an identifiable European identity for students who participate in it; examines the impact of an international student body on 'home' students; and assesses the factors that shape students' decisions about whether to study abroad.

The purpose of this book contributes to the available research on internationalization of higher education and considers the scope for developing conceptual approaches in this field. A key aspect to emerge from the whole collection is that this is a field in a state of change and development. Simon Marginson, Professor of International Higher Education at the Institute of Education in London writes in the foreword to this volume:

*Internationalization of Higher Education and Global Mobility* is a fine collection that provides an unparalleled insight into these different aspects of globalization in higher education. The book tracks the main trends through different spatial lenses: in terms of the world as a whole, in terms of the main regions and particular national and institutional sites, and in terms of the main implications for cross-border relations of power and for social inclusion. Several chapters also rework our conventional tools of interpretation, particularly in relation to mobility of persons and of educational institutions and programs. The chapters in this book will deepen the scholarship of international higher education and guide us towards stronger empirical research projects in future.

The present reviewer endorses this view wholeheartedly. Streitwieser highlights the tendency for international students to reflect distinct social trends: 'Many of those who are involved in study abroad still represent a social-economic elite despite some governmental and institutional efforts to increase opportunities'. This raises the question of whether the globalizing of higher education is a process that strengthens the power of global elites by providing preferential access to the best universities. Another issue laid bare in these studies is the growing global inequality of student flows. For example, in the US, where there is the greatest demand for places at higher education institutions from foreign students, only one to two per cent of higher education students studied abroad in the 2010/11 academic year (Institute of International Education, 2012). A few, mainly English-speaking, countries dominate this global market so it is arguable that current patterns of 'globalization' are reinforcing a narrow set of cultural values and experiences.

The authors present the contexts for practical programmes and particular cases, providing suggestions and implications for future policy and practice. For those engaged in the field, detailed, up-to-date references on related themes make this a must for libraries. This book will become a valuable reference work for scholars, policymakers, and students seeking to understand the international development of higher education – a force that is reshaping the orientations of universities across the world.

## References

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