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**STRATEGIES OF INTERNATIONALIZATION OF HIGHER
EDUCATION INSTITUTIONS (HEI): LESSONS LEARNT
FROM AUSTRALIAN AND CHILEAN CASES**

Abstract

This communication presents an analysis on the internationalization strategies employed by the Higher Education Institutions (HEIs) in two selected universities located in two distinct OECD countries. The study is based on literature review, establishment of categories as points of reference and comparison. We look at and compare internationalization strategy focused on international student mobility and Internationalization at Home (IaH) actions focused on the development of intercultural competences in students as learning outcomes and strategy goals. Finally, in addition to an ex-post analysis of the ongoing implementation of the internationalization strategy at the Universidad de La Frontera, we draw conclusions and lessons learnt for the internationalization of Business Education within a HEI of an emerging economy.

Key words

Internationalization at Home, Intercultural Competences, Interaction, Chile, Australia

Introduction

The wider economic, social and cultural globalization theories emphasize that the current setting for education, teaching and learning is globalized. “As national economies become more interconnected and participation in education expands, governments and individuals are looking to tertiary education to broaden students’ horizons and help them to better understand the world’s languages, cultures and business methods” (OECD 2014).

OECD further details that “... in 2012, more than 4.5 million students were enrolled in tertiary education outside their country of citizenship. Australia, Austria, Luxembourg, New Zealand, Switzerland and the United Kingdom have the highest proportion of international students as a percentage of their total tertiary enrolments” (*ibid*, p. 342). However, international student mobility (intra-regional or other) does not give an accurate account of the internationalization efforts made by the Higher Education Institutions (HEIs) of the Asia-Pacific countries. The full picture is to be drawn up through the analysis of broader internationalization strategies.

Internationalization and globalization are fundamental components of the learning process where living and reflecting upon the experiences a student has when studying abroad greatly enhances the learning experience (Perry & Southwell 2011). However, due to the international financial crises and especially as far as emerging economies are concerned, it is the Internationalization at Home (IaH) measures which might be the answer, at least for now, in preparing the graduates for the global economy through the development of intercultural competences of the students (for IaH see Beelen 2011, Jon 2013, Soria & Troisi 2013, Harrison 2015).

In this respect and as far as the present and future of Business Education is concerned, we must ask ourselves whether the undergraduate Business Programs, MBAs and executive training programs in emerging economies are ready to face the challenges of globalization. The analytical article which examined US and UK cases (by Boyde in Financial Times 2013) raised the issues of relevance and pertinence of costly US and UK degree programs, but most importantly it asked what we can do for our students to be relevant in nowadays society where non-traditional roles are on the increase, including in the very traditional sectors such as business.

We are in the situation where we need to look closer at the intercultural competences and their role in the internationalization processes we find ourselves increasingly concerned with in contemporary education. In turn, this requires us to realize and recognize the importance of learning, which takes place inside and outside the classroom but which does not require course inscription or enrolment of any sort. We refer to *life-long learning* through social *interaction* (Jarvis, 2007, 2009, 2012) and the acquisition of intercultural competences has a lot to do with this phenomenon in the contexts of a globalized classroom. Summarizing numerous literature on international competences, Perry & Southwell (2011) defined intercultural competence as the “... ability to effectively and appropriately *interact* in an intercultural situation or context” (see J.M. Bennett 2008; Deardorff 2006a; Lustig and Koester 2006 in Perry & Southwell 2011; *our emphasis*).

Life-long learning is a never-ending process of both individual and social nature and is based on interaction/s (Jarvis, 2007, 2009, 2012). The latter are a key element in the acquisition or development of the intercultural competences (*ibid*). Further, it is not only the means of

acquiring the competence that these frameworks for understanding learning have in common. What mutually feed the two modern theories is the recognition they give to the social nature of the learning process. Diverse classrooms when taught with intercultural approach ensure that learning outcomes are in line with the interaction outcomes (Webb 2011, 2013), meaning life-long learning consequences.

Specifically, internationalization is essential in teaching business and related disciplines, just as interdisciplinary approach is. This communication focuses on internationalization; however, it must not be taken for granted as more factors influence the quality of education in Business Schools, and interdisciplinary approach is one of them. Further research on the role of intercultural competences in the internationalization efforts of the universities functioning in emerging economies is pending. As recently as in 2012, Hans de Wit, director of the Centre for Higher Education Internationalisation at Italy's Catholic University of the Sacred Heart, has commented that

“Too often universities measure whether they are succeeding at internationalization by outputs —what percentage of the student body are from outside the country, how many students study abroad, and for those in continental Europe, how many classes are taught in English. Yet those measures don't answer whether the graduates universities are producing, are really prepared to live and work in international settings” (Wilhelm 2012).

Findings of Jon (2013) and Gül et al (2010) report eco these conclusions.

Thus, we look to answer the question of how could a HEI in an emerging economy face the challenges of the globalization through internationalization? In order to answer this question we have established an overarching objective for the present communication; which is to analyze the IaH based internationalization strategy applied by nations and HEIs in the context of growing need to include intercultural competences as learning outcomes of curricular, co-curricular and other 'on campus' or 'HEI related' activities.

This communication is structured as follows. We first analyze the literature in the area of internationalization, internationalization at home and intercultural competence, in order to theoretically framework and place our debate. We then proceed to explain the methodology employed for the present study based on document and secondary sources analysis complemented by participant observation in which the authors engaged as educators in the two countries chosen as case study – Australia and Chile. Finally, the results are presented and conclusions are drawn in the two last sections of this communication.

Literature review

Globalization weighs heavily in the post-modern society based on knowledge. The paradigms of teaching, learning, education and its outcomes continue as relevant issues regardless of which theory takes force in a given period of time, as shown by Illeris in the 2009 edited volume by multiple contributors on “Contemporary Theories of Learning”. What can be concluded from this literature and taken as a premise for the study described in this communication is that essentially all learning is social (Jarvis, 2009) and the ways of organizing it may differ in a given social, special and temporal context. In other words, learning is based on interaction.

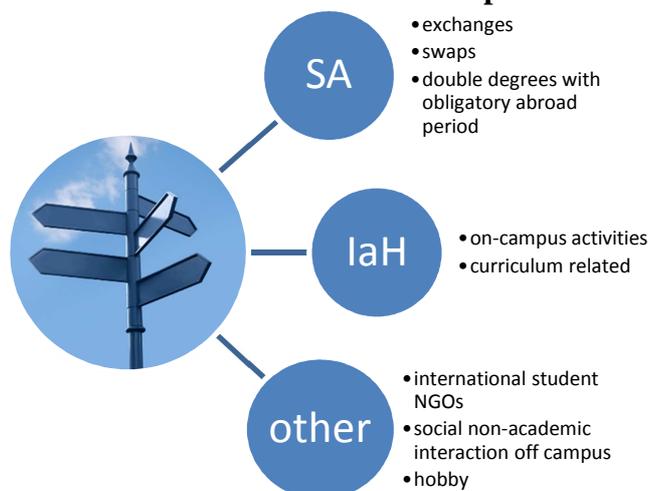
Further, there is an overall consensus of that it is important for the students to develop the competencies which allow them to “... thrive in an increasingly global world” (Soria & Troisi 2013). In this context, Peter Jarvis argues that the relevance and pertinence of competences is essential in the nowadays “knowledge-based society” in which “doing something well” or being an expert is not as valued as “the ability to perform” (2007, p. 93).

Recognizing that social interaction is basis for learning (Jarvis, 2009 and 2012), as the wider social theories of education and learning convincingly demonstrate (see Illeris, Jarvis, Kegan and others in Illeris, 2009). For example, it is clear that universities with 3 to 4 undergraduate, and 1 to 2 year graduate programs based on the Bologna-Sorbonne system cannot deliver more than competences. Expertise comes with experience, which in turn requires time and intensity in one’s life and living. Thus, competence based teaching is catching up at the universities all over the world. There are also clear signs that competences are an especially relevant result of the business education programs.

Where intercultural competence acquisition is described “... as an ongoing process that can be achieved via different routes” and the roadmap, or strategy, for achieving that may be adjusted “for specific situations or contexts”, as Perry and Southwell illustrate through Deardorff’s (2006, 2011) model comparison and analysis of Landis and Bhawuk’s (2004) model of the intercultural behavior process. Clearly, *life-long learning* provides better understanding of the cognitive, behavioral and interaction processes involved in taking each of these roads over an extended period of time, and the influence of the previous experience, as for example growing up in an intercultural or multicultural environment.

In the last fifteen to twenty years there has been an increasing amount of literature on internationalization of HEIs. Many researchers came to a conclusion that internationalization is clearly a process rather than a result (see Ellingboe 1998, Knight 2004, Middlehurst 2007, Ritchie 2007 and de Wit 2002 in Conraths & Trusso 2007), nor is it “an end in itself” which replaces the “... broader aims of citizenship and individual development” (Shaw, 2014). Thus, also the definition of the concept implies both setting a national standard and opening a framework for action, and leaving space for interpretation by every HEI, rather than fixing an exhaustive list of possible developments (see Figure 1).

Figure 1: HEI internationalization roadmap structure



Source: developed by the authors drawing upon the internationalization of HEIs literature cited in this communication.

All in all, there is an agreement within the mentioned literature that the framework of action for internationalization must consider at least the following: (i) political process (long term and multidimensional); (ii) administrative process (short to medium term); (iii) orientation towards fostering autonomy of the academic units within the HEI; (iv) orientation towards maintaining the integrity of the institutional development, in other words internationalization should be an additional benefit not the main goal (like quality or social responsibility, for example); (v) communication, coordination and clear definition of actions which are to be taken (see Ellingboe 1998, Knight 2004, Middlehurst 2007, Ritchie 2007 and de Wit 2002 in Conraths & Trusso 2007).

According to the International Association of Universities, a “*strategy* is the keyword in the current effort of integrating internationalization into all missions of the institution and in transitioning from internationally active institutions to institutions that have adopted comprehensive internationalization as a major goal. Strategy implies a deliberate process of planning and scheduling of long-term actions able to structure an Institutional policy and determine activity choices. ... As reported in the 4th IAU Global Survey 53% of the responding HEIs worldwide indicated having an internationalization policy/strategy, 22% reported that one is in preparation; 16% indicated that internationalization forms part of the overall institutional strategy” (2015; *our emphasis*).

But why internationalization strategy based on IaH? Internationalization at Home as defined by Soria & Troisi (2013), means students’ participation in activities related to internationalization at home, namely participation in on-campus global/international activities such as enrolment in global/international coursework, interactions with international students, and participation in global/international co-curricular activities.

The worldwide research on intercultural competence, as claimed by Leung et al (2014) is diversifying in terms of the models it proposes and considers. There is evidence that the non-traditional society of the globalized world requires graduates who, according to Williams (2009), exhibit: (i) increased understanding of international & cultural issues¹; (ii) increased flexibility²; (iii) increased open-mindedness and curiosity³; (iv) enhanced critical skills⁴. To achieve that we need to look at the intercultural competence as both a life factor and an education factor and we seek long lasting results in/through instilling competences which allow our graduates to perform in the globalized economy, we must consider a variety of measures, not only international student mobility (Study Abroad) programs. In addition, economic constrains are something to be considered in the Chilean case where private HEIs offer costly degrees and public HEIs receive much less State support than is needed to ensure high quality of the service.

To construct the category of the ‘intercultural competences’ we looked at the previous research, which has shown that most frequently found common elements within definitions of

¹ Gain knowledge of the world’s peoples, economies, environments, and political and social systems, and their interdependence; gain understanding of culture, its values and norms, and differences between cultures.

² Develop flexibility and adaptability in new environments; develop comfort with people of diverse backgrounds.

³ Learn from challenges to values and beliefs; develop respect for self and others; understand value of cultural diversity; develop a sense of curiosity and discovery about others.

⁴ Develop skills such as resourcefulness, creative thinking, problem-solving, decision-making, visualization, socialization, negotiation, leadership, and teamwork in cultural diverse settings.

intercultural competences are the dimensions of knowledge (primarily of the world), attitudes (cultural awareness), skills (mainly *soft skills*) and behaviors (acting on the basis of the previous three dimensions) which amalgamate into the “ability to *interact* effectively and appropriately with people from other cultures” (Deardorff 2004, p. 194 in Deardorff 2006, p. 247-248; *our emphasis*; see also Hammer 1989, Byram 1997, Lustig and Koester 2006, Hiller and Wozniak 2009, and Spitzberg & Changnon 2009, in Deardorff 2006 and Leung et al 2014).

Further, the literature also talks of international competences, world-citizen, multicultural and global competences (Deardorff, 2006; Morais & Ogden, 2010; Olson & Kroeger, 2001; Pope & Mueller, 2005; Wilson, 1996), Cross-cultural effectiveness (Kealey, 1989), Intercultural communication (Deardorff, 2006, 2009; Kim, 1993, 1994), Intercultural sensitivity (Bennett, 1986; Hammer et al., 2003), intercultural conflict management in business situations (Goh, 2012). However, we found the IC to be the most inclusive concept.

Williams (2009) proposed her Reflective Model of Intercultural Competence as a “new and effective multifaceted tool for assessing study abroad outcomes”, which may also be used to assess general internationalization or in particular IaH outcomes as it covers three dimensions of IC:

Table 1: Dimensions of Intercultural Competency

Cognitive dimension	Affective dimension	Behavioral dimension
Knowledge about cultural norms, values, behaviour, and issues	Flexibility to adapt to new situations Open-mindedness to encounter new values Motivation or willingness to act in intercultural situations	Critical skills such as resourcefulness, problem-solving skills, and culturally-appropriate people skills Other skills related to intercultural situations

Source: Williams 2009, as derived from Gudykunst, Ting-Toomey & Wiseman 1991, Kim 1991, Grunzweig & Rinehart 1998, Deardorff 2004, 2006.

In addition the board definition of GIIs offered by Soria & Troisi (2013) includes the key aspects of the intercultural competences mentioned here above. Firstly, it is the “... knowledge about several dimensions of global and international cultures”; then, “... appreciation of cultural, racial, and ethnic diversity”, “... understanding of the complexities of issues in a global context” and “... comfort in working with people from other cultures”.

Thus, it may be concluded that it is possible to gain intercultural competence by the local students while interacting with international students ‘at home’ (on campus) or while studying abroad. The former approach offers a solution for those business schools who operate in emerging economies where “... study abroad may not be an accessible or affordable opportunity for all students” (Soria & Troisi 2013). Although Soria and Troisi (2013) talk of “Global, international, and intercultural (GII) competencies”, their findings on the “on-campus engagement in globally/internationally themed” versus study abroad activities are extremely relevant “as colleges and universities seek to internationalize their campuses” through the strategy known as “internationalization at home” (see Nilsson 1990, 2000, Osfield 2008, Otten 2000, and Paige 2003, in Soria and Troisi (2013)).

For the analysis of the cases at hand the Chilean literature on internationalization of HEIs should also be taken in to account. Vazquez *et al.* (2014) describes the study carried out with both local and international students at the Universidad de Los Lagos (ULAGOS). One of the factors researched in this study were students’ perceptions of the influence of a ‘study abroad’ experience on their intercultural competences. Geldres *et al.* (2014) offered an overview of the international student mobility of the undergraduate students at Universidad de La Frontera (UFRO) and concluded that students are generally increasingly interested in international mobility activities as they seek to develop competences for our globalized setting.

Methodology

Due to G20 countries attracting “82% of foreign students worldwide while some 75% of foreign students are enrolled in tertiary education in an OECD country” (2014, p. 344). In the era where intra-regional mobility takes prevalence other global mobility of students (OECD, 2014) we look at two Pacific Rim cases in order to meet the objectives of this research.

The research design is based on the benchmarking technique known to the business sector and category development contingent document analysis known to the education sector. We took an Australian case known to literature as published by Beata Webb (2011, 2013), and a Chilean case known to literature as described by Geldres *et al.* (2014) and Vazquez *et al.* (2014); and compared them to the ongoing study within the Faculty of Law and Business of the Universidad de La Frontera (further on referred to as “FCJE-UFRO”). The criteria for the selection of the case study countries and HEIs is described next.

Table 2: Differences and similarities in Internationalization of Australian and Chilean HEIs

	Australia	Chile
Differences	<ol style="list-style-type: none"> 1. Established government strategy for “exportation of educational services” 2. Established academic and educational tourism promotion strategy 3. Developed economy 4. English-speaking study abroad destination 	<ol style="list-style-type: none"> 1. Recent national strategy of internationalization 2. Recent development of the Tourism Sector 3. Emerging economy 4. Spanish-speaking study abroad destination
Similarities	OECD members Post-colonial (historic and socio-cultural context) Intercultural (educational and socio-cultural context) Relative geographic isolation and expensiveness of “getting there” Security and stability (general socio-political context) Study abroad students generally come from nearby countries Internationalization strategy is based on IaH	

Source: developed by the authors based on Geldres *et al.* 2014 and Webb 2011, 2013.

Firstly, both of these countries are in the Southern Hemisphere; a factor that is important when considering their attractiveness for possible international students due to having academic years structure and organization differences as opposed to the Northern Hemisphere countries. Secondly, both are Pacific Rim states, OECD but one developed and

another – emerging economy, and both with strong or growing links with Asia; a factor that must be taken into account when OECD 2014 report on education says that “students from Asia represent 53% of foreign students enrolled worldwide.” (p. 342). Thirdly, Australia has English as a national language, while in Chile the public life is dominated by Spanish; HEIs use the official languages respectively, and teach the other as a ‘foreign language’. Further, these countries have very distinct educational systems – one recognized worldwide for its quality and the other plagued by problems on a national, regional and local scale. Finally, and most importantly, increasing international collaboration, mutual business interests, intensified international trade and investment, fosters student exchange between these countries and has further positive influence on educational and academic tourism. The comparison between these countries’ internationalization strategies is useful because both prompted for the market-oriented approach to the ‘international education’ in the past. But this is likely to change as the Australian Government scrutinizes is deep in discussion over its “Draft National Strategy for International Education”, and in Chile the entire education system is undergoing a major reform.

The study was based on secondary sources of information with the exception of participant observation carried out by the authors for a duration of 2 months during the 1st semester (Southern Hemisphere) in 2015 in their respective HEIs. The participant observation at UFRO was carried out during the extra-curricular events directed at the visiting (study abroad) students and the occasion of their interaction with the regular (home / local students). The evident limitation of this methodology is that the participant observation has not been carried out simultaneously and that Australian and Chilean HEIs.

The article databases were searched with the following key words: ‘internationalization’, ‘intercultural competences’, ‘study abroad’ and ‘internationalization at home’, ‘internationalization of Australian higher education’, ‘internationalization of Chilean higher education’, as well as their equivalents in ‘UK English’ where necessary.

In addition, the primary sources included (i) the programs of the core-curriculum subjects and electives at the Faculty of Law and Business at UFRO, (ii) numerous websites of organizations functioning on UFRO’s campuses, for example the Melton Foundation UFRO chapter, student-led local AISEEC initiative, and analysis of the undergraduate student mobility reports, Rector’s annual reports etc.

Results

The Australian Case

Even though it boasts higher tuition fees for international students than for domestic students (OECD, 2013), Australia is a prime exporter of educational services or, as may be seen otherwise, destination for study abroad or educational tourism. According to the OECD (2014), end-of-2012 records show that “18% of all students in tertiary education in Australia are international students” (p. 354). Such numbers are a clear indication of a long-standing Australian experience in internationalization through inbound Study Abroad or “international education” efforts (Australian Government 2015, p. 5).

However, there are HEIs in Australia where less than 99 % of students are not internationally mobile and, in general, just under 1 % of Australian national tertiary students enroll abroad

(OECD, 2014; UNESCO-IUS, 2014). Both previous research (Webb, 2011 and 2013) and past and present national and ‘per HEI’ (UQ, 2013) strategies suggest that internationalization of education in Australia takes place through inbound student mobility that is through ‘international education’ or, as may be seen otherwise, export of educational services.

The former should be of great concern for the Australian authorities and a clear indicator that a greater variety of internationalization strategies is needed to face the challenges of the globalized society. The former is also a signal that emphasis should be placed elsewhere in tackling the shortcomings of intercultural education, because the students develop intercultural competences as a result of interaction with and within a cultural variety, and that international travel is not necessary to encounter such variety.

The focus should lie not only with the international education as an “export service”, as the Australian (2015) Draft National Strategy for International Education suggests, but should also tackle the difficulties encountered by teachers and students within linguistically and culturally diverse classrooms (Webb, 2011, p. 124), and draw from this experience to develop internationalization, including IaH, strategies for each HEI and national level. The said Draft National Strategy recognizes the importance in recognizing the autonomy of the territories in setting their own priorities. This especially makes sense for IaH strategies where cultural diversity of each territory could be harness to benefit the entire student body (not only the internationally mobile students) in a ‘glocal’ context (Escobar, 2001).

The Chilean Case

Chile is recently gaining speed in establishing itself as an academic and educational destination, though study abroad scholarships for Chileans have been around for quite some time. The “Program for the Formation of Advanced Human Capital Program, PFCHA, was established in 1988, and is the main government agency in charge of managing scholarships for graduate studies” (CONICYT, 2015). Recently, a doctorate scholarships for graduates previously not resident in Chile program was established to attract foreign advanced human capital. The leading institutions in both sending and receiving students are the private Pontificia Universidad Católica (PUC) of Santiago de Chile, the public Universidad de Chile and the private PUC Valparaíso. However, there are a number of universities with less intense internationalization programs in place. To support them there are numerous ongoing national government agency or foreign entity prompted initiatives.

The fairly new ‘Learn Chile’ is a consortium of 23 Chilean HEIs working together to promote Chile as a destination for international students. It has the support from the Chilean Government through ProChile and its offices worldwide. As a result of CORFO⁵ support the brand has been registered and is participating in international educational fairs such as those organized by the European Association for International Education (EAIE), China Education Expo (CEE), Salao do Estudante Brasil and by the Association of International Educators NAFSA in USA⁶. The website promotes all universities affiliated, makes studies about the

⁵ Chilean Economic Development Agency <http://www.english.corfo.cl/#top> .

⁶ Conferences such as NAFSA, promotes international education and “... is committed to supporting a broad public dialogue about the value and importance of international education. Through professional development programs, publications, and networks of professionals, NAFSA provides opportunities for knowledge creation, knowledge sharing, and skill-building. NAFSA also plays a leadership role in increasing awareness of and

international education trends, organizes workshops and international seminars, and participates in strategic educational networks to internationalize all Chilean HEIs.

Other program that supports study abroad for Chilean students is the German Academic Exchange Service (Deutscher Akademischer Austauschdienst DAAD) which is the world's largest funding organization for the international exchange of students and researchers. Another source for scholarships that has a high presence in Chile is Banco Santander and the Pacific Alliance (Colombia, Mexico, Chile and Peru).

Another initiative is one that is led by Universidad del Bio Bio, which is a consortium with other 8 universities from the Council of Rectors of Universities of Chile (CRUCH). This consortium with the support of France, is focused on a program for internationalizing programs related to engineering and agricultural sciences. In addition, CRUCH at large, promotes the strengthening and formation of networks with international universities and organizations through its Office of International Relations⁷, giving support to the mobility of students and faculty, as well as coordinating public policies for the internationalization of Chilean HEIs affiliated with CRUCH.

On the other hand, the Chilean International Cooperation Agency (www.agci.cl) mostly collaborates with countries from Latin America and the Caribbean, concentrating its efforts on skill and knowledge transference, through the coordination of joint programs and projects. The Scholarship program of the Chilean Government offers graduate scholarships to carry out studies in accredited graduate programs at Chilean universities and fellowships to get involved in specialized courses lasting from 4 to 6 weeks as part of the human resources training for foreigners. The last report (year 2010)⁸ of the scholarship program for foreigners, which started in 1993, has granted 1,147 scholarships, averaging 64 per year.

The main partners of AGCI are at the regional level: OAS, MERCOSUR, CELAC, UNASUR, SEGIB, SICA) and at multilateral level: World Bank, WTO, OECD. It also has global and international agreements with MDGs PARIS21 and several institutions such as universities, think tanks, NGOs, ministries and public services.

Since May 2015, the Chilean Government has submitted a new Law that affects HEIs: the Educational Reform. This reform promotes the development of technical and professional education as relevant to higher education. New governmental structures will supervise and guarantee the quality and reputation of Chilean HEIs and make sure they do not gain financial benefits from education. Two new regional universities will be created in the two regions that currently do not have a state university in place, Aysén and O'Higgins. Another important change is related to making advances to have, in the long term, an educational system totally financed by the government. So far, there has been no information made public on how this reform might affect internationalization of Chilean HEIs.

Comparison

Regardless of advancements in the efforts to internationalize Chilean HEIs undergraduate internationalization programs are still weak, especially at the public state-owned regional

support for the internationalization of higher education among education leaders, public policy makers, and the broader community.” (www.nafsa.org).

⁷ http://comisiones.consejodirectores.cl/relaciones_internacionales_presentacion.php

⁸ <http://www.agci.gob.cl/index.php/becas/becas-para-extranjeros/109-estadisticas>

universities outside the Metropolitan Region of Santiago de Chile. For example, UFRO being involved in a number of internationalization projects for both undergraduate and graduate students, has experienced a constant growth in international student mobility numbers over the last few years, as the Table 3 shows. However, the international students' numbers are still very low.

Table 3: International student mobility at UFRO

Graduate and Undergraduate student mobility	2012	2013	2014	1st sem., 2015
N° of undergraduate UFRO students in International Mobility programs	32	54	54	33
N° of graduate UFRO students in International Mobility programs*	n/a	n/a	n/a	24
N° of undergraduate international students at UFRO	32	43	86	60
N° of graduate international students at UFRO	1	7	12	24

*It does not include students not registered as regular students, e.g., doing a short-term internship.

This is a stark contrast to Bond University of Gold Coast, which demonstrates higher than Australian or any other average numbers of “students born outside Australia” – approximately 50 % (Webb, 2011).

However, both the private and the regional public university lack an integrated internationalization strategy with numerous possibilities for development of the intercultural competence in an organized and guided manner with a clear definition of desired outcomes and follow up.

While UFRO's ties with Latin American counterparts (Brazilian, Colombian HEIs) is especially strong in the graduate teaching and research areas, the undergrads lack exposure Anglo-Saxon or Asia-Pacific culture, as well as guided interaction with their Latin American counterparts. Dispersed activities which could foster acquisition of intercultural capacity are numerous at UFRO. For example workshops of Mapuzundun language, Melton Foundation⁹ meetings conducted in English, and “English culture” days organized by the undergraduate “Pedagogía en Inglés” students, and many others are offered on-campus to the ‘national students’ who are of indigenous (first nations) or non-indigenous origin. For example, the first undergraduate international students ‘International Fair’ organized by the Mobility Office at UFRO was held in 2014. It will be held again in year 2015, and will include

⁹ Since 1981, UFRO is a partner University of the Melton Foundation. The Melton Foundation has the mission of promoting “... global citizenship as a way for individuals and organizations to work together across boundaries of place and identity to address global challenges” (<http://meltonfoundation.org/who-we-are/about-us/mission-and-vision>). The Foundation has five other partner Universities located in the USA, Germany, India, China y Ghana and currently it has almost 500 Fellows who are the lifeblood of the network from different fields of study: agriculture, engineering, art, economics, law, medicine, psychology, journalism, among others, bringing into the Foundation a variety of skills and cultural diversity. Each year about 20 undergraduate students are selected to become “Melton Fellows”, who, through the years learn the appropriate skills to become a global citizen by means of participating at the Annual Global Citizenship Conference, Springboard Sessions, Project teams, Idea incubator, Deep Dive and several other opportunities where they link in their own local, personal and professional networks. Several students from the Faculty of Law and Business belong to the MF.

undergraduate and graduate international students. The XX Melton Symposium was held at UFRO in 2011. This has moved to a Global Citizenship Conference that will take place in China this year and were at least 3 students from the FCJE-UFRO will participate. In the year 2016 UFRO will host the Conference, where over 100 international visitors from the Melton Foundation are expected to participate.

In the case of a related study at the Bond University, Gold Coast, Australia, the evidence for the development of intercultural awareness was very limited. This pointed to the fact that student participation in the international experience does not warranty the attainment of the ultimate goal of the international education, the development of the intercultural competence. These chapters stress the importance of the systematic focused tasks assisting students in becoming intercultural beings (Webb 2011, 2013).

It seems that in both cases the university administrations fail to see that overall linguistically or culturally diverse classrooms in both Australia and Chile are a result of their colonial origins rather than education strategies. This must be born in mind whenever designing a HEI-specific, regional/state (territorial) or national internationalization strategy.

The Future of Business Education at the FCJE-UFRO

Universidad de La Frontera (UFRO) is a state regional public university accredited in all areas, and counting 8.500 undergraduate and 800 graduate programs' students. As many as 20 % of students declare themselves to be indigenous (Mapuche origin). In general, intercultural interaction has deep traditions at UFRO and takes place through the educational Rupu program¹⁰, cultural program based on theatre and music performances by art groups from as far as China, Mongolia or Japan.

In this context we look at a young Faculty of Law and Business (established in 2013) of UFRO which is a home for not so young (origins in 1969) undergraduate business degree and which is looking to reinvent itself through promoting Social Entrepreneurship, Innovation, including Social Innovation, and post-Development oriented subjects, courses and events which emphasize the context of globalization in which we find ourselves living, teaching and learning. These courses are also taught with an important component of internationalization; namely, the generic competence of 'Communication in English' is embedded in all of these courses, and the specific competences of understanding and acting in a global context as an entrepreneur or a business manager ('Leadership' competence) are the expected outcomes of these courses. The Business School of the UFRO's Faculty of Law and Business is not only changing the way it is doing things but also defining what it is looking to achieve.

However, the central administration of UFRO maintains two small offices staffed with two persons each which account for undergraduate and graduate international student mobility, cooperation in research, technology transfer, innovation and the like. This does not leave them much space to advance in non-formal learning opportunities based on intercultural interaction. Though both national and international undergraduate student numbers at UFRO have grown constantly over the past few year, as the previous research shows, it is the guided interaction which yield observable results (Jon, 2013).

¹⁰ <http://www.ufro.cl/rupu/>

Discussion and conclusions

The lessons to be learnt by the Chilean HEIs from the described Asia-Pacific experiences in internationalization are as follows.

First, in case of emerging economies the way forward is building a basis of subjects, core and elective, which include intercultural competences amongst learning outcomes. This is to be achieved through renovation of the curriculum and teacher training, mainly.

Secondly, internationalization at home should be taken as seriously as encouraging students to enroll in study abroad programs because learning occurs continuously within and outside the classroom, and the HEIs should take an organized approach where events with international students are organized and encourage student NGOs and other student-run entities to open up to organization of and participation at “internationalization related events”.

Thirdly, the Business Schools should place more emphasis on international trade and interdisciplinary collaboration, such as introduction of international relations and other political and other social sciences subjects enhances at least one of the dimensions of intercultural competence – knowledge of one’s surrounding world.

Further, the life-long learning theory allows us to take into account and assess the development of the intercultural competences overtime¹¹, and see the complete set of ingredients for success of a strategy based on means and measures of IaH, including post-study abroad experience exchange between returnees and non-mobile local students.

In the world where both the young graduates and people without formal schooling are more than ever required to deliver, to ‘make it work’, to ‘make it happen’ on multiple tasks and in multiple contexts, including varied cultural contexts, the intercultural competences become increasingly important. It is due to the fact that the graduates are no longer required to be skilled in something or be ‘an expert’ in something (this comes with years of experience, as the words of common root indicate); they are required to gain and then employ the competences to deliver results. Thus, soft skills should be the outcomes of curricular, co-curricular and extra-curricular activities where students learn by interacting.

Finally, it is not about merely ‘improving’ IaH in Australia (Shaw 2014) or Chile (Vazquez et al 2014, Geldres et al 2014) that should concern us. The former consideration also points to the gaps in literature on internationalization as regards the effects of IaH and the future employability of the graduates of the Business Schools and HEIs of emerging economies.

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¹¹ See Leung et al. (2014) conclusions for the necessity of “temporal” focus of intercultural competence studies.

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