

Index

- Abyssal lines, 36
Academic exchange programmes, 2
Academic institutions, 202
Academic mobility, 1, 5, 21, 23, 73, 202, 244
Academic programmes, 174–175
Academic rationale, 168
Academic support mechanisms, 227
Accountability, 143
Actor's perceptions on drivers
 of university
 internationalisation,
 171–177
Adaptation within available support
 services, 235–236
Added benefit, 224
Affective geopolitics, 56
Africa, 16
African Higher Education, student
 mobility in, 20–27
Africanisation, 169–170
Alumni networks, 228
Anecdotal evidence, 110
Apartheid rule, 184
Arab Spring, 144
Arab World, 142
Articulation agreement, 106
ASEAN University Network-Quality
 Assurance (AUN-QA), 123
Aspirational knowledge acquisition,
 103
Assemblage analysis, 6
Assistance in finding off-campus
 housing, 227
Association of African Students in
 India, 26
Association of Southeast Asian
 Nations (ASEAN), 123
Austerity measures, 17
Australian Bureau of Statistics, 15
Autoethnography, 56, 146
Balance, 143
Bandung Conference (1955), 39
Bibliometric analysis, 39
Bifurcation strategy, 126
Blended learning, 217
Bologna Declaration, 111
Bologna processes, 23, 111
Brain drain, 24, 27
Brandt Line, 110–111
Brazil, 68
 challenges to internationalisation
 at Brazil's public HEIs,
 80–84
 definitions and theoretical
 framework, 70–84
 internationalisation at
 Universidade Federal de
 Minas Gerais, 84–94
 internationalisation of public
 higher education in, 68
 purpose and goals of
 internationalisation at
 Brazil's public HEIs, 78–80
Brazil, the Russian Federation, India,
 China and South Africa
 (BRICS), 26
Brazilian HEIs, 81
'Britain is GREAT' initiative, 126
Call for curriculum reform towards
 local imperatives, 213–214
Challenges, 36
Ciência Sem Fronteiras (CsF), 76
Civically engaged college, 143
Class, 62
Climate change, 35

- Coding analysis, 232–233
 Collaborations, 176, 204
 Collaborative TNE, 104
 Colonial roots, 186–188
 Colonisation, 2
 Competition, 244–245
 Compliance, 143
 Convergence, 206
 Cooperative approach, 245
Coordenação De Aperfeiçoamento de Pessoal de Nível Superior (CAPES), 74, 246
 Córdoba movement of 1918, 42
 Council on Higher Education (CHE), 210
 COVID-19 pandemic, 9, 204, 248
 analysis of implications, 205
 conceptualising IHE, 206–208
 IHE in South Africa, 208–216
 post-COVID-19
 internationalisation in South Africa, 216–219
 Critical interculturality, 35
 Critical internationalisation, 72
 of higher education, 142–143
 studies, 72
 Cultural adjustments, 229–230
 Cultural assimilation, 233–235
 Cultural geography, 122
 Cultural integration, 228
 Curriculum integration, 231

 Data analysis, 232–233
 De-place, 124
 Decolonial perspectives, 35
 Decoloniality, 5, 185
 framework of internationalisation, 81
 Decolonisation, 185, 244
 Department of Higher Education and Training (DHET), 191, 205
 Deregulation, 17
 Dialogue, 145
 Digital transformation of
 internationalisation, 204

Diretoria de Relações Internacionais (DRI), 85
 Distance education (*see* Self-study)
 Distance learning, 110, 155–156
 Domestic development, 79–80
 Domestic learning environments, 73
 Dominant academic model, 37
 Double/joint degrees, 26
 Drivers of university
 internationalisation, 167–168

 Earning money, 124–125
 Ecology of knowledges, 35
 Economic crisis (1997), 125
 Economic rationale, 167
 and producing global human resources, 172–173
 Educational imperialism, 244
 Embodied geopolitics, 50
 Emplacement in international education, 127–129
 Epistemic decolonisation, 185, 192
 Epistemic violence, 188
 Epistemological horizon of IHE, 40–43
 Ernest Cook Research and Education Institute (ECUREI), 232
 international students' enrolment at, 233
 Escuela Latino-Americana de Medicina, 42
 Ethnocentric illusion, 42
 Ethnographic accounts of
 internationality, 56–61
 Eurocentric bias, 213
 Eurocentric hegemony, 188
 Eurocentric knowledge systems, 27
 Exchange programmes, 228

 Fiscal austerity, 17
 Forum of Advisory Councils for Brazilian Higher Education Institutions (FAUBAI), 78
 Framework for Higher Education Quality (FHEQ), 107*n*1

- Franchises, 26
 agreement, 106
- Francophone context, 22
- Free trade, 17
- Fulbright Program, 2, 243
- Gender, 62
- Geographical origin, 62
- Ghana
 actor's perceptions on
 drivers of university
 internationalisation,
 171–177
 Africanisation, 169–170
 drivers of university
 internationalisation,
 167–168
 flagship university in, 164
 globalisation, 165–166
 institutional strategies of
 internationalisation,
 168–169
 internationalisation, 166–167
 methods, 171
 new strategic vision and strategic
 plan, 177
 postcolonial theory, 170–171
- Global, 51–53
- Global citizenship, 54
- Global knowledge economy, 21,
 189–190
- Global North, 2, 19, 27, 68, 190, 244
 education providers, 7
- Global partnerships, 228
- Global ranking, 245
- Global rights, 54
- Global South, 2, 68, 102, 111
 as field of epistemic challenges,
 37–38
 history of internationalisation in,
 243
 institutions in, 4
 internationalisation in, 10
- Globalisation, 2, 6, 50, 53, 70, 135,
 165–166, 224, 243
- Gradual digital transformation, 218
- Hegemony, 82
- Higher education, 17, 34, 50, 68, 122,
 165, 184, 225
 dimensions, 185
 internationalisation in Thailand,
 123–124
 services, 16
 system in Francophone Africa, 25
 systems in African countries, 22
- Higher education institutions (HEIs),
 2, 17–18, 68–69, 103, 122,
 144, 164, 203, 225
 international student support
 services as infrastructures
 in, 227–228
 in shaping experiences of
 international students,
 228–229
- Historically black institutions (HBIs),
 186
- Historically white institutions/
 universities (HWIs), 186
- Horizontal internationalisation, 19
- Horizontal mobility, 24
- Huazhong University of Science and
 Technology (HUST), 92
- Hub, 55
- Idiomas Sem Fronteiras (IsF)*, 76, 82
- Imperialism, 16
- Inclusion, 143
- Independent TNE, 104
- Individualism, 17
- Information and communication
 technology (ICT), 204
- Information society, 21
- Infrastructure, 228
- Institute of International Education
 (IIE), 75
- Institutional infrastructures, 227
- Institutional plans for
 internationalisation, 77
- Institutional strategies of
 internationalisation,
 168–169
- Intellectual bifurcation strategy, 126

- Intellectual property (IP), 108
 - transfer agreements, 108
- Interculturality, 54
- Interdependence, 206
- International, 50, 54–55
 - different scales, 61–62
 - ethnographic accounts of
 - internationality, 56–61
 - international education and
 - rescaling practices, 55
 - methodology, 56
 - scales and global, 51–53
- International academic mobility, 50
- International Consultants for
 - Education and Fairs (ICEF), 16, 225
 - Monitor observations, 102–103
- International education, 51, 224 (*see also* Higher education)
 - in Thai Cultural Paradigm, 125–126
- International Monetary Fund, 17
- International research collaboration, 210–212
- International students, 55, 229–230
 - enrolment at ECUREI, 233
 - international student-specific
 - housing, 227
 - migration, 230–231
 - mobility, 21, 226–227
 - support services as infrastructures
 - in HEIs, 227–228
 - in Uganda, 225
- International university/academic relations, 42
- International virtual exchange in MENA region, 144–145
- International/intercultural virtual exchange, 143–144
- Internationalisation, 6, 8, 16–20, 34, 52, 70, 123, 128, 142, 164, 184
 - of Brazil's public universities, 74–78
 - dimensions, 185
 - of education, 51–52
 - in Ghana, 166–167
 - motivations for, 244
 - national framework for, 214–216
 - policies, 203
 - reimagining internationalisation in
 - South Africa, 192–194
 - and responsibility, 230–231
 - strategies adopted at UoA, 174
 - theoretical foundation, 231–232
 - at Universidade Federal de Minas Gerais, 84–94
- Internationalisation abroad (IA), 68, 90–92, 207
- Internationalisation at a distance (IaD), 68, 92–94
- Internationalisation at home (IaH), 68, 73, 207, 212–213
- Internationalisation of higher education (IHE), 1–5, 14, 34, 50, 70, 142–143, 193, 202, 243 (*see also* Transnational education (TNE))
 - conceptualising, 206–208
 - epistemological horizon, 40–43
 - Global South as field of epistemic challenges, 37–38
 - non-myopic view of South–South Cooperation, 38–40
 - recognising university as historical producer and reproducer of colonial hierarchies, 36–37
 - for society, 35
 - in South Africa, 208–216
- Intra-African mobility, 23
- Islamic State, 142
- Joint programmes, 176
- Jumping scales, 52
- Knowledge, 22
 - hubs, 55
- 'Languages without Borders', 76
- Leadership opportunities, 228
- Locale, 127
- Location, 127

- Mahidol University International College (MUIC), 125
- Market efficiency, 17
- Market values, 14
- Market-driven policies, 16
- Memorandum of understanding (MoU), 106
- Middle East/North Africa (MENA), 7, 142
international virtual exchange in MENA region, 144–145
- Migration, 21
- Minimal government intervention, 17
Ministério da Educação (MEC), 76–78
- Mobility, 21
- National framework for internationalisation, 214–216
- National Student Financial Aid Scheme (NSFAS), 209, 212
- Neo-Marxist analyses, 21
- Neoliberal assertion, 14
- Neoliberal economic policies, 164
- Neoliberal imperatives, 16
ascendancy of, 14
neoliberalism and internationalisation, 16–20
student mobility in African Higher Education, 20–27
- Neoliberal market model (NLMM), 18
- Neoliberal turn, 128
- Neoliberalisation, 135
- Neoliberalism, 2–3, 5, 14, 16–20, 244
- New public management (NPM), 18
- New strategic vision, 177
- North–South divide, 111
- On-campus residence, 227
- Online distance education, 110
- Online programmes, 26
- Oppressive logic of coloniality, 41
- Organization for Economic Co-operation and Development (OECD), 15, 224
- Partnership, 246
- Partnership agreement, 108
- Performativity, 50–51
- Place, 122
in international education, 127–129
- Political economy of student mobility, 20
- Political rationale, 167
- Populism, 35
- Positionality, 130–131
- Post-apartheid complexities, 186–188
- Post-colonisation, 170
- Post-COVID-19 internationalisation, 208
in South Africa, 216–219
- Postcolonial theory, 16, 170–171
- Prestige culture, 164
- PrInt Program, 77
- Privatisation, 17
of higher education, 3
- Progression agreements, 108
- Public universities, 69
- Public–private partnerships, 82
- Purposive sampling, 171
- Push–pull model, 24
- Quacquarelli Symonds (QS), 111
- Quality Assurance Agency (QAA), 102
- Quest for relevance, 186
reimagining internationalisation in South Africa, 192–194
replication of internationalisation concepts, 188–192
South African Higher Education, 186–188
- Race, 62
- Reforms in organisational practices and governance structure, 175–176
- Regime of truth, 8
- Research partnership in higher education, 15
- Revenue-generating strategies of universities, 15

- #Rhodes/FeesMustFall uprisings, 214
- Rights agreements, 108
- Scale, 51–53
- Science, technology, engineering,
and mathematics
(STEM), 76
- ‘Science without Borders’, 76
- Self-study, 110
- Sense of place, 127
- Single modernity, 20
- Singularity of origin, 20
- Social justice, 212–213
- Socialisation challenges, 233–235
- Sociological reduction, 42
- Soliya’s Connect Programs, 145–146,
247
- South Africa
call for curriculum reform towards
local imperatives, 213–214
- IHE in, 208
- international research
collaboration, 210–212
- internationalisation at home and
social justice, 212–213
- national framework for
internationalisation,
214–216
- post-COVID-19
internationalisation in,
216–219
- reimagining internationalisation in,
192–194
- student mobility, 209–210
- South African Higher Education,
186–188
- South African higher education
system, 205
- Southern Africa Development
Community (SADC), 209
- South–South cooperation (SSC), 38
non-myopic view of, 38–40
- Spatial identity policies, 52
- Stellenbosch University, 209
- Strategic plan, 177
- Student engagement, 228
- Student mobility, 209–210
in Africa, 225–226
in African Higher Education, 20–27
challenges and opportunities
confronted in, 226–227
in higher education, 9
- Student support services, 9, 231
- Sufficiency Economy model, 134
- Sustainability, 143
- Taksin University International
College (TSUIC), 133
- Technology advancements, 224
- Thai higher education, 122
findings, 131–135
higher education
internationalisation in
Thailand, 123–124
international education in Thai
Cultural Paradigm, 125–126
literature review, 124–125
methodology, 129–131
place and emplacement in
international education,
127–129
presentation of findings and data
analysis rationale, 131
- Thai studies, 122
- Thematic analysis, 232–233
- ‘Top-up’ programme, 108
- Transnational education (TNE), 6,
103, 246
category definitions, 106–110
framework and methods, 104–105
key findings, 110–116
problem statement and aims of
study, 103–104
- Turing Scheme, 109
- United Kingdom (UK), 102
higher education system, 102
international campus, 109
- United Nations Educational,
Scientific and Cultural
Organization (UNESCO),
3, 15, 143, 165, 204

- United States Ethnocentrism,
 - antidote for, 154–155
- Universidade da Integração
 - Internacional da Lusofonia Afro-Brasileira, 42
- Universidade Federal da Integração
 - Latino-Americana, 42
- Universidade Federal de Minas Gerais (UFMG), 6, 69, 245
 - case study, 246
 - of international affairs,
 - institutional partnerships and trends, 85–88
 - internationalisation abroad, 90–92
 - internationalisation at, 84–94
 - internationalisation at a distance, 92–94
 - mission and objectives, 84–85
- Universidade Federal de Minas Gerais Diretoria de Relações Internacionais (UFMG DRI), 88, 91
- Universities, 202
- University extension, 42
- University of Bologna in Italy, 2
- University of Cape Town, 209
- University of Dakar, 22
- University of Dar es Salaam in Tanzania, 22
- University of Ibadan, 22
- University of Paris in France, 2
- University of Pretoria, 209
- University of the Gold Coast in Ghana, 22
- ‘2+2’ variants, 108
- Vertical internationalisation, 19
- Virtual exchange, 142
 - antidote for United States Ethnocentrism, 154–155
 - co-facilitating, 148–149
 - co-facilitators, 149–151
 - critical internationalisation of higher education, 142–143
 - distance learning, 155–156
 - equality, 152
 - findings, 147
 - footing as co-facilitator, 153–154
 - international virtual exchange in MENA region, 144–145
 - international/intercultural virtual exchange, 143–144
 - linguistic (in) equality, 152–153
 - method and analysis, 146
 - participants, 147–148
 - practicum cohort, 146
 - Soliya’s Connect Programs, 145–146
 - subjectivities, 146–147
 - unequal linguistic footing, 151
- Virtual learning, 144
- Virtual mobility, 204
- Visibility and exposure to become world-class university, 173–174
- Web of Science, 210–211
- Work, 127
- World Bank, 17, 167
- World-class university (WCU), 164
- ‘World-class’ concept, 164
- Xenophobia, 35