Science Diplomacy and Internationalization of Higher Education

2nd Seminar on Internationalization of Higher Education (IHES2)

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December 13, 2018

SCIENCE DIPLOMACY

- The use of **scientific** collaborations among nations
  - to address common problems
  - to build constructive international partnerships

GLOBALIZATION AND INTERNALIZATION

- Globalization is the context of economic and academic trends that are part of the reality of the 21st century.
- Internationalization includes the policies and practices undertaken by

  - academic systems and
  - institutions
  - individuals

to cope with the global academic environment.

Science in Diplomacy

- *Informing foreign policy objectives with scientific advice*
  - Science can be used to inform diplomatic decisions or agreements.
  - In this case, a science study can set out the relevant evidence to help solve a disagreement between two countries.

Diplomacy for Science

- *Facilitating international science cooperation (diplomacy for science)*
  - This role often refers to flagship international projects in which nations come together to collaborate on high-cost, high-risk scientific projects that otherwise could not be conducted.
  - But it also refers to the set of policies, such as those governing international travel, that facilitate international science cooperation.

Science for Diplomacy

- *Using science cooperation to improve international relations between countries*
  - This role refers to the use of science as a means to improve strained relations between different countries.
  - Science cooperation agreements and joint commissions between the United States and the Soviet Union (USSR) or China during the cold war are examples of the role science and scientists can play in diplomacy.

Role of Scientific Policy (I)

- Establish a bridge for friendly connections among hostile states
- Scientific communications between US-Soviet, US-Japan, US-China

In 1961, as the nuclear arsenals were building up, scientists from the United States and Russia met privately to discuss how to prevent a nuclear catastrophe.

Role of Scientific Policy (II)

REISCHAUER INSTITUTE OF JAPANESE STUDIES

In 1961, Edwin Reischauer, appointed as the U.S. ambassador to Japan by President Kennedy, helped initiate scientific exchanges through the U.S.–Japan Joint Committee on Scientific Cooperation at a moment of "broken dialogue" between the two intellectual communities.

Role of Scientific Policy (III)

President Nixon's historic 1972 diplomatic visit to China, noting its contribution to the normalization of relations between the two countries and stressing that science played an important role in that achievement.

Barriers of Scientific Diplomacy (I)

- Unclear Motivations and Restrictions on Social Mobility
  - Technology Restriction by Developed Countries
  - Competition among States and lack of access to the technology with Comparative Advantage
  - Visa issues and ban of travels

Barriers of Scientific Diplomacy (II)

- Weak Public–Private Partnerships
  - Limited space of diplomacy to the intergovernmental
  - Little attention the peoples

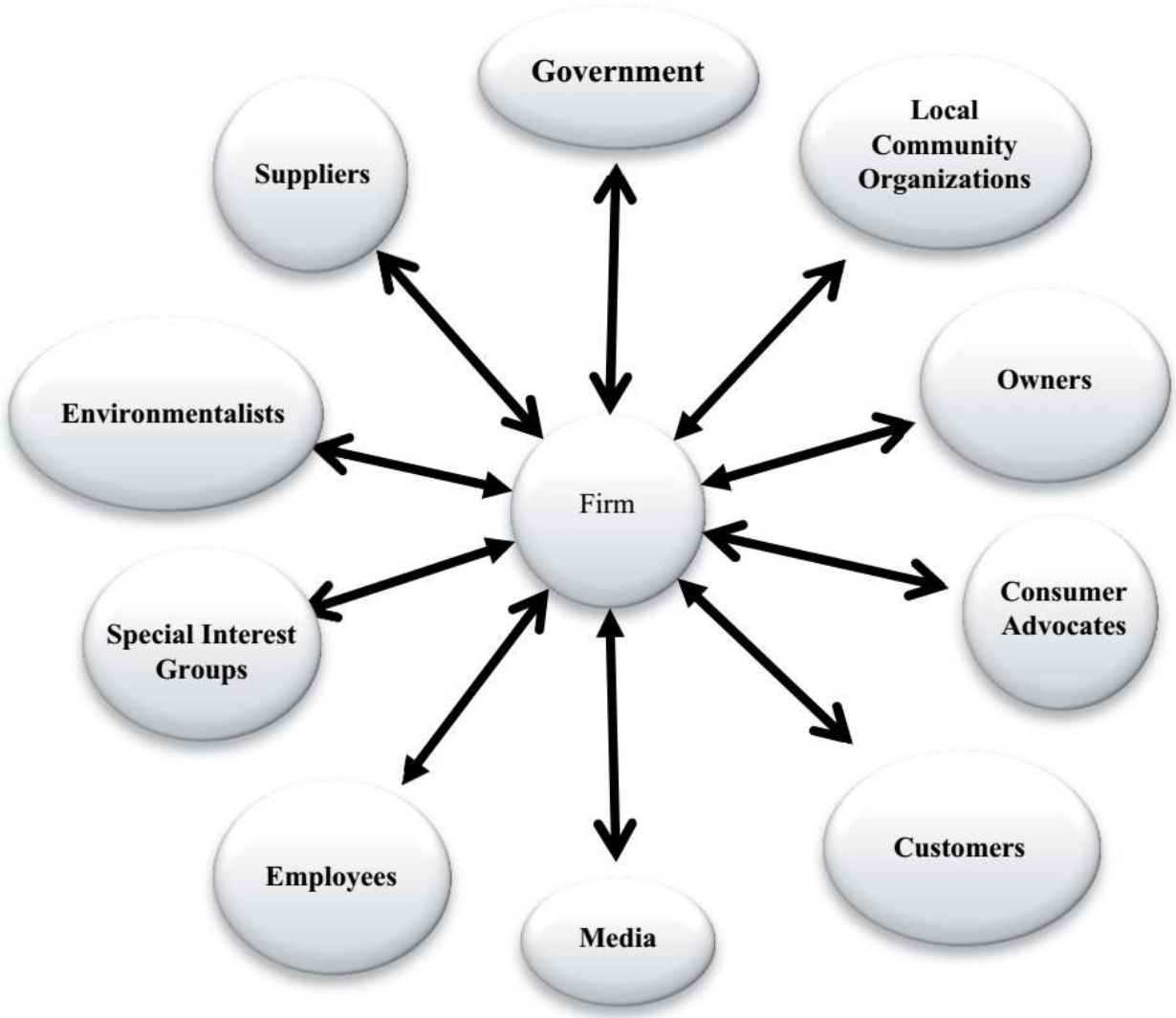
• Barriers of Scientific Diplomacy (III)

- Inflexibility in. Government Programs:
  - Lack of mechanisms for coordinating and integrating diplomatic activities undertaken by
    - Government,
    - Businesses, and
    - NGOs.
- Existing bureaucratic diversity and inflexibility often makes communication with agencies difficult and inhibits science diplomacy endeavors.

Barriers of Scientific Diplomacy (IV)

- Lack of Incentives :
  - Government
  - Academia
  - for the participation of professionals in international science.
- It is observed that scientific achievements enabled by global collaborations are often not credited appropriately, and for most academic leaders, engagement in international development is undertaken at the expense of their domestic responsibilities.

Stakeholders
Freeman (1984)



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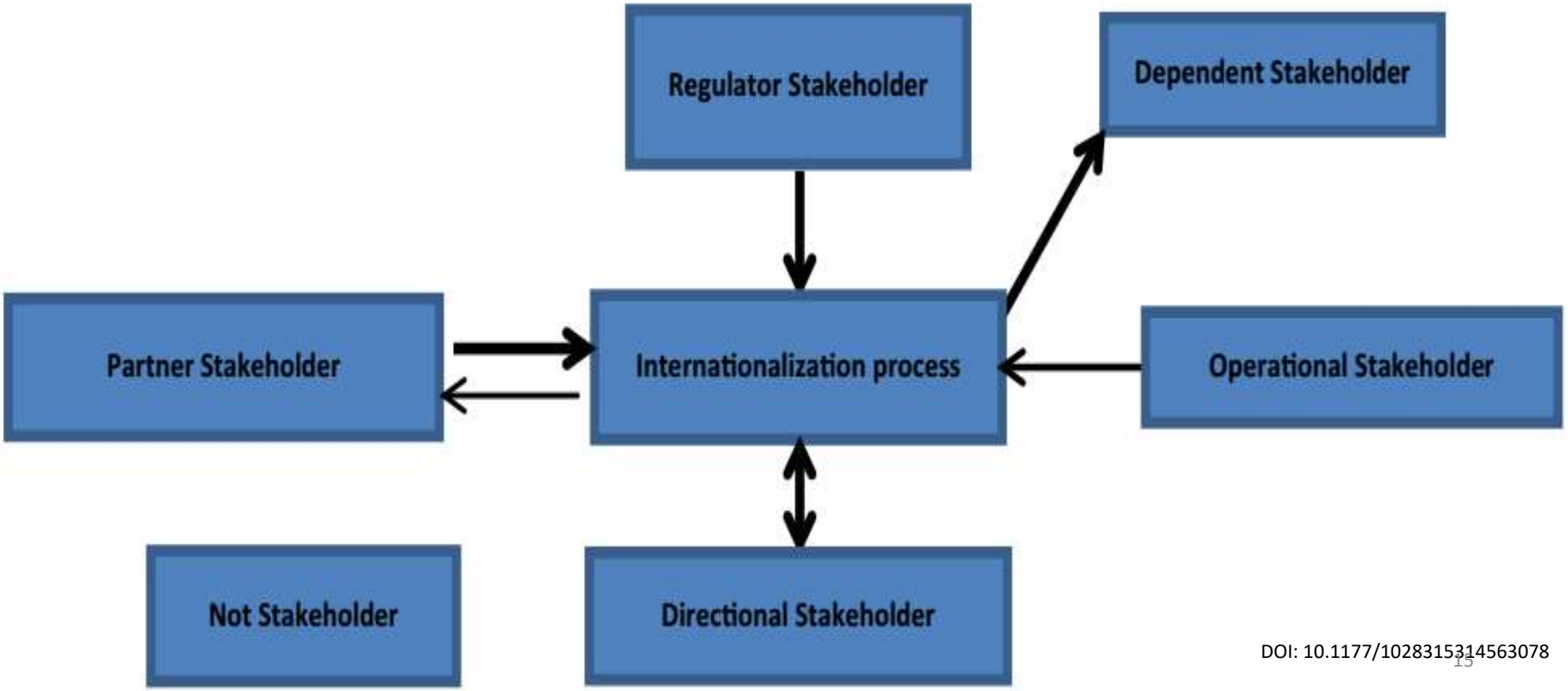
STAKEHOLDERS IN INTERNATIONALIZATION PROCESS



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Key Drivers in Internationalization

- The Decision Making Process and Economic Values are related to the Management with Stakeholders

Ranking	Internal key drivers	External key drivers
1	Rector/director	Government national-regional-state-province
2	International Relations Office and/or individuals responsible for internationalization	Business and industry demands
3	Faculty members	Demands from foreign HEIs
4	Students	Lack of public/private fundings for HEIs
5	Governing board members	Demographic trends
6	Other administrative staff	

Source. Adapted from International Association of Universities (2010).
Note. HEI = higher education institution.

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Internationalization in Practice: India

- 130 countries sent more than 20,000 students to study in India in 2007-2008.
- This clearly indicates that India is rising to be one of the favorable countries for obtaining an international education.
- Despite of the vast potential of India, being an English-speaking country, it is only making slow progress in enhancing the experience of international students as well as attracting future generations of international students into the country.
- This is illustrated by the fact that India, with it's inherent linguistic advantage, attracted only 9% of the U.S. international student population, as against China's 46% and Japan's 19% in the year 2008-2009.

Challenges of International Students

- Many universities have established Centers for International Affairs:

  - To appoint counselors from among the faculty members to guide international students, in

  - adjusting to life and the educational system in the new country.

- Success of higher-level policies, of any university for internationalization, rests heavily on the shoulders of the implementers of policy, and in this case, the faculty members of the institutions.
- It is only in recent decades the focus of research in internationalization has shifted to the academic side, focusing primarily on the experiences of international students and marginally on the faculty involvement in international education.
- Some studies show the conflicts between faculty supervisors and students belonging to different nationalities.
- The study brings to the foreground the realization that conflicts are common in the interactions of faculty and students from varying cultural backgrounds.

Internationalization at Home (IaH)

- MAID: MA in International Development
  - Harvard Kennedy School
  - Nottingham Trent University
- Nuffic: The Dutch organization for internationalization in education
  - Intercultural competencies are not a luxury - they are a necessity.
  - Not every student can go abroad.
  - This is a range of activities that allow students to gain international experience without leaving the country.

Scientific Diplomacy Players in Iran

1- Government

- Vice President for Scientific and Technological Affairs
- Ministry of Sciences, Research, and Technology
- Ministry of Foreign Affairs

2- Universities

3- Research Centers

4- Scientist and Intellectuals

5- Common Sense

Barriers of Scientific Diplomacy (V)

- Lack of
  - Capital and
  - Infrastructure

    in Partner Developing Countries

Barriers of Scientific Diplomacy (VI)

- Lack of a Unified Voice Within the Science Community:
  - Failure of scientists to effectively engage policy makers and the public in understanding the role of science and its potential value in diplomacy and in development.

Barriers of Scientific Diplomacy (VII)

- Broken Promises:

  - Failure of governments to implement commitments made in bilateral, summit, and other meetings, thus

  - Uthe credibility of the science diplomacy process.

RECOMMENDATIONS

- Better Partnership Between Government, Private Sector, and NGOs
- Involvement of Young People
- Enhancement of Scientific Capability in the Foreign Ministry
- Enhancement of Agencies' Ability to Operate
- Encouragement of Competition
- Emphasis on Educational and Professional Development
- Effective Involvement of Politicians and the Public
- Emphasis on the Interface of Science and Policy
- Importance of Transparency and Clarity

با سپاس...

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