



Global**People**

Frameworks & Models

Developmental Stages of Internationalisation

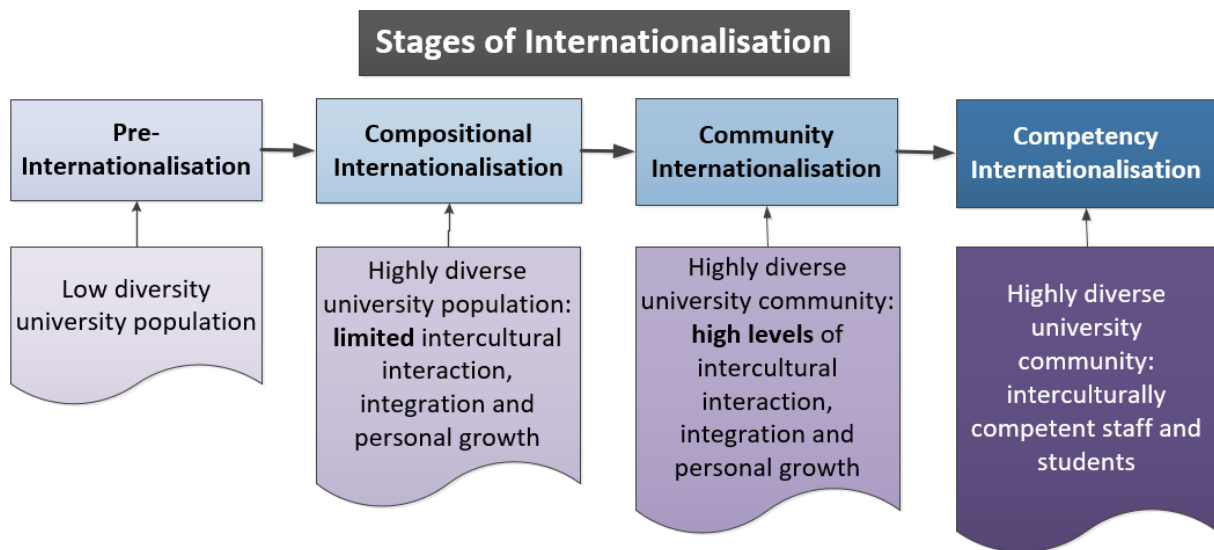
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Spencer-Oatey, H. & Dauber, D. (2018). *Developmental Stages of Internationalisation*. Available at <http://www.warwick.ac.uk/globalknowledge>

Developmental Stages of Internationalisation

As universities around the world develop strategies for internationalisation, they naturally want to map the 'progress' they are making in this. A number of organisations, such as the Times Higher Education (THE), QS and U-Multirank, have developed criteria for ranking universities for their level of internationalisation. However, these are usually demographic-like 'compositional' or 'structural' criteria, such as the number/proportion of international students and staff, level of mobility and so on. Such factors are clearly very important, as they offer pre-requisite conditions for developing the skills and personal qualities to function effectively in multicultural contexts. Nevertheless, if our aim is to foster the skills and mindset to function in a globalising world, this should not be an end in itself. After all, what benefits does it bring to either domestic or international students if they do not mix and learn from each other.

So, we would argue that this is just 'Compositional internationalisation' – an early developmental stage of internationalisation. In fact, universities should be aiming to move to 'Community internationalisation' and then to 'Competency internationalisation', as shown in the diagram below.



For more details on this process, please see our Occasional Paper, [How internationalised is your university?](#)