The Future Will Be International – Whether You Like It ...Or Not

Uwe Brandenburg, PhD
uwe.brandenburg@globalimpactinstitute.eu

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G I
Global Impact Institute

IT DOESN'T MATTER
WHAT YOU DO
BUT WHAT YOU
ACHIEVE.

Why

Internationalisation

3.0?

Internationalisation 1.0 (until ~2013)

Mobility-focused: internationalisation measured by flows and participation, with impact largely assumed rather than evidenced.

Internationalisation 2.0 (2014–2025)
Impact-aware but inward-looking: outcomes discussed and partially measured, yet mainly within higher education systems, with societal impact remaining mostly rhetorical.

Internationalisation 3.0 (emerging)
Societal and systemic impact: intentional internationalisation designed to contribute to democratic resilience, sustainability, and global problem-solving beyond higher education.
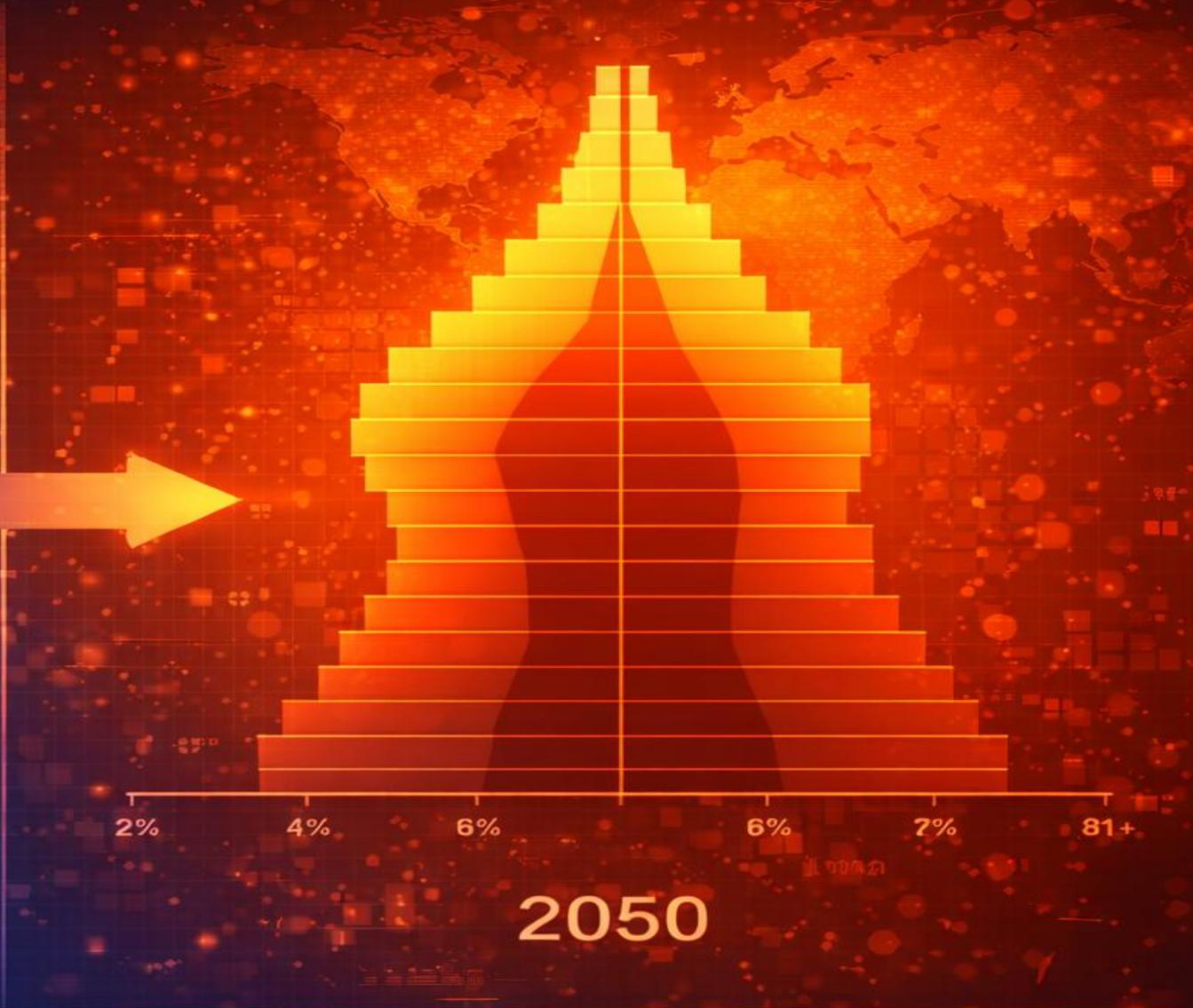
So ...

why

Internationalisation 3.0

now?

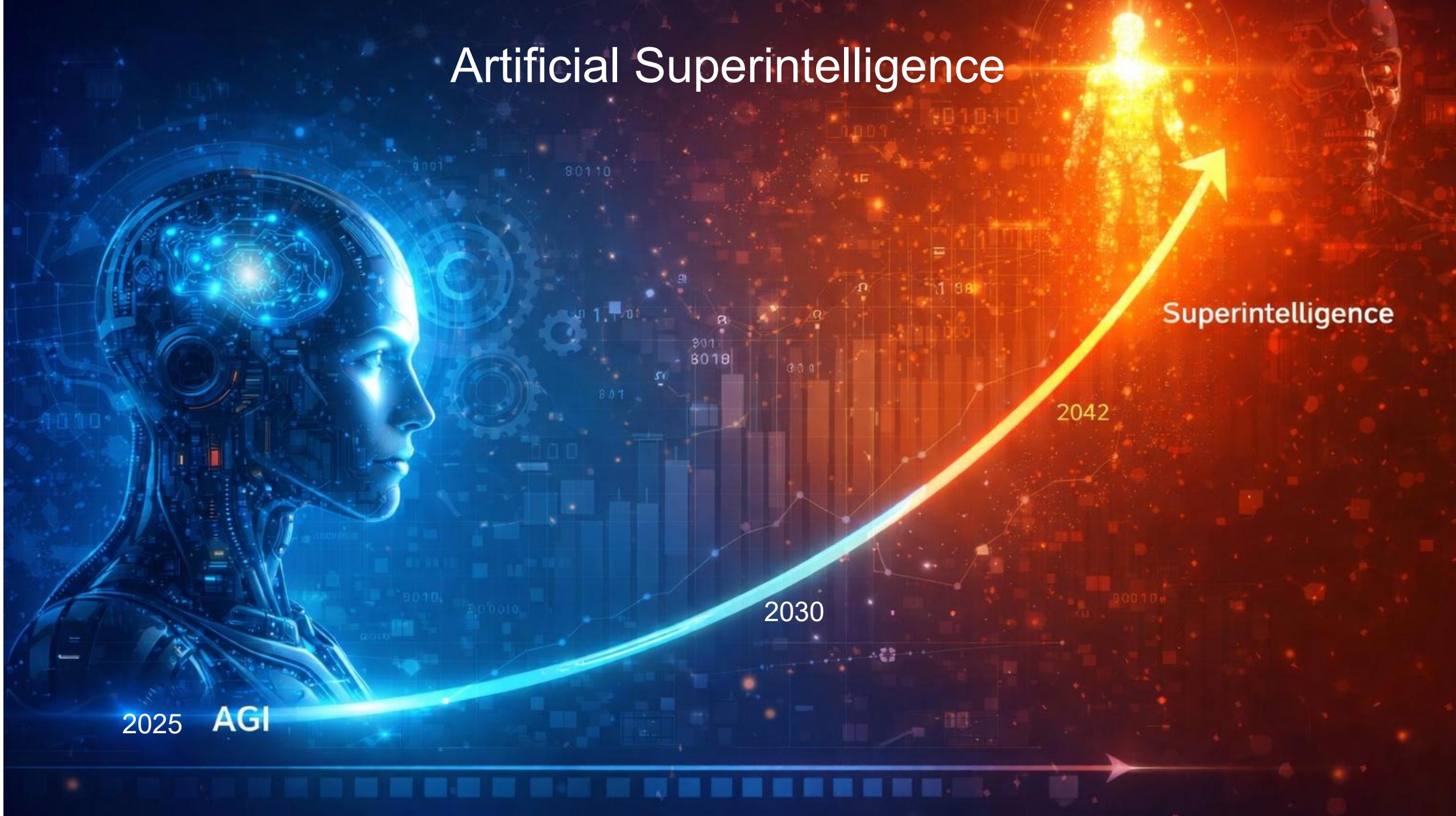the 4 key global trends

Our ageing society

Democracy under Attack

Artificial Superintelligence

Superintelligence
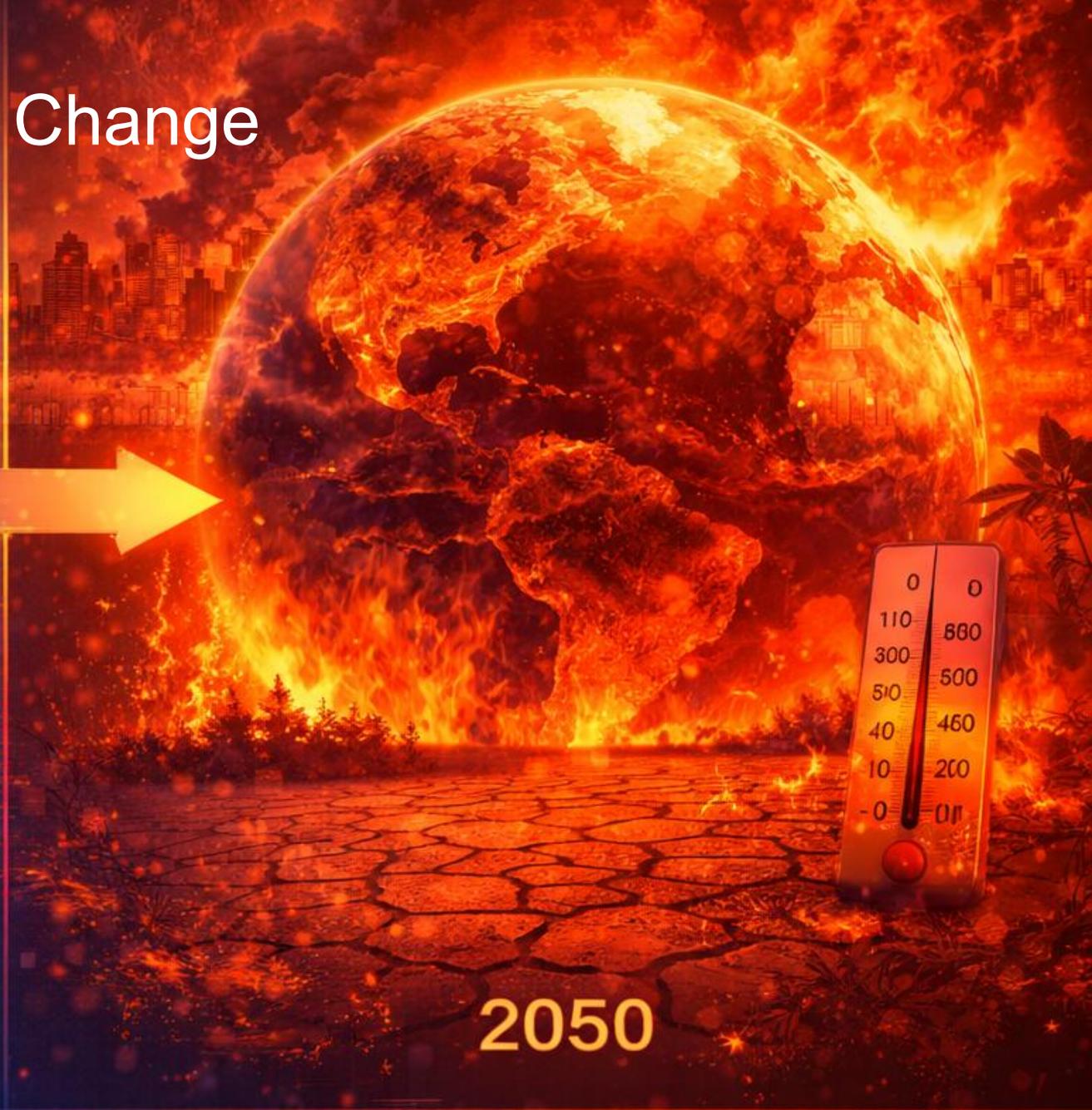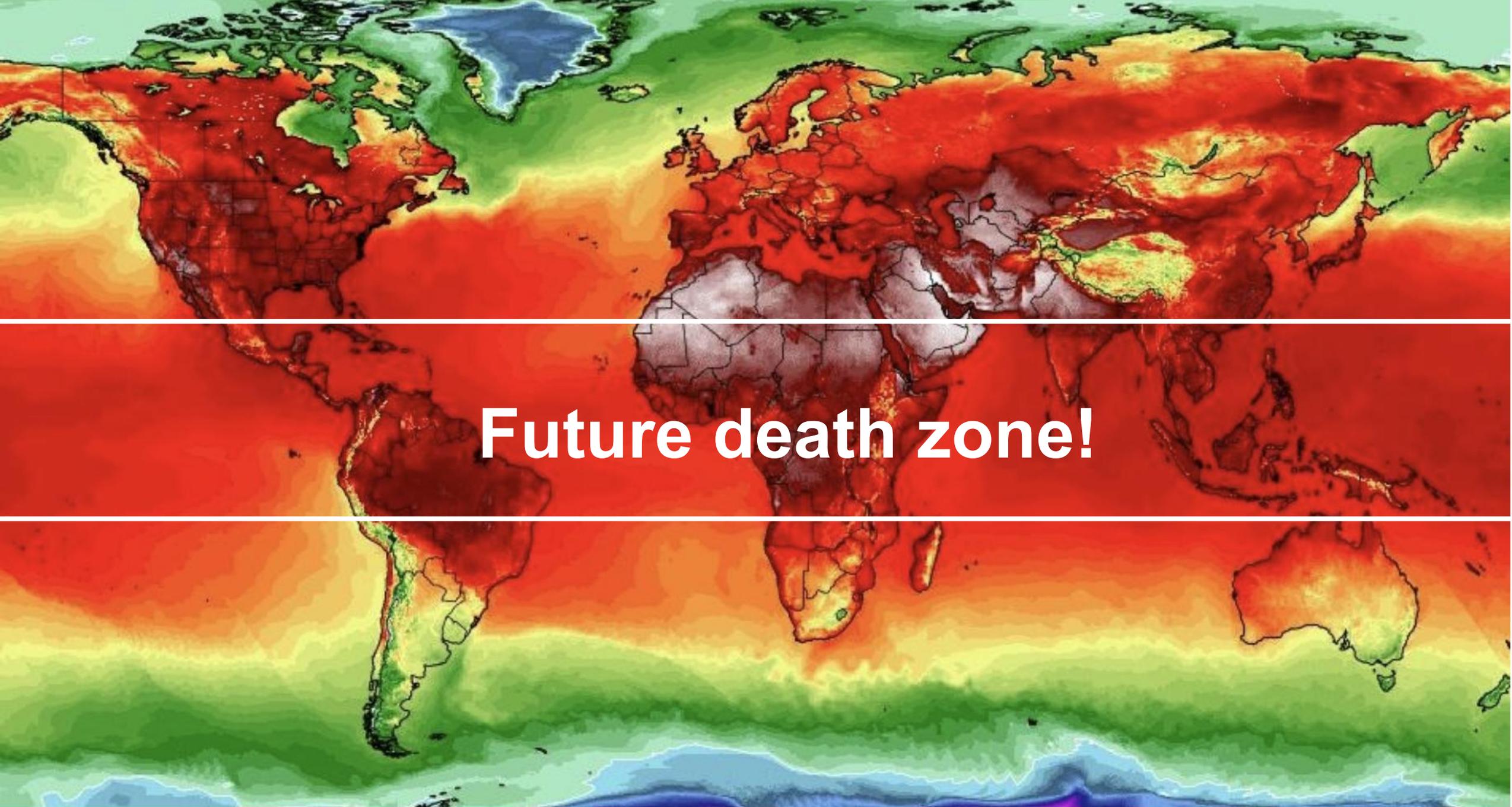
2042

2030

2025 AGI

Climate Change

Future death zone!

This global heat map shows how temperatures are soaring across the planet. Source: Climate Reanalyzer, Climate Change Institute, University of Maine, USA.
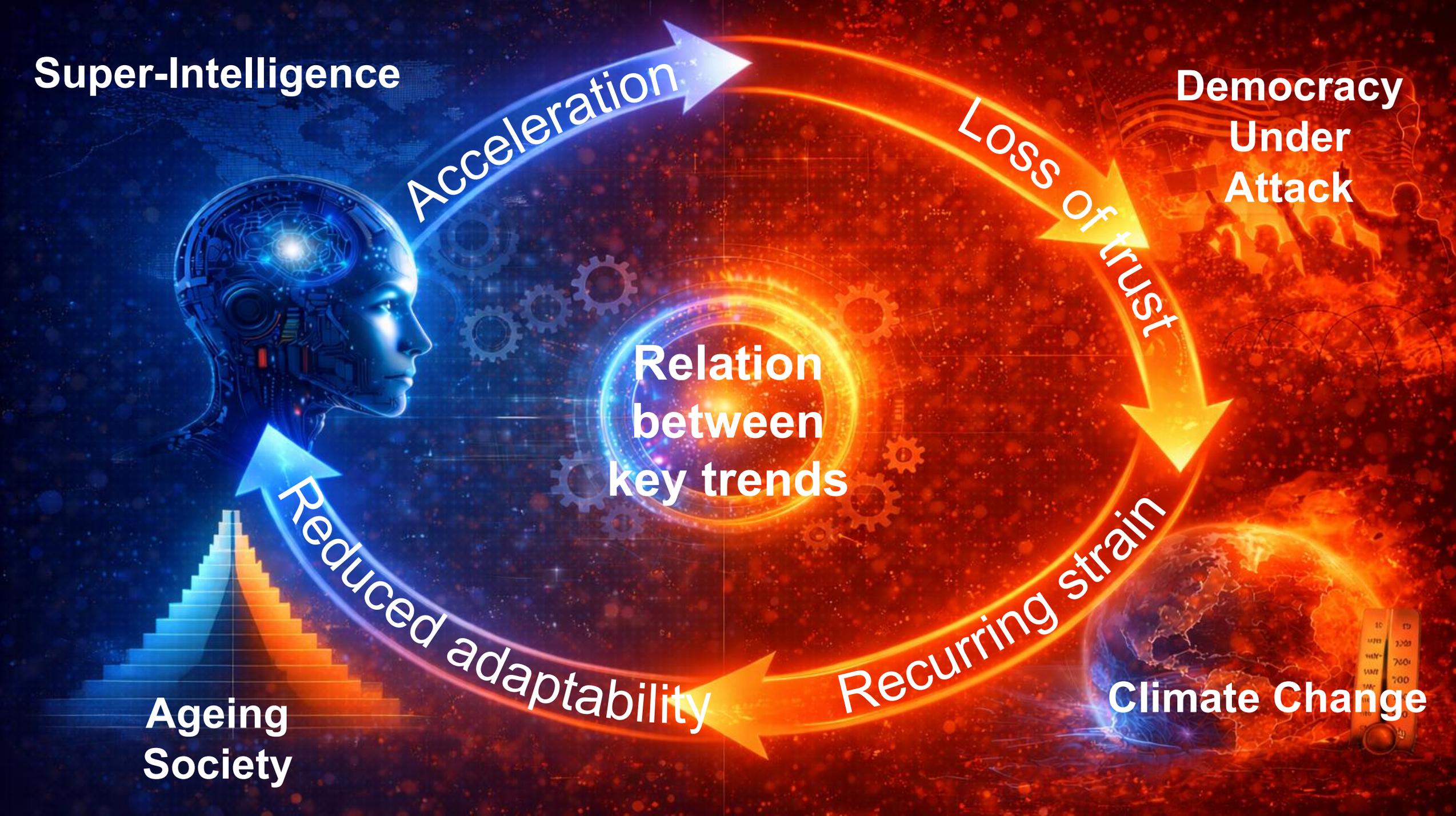
The most obvious:

All these trends

are global and

by nature

"international"
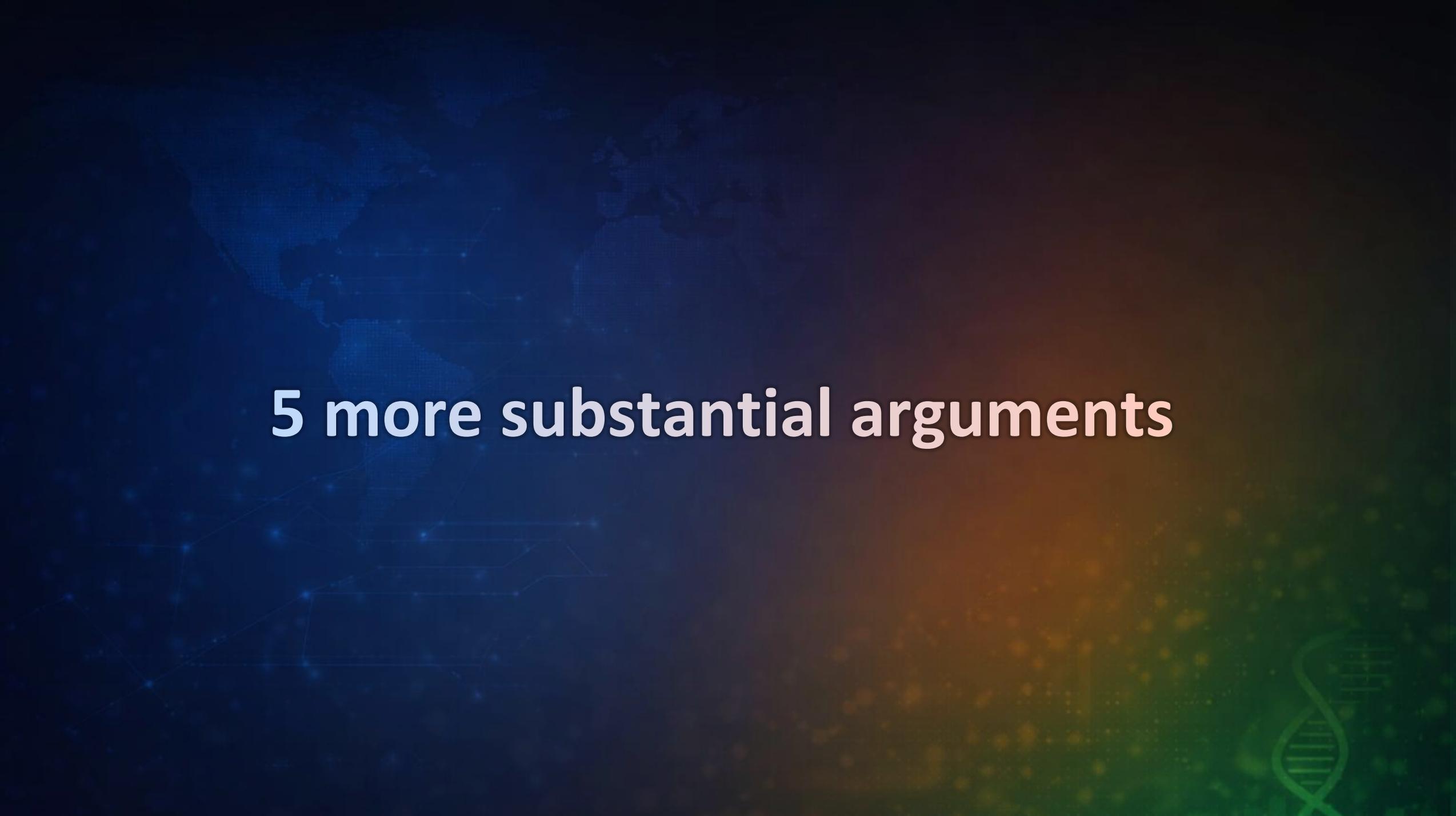
5 more substantial arguments

#1 The need for a global mind

These challenges are:
Complex, Interdisciplinary, Value-laden, Long-term.

They require:
Systems thinking, Cultural perspective-taking, Epistemic humility,
Ethical reasoning across contexts.

Internationalised higher education:
Trains people to think beyond national frames
Exposes students and researchers to competing worldviews
Builds cognitive flexibility.

**Internationalisation is not a goal in itself —
it's about mental internationalisation.**

#2 Internationalisation as a shock absorber for systemic risk

All four global trends increase volatility:

AI disrupts labour markets
Ageing societies hollow out institutions

Climate change destabilises regions
Antidemocratic societies polarise.

Internationalised HE systems:

Diversify knowledge sources

Reduce intellectual monocultures

Build redundancy in research capacity

**HE internationalisation helps to develop
cognitive and institutional resilience through diversity**

#3 Internationalisation as demographic compensation and talent circulation

Ageing societies face:
Shrinking student cohorts
Skill shortages
Reduced innovation capacity

Internationalisation enables:
Talent circulation instead of zero-sum brain drain
Knowledge flows back through alumni networks
Long-term transnational professional communities

IHE can help retain agency in ageing societies.

#4 Internationalisation bridging technology & ethics (AI)

AI and superintelligence are not value-neutral:

Whose values are embedded?

Whose data is used?

Whose risks are prioritised?

Internationalised HE:

Exposes AI development to different legal cultures, ethical, societal priorities

Prevents purely national or corporate value capture.

IHE can help reign in AI and promote fairness of use.

#5 Internationalisation as a coordination infrastructure for climate action

Where climate change accelerates:
Impacts cross borders
Local crises accumulate into global instability
National solutions become insufficient or contradictory

Internationalisation can:
Integrate global climate science with local knowledge
Connect mitigation, adaptation, and social feasibility
Enable shared standards for data, methods, and risk assessment

IHE can help reign in AI and promote fairness of use.

Let me give

you

some examples

for your

subject areas

Trend: Democracy under attack

CRUST

short international webinar / conference session with a partner school abroad (low intensity)

MANTLE

COIL module (6–8 weeks): Danish trainees co-design and pilot lesson plans with peers in another country

CORE

long placement or joint school-lab (semester) in a diverse setting + structured reflection + mentoring

The Action

A "Democratic resilience & media reality" practice line:

tackling misinformation, polarisation, and civic dialogue in schools.

Teacher Education + Social & Early Childhood Education

Possible Impact:

Daily practice: lesson design routines; classroom dialogue methods

Attitudes/opinions: stronger commitment to inclusive, pluralistic teaching cultures

Values/beliefs: measurable shift in openness to difference and democratic classroom norms

Trend: Ageing Society

CRUST

short joint case conferences across countries (shared patient pathways, ethics rounds)

MANTLE

blended intensive programme: mixed teams design an intervention (e.g., loneliness reduction) with real municipal partners

CORE

longer-term cross-border clinical/community placements + structured post-placement debrief and reintegration projects back home

The Action

A transnational "Ageing & community care innovation studio":

integrated care, prevention, loneliness, dementia-sensitive communities, ethical triage, and migrant ageing.

Nursing + Social Work

Possible Impact:

Daily practice: improved inter-professional routines; culturally competent care planning

Attitudes/opinions: stronger "global empathy" + reduced stereotyping of patients/families

Values/beliefs: durable professional identity shift ("care as social resilience"), especially when the experience is long and embedded

Trend: Climate Change

CRUST

international design sprint (1–2 days)
on a real site brief

MANTLE

semester design studio with a foreign
partner UAS + industry mentors;
mixed teams deliver a retrofit plan +
lifecycle assessment

CORE

long-term "living lab" collaboration
with municipalities (multi-cohort)
where solutions are implemented and
iterated

The Action

A "Net-zero & climate adaptation-built
environment challenge" with partner cities:

retrofit, circular materials, flood/heat
resilience, embodied carbon

Architectural Technology & Construction Management

Possible Impact:

Daily practice: ew design routines (LCA,
circular specs)

Attitudes/opinions: "sustainability as
default" rather than add-on

Values/beliefs: professional ethics shift
(responsibility for long-term public goods),
strongest when students work in real cross-
border delivery settings

Trend: AI Superintelligence

CRUST

guest lecture series on AI risk + cross-country case comparisons

MANTLE

COIL project where mixed teams audit an AI-driven lending/insurance scenario and produce an "ethical risk memo" and mitigation plan

CORE

longer embedded collaboration with companies/regulators + reflective practice (students see real incentives and constraints)

The Action

An "AI-augmented finance & ethics lab":

algorithmic decision-making, bias, fraud, systemic risk, explainability, and governance

Financial Management + Finance

Possible Impact:

Daily practice: analytical routines (model critique, risk framing)

Attitudes/opinions: stronger ethical reflex ("just because we can doesn't mean we should")

Values/beliefs: deeper professional identity around accountability and public trust with long, embedded experiences

Trend: Democracy under attack

CRUST

international masterclass on platform manipulation and deepfakes

MANTLE

COIL campaign redesign: teams rebuild a campaign to meet "democratic integrity" criteria

CORE

longer placements in organisations that work on public-interest communication + reflective ethics

The Action

A "Responsible persuasion" track:

influence, nudging, disinformation, platform dynamics, and the line between marketing and manipulation

Marketing Management

Possible Impact:

Daily practice: changed campaign routines (verification, integrity checks)

Attitudes/opinions: lower tolerance for "grey-zone" persuasion

Values/beliefs: long-term professional ethics formation ("trust as a societal asset")

Valid question:
How do we know that such activities can have an impact?

The Impact of an International Component in Educating the Public Using an Experimental Design

At its time, first experimental design in internationalisation proving causality
Test & control group (general public) taught on media and terrorism, one with international component
Results were shocking:
1. Teaching the public had strong positive learning effects
2. The international component created a much stronger effect

The experimental design proves a causal link between internationalisation and learning!

Impact assessment of 5 EU-Projects:
SENSEI, DITE, IHES, SUCTI, SUCTIA

Method (developed by the GII):comparable across all projects
Pre-to-post surveys, paired samples, measuring significance and effect size (Cohen's D)
3 different aspects (personality traits, attitudes/opinions, learning outcomes)

Key results: in ALL projects, participants increased on all three aspects significantly with measurable effect size; results are NOT arbitrary but correlated to activities!

Answer to the question:
With a strong methodology you can expect measurable impacts!

How can we make **internationalisation 3.0** a reality?

We need:

- A Holistic strategy
- A Mindset change
- An institutional approach
- Patience and urgency at the same time

When should we make Internationalisation 3.0 happen?

N O W !

We can make Internationalisation 3.0 become reality by

Thank you very much for your attention!

Uwe Brandenburg, PhD
Managing Director of the Global Impact Institute s.r.o.

https://www.linkedin.com/in/uwebrandenburg/

uwe.brandenburg@globalimpactinstitute.eu

http://www.globalimpactinstitute.eu

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