

A NEW PATHWAY  
TO A GLOBAL  
EDUCATION

UNIVERSAL GLOBAL LEARNING  
AS A FOUNDATION FOR  
CAREER READINESS

BUILDING GLOBAL CONNECTIONS:  
EDUCATION DIPLOMACY  
POWERING STUDENT SUCCESS



# iieNetworker

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## DESIGNED TO CONNECT

Global Pathways for  
International Education

## MESSAGE FROM IIE LEADERSHIP

### Building Pathways

**A**s we open the Spring 2026 issue of the *IIE Networker*, I am reminded of a fundamental truth: pathways do not simply appear—they are built. Likewise, they are shaped by educators, institutions, organizations, governments, and students who believe that global learning is essential to creating a prosperous and secure world. The world, as we know, is experiencing momentous, rapid transformation. This issue, *Designed to Connect: Global Pathways for International Education*, reflects how the field of international education is responding with creativity, resilience, and purpose.

Taken together, these articles reflect a sector that is dynamic. They show us that pathways to global learning are being reimagined and strengthened every day by people who understand what is at stake. You are invited to examine how institutions, educators, and students are forging new routes toward international education and exchange, even as the landscape of mobility, diplomacy, and workforce readiness continues to evolve.

We invite you to reflect on these pathways, consider how they might inform your own work, and imagine new possibilities for the future of international and cultural exchange. The next generation of global citizens is counting on us.

**Jason Czyz**  
IIE PRESIDENT  
AND CHIEF  
EXECUTIVE OFFICER



*“Pathways to global learning are being reimagined and strengthened every day by people who understand what is at stake.”*

### ABOUT THE MAGAZINE

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The Power  
of International  
Education

# iie Networker

A publication of the Institute  
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SPRING 2026

DESIGNED TO CONNECT: GLOBAL PATHWAYS FOR INTERNATIONAL EDUCATION

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*GHEA21 offers a full curriculum of over 100 regular courses per year, taught by faculty across its 27 partner institutions to students around the world.*

# A New Pathway to a Global Education

By Daniel Calingaert  
Dean for Global Programs at Bard College and Managing Director of the Global Higher Education Alliance for the 21st Century

American college students no longer need to limit their international education to a single semester or year abroad or to short, one-off virtual exchanges. They now can learn with and from fellow students around the world throughout their four years of undergraduate study, thanks to the Global Higher Education Alliance for the 21st Century (GHEA2121) led by Bard College.

Within this network, Afghan women who are shut out of their own country's universities can take liberal arts courses online with classmates in different countries, earn course credits, and even pursue accredited Bard College degrees. Students in refugee camps in Bangladesh and Kenya can do the same. Displaced students and students at universities in exile make up almost half of GHEA21 students.

GHEA21 offers a full curriculum of over 100 regular courses per year, taught by faculty across its 27 partner institutions to students around the world. These courses are either delivered fully online—in small, highly interactive, seminar-style classes—or co-designed and taught simultaneously across partner campuses.

Students meet online at key points in the semester to discuss shared assignments or collaborate on group projects, such as a debate on free expression, a shadow report to a United Nations human rights rapporteur, or a competition to pitch social enterprise projects.

These courses bring together a highly diverse mix of students—for instance, from Bangladesh, Germany, Kyrgyzstan, Haiti, Palestine, Russia, and the United States—which benefits them all. Students with few, if any, opportunities for study abroad get to learn with students in different countries and show they can perform at a rigorous international level, while American students

have their assumptions and world views challenged more profoundly than they do at their home campus.

GHEA21 courses are deliberately designed and taught to challenge students to engage with ideas they disagree with, think about issues from different cultural or geographic perspectives, and collaborate with peers across divides. In response to end-of-semester surveys, 90% of students say that their GHEA21 course provided a more enriched learning experience than the typical courses they take with students only at their home institution, and 97% would recommend a GHEA21 course to a friend.



*GHEA21 courses are deliberately designed and taught to challenge students to engage with ideas they disagree with, think about issues from different cultural or geographic perspectives, and collaborate with peers across divides.*



Learn more at <https://ghea21.org>

GHEA21's member institutions span five continents, assembling a powerful network that advances unwavering commitment to excellence in teaching, scholarship, and critical thinking.



The GHEA21 curriculum is organized around interdisciplinary certificates—concentrations of study with 4 or 5 courses on a theme with global resonance, such as global humanities, human rights, and sustainability and climate solutions. A GHEA21 certificate enables students to augment or complement their major course of study. For example, students who major in history at their home institution and pursue GHEA21's Global Humanities Certificate can step outside their own traditions and explore the human experience through different cultural lenses, while data science majors who enroll in GHEA21's sustainability program can delve into economic and political challenges of climate issues and apply their skills in coming up with solutions to environmental problems. The certificate programs leverage the network's broad reach to provide distinct concentrations, expose students to a diverse range of perspectives, and enable students to explore global challenges from a variety of different geographic or cultural contexts.

GHEA21's member institutions span the globe, from Universidad de los Andes (Colombia) to Ashesi University (Ghana), Kyiv School of Economics (Ukraine), Al-Quds University (Palestine), American University of Central Asia (Kyrgyzstan), BRAC University (Bangladesh), and National Sun Yat-sen University (Taiwan). They also include universities in exile such as the American University of Afghanistan, European Humanities University (Belarus), and Parami University (Myanmar).

The institutional commitment of GHEA21 partners to the shared curriculum enables them to integrate global education into their undergraduate programs and provide opportunities for virtual exchange to students who otherwise have little to no access to international learning. Rather than building international exchanges



separate from their existing academic programs, GHEA21 partner institutions share courses from their current curriculums. These courses are typically taught by faculty as part of their regular teaching load. The GHEA21 curriculum is well integrated into the academic programs of partner institutions, making the GHEA21 curriculum cost-effective and sustainable.

GHEA21 embeds international collaboration and exchange in its member institutions. It is thus able to integrate global education into all four years of undergraduate study programs, bring rigorous liberal arts teaching to the places where it is needed most, and better prepare students for the challenges and opportunities of today's interconnected world. ●