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Internationalisation – meaning, elements, key trends

Irina Ferencz, Deputy Director, ACA

HERE Seminar « Internationalisation of higher education »
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A few words on ACA

- **A (mainly) European association** of national agencies supporting the internationalisation of their higher education systems – an expert centre in internationalisation
- **Comparative studies on international HE developments on a variety of themes**
  - International student mobility (statistics and policies)
  - English-taught programmes and curricular internationalisation
  - Position of European higher education on a global scale
  - Services for international students
  - Advice on the development and enhancement of international startegies at university level (*Netherlands, France, Belgium, Spain, Germany, Romania, Hungary, Russia*)
- **International seminars and conferences** (*ACA European Policy Seminar – What's new in Brussels? Recent Developments in European policies and programmes*, 2 February 2017)
- ***ACA Newsletter – Education Europe***

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ch Stiftung für eidgenössische Zusammenarbeit Fondation pour la collaboration confédérale Fondazione per la collaborazione confederale Fundaziun per la collavuraziun federala Foundation for federal co-operation

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frse Fundacja Rozwoju Systemu Edukacji

sepie

ETS GLOBAL A subsidiary of Educational Testing Service

AGENCE UNIVERSITAIRE DE LA FRANCOPHONIE

idp

Asociación Mexicana para la Educación Internacional, A.C. AMPEI

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Outline

1. Internationalisation – a new phenomenon?
2. Key trends in internationalisation of higher education (HE) in Europe
3. Available data – student & staff mobility, ETPs
4. Towards new definitions of internationalisation
5. Prospects for the future – recommendations
6. Discussion – reflections on current trends from a Montenegrin perspective

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1. Internationalisation – a new phenomenon?

- Not a new phenomenon, but a significant difference in **scale** and **scope**
- **A "fuzzy", complex and evolving concept** (or, more positive, multi-dimensional)
- In the past, **internationalisation = scholar and student mobility**
- Today, **internationalisation** = **almost 'everything'**
  - **Internationalisation abroad** – mobility, transnational education (TNE), strategic partnerships, marketing and promotion
  - **Internationalisation at home –** internationalisation of the curriculum: teaching in foreign languages, joint programmes, foreign language policies, international learning outcomes, international classrooms, etc.

1. Internationalisation – a new phenomenon?

- Some **general features** of internationalisation today
  - A **process, not** an end in itself – a tool for achieving the 3 university missions: better quality teaching, research and community service
  - **Different foci** in different countries/institutions (different prevalent rationales – employability, capacity building, revenue generation, educational diplomacy, etc.)
  - Increasing overlap with **'mainstream HE policies'** (link with school level education, with other sectors and with the labour market)

2. Key trends in internationalisation of higher education (HE) in Europe

Source:
de Wit, H., Hunter, F., Howard L. & Egron-Polak, E. (Eds.) (2015) *Internationalisation of Higher Education*

1. Growing importance of internationalisation at all levels

- broader range of activities,
- more strategic approach,
- emerging national strategies and ambitions

2. Increase in institutional strategies

- but also risks of homogenisation,
- focus on quantitative results only,
- continued fragmentation,
- disconnect with national level strategies
- important strategic questions: traditional vs 'mainstreaming' internationalisation

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2. Key trends in internationalisation of higher education (HE) in Europe

Source:
de Wit, H., Hunter, F., Howard L. & Egron-Polak, E. (Eds.) (2015) *Internationalisation of Higher Education*

3. Funding challenges everywhere

- lack of funding,
- increased dependence on short-term external funding sources,
- over-focus on revenue generation,
- bureaucratic obstacles,
- disharmony of HE funding models

4. Trend towards increased privatisation through revenue generation

- massification of higher education in many countries, with negative consequences on quality

2. Key trends in internationalisation of higher education (HE) in Europe

Source:
de Wit, H., Hunter, F., Howard L. & Egron-Polak, E. (Eds.) (2015) *Internationalisation of Higher Education*

5. Competitive pressures of globalisation, with increasing convergence of aspirations, if not yet actions

- the "rankings imperative", but conventional choices

6. Evident shift from (only) cooperation to (more) competition

- search for a "competitive advantage",
- more market-like behavior
- "smart specialisation"

7. Emerging regionalisation, with Europe often a model

- Erasmus as a model for intra-regional mobility
- The Bologna Process 'more famous outside Europe'

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2. Key trends in internationalisation of higher education (HE) in Europe

Source:
de Wit, H., Hunter, F., Howard L. & Egron-Polak, E. (Eds.) (2015) *Internationalisation of Higher Education*

8. Numbers rising everywhere, with challenge of quantity versus quality

- Quantitative targets (20% of mobile students by 2020)
- Top talent vs 'just' international students
- Quality of mobility
- Strategic partnerships and cutting down

9. Lack of sufficient data for comparative analysis and decision-making

- Patchy picture of global mobility data
- Only some data on English-Taught Programmes (ETPs) and on TNE
- Missing data on key aspects: credit mobility (no European dataset to measure progress towards the European target of 20% by 2020); curricular internationalisation

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2. Key trends in internationalisation of higher education (HE) in Europe

Source:

de Wit, H., Hunter, F., Howard L. & Egron-Polak, E. (Eds.) (2015) *Internationalisation of Higher Education*

10. Emerging focus areas: internationalisation of the curriculum, transnational education (TNE), digital learning

11. The end of internationalisation as a mantra – unintended consequences, mixed reactions – need to prove that internationalization is **worthwhile**

- Brain drain (not new), but more talk of imbalanced mobility (major recipients worried of too high inflows compared to outflows)
- International students as "immigrants"
- Cost of educating foreigners for national tax payers
- Loss of national identity and specificity

12. Focus on **enhancement – internationalisation audits & monitoring**

- National level instruments – Germany (HRK Audit), Hungary, Romania
- External services – IMPI, IAU ISAS

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3. Available data

Degree mobility – OECD data: **4 million** students studying outside their country of origin in 2013

2013 Top-10-Gastländer	Anzahl	Anteil in %
USA	784.427	19,4
Großbritannien	416.693	10,3
Australien	249.868	6,2
Frankreich	228.639	5,7
Deutschland	196.619	4,9
Russland	138.496	3,4
Japan	135.803	3,4
Kanada (2012)	135.187	3,4
China	96.409	2,4
Italien	82.450	2,0

Source: Wissenschaft Weltoffen 2016

3. Available data

Degree mobility – OECD data: **4 million** students studying outside their country of origin in 2013

2013 Top-10-Herkunftsländer	Anzahl	Anteil in %
China inkl. Hongkong u. Macau	763.309	18,9
Indien	192.206	4,8
Deutschland	120.570	3,0
Südkorea	111.218	2,8
Saudi-Arabien	77.850	1,9
Frankreich	75.435	1,9
Kasachstan	68.084	1,7
USA	66.311	1,6
Malaysia	62.315	1,5
Nigeria	61.117	1,5

Source: Wissenschaft Weltoffen 2016

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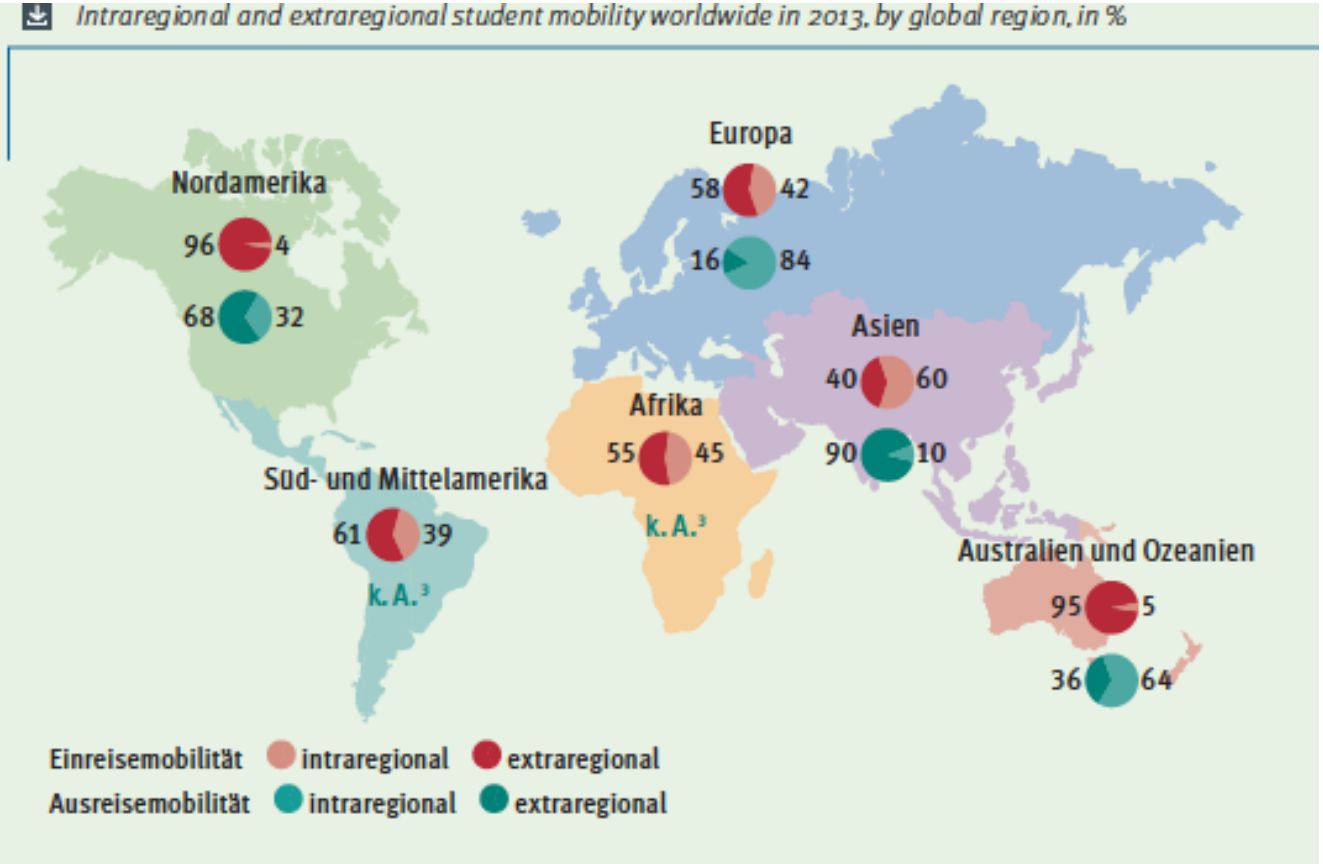
3. Available data

Degree mobility – UNESCO data: the number of degree mobile students in **Europe** has doubled since **2000**, from **950 000** to **1 800 000** in **2013 (1 million from Europe)**



Source: Wissenschaft Weltoffen 2016

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3. Available data

Degree mobility (OECD data)

Top destinations of European degree-mobile students in 2013

- UK hosted 127 500 students from Europe
- Germany 77 500
- Austria 58 000
- France 56 500

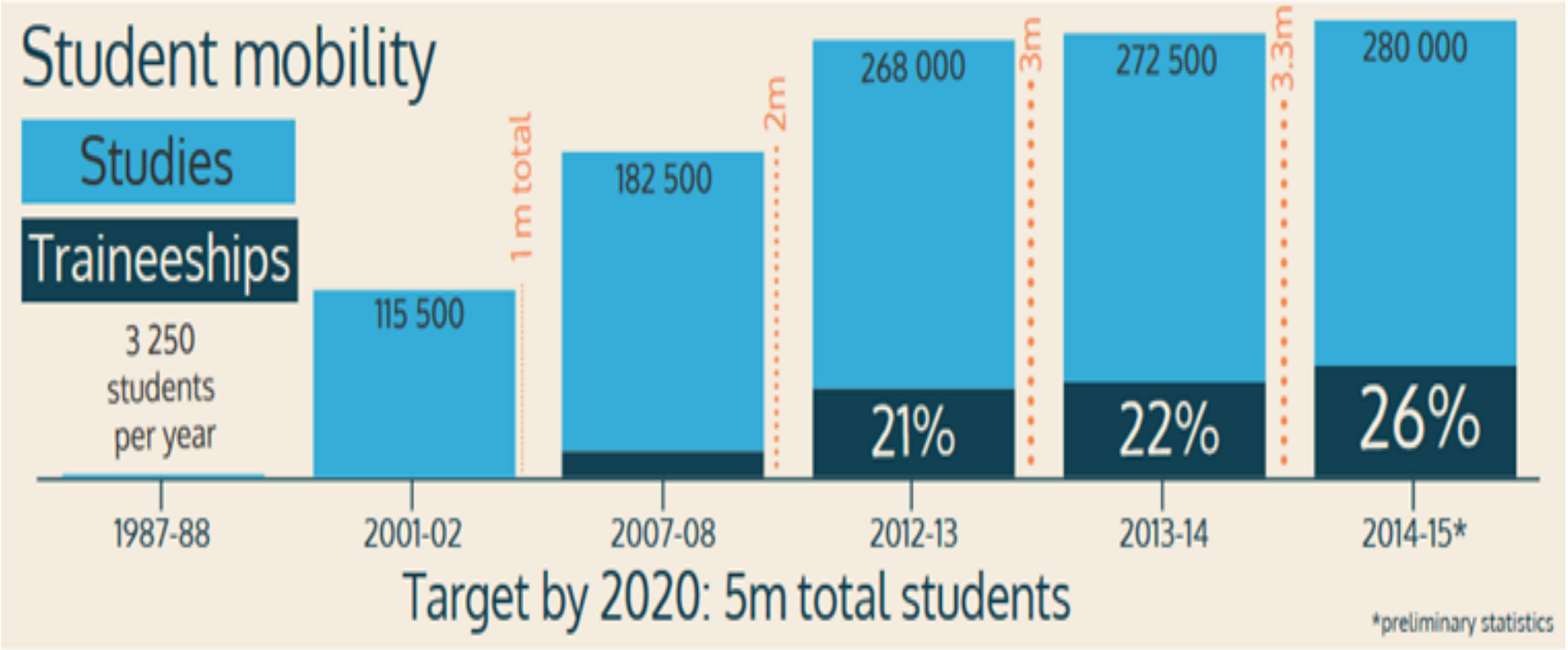
Top sending European countries in 2013

- 104 000 students from Germany were enrolled HEIs in other European countries
- 62 500 from France
- 42 000 from Italy
- 38 000 from Russia
- 37 500 from Ukraine

Source: Wissenschaft Weltoffen 2016

3. Available data

Credit mobility (European Commission, Erasmus+ data)



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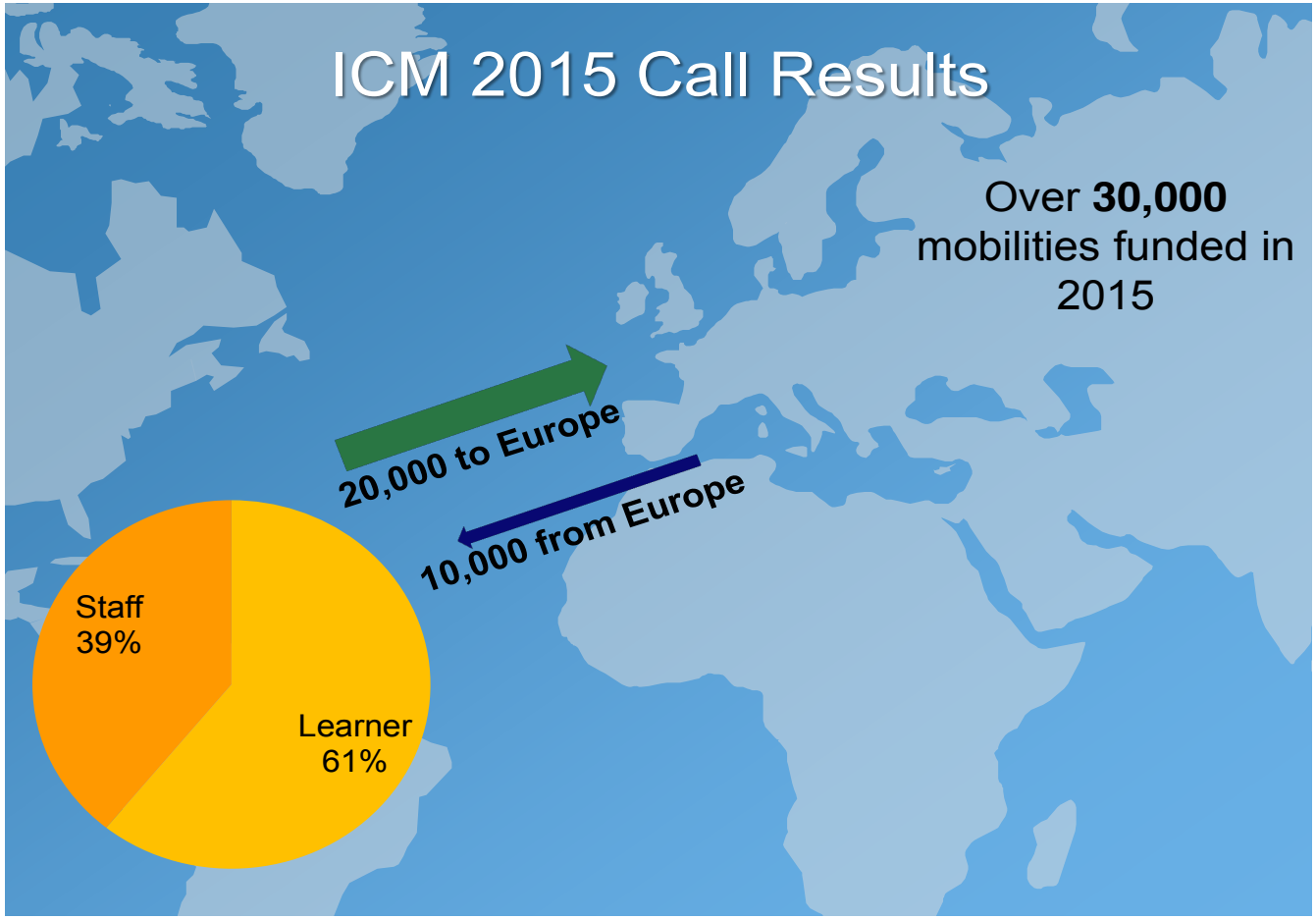
3. Available data

Credit mobility (European Commission, Erasmus+ data)



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3. Available data

Staff mobility (European Commission, Erasmus+ data)

Staff mobility in figures in 2013-2014

	Type of staff mobility		Total
	Teaching assignments	Training	Staff mobility
Total number of staff mobility periods	38 108	19 380	57 488
Average duration (in days)	5.2	6	5.5
Average total EU grant (in €)	705	789	733
Number of grants for staff with special needs	15	13	28
Top sending countries	PL, TR, ES, DE, FR	PL, TR, ES, RO, DE	PL, TR, ES, DE, RO
Top receiving countries	ES, DE, IT, FR, PL	UK, ES, DE, IT, PT	ES, DE, IT, UK, FR
Total number of higher education Institutions sending out staff	2 249	2 027	2 510
Gender balance (% of women)	44.1 %	65.6 %	51.4 %

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3. Available data

English-Taught Programmes (ETPs) *(Source: ACA study 2015)*

ETPs identified in 2007 and 2014 – by region in which the institutions are located (absolute numbers)

	Region						Total
	Nordic	Baltic	Central West Europe	Central East Europe	South West Europe	South East Europe	
ETPs identified in 2007	508	56	1,307	204	141	173	2,389
ETPs identified in 2014	1,931	345	2,771	966	1,362	714	8,089
Growth rates from 2007 to 2014 (%)	280	516	112	374	866	313	239

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3. Available data

English-Taught Programmes (ETPs) *(Source: ACA study 2015)*

ETPs identified in 2007 and 2014 – by region (%)

	Region						Total
	Nordic	Baltic	Central West Europe	Central East Europe	South West Europe	South East Europe	
Proportion of higher education institutions offering ETPs							
2007	31.5	25.0	22.6	19.9	7.6	20.7	18.1
2014	60.6	38.7	44.5	19.9	17.2	18.3	26.9
Proportion of study programmes provided in English							
2007	5.9	1.7	4.0	1.6	0.5	1.1	2.1
2014	19.9	10.3	9.9	5.0	2.8	2.1	5.7
Proportion of students enrolled in ETPs							
2007	1.7	0.8	1.2	0.4	0.1	0.8	0.7
2014	5.3	1.7	2.2	1.0	0.5	0.8	1.3

	Proportion of higher Education institutions offering ETPs in 2013/14	Proportion of study prgrammes provided in English	Proportion of students enrolled in ETPs in the academic year 2013/14
Nordic countries	**60.6**	**19.9**	**5.3**
DK	48.0	38.0	12.4
FI	83.3	23.2	2.9
IS	50.0	3.3	1.6
NO	41.1	8.1	2.4
SE	81.0	24.2	4.4
Baltic countries	**38.7**	**10.3**	**1.7**
EE	30.4	9.1	1.5
LT	48.8	11.0	1.5
LV	33.3	9.9	2.2
Central West Europe	**44.5**	**9.9**	**2.2**
AT	46.6	9.4	1.8
BE	29.2	7.5	1.1
CH	48.7	13.9	2.1
DE	43.3	5.9	1.0
NL	65.0	29.9	7.2
Total	**26.9**	**5.7**	**1.3**

	Proportion of higher Education institutions offering ETPs in 2013/14	Proportion of study prgrammes provided in English	Proportion of students enrolled in ETPs in the academic year 2013/14
Central East Europe	**19.9**	**5.0**	**1.0**
CZ	27.8	6.3	1.5
HU	35.2	5.5	2.0
PL	17.8	4.9	0.7
SI	8.6	9.9	2.7
SK	21.2	2.3	0.8
South West Europe	**17.2**	**2.8**	**0.5**
ES	20.3	2.3	0.3
FR	16.1	3.4	0.7
IT	19.8	2.9	0.5
PT	14.3	3.0	0.5
South East Europe	**18.3**	**2.1**	**0.8**
BG	16.3	1.4	0.1
CY	47.8	25.5	6.6
GR	19.0	1.6	0.1
HR	6.9	1.2	0.1
RO	16.9	1.9	0.3
TR	17.3	19	1.0

Ranks of individual countries by three different criteria measuring the provision of ETPs

	Institutions offering ETPs	Programmes taught in English	Enrolment of students in ETPs		
Country	Rank	Rank	Rank	Mean value	Rank
NL	3	2	2	2.3	1
DK	7	1	1	3.0	2
SE	2	4	4	3.3	3
FI	1	5	5	3.7	4
CY	8	3	3	4.7	5
CH	6	6	9	7.0	6
LT	5	7	13	8.3	7
LV	13	8	8	9.7	8
AT	9	10	11	10.0	9
NO	11	12	7	10.0	9
IS	4	19	12	11.7	11
EE	14	11	13	12.7	12
HU	12	16	10	12.7	12
SI	27	8	6	13.7	14
DE	10	15	17	14.0	15
CZ	16	14	13	14.3	16
BE	15	13	16	14.7	17
PL	21	17	20	19.3	18
SK	17	22	19	19.3	18
IT	19	21	22	20.7	20
FR	25	18	20	21.0	21
TR	22	24	17	21.0	21
ES	18	22	24	21.3	23
PT	26	20	22	22.7	24
RO	23	24	24	23.7	25
GR	20	26	26	24.0	26
BG	24	27	26	25.7	27
HR	28	28	26	27.3	28

4. Towards new definitions of internationalisation

COMPREHENSIVE internationalisation

*"Comprehensive internationalization is a **commitment, confirmed through action**, to **infuse international** and comparative **perspectives** throughout the **teaching, research, and service missions** of higher education.*

*It shapes institutional ethos and values **and touches the entire higher education enterprise**.*

*It is essential that it be **embraced** by institutional **leadership, governance, faculty, students**, and **all academic service and support units**.*

*It is an **institutional imperative**, not just a desirable possibility."*

John Hudzik, NAFSA, Comprehensive internationalisation (2011)

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4. Towards new definitions of internationalisation

'Just' INTERNATIONALISATION

*"the **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the **quality of education and research for all students and staff and to make a meaningful contribution to society**"*

de Wit, H., Hunter, F., Howard L. & Egron-Polak, E. (Eds.) (2015)
Internationalisation of Higher Education

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5. Prospects for the future – recommendations

Source: de Wit, H., Hunter, F., Howard L. & Egron-Polak, E. (Eds.) (2015)
Internationalisation of Higher Education

1. Address the challenges of credit and degree **mobility imbalances** and **institutional cooperation**, stemming from substantial differences in higher education systems, procedures and funding.

2. Recognise the growing popularity of **work placements** and build options to combine them with language and cultural skills training and study abroad.

3. Support the important role of **academic and administrative staff** in the further development of IoHE.

4. Foster greater higher education and **industry collaboration** in the context of mobility of students and staff.

5. Pay more attention to the importance of **'Internationalisation at home'**, integrating international and intercultural learning outcomes into the curriculum for all students.

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5. Prospects for the future – recommendations

Source: de Wit, H., Hunter, F., Howard L. & Egron-Polak, E. (Eds.) (2015)
Internationalisation of Higher Education

6. Remove the barriers that impede the development of **joint degrees**.

7. Develop innovative models of **digital and blended learning** as an instrument to complement IoHE.

8. Align IoHE with internationalisation at **other levels of education** (primary, secondary, vocational and adult education).

9. Stimulate **bilingual** and **multilingual learning** at the primary and secondary education level as a basis for a language policy based on diversity.

10. Remove barriers between **internationalisation of research and e**ducation, at all levels, for greater synergy and opportunity.

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6. Discussion – reflections on current trends from a Montenegrin perspective

1. Does this picture resonate with intrenationalisation trends and approaches in Montenegro?

2. What similarities do you observe, which differences?

3. Is there resistance to any of these trends, developments?

4. What are the main challenges?

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