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Internationalisation – national level action and responsibilities

Irina Ferencz, Deputy Director, ACA

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Institutional and national strategies for internationalisation are interdependent and should be mutually-supportive – a clear link between the two is essential

Internationalisation is a hybrid of bottom-up and top-down approaches



Outline

1. Trends in national-level internationalisation strategies
2. Two country examples: Denmark and Romania
3. Discussion – Montenegrin realities



1. Trends in national-level internationalisation strategies

Source: Ferencz, I. & Wächter, B. (2012)

European and national policies for academic mobility. Linking rhetoric, practice and mobility trends

Online survey of ministries of education

Review of national-level policy documents

Other relevant information:

- *National reports 2009 Bologna Stocktaking exercise*
- EURYDICE, *Focus on higher education 2010*, Brussels 2010
- ACA study: *Mapping mobility in European higher education* (available online: http://ec.europa.eu/education/erasmus/doc922_en.htm)

Interviews with national-level actors in the 8 case study countries



1. Trends in national-level internationalisation strategies

What is a “policy”?

- **Differentiation** by mobility type, direction, level of study, regional focus (not just “mobility”)
- Clear definition of **targets**
- Clear **timeline**
- Clearly stated **rationales** (Why mobility? Why internationalisation?)
- Reference to **instruments** and **means for implementation**
- Integration into/link with the **wider** internationalisation and/or higher education policy (the context of mobility), or other strategies
- **Monitoring** arrangements



1. Trends in national-level internationalisation strategies

Overall impression

- Mobility/internationalisation = an **uncontested positive**

Mobility as self-explanatory mantra = no need to explain “why mobility?”
and “naturally”, the more, the better

- Little differentiation by type, direction, regional focus, level of study
- Little reference to implementation tools
- Some positive exceptions, among them Estonia, Finland, Denmark



1. Trends in national-level internationalisation strategies

Types of mobility

- **Top priorities: outbound credit and inbound degree mobility** (most countries pursue both in parallel)
- **Strongly determined by the rationales:**
 - Outgoing credit: “quality”, employability, ambassador idea (double agent), personal development.
 - Incoming degree: soft foreign policy (ambassador), knowledge gains (particularly Master and PhD); export of education; skilled migration; development aid.
- ***Inbound credit and outbound degree mobility rarely mentioned***
- **Against the trend: increasingly more worries about ‘unintended consequences of mobility’**
 - e.g. too big influx of foreign degree-seeking students in certain subject areas in countries like AT, BE/Wallonia, CH, earlier DK;
 - and a new obsession for “balance” in mobility flows (not fully explored)



1. Trends in national-level internationalisation strategies

Mobility targets

- **Few countries with clearly formulated quantitative targets** (general understanding of targets: “more”, “increase”)
- **Lack of clarity with regard to:**
 - Credit or degree mobility?
 - For credit: only study or wider “study-related activity”?
 - Minimum duration?
 - Absolutes / percentages / shares, growth rates
 - Bologna target (20% of graduates with international experience by 2020)
 - Some simply refuse (LU, LI)



1. Trends in national-level internationalisation strategies

Mobility targets

Targets for **outbound mobility**:

- At the top – AT & DE - 50% over course of study (credit and/or degree?)
- More modest – NL - 25% (but possibly per year)
- FI more shy, but clear: 8% (univ.) & 6% (polytech.) per year, only credit mobility; EE: 4-5% annually (credit)
- Others: reference to Bologna target.

** Important: **dataset to measure progress missing in many countries***

Targets for **incoming mobility**:

- FI: differentiated approach (8% and 6% credit (BM); 7% degree (BM); 20% PhD)
- FR: 17% Foreign Master (credit/degree?), of which 3.1% from OECD), 33% PhD (of which 9% from OECD), two thirds postgraduate students (currently 50%)
- EE: double the numbers by 2020; 10% PhD
- UK: increase 2006 numbers by 100 000 in 2011.

BUT, increasingly more focus on “quality”



1. Trends in national-level internationalisation strategies

Regional focus

The majority of countries: no clear priorities

Among those that do:

- Top stated region: Europe (EU / EEA), mostly related to credit mobility (EU programmes)
- Next: “near neighbour focus” (The Nordics: Baltic area; AT: SEE).
- Also: Old political (colonial) ties: Portugal: Africa & Brazil; Spain: LA; UK: India)
- And: developing countries (Nordics, NL, BE)
- Increasingly more: the BRICs, Gulf States.

Levels of study

Rarely differentiated (“students”)

- **Outbound credit mobility:** Bachelor, occasionally “sub-Bachelor” short cycle (DK, NO)
- **Inbound degree mobility:** postgraduate (Masters and PhD), where specified



1. Trends in national-level internationalisation strategies

Support measures

- **Scholarships** (EU, national), **loan and grant schemes** (portable)
- **English-taught programmes** (inbound, mostly degree) and curricular internationalisation more widely
- **Promotion and marketing** (inbound, mostly degree, but also for outbound credit mobility)
- **Recognition**: ECTS, DS, Lisbon Recognition Convention, prior learning
- **Information** (about opportunities), **organisational support**



2. Two country examples

Denmark (Source: Presentation by Anita Damsgaard Jensen, Chief Advisor (adj@uds.dk), Danish Ministry of Higher Education and Science)

Policy Papers, Reforms and Major Developments

- *since October 2011*

- Strategy for Innovation (education included), December 2012
- Reform of student grant and loan system, April 2013 (faster completion of HE)
- **Action Plan for Internationalization of Higher Education, part I, June 2013**
- New law on Accreditation of Education, July 2013
- Expert committee on Quality in Higher Education established, October 2013
- **Action Plan for Internationalization of Higher Education, part II, April 2014**
- Political Agreement on a 'Growth Package', May 2014 (limiting the intake of students in HEIs to the labour market's needs)
- New legal framework for talented students (extra ECTS, honours, early admission, recognition of extra curriculaire activities), June 2014
- Increased focus on social mobility

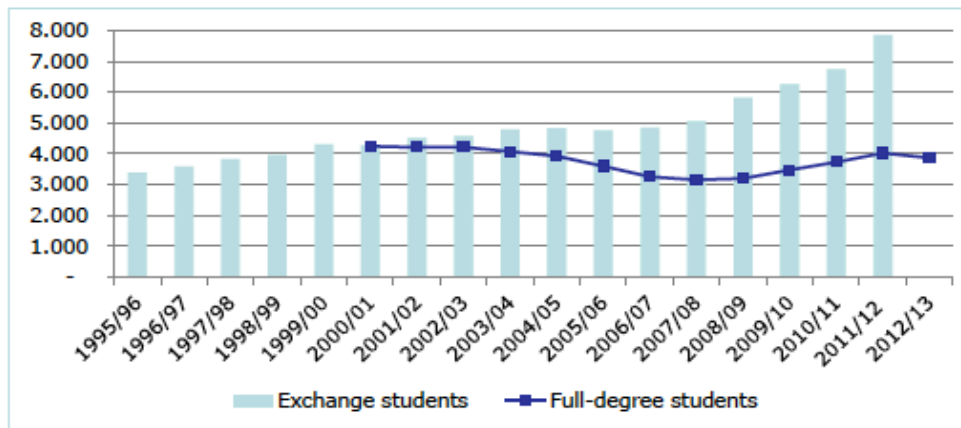


2. Two country examples

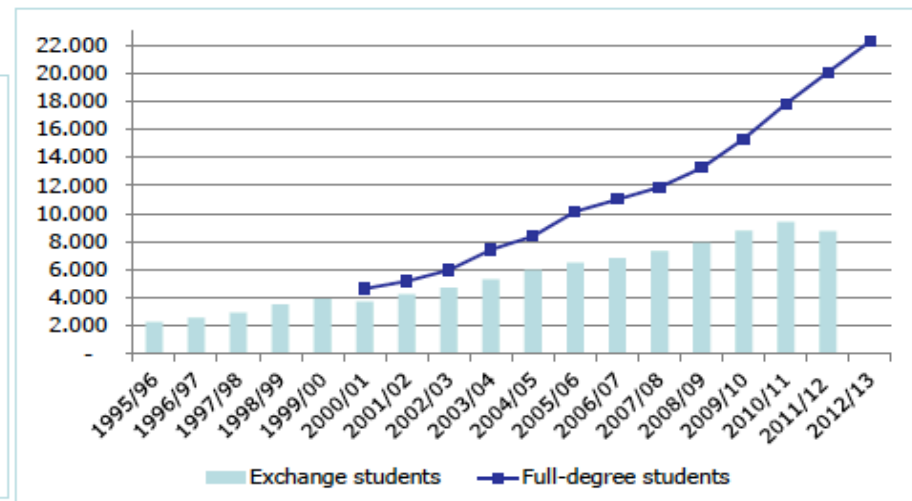
Denmark (Source: Presentation by Anita Damsgaard Jensen, Chief Advisor (adi@uds.dk), Danish Ministry of Higher Education and Science)

Imbalance between Outgoing and Incoming Mobility

Danish students abroad



International students in Denmark



Source: The Danish Ministry of Higher Education and Science



2. Two country examples

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Challenges Related to the Danish Labor Market

- Denmark's highly skilled workforce is insufficient to meet future business needs (business survey)
- Denmark is ranked number 19 when it comes to attracting and retaining highly skilled foreigners (OECD)
- One out of five highly skilled foreign worker consider leaving Denmark (The Think Tank DEA)
- Three years after graduating less than one-half of the international graduates remain in Denmark
- Economic analysis shows that highly-educated foreign labour is beneficiary for Denmark !



2. Two country examples

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The Danish Government's response to the challenges

- A Two-Part Action Plan for internationalisation of HEI-sector:
 - Part One on outgoing mobility: *“Enhanced insight through global outlook - more students studying abroad, stronger international learning environments and better foreign language skills”*, June 2013
 - Part two on incoming mobility: *“Denmark – an attractive study destination. How to attract and retain talent from abroad”*, April 2014
- A proposal to a reform of international recruitment *“Easier access to highly qualified labour”*, April 2014, followed by a Political Agreement in June 2014.



2. Two country examples

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A Two-Part Action Plan for Internationalisation the HEI sector

The process

- The process started in Spring 2012
- Public hearing, conference, broad dialogue with the higher education institutions etc.
- Turbulent process with many stakeholders

The Result

- A two-part action plan with different tools ranging from new legislation to recommendations to HEI, business i.e.



Part I on outgoing mobility,
June 2013



Part II on incoming mobility,
April 2014



2. Two country examples

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Part One – Outgoing Mobility

“Enhanced insight through global outlook - more students studying abroad, stronger international learning environments and better foreign language skills”



Three objectives

- More students should study abroad, or take an internship abroad
- Danish higher education institutions must have international learning environments
- Students should have better foreign language skills.

Four performance measures

- More students studying or taking an internship abroad (50 percent by 2020)
- More students spending short periods abroad in growth countries
- More cooperation on double/joint degrees with international institutions
- More students spending periods abroad in non-English speaking European countries

31 concrete initiatives

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2. Two country examples

Denmark (Source: Presentation by Anita Damsgaard Jensen, Chief Advisor (adj@uds.dk), Danish Ministry of Higher Education and Science)

Objective 1: More students should study or take an internship abroad



1.1. All HE-programmes should contain a mobility window

1.2. HEI should develop attractive and easily accessible exchange offers

1.3. Automatic recognition of credits for all pre-approved study abroad programmes

1.4. HEI should increase the number of joint education programmes

1.5. More Danish student should take an international internship

1.6. International exam results obtained when abroad should be converted to Danish grades¹

1.7. The stated financed Scholarship for Study Abroad will continue and be simplified

1.8. A new loan opportunity will be created for student with Scholarship for Study Abroad

1.9. The requirement to maintain a balance in the mobility will be abolished*

1.10. The opportunities to use the Scholarship for Study Abroad will be extended

1.11 A new website will be set up to inspire and inform students of relevant international options www.gribverden.dk

1.12. Grade point average should be a part of the diploma



2. Two country examples

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Part Two - Incoming Mobility

“ Denmark – an attractive study destination. How to attract and retain talent from abroad ”



Objective 1: Denmark must attract the most capable international students

Measure 1.1.

All components of study programmes and the study environments at higher education institutions must have a significant international dimension

Measure 1.2.

Greater numbers of talented, tuition fees paying students

Measure 1.3.

The drop-out rate among international student must be brought into line with that of Danish students

Objective 2: International graduates must be retained in Denmark

Measure 2.1.

A larger numbers of international students must remain in Denmark after completing their studies

Measure 2.2.

International students who remain in Denmark must have the same employment rate to population ratio as Danish graduates

2. Two country examples

Denmark (Source: Presentation by Anita Damsgaard Jensen, Chief Advisor (adj@uds.dk), Danish Ministry of Higher Education and Science)

Reform of International Recruitment

“Easier access to highly qualified labour – reforming international recruitment”, April 2014

Four targets

1. Companies must be able to recruit international workers more swiftly and easily
2. **Denmark must be better at retaining international students**
3. Efforts to welcome and retain international workers must be intensified
4. Equal conditions for international workers

10 of the initiatives in second part of the Action Plan are also a part of the broader Recruitment Reform.



2. Two country examples

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Lessons Learned (1)

- Too early to conclude on the effect of the Action Plan, but seems to be on the right track
- The process has been a success – a mix of bottom up and top-down -> challenges and initiatives are generally recognized and acknowledged by the HEIs
- Strong involvement in the process also from business and industry -> hopefully a broad engagement in and responsibility for fulfilling the targets
- Always a challenge to make strategies when the world keeps moving (i.e. e-learning)



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Lessons Learned (2)

- Possible gaps between the national strategy and the institutional strategies ?
- One size fits all? The Danish HEIs are not alike
- Important – but also difficult – to coordinate the national and international objectives
- Challenges to the reforms – discussions on welfare tourism, social dumping etc.



2. Two country examples

Romania

IEMU project (2014 – 2015) – Internationalisation component aiming to

- Develop a “framework” for a **national strategy** for the internationalisation of higher education
- Assist 20 HEIs in Romania to develop or enhance their **institutional internationalisation strategies**
- Launch the official **Study in Romania portal**
- Create a **blueprint for a national agency** in Romania tasked with the internationalisation of the Romanian higher education system
- Develop a set of **guidelines** for internationalisation
- Develop a key **set of indicators** to monitor progress in internationalisation



2. Two country examples

Romania

IEMU project (2014 – 2015)

- All results delivered
- But mixed success, despite great interest from the higher education community because of
 - Very volatile political context (3 education ministers in the project period)
 - Project developed outside the government framework although in collaboration with the ministry of education (but non-participation of other key ministries)
 - Very consultative process, but little time to request extensive feedback on the final version of the strategic framework
 - No one willing to be in the driver's seat



3. Discussion – National strategy in Montenegro

- Are Montenegrin realities similar to the cases presented?
- What are the key challenges in implementation?

