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**Policy developments in the
internationalisation of higher education in
Europe – *internationalisation at different
speeds***

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HE internationalisation in Europe

- Which **Europe**? EU member states, EHEA?
- Which **internationalisation**?
 - using the singular instead of the plural
 - immense differentiation, but also many commonalities
- No shared understanding of this concept in Europe, to date – a relatively **ambiguous** term, still
- BUT, internationalisation has become a **buzzword**
- HOWEVER, only a minority of European countries have national level **internationalisation strategies** (e.g. Norway, Denmark, Finland, Estonia, the Netherlands, etc.), for various reasons, while most countries do support at the central level many activities that fall within the realm of internationalisation



Widely accepted international(isation) activities

- **International mobility** of students (both degree-seeking and credit-seeking) and staff, but generally a tendency to move beyond mobility
- **Recognition** of qualifications and of study abroad (ECTS)
- **Curriculum** internationalisation:
 - teaching in foreign languages (ETPs)
 - creation of international programmes: joint and double degrees
- Transnational education education (**TNE**) and collaborative provision
- **Marketing** and promotion
- Engagement in **networks** and international (strategic) partnerships (from cooperation to competition and back)



Mobility – recent policy developments

- Top policy priorities: outgoing credit mobility and incoming degree mobility (cf. [ACA study](#) of 2012)
- Europe's market share – about half of the internationally mobile students in 2009 (3,7 million, OECD), but immense differences between individual countries
- Half of the degree-seeking foreign students in Europe come from outside Europe, but European students choose more and more frequently other European countries for degree studies
- About 1% of the European student population is mobile every year with the Erasmus Programme
- UK – the most popular European destination for degree studies abroad
- Spain – the most popular European destination for exchange students



Internationalisation of the curriculum – recent policy developments

- Important differences between European countries in linguistic accessibility
- Changes in many countries of national legislation to allow for tuition in a foreign language (mainly English)
- Significant increase of ETPs at European HEIs:
 - 700 programmes in 2002 → 2400 programmes in 2007 (cf. 2 ACA surveys)
 - However, uneven spread across Europe: north-south divide
 - In the lead: the Netherlands (774), Germany (415) and Finland (235) in absolute terms, while in relative terms: the Netherlands, Finland and Sweden
- In some countries met with opposition
- Legislative changes to enable the start of double, and to a lesser extent joint degrees, although these programmes are still a minority



Other recent developments

- Increased interest in **measuring internationalisation**
 - Many drivers and different rationales: administrative and academic staff, university leadership, local/regional/national governments, the pressure of international rankings
 - Proliferation of instruments: ISAS (IAU), AIM (ACA), HRK Internationalisation Audit, IMPI, MINT, NVAO, etc.
 - Still, focus on measuring *inputs* and *outputs* rather than *outcomes*, but a need to move beyond
- Move from quantity to quality
- Changes in the manner of implementing internationalisation at the institutional level – from traditional to mainstreaming internationalisation



Other recent developments – some unintended consequences

- Imbalances in mobility – need to correct them
- Cost of internationalisation for national tax payers – is it worthwhile?



- Need to reconsider, discuss and defend the original rationales of internationalisation



The European (supranational) frameworks for cooperation in HE (1)

1. Policy developments in the European Union (EU) – 27+ countries

- No official power over educational matters, still **strong influence** through various policy instruments, e.g. mobility programmes like Erasmus
- Strong support for one internationalisation element, in particular – **student and staff mobility**
 - financially supported (primarily the intra-European) short-term mobility of students and staff for over three decades
 - made mobility one of the four strategic objectives in the [ET2020](#) strategic framework
 - put forward a [EU-level benchmark](#) for mobility (2011): 20% of European students by 2020 should have studied or done a traineeship abroad
 - plans to allocate the largest share of the next generation of EU education programmes to mobility activities (see the [“Erasmus for All”](#) proposal of the European Commission)
- **EU Internationalisation Strategy** under preparation – expected in 2013
 - internationalisation = cooperation with non-European countries only
 - “reaching out” not a new activity – policy dialogue, programme support, Erasmus Mundus



The European (supranational) frameworks for cooperation in HE (2)

1. Policy developments in the Bologna Process – 47 countries

- Very important catalyst for European-level **cooperation** in HE with the overall objective of “increasing the international competitiveness of the European system of higher education”
- Strong **supporter of mobility** – the introduction of the 3-tier structure of study programmes and degrees + the outgoing mobility benchmark set in 2099 (20% by 2020)
- 2 relevant **strategies**:
 1. The “*European Higher Education in a Global Setting. Strategy for the External Dimension of the Bologna Process*” (2007) – relations with other world regions
 1. “*Mobility for Better Learning. Mobility strategy 2020 for the European Higher Education Area (EHEA)* (2012)” – balance in mobility



Thank you for your attention!

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