# Shaping Strategies for Internationalisation in the National Context

National Training Foundation

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Diane Lalancette

# What are we talking about?

**Globalisation**

" The widening, deepening and speeding up
of worldwide interconnectedness"

(Held *et al.*, 1999)

**Internationalisation**

"Process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of tertiary education"
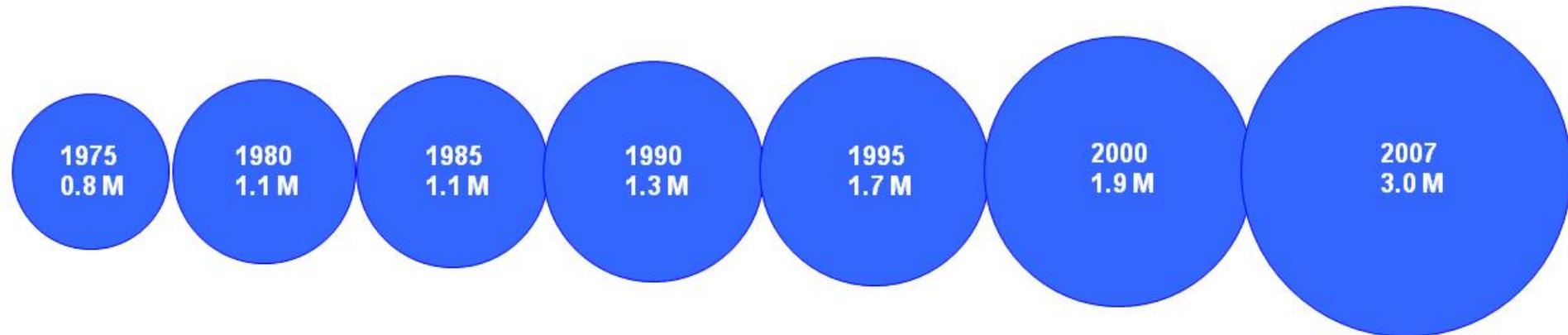
(Knight, 2003)

**Globalisation as the catalyst, internationalisation as the response**

# Distribution of foreign students in tertiary education by country of destination (2007)
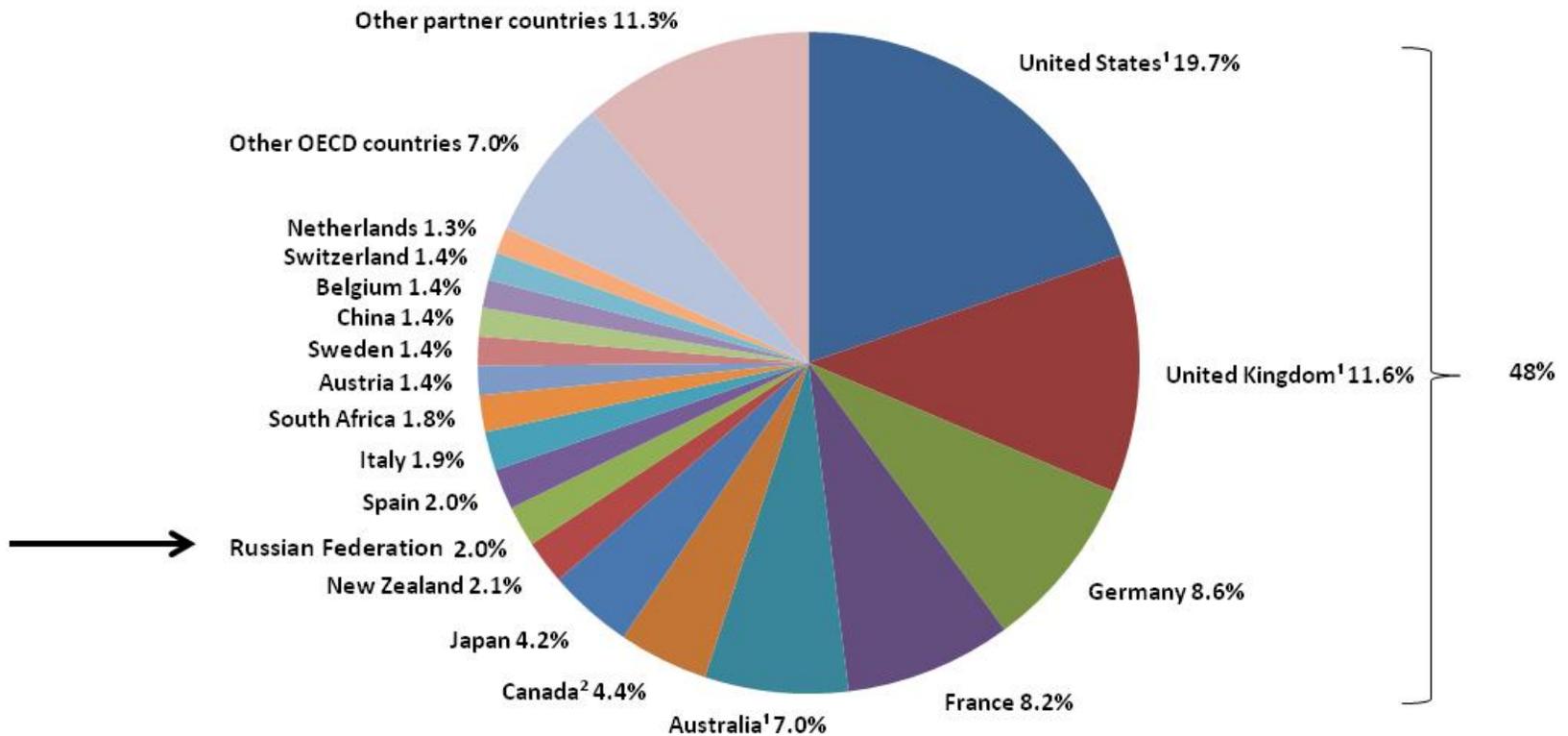
# Long term growth in the number of students enrolled outside their country of citizenship

Growth in internationalisation of tertiary education (1975-2007)

| 1975 | 1980 | 1985 | 1990 | 1995 | 2000 | 2007 |
|------|------|------|------|------|------|------|
| 0.8 M | 1.1 M | 1.1 M | 1.3 M | 1.7 M | 1.9 M | 3.0 M |

*Source:* OECD and UNESCO Institute for Statistics

# Different forms of internationalisation

- Convergence of tertiary education systems and recognition arrangements

- Internationalisation 'at home'

- Student and academic mobility

- Institution and programme mobility
→ transnational education

# Trends
# in internationalisation of TE

## Students and academics' mobility

- Dramatic growth in student mobility over past 3 decades
- Emergence of new players in recent years
- No clear evidence of similar trends for academics, except short term

## Other emerging forms of internationalisation

- Programme curricula and organisation
    - Internationalisation of tertiary curricula
    - Convergence of programme structures (Bologna Process)
    - International credit transfer schemes
- Programme and institutional mobility
    - Operations of domestic TEIs abroad
    - Operations of foreign TEIs on domestic territory
    - Joint Programmes

# Four major current approaches to internationalisation of HE

1. The mutual understanding approach
   - Emphasises political, cultural, academic and development assistance goals
   - Ex.: Japan, Mexico, Korea, Spain

2. The skilled migration approach
   - Encompasses the mutual understanding approach with a more active and targeted approach to the recruitment of foreign students
   - Ex.: Germany, Canada, France, the United kingdom

# Four major current approaches to internationalisation of HE (2)

3. The revenue-generating approach
   - Incorporates both previous approaches but also has directly commercial objectives
   - Ex.: Australia, New Zealand, the united States (for undergraduates), the Netherlands, Ireland

4. The capacity-building approach
   - Encourages the use of imported higher education as a relatively quick way to build an emerging country's capacity
   - Ex.: Mostly in South-East and North Asia and in the Middle-East (Malaysia, Hong Kong - China, China, Dubai, United Arab Emirates

# Challenges of internationalisation on national education policies

1. Optimising mobility flows
   - Promoting attractiveness of national tertiary education system
   - Encouraging the mobility of domestic students
   - Maximising returns of internationalisation
   - Ensuring the sustainability of international strategies

2. Preserving access and ensuring equity
   - Displacement of domestic students
   - Socio-economic characteristics of international students

3. Ensuring quality and protecting customers
   - Impact of internationalisation on education quality
   - International quality assurance policies
   - Quality as a marketing instrument

4. Brain gain or drain
   - Contribution to human resources development
   - Stay rates and immigration impact
   - Policies aimed at ensuring a fair share of gains

# Effective internationalisation policy with several policy instruments

## Education policy instruments

- Mobility grants
- Tuition fees
- Access
- Promotion abroad
- Academic partnerships and participation in regional internationalisation of programmes
- Autonomy to HEIs
- Quality assurance and recognition of foreign diplomas

## Other policy instruments

- Immigration policy
- Trade policy
- Economic, social and international aid policies

# Policy priorities

1. Overall strategy and steering of internationalisation policy

- Develop a national strategy and comprehensive policy framework for internationalisation

    – Build on country-specific advantages/constraints → resist replication

- Improve national policy coordination

    – Inter-governmental committee to maximise synergies among policies
    → Immigration, S&T, Labour, Foreign Affairs

- Encourage institutions to become proactive actors of internationalisation

    - Promote sustainable strategies of internationalisation
    – Diversify activities, partners, distribution of internat. students within system

- Create structures to assist TEIs in their internationalisation strategies

# Policy priorities

2. Strengthen attractiveness and competitiveness of TE system

- Create structures to promote the national tertiary education system
  - *e.g.* 'marketing' agency, capitalise on diplomatic missions abroad
- Enhance the international comparability of tertiary education
  - *e.g.* Bologna-compatible degree structures, credit transfer schemes
- Develop alternatives to current global rankings
  - *e.g.* instruments accommodating the diversity of HE, measuring value-added and allowing tailored rankings
  - Improve information to prospective international students
  - *e.g. courses'* costs, accreditation, international recognition
  - Foster centres of excellence at postgraduate level
  - To showcase research achievements in areas of strength
  - Ensure quality provision in undergraduate cross-border education
  - Coordination between agencies dealing with QA and int°, support for int. students, OECD/UNESCO guidelines, cooperation with foreign QA agencies

# Policy priorities

3. ## Strengthen the internal dimension of internationalisation

- Develop on-campus internationalisation
  - From equity perspective, efforts should focus on internat° on campus
  - *E.g.* revisit HR & pensions policy to ease recruitment of foreign academics
- Encourage the mobility of domestic academic staff and students
  - *Students* → inform on benefits of study abroad, credit transfer schemes, means-tested mobility grants/loans, portable public financing
  - *Academics* → include mobility in promotion criteria

4. ## Optimise internationalisation strategy

- Inform policy-making in the area of internationalisation
- Take advantage of international complementarities
  - Target public support for degree-mobility to post-graduate level and undergraduate programmes not available at home
- Manage the migration impact of internationalisation

# Thank you

For further information and other documentation:

www.oecd.org/edu/tertiary/review
www.oecd.org/edu/ahelo

Diane.lalancette@oecd.org