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Internationalisation at universities: challenges and problems

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CENTRE FOR
EDUCATIONAL POLICY STUDIES

1.0 "*Internationalisation in higher education*": what does it mean?

- Academic mobility for students and teachers?
- International (research) projects in partnerships?
- Transnational delivery of (higher) education?
- Intercultural dimension in curricula and teaching?
- International developmental (aid) projects?
- Brain drain processes?
- Recognising diplomas and study periods abroad?
- The influence of international organizations?
- "*Globalisation*" (whatever it means)?

1.2 A "neutral" definition (J. Knight)

Internationalization at the national / sector / institutional levels is defined as "*the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education*". (Knight, 2003)

"… a definition needs to be objective enough that it can be used to describe *a phenomenon which is in fact universal, but which has different purposes and outcomes*, depending on the actor or stakeholder." (Knight, 2006)

1.3 Very briefly on history of higher education

Centuries ago (≈ 1100), University was born in Europe as a '*universal*' ('borderless') institution

19th Century: the industrial age / the appearance of *nation states* in Europe → development of *national* HE systems and institutions; first universities also in USA

20th Century:

(a) European *divisions and conflicts* → *divisions* in higher education systems, qualifications etc.

(b) Universities start operating *all over the world*

End-20th Century:

(a) *Globalisation* in education; Europe no more "the leader"

(b) European "*coming together*" → a challenge not only for politicians but also for academia

1.4 Internationalization and Europeanization

1987: Erasmus programme launched: increasing mobility

1989: a fall of the Berlin Wall: "*borderless Europe*"?

1998-2010: a decade of converging ('harmonizing' or 'concerting') European higher education systems and study programmes (the *Bologna Process; Tuning,* etc.).

Internationalization at universities can be observed in a:

➢ worldwide perspective (general);

➢ European perspective (particular): "*Europeanization*".

Our main focus will be at "*Europeanization*": what are the main challenges today and what should be some key considerations for future?

0. Introduction

1. Internationalization of Higher Education –
    what does it mean?

2. Europeanization of Higher Education

1.1 The European Union HE agenda

1.2 Erasmus and Tempus

1.3 "Lisbon" vs. "Bologna"

1.4 "… a strategy for the external dimension"

3. How is Europe performing in Higher Education?

4. European Higher Education strengths and weaknesses

5. Conclusion

2.1 The European Union HE agenda

The 'new European story' started after World War II with *coal and iron*, and then continued to *atomic energy* and the *economy at large*; finally common *political bodies*.

For a long time there was *no direct reference to education* or culture in the legal treaties of the Communities.

The *Maastricht Treaty* of **1992**: the *subsidiarity principle* but, nevertheless, a step *beyond* the traditional form of international co-operation in education.

1985–1987: *Erasmus* as a push forward. – An objective need for broader (beyond EU-15) co-operation was growing rapidly after a fall of the Berlin Wall (*Tempus*).

A call »*to engage in the endeavour to create a European area of higher education*« (Sorbonne Declaration, 1998).

2.2 Erasmus and Tempus

In the mid-1980s, European "internal" internationalisation of HE was strongly encouraged - with the establishment of the European Commission's action programmes.

At that time, Europe was still both: an "internal" EC and a "larger" non-EC Europe. As Erasmus linked "internal" HEIs, Tempus did the same during the 1990s within a "larger" Europe.

Government initiatives relating to internationalisation of HE entered legislation and policy documents and went further to establish support agencies, special funding for institutions, support measures, etc.

This was important step towards understanding the internationalisation of HE reforms in European countries.

2.3 'Lisbon' vs. 'Bologna'

The Bologna Process: today encompasses 27 EU and 20 non-EU countries – HE reflects *European asymmetries*.

'Bologna' (1999) vs. 'Lisbon' (2000) are *two agendas* – 'EU–27' vs. 'EU–47'.

'*Bologna*': aiming at building a »common European HE Area«; voluntary; no 'supra-national' body.

'*Lisbon*': aiming at »the most competitive and dynamic knowledge-based economy in the world« and supported by a strong transnational organisation.

Two agendas are partly overlapping – but also different.

»*Europe is not only that of the Euro, of the banks and the economy*« but »*it must be a Europe of knowledge as well*« (Sorbonne Declaration, 1998).

2.4 "… a strategy for the external dimension"

»We see the European Higher Education Area as a partner of higher education systems in other regions of the world, stimulating balanced student and staff exchange and cooperation between higher education institutions. We underline the importance of intercultural understanding and respect. We look forward to enhancing the understanding of the Bologna Process in other continents by sharing our experiences of reform processes with neighbouring regions. We stress the need for dialogue on issues of mutual interest. We see the need to identify partner regions and intensify the exchange of ideas and experiences with those regions. We ask the Follow-up Group to elaborate and agree on *a strategy for the external dimension*.«

(*Bergen Communiqué*, 2005)

0. Introduction

1. Internationalization of Higher Education –
   what does it mean?

2. Europeanization of Higher Education

3. How is Europe performing in HE?

1.1 Achievements, entry, expenditure, graduation

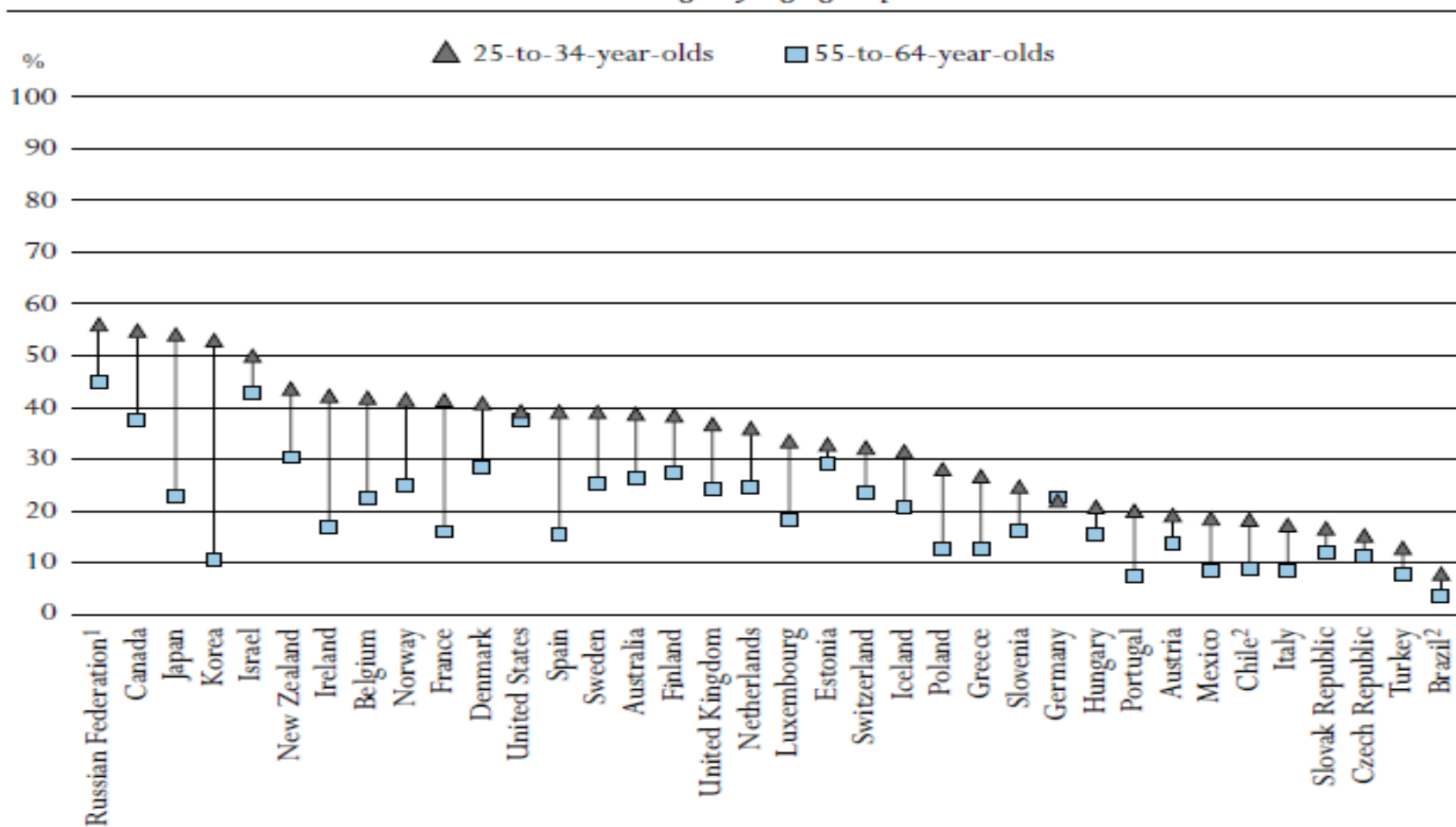1.2 Employment and Employability

1.3 Mobility, international students

1.4 "Attractivity"

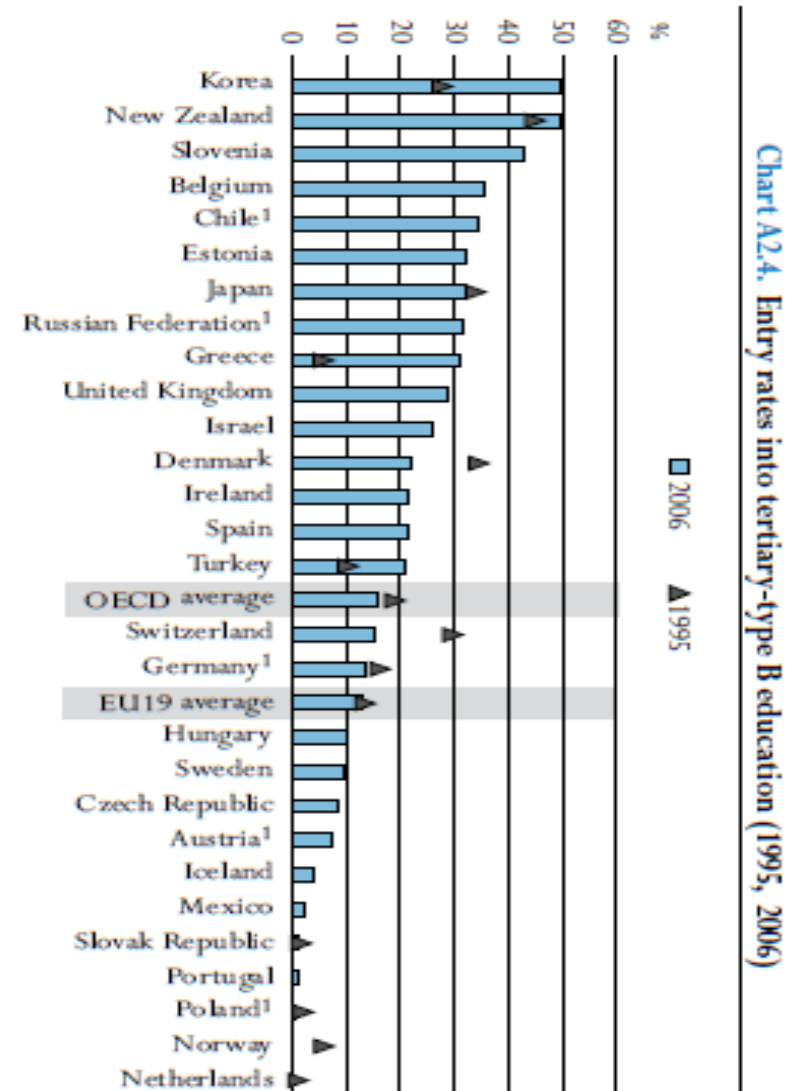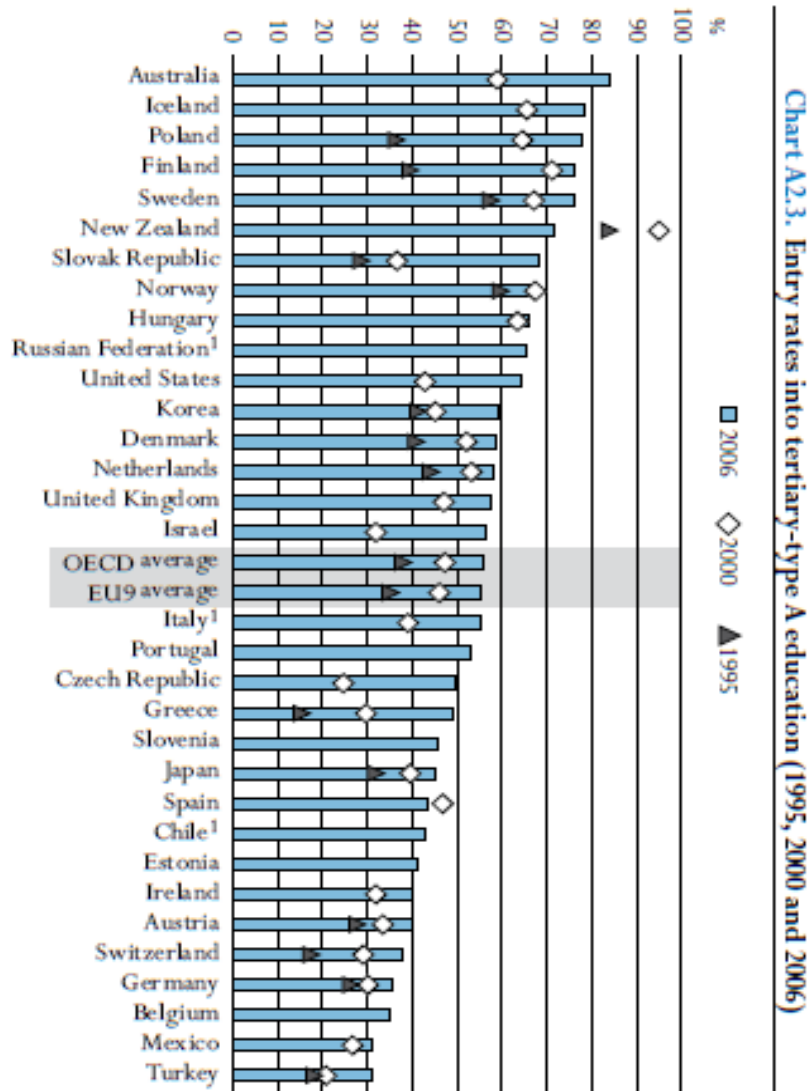4. European Higher Education strengths and weaknesses

5. Conclusion

3.1.1 Educational achievements in the population

Chart A1.3. Population that has attained at least tertiary education (2006)

Percentage, by age group

▲ 25-to-34-year-olds   □ 55-to-64-year-olds

Source: OECD,

3.1.2 Entry into tertiary education (type A, B)

Chart A2.3. Entry rates into tertiary-type A education (1995, 2000 and 2006)

□ 2006   ◇ 2000   ▲ 1995

Chart A2.4. Entry rates into tertiary-type B education (1995, 2006)
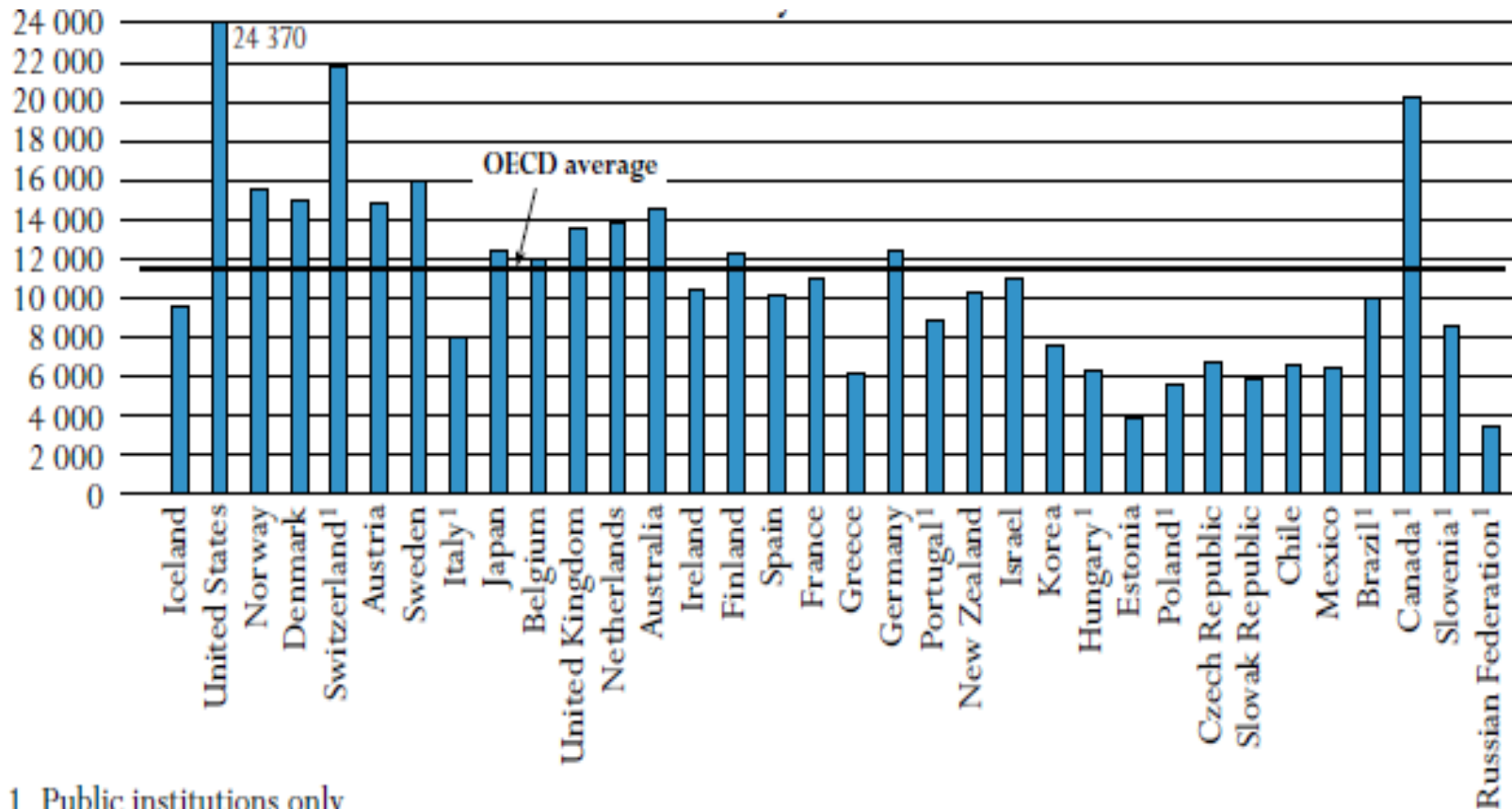
□ 2006   ▲ 1995

Source: OECD.

3.1.3 Expenditure - tertiary education

Chart B1.2. Annual expenditure on educational institutions per student for all services, by level of education (2005)

*In equivalent USD converted using PPPs, based on full-time equivalents*

Expenditure per student
(equivalent USD converted using PPPs)

1. Public institutions only.

Source: OECD,

3.1.4 Changes in expenditure 2000 - 2005

Chart B1.8. Changes between 2000 and 2005 in expenditure on educational institutions per tertiary student compared with GDP per capita
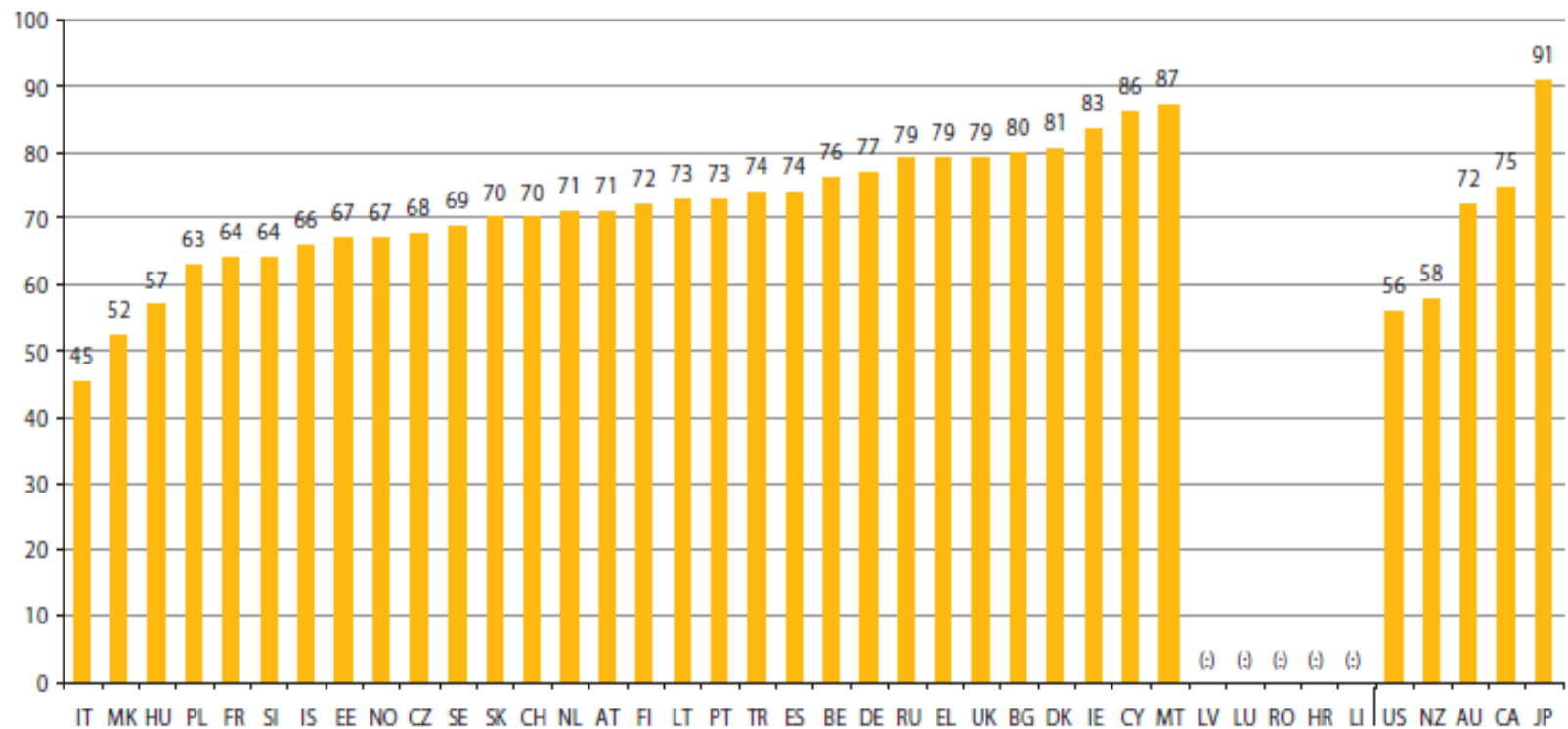
(2005 constant USD and 2005 constant PPPs)

Expenditure per student
(in equivalent USD converted using PPPs)

GDP per capita
(in equivalent USD converted using PPPs)
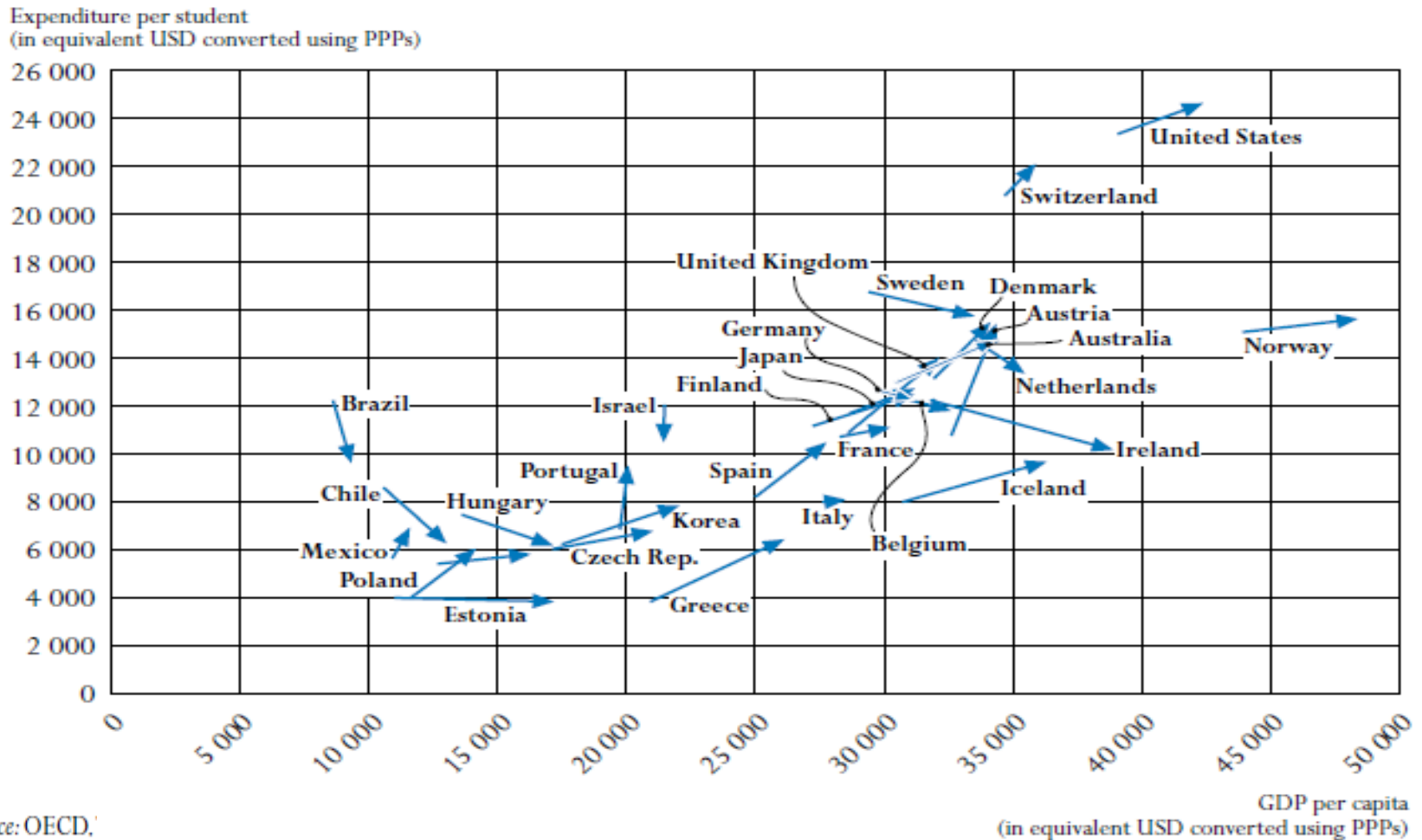
3.1.5 The gap between access and graduation

Figure D.2c: Completion rates (%), ISCED 5A (at least first 5A programme) — 2005
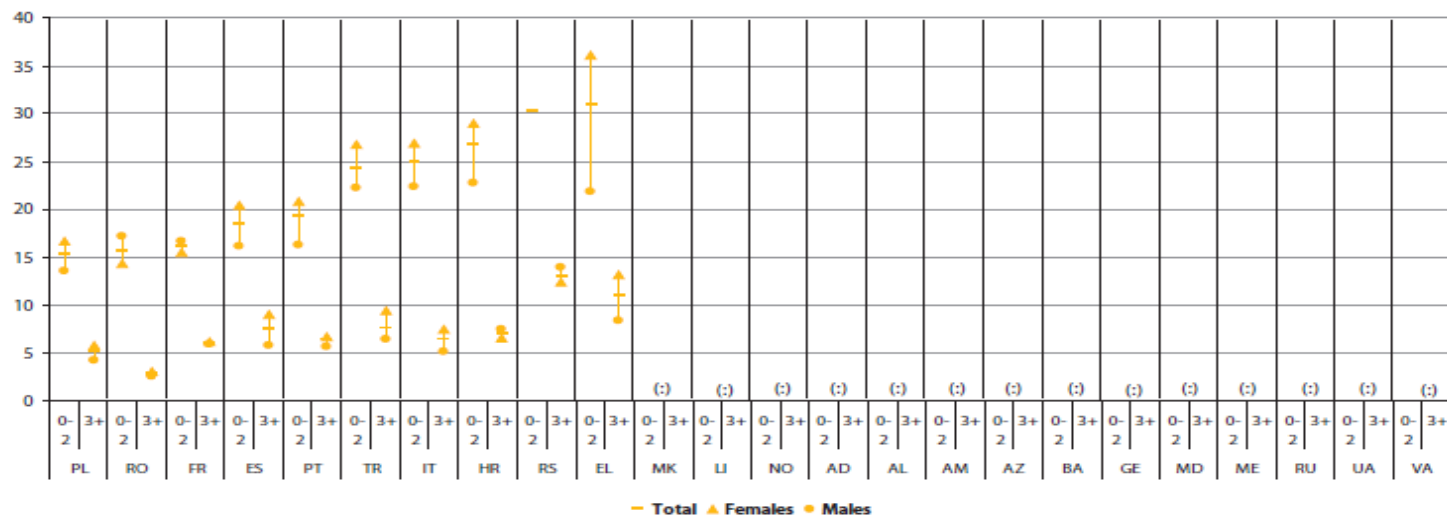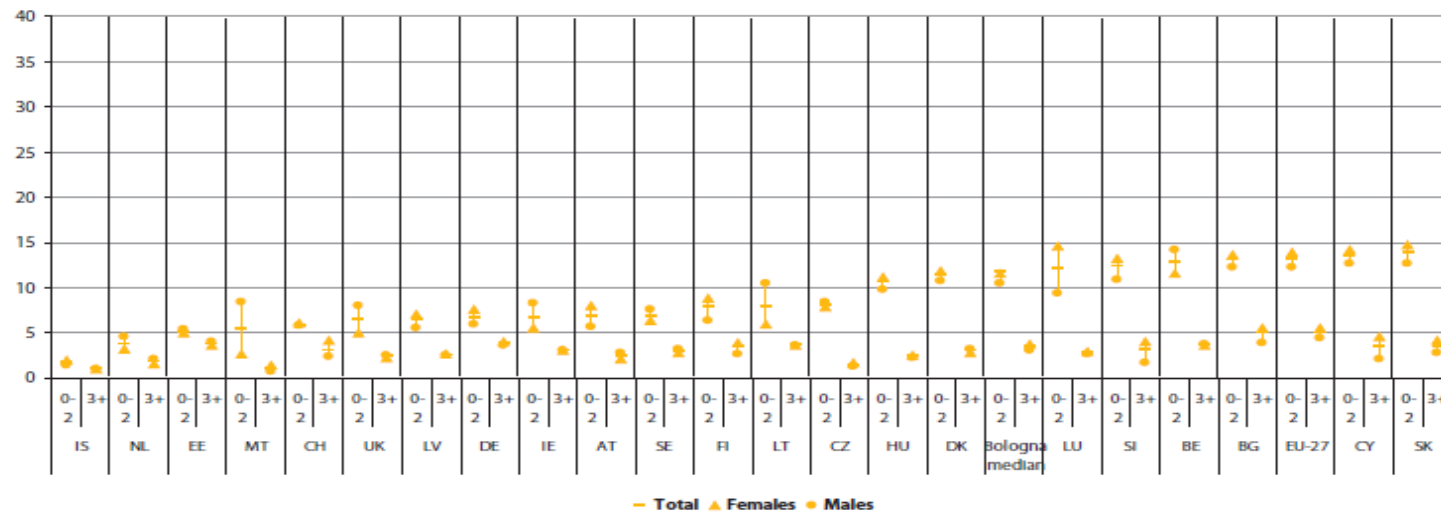
Note: EL, ES, EI, CY, LT, MT, TR, MK: 2004 data.

Source: OECD.

3.2.1 The HE and labour market: unemployment

Figure D.3b: Unemployment rate of tertiary education graduates (ISCED 5-6) aged 20–34, by sex and number of years since graduation (%) — 2003–2007, cumulated

— Total ▲ Females ● Males

— Total ▲ Females ● Males

3.2.2 The vertical mismatch (ISCED 5-6)

Figure D.5d: Qualifications mismatch as reported by employed graduates with more or less 5 years of experience since leaving higher education, by type of mismatch (horizontal, vertical, or both), %, ISCED 5A second degree — 2005


Legend: ■ Horizontal + vertical mismatch ■ Vertical mismatch ■ Horizontal mismatch
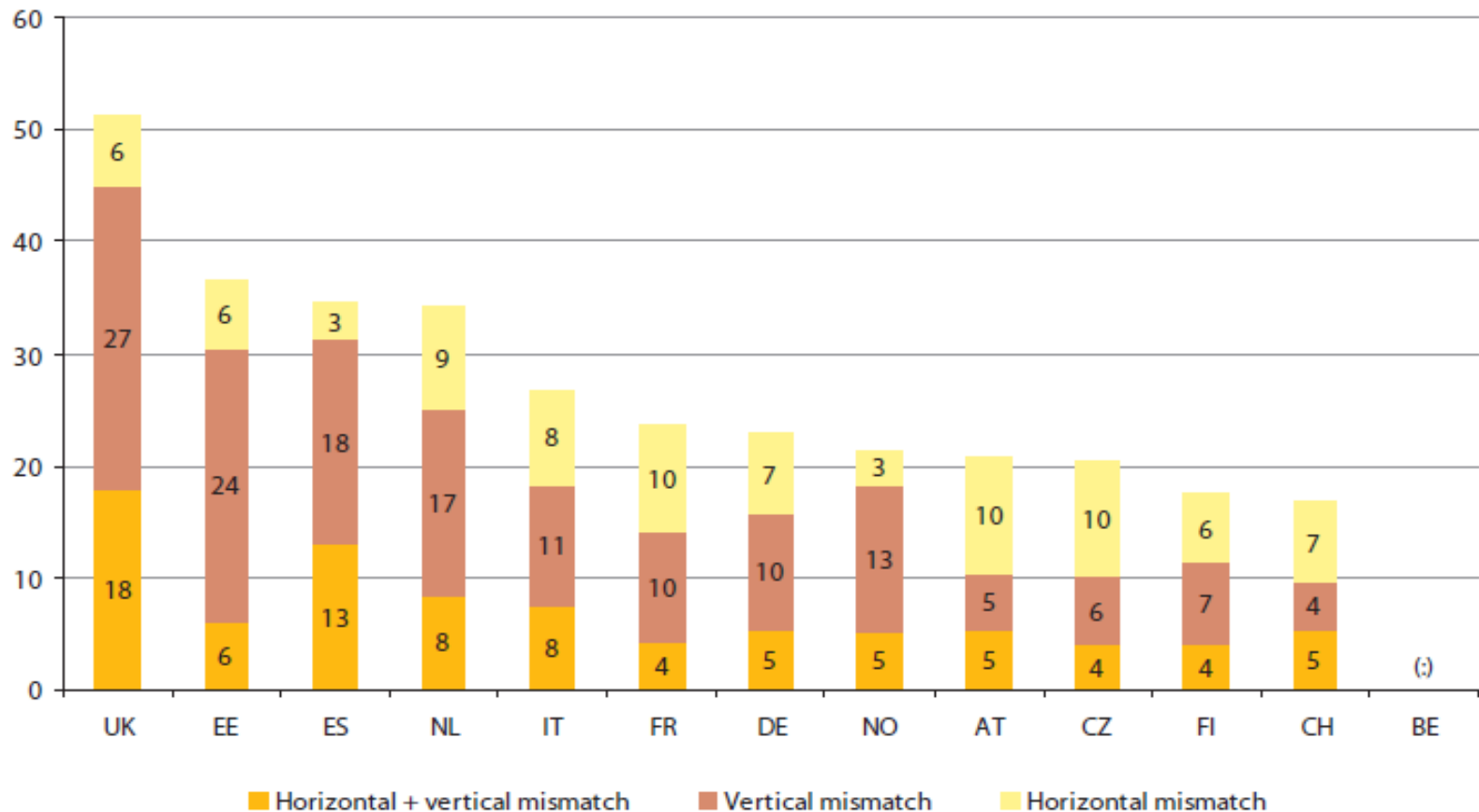
Note: Countries are sorted in ascending order by exact match. BE: data not reported due to a low return rate.
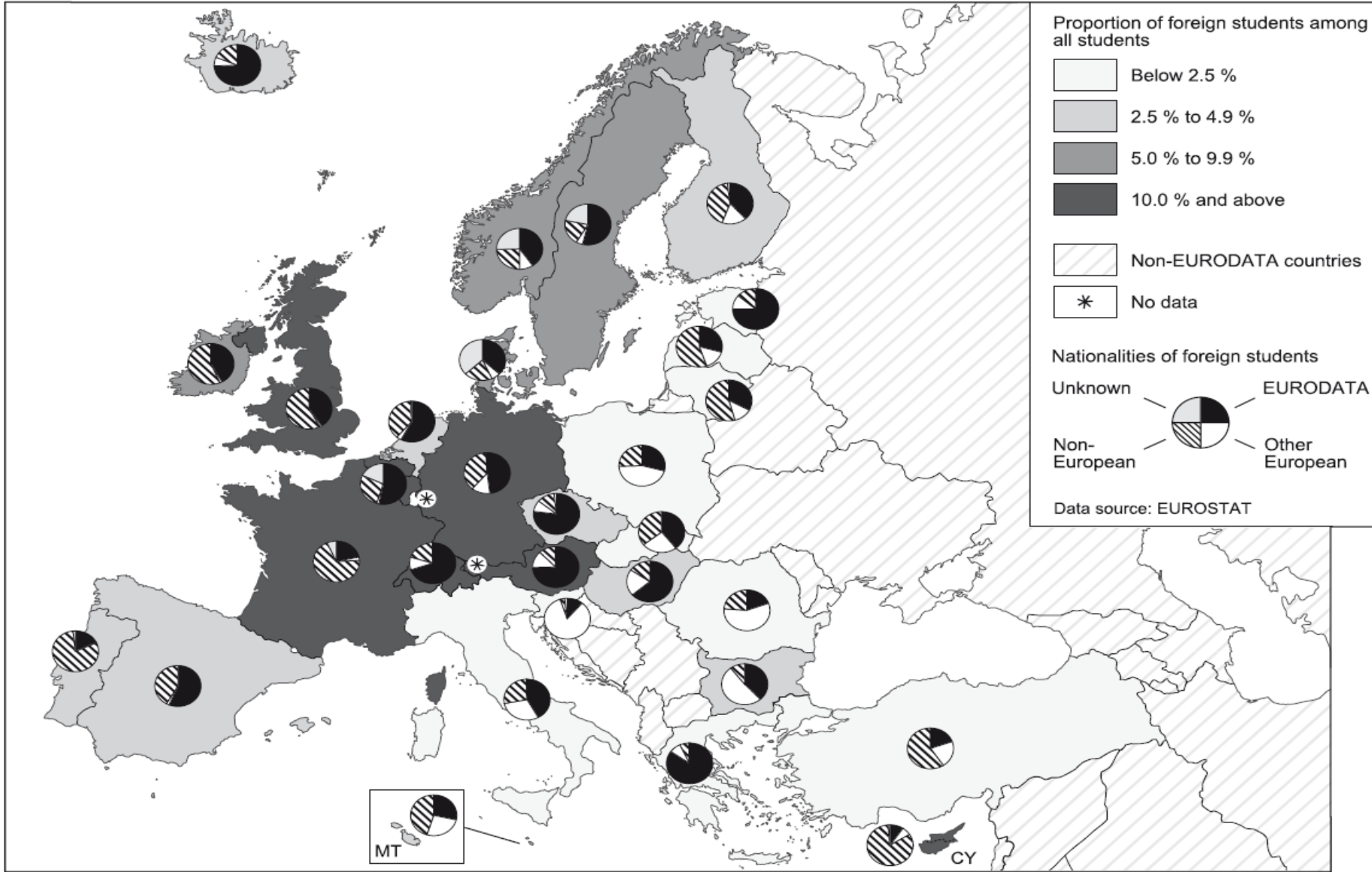
Source: Reflex, 2005.

eurostat

3.2.3 Employability of the 'Bologna 1ˢᵗ cycle'

Figure 10. Measures taken to ensure that first cycle graduates are able to pursue careers in the public service (number of countries giving each answer)
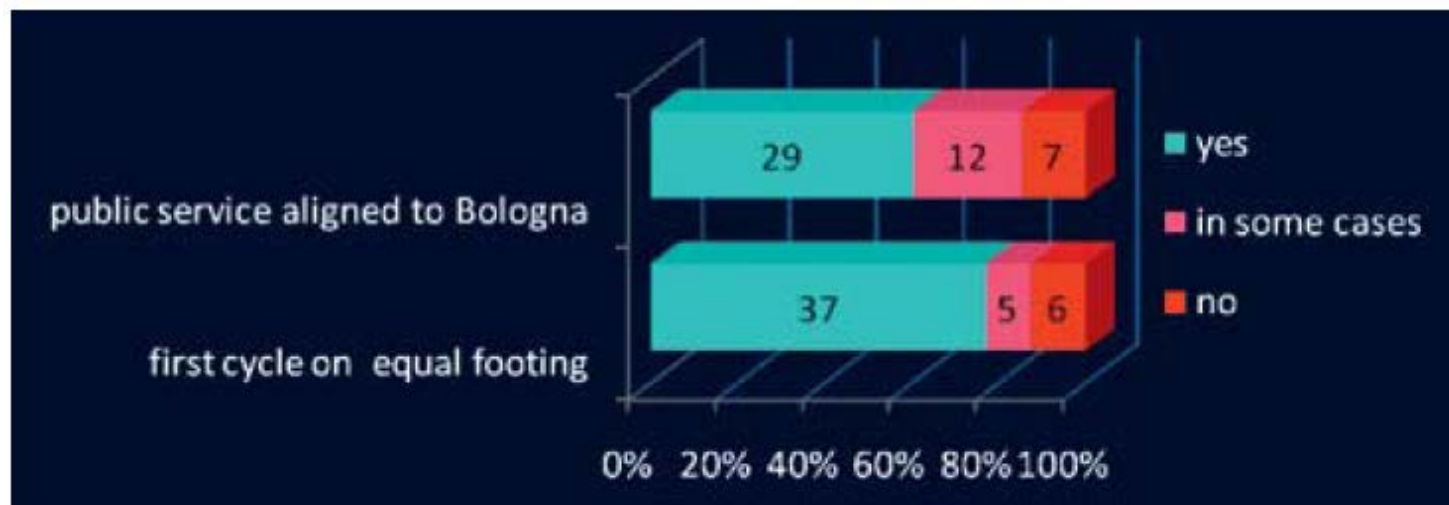
The results are shown in Fig. 10. It should be noted that some countries may not have fully understood this question, especially the concept of "equal footing". The results should therefore be interpreted with caution. The vast majority of countries stated that first-cycle graduates are indeed able to pursue careers in the public service on an equal footing with other graduates. Some countries however mentioned that the job descriptions of some higher public service professions corresponded to higher Bologna cycles and might thus not be open to first-cycle graduates.

3.3.1 HE mobility within Europe – foreign students

Proportion of foreign students among all students

- Below 2.5 %
- 2.5 % to 4.9 %
- 5.0 % to 9.9 %
- 10.0 % and above

Non-EURODATA countries

✳ No data

Nationalities of foreign students

Unknown — EURODATA
Non-European — Other European

Data source: EUROSTAT

Lemmens Verlags- & Mediengesellschaft mbH

3.3.2 HE mobility within Europe – students abroad

Lemmens Verlags- & Mediengesellschaft mbH
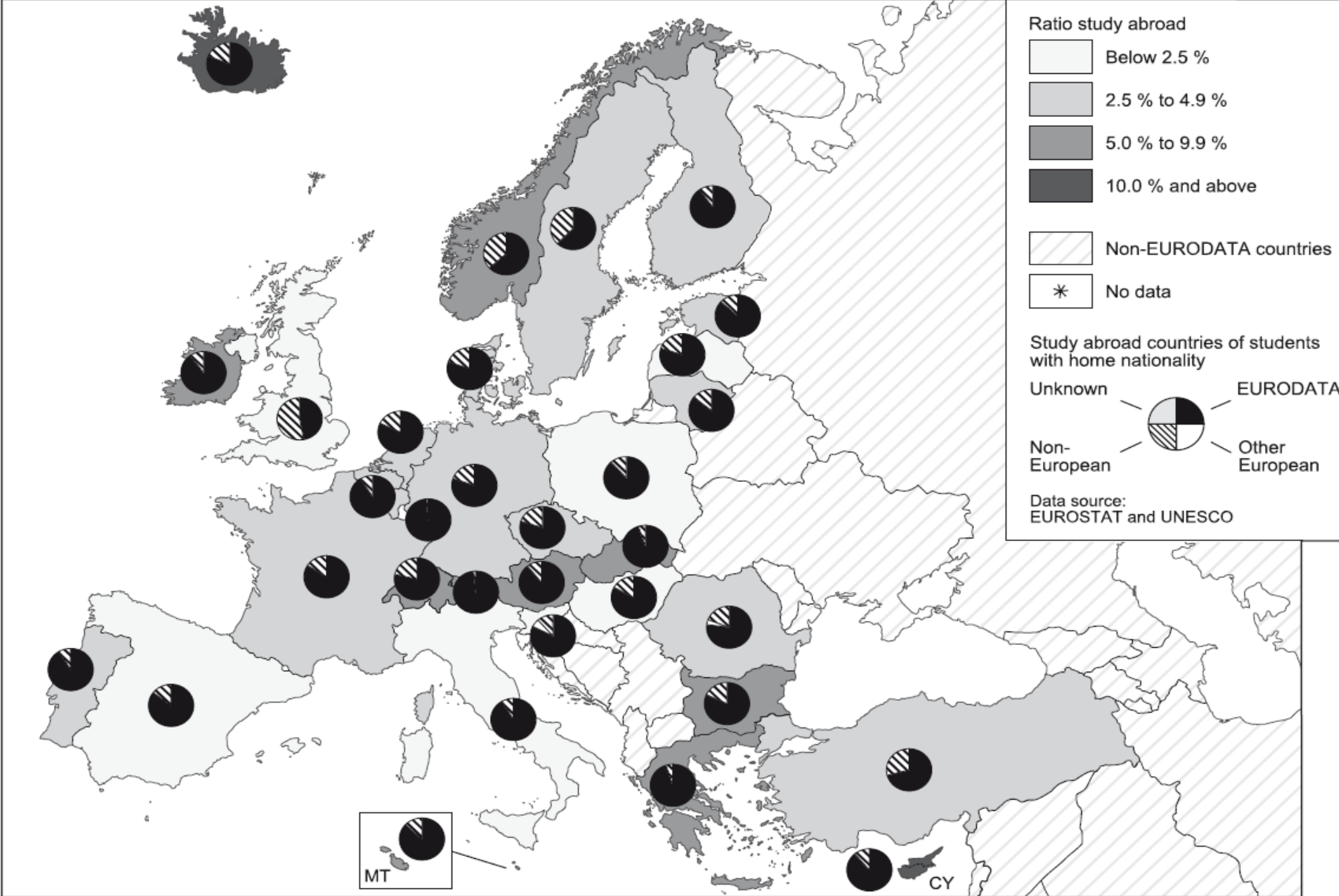
3.3.3 International graduates in total output

Chart A3.4. **Proportion of international and foreign graduates in total graduate output, by type of tertiary education (2006)**

- Tertiary type-A programmes, first degrees
- Tertiary type-A programmes, second degrees
- Advanced and research programmes

Source: OECD,
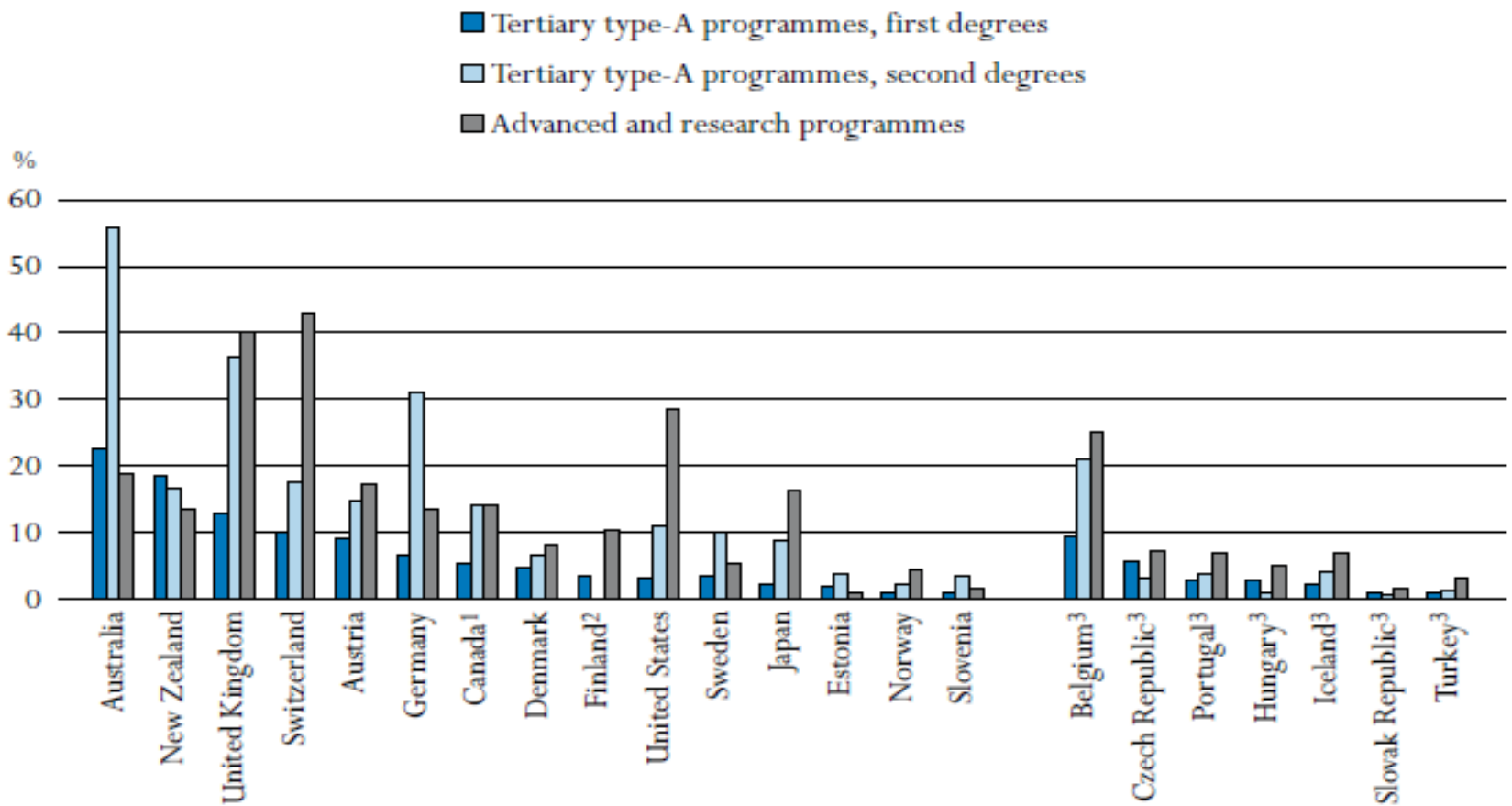
3.3.4 Easy recognition of credits? (Trends 2010)

Table 29. Q28. Do students returning to your institution from study abroad encounter problems with the recognition of their credits?
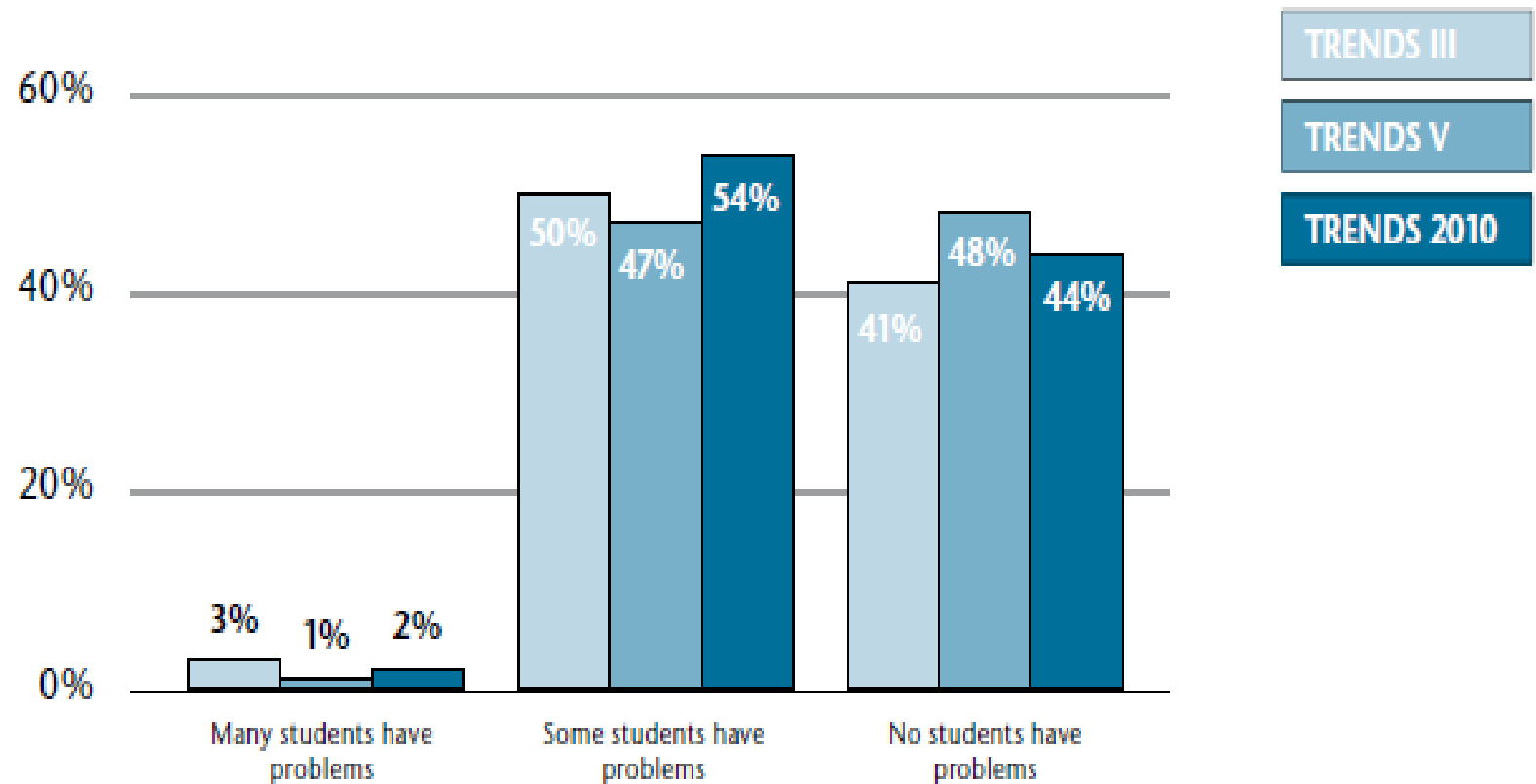
3.3.5 Easy recognition of credits? (BAFL 2010)

fig. 2—Situation of national students returning from a period of study abroad encountering problems with the recognition of their credits

- None or almost none have problems
- Some students have problems
- Depends on where they were studying
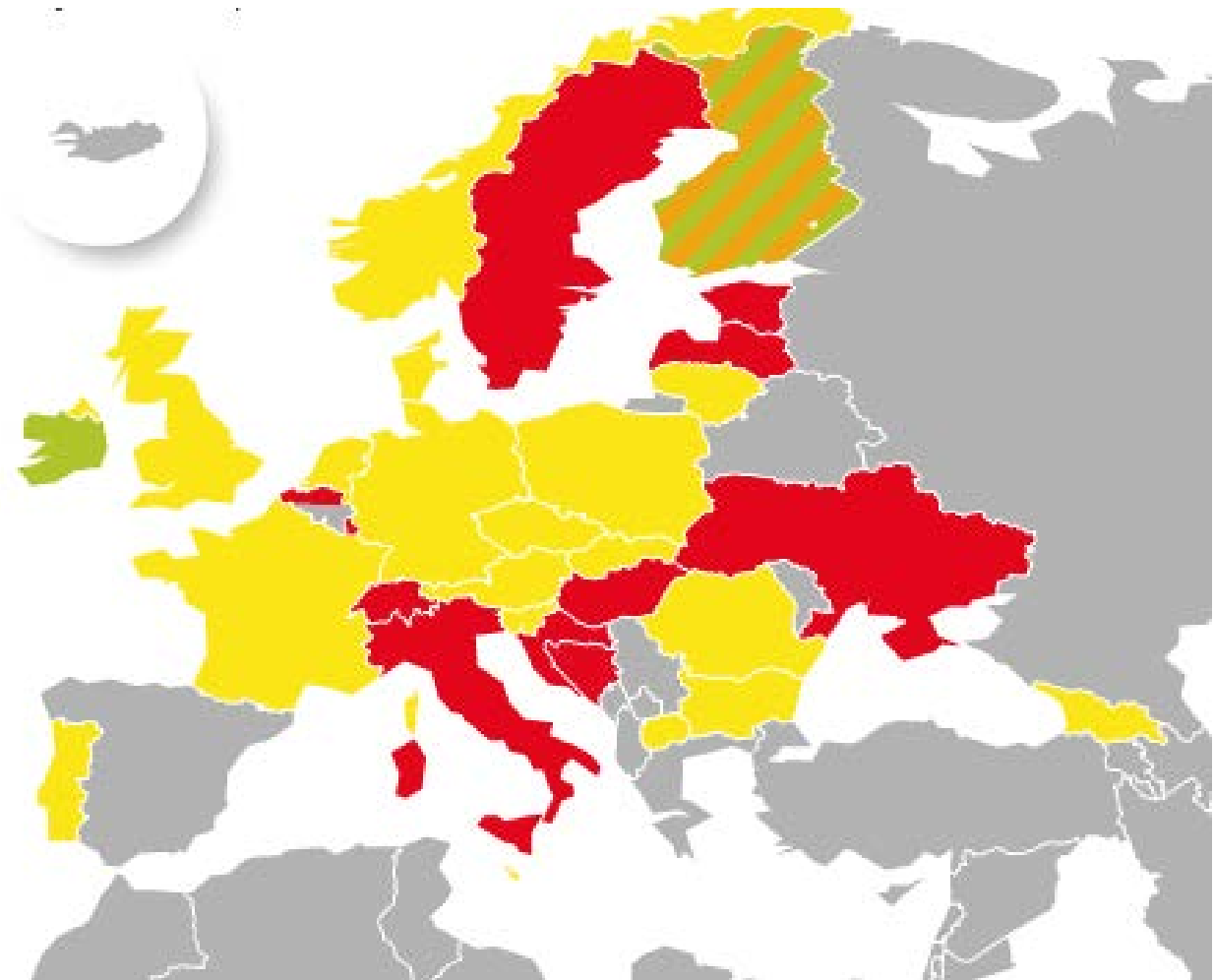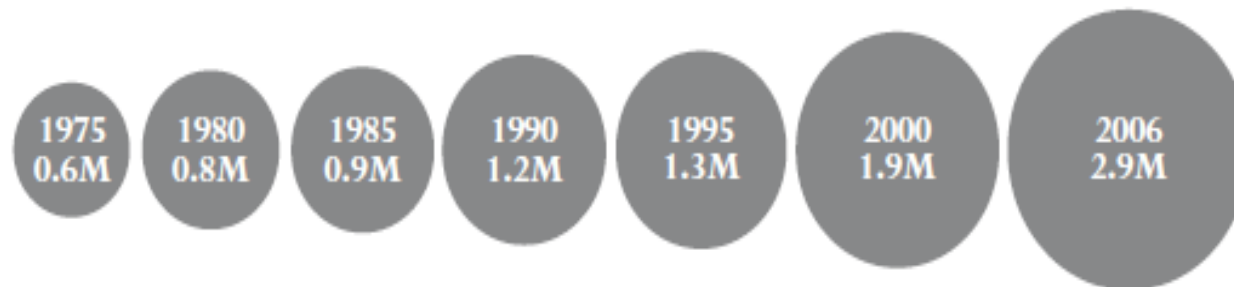- Many students have problems

3.4.1 Boom in the internationalisation of HE

Box C3.1. Long term growth in the number of students enrolled outside their country of citizenship

Growth in internationalisation of tertiary education (1975-2006)

1975	1980	1985	1990	1995	2000	2006
0.6M	0.8M	0.9M	1.2M	1.3M	1.9M	2.9M

Source: OECD and UNESCO Institute for Statistics.

Data on foreign enrolment worldwide comes from both the OECD and the UNESCO Institute for Statistics (UIS). UIS provided the data on all countries for 1975-1995 and most of the partner countries for 2000 and 2006. The OECD provided the data on OECD countries and the other partner countries in 2000 and 2006. Both sources use similar definitions, thus making their combination possible. Missing data were imputed with the closest data reports to ensure that breaks in data coverage do not result in breaks in time series.

3.4.2 Foreign students by country of destination

Chart C3.2. Distribution of foreign students in tertiary education, by country of destination (2006)

Percentage of foreign tertiary students reported to the OECD who are enrolled in each country of destination

Other partner countries 10.7%

Other OECD countries 6.3%

Netherlands 1.2%
Austria 1.3%
Switzerland 1.3%
Malaysia 1.4%
Sweden 1.4%
Belgium 1.6%
Italy 1.7%
Spain 1.7%
South Africa 1.8%
New Zealand 2.3%
Russian Federation 2.6%

Japan 4.4%

Canada[1] 5.1%

Australia 6.3%

France 8.5%

Germany 8.9%

United Kingdom 11.3%

United States 20.0%
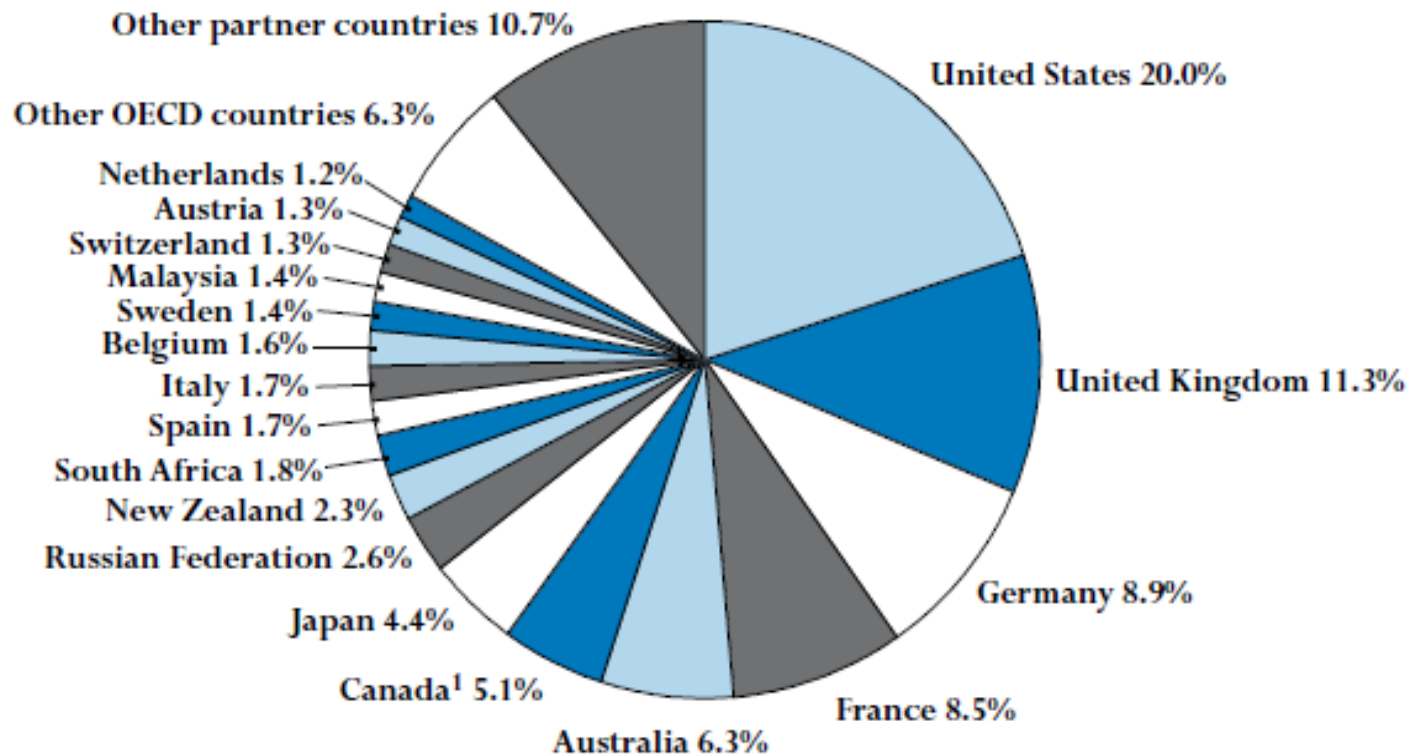
3.4.3 The percentage of international students

Chart C3.1. Student mobility in tertiary education (2006)

This chart shows the percentage of international students in tertiary enrolments. According to country-specific immigration legislations and data availability constraints, student mobility is either defined on the basis of students' country of residence or the country where students received their prior education.

Source: OECD.
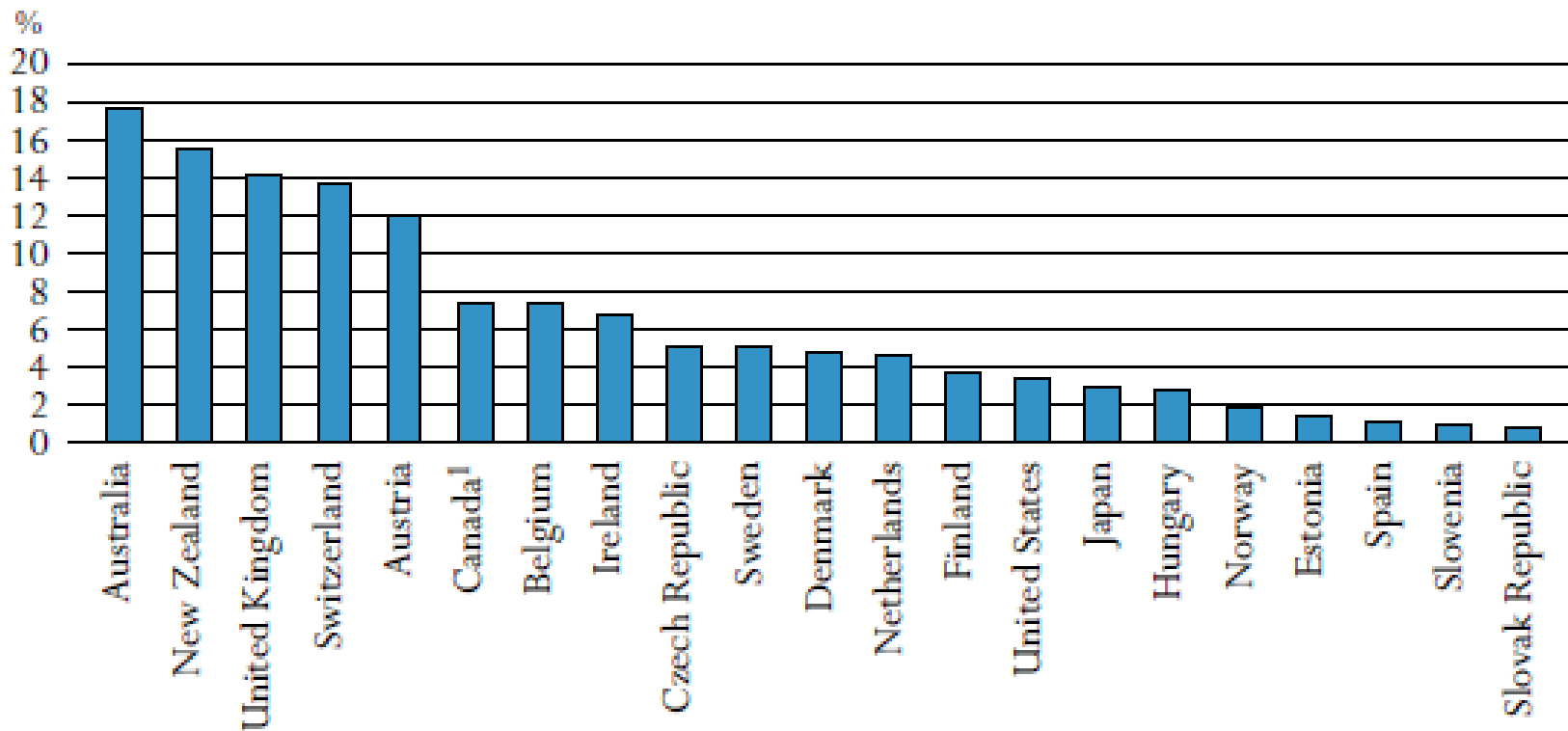
3.4.4 The attractiveness of the EHEA

| Foreign Tertiary Students and Total Enrolment by Host region (2002/03) - Source: ACA Report, 2006				
	'Europe 1'*	**'Europe 2'***	**USA**	**Australia**
All students	**19.430.382**	**18.916.234**	**12.853.627**	**1.012.210**
Foreign students	**1.117.735**	**600.634**	**583.323**	**179.619**
Foreign in %	**5.8**	**3.2**	**4.6**	**17.7**
* - 'Europe 1' = EURODATA and non-EURODATA Origins * - 'Europe 2' = non-EURODATA Origins only				

3.4.6 Foreign students in European countries

Foreign tertiary students in EURODATA countries 2002/03 (ACA 2006)							
EURODATA countries	**All tertiary students**	**All foreign students**	**Foreign stud. in %**	**From EURODATA countries %**	**Other European c. in %**	**Non-European c. in %**	**10 most frequent nations in %**
Austria	229 802	31 101	13.5	74.6	13.3	11.7	97.1
Czech Rep.	287 001	10 338	3.6	77.0	8.9	12.3	82.0
Denmark	201 746	18 120	9.0	36.9	6.3	19.9	38.3
Estonia	63 625	1 090	1.7	75.1	11.2	13.7	94.8
Finland	291 664	7 361	2.5	38.4	17.3	42.4	58.5
Greece	561 457	12 456	2.2	84.9	8.3	6.3	92.5
Hungary	390 453	12 226	3.1	63.7	20.9	15.5	84.6
Latvia	118 944	2 390	2.0	29.4	15.4	55.2	93.2
Netherlands	526 767	20 531	3.9	57.8	3.5	38.0	70.0
Sweden	414 657	32 469	7.8	53.7	4.6	20.0	44.9
Slovenia	101 458	963	0.9	11.2	83.8	3.1	92.9
Slovakia	158 089	1 651	1.0	39.4	25.0	35.6	72.0
Total	**19.430.382**	**1.117.735**	**5.8**	**42.1**	**8.0**	**45.6**	**56.8**

3.4.7 Looking out?

Trends 2010 (Tab. 25): *In which geographical areas would your institution most like to enhance its international attractiveness?*
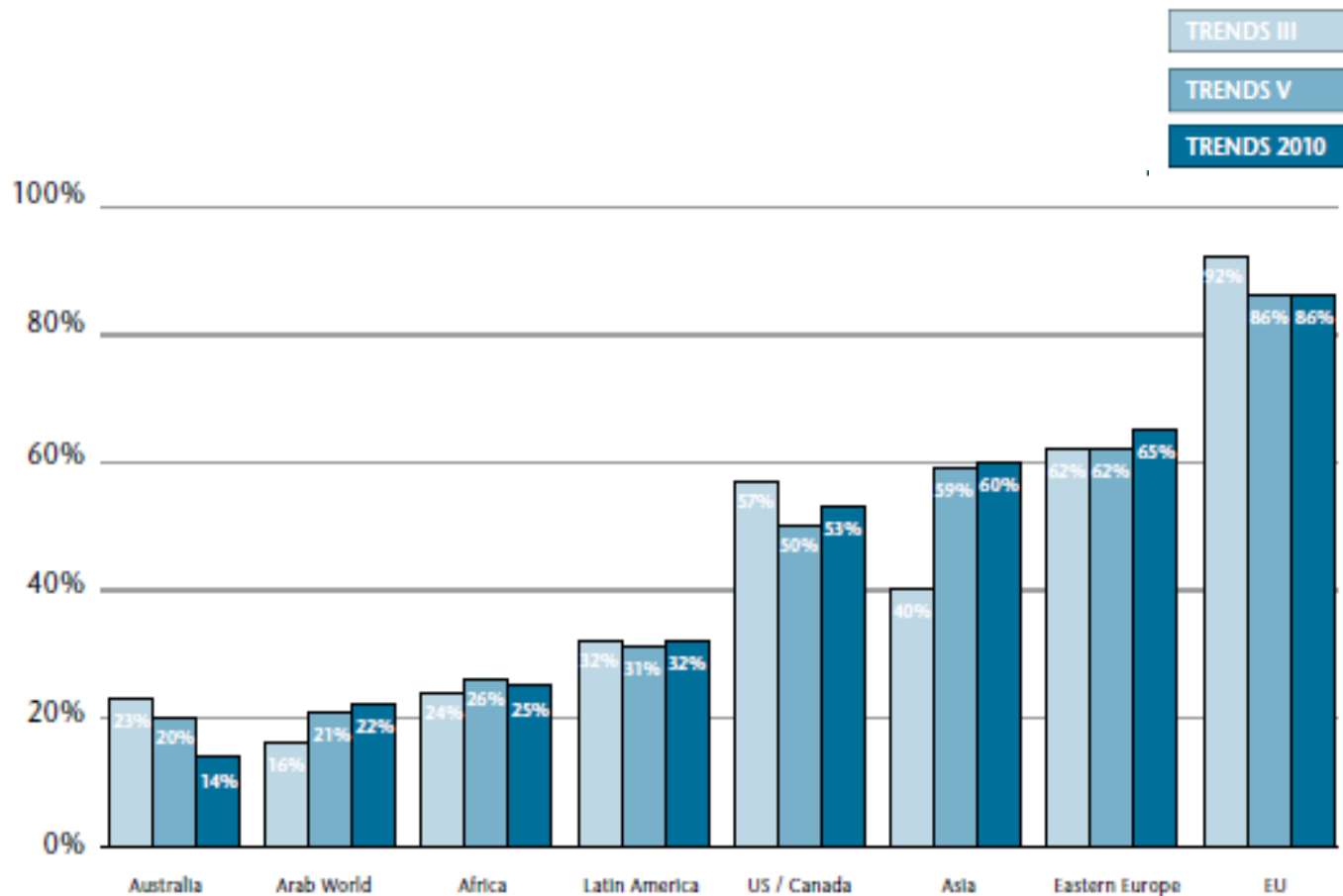
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4.1 Quality in European higher education

4.2 European overarching qualifications framework

4.3 The diversity of European higher education

4.4 Excellence in European higher education

4.5 The 'social dimension' of European higher education

5. Conclusion

4.1 Quality in European HE

Co-operation, competition and attractiveness depends on quality: it is about *mutual trust*.

Development of quality assurance (QA) 1999-2009:
- »European co-operation in quality assurance (Bologna, 1999)«;
- European Network QA (ENQA, 2000);
- Standards and guidelines for QA in the EHEA (2005);
- Guidelines for Quality Provision in Cross-border HE (UNESCO & OECD, 2005);
- European Quality Assurance Register (EQAR; 2008).

There is an obvious *strength* of the emerging common EHEA – Europe has succeeded in establishing framework conditions of its own QA system, hopefully not 'biased by national stakes'. – Problems reported in implementation may represent risks and *weaknesses*.

4.2 European overarching Qualification Framework

Bologna, 1999: »a system essentially based on *two main cycles* – within the first decade of the first millennium.«

Development toward European QF:
➢ national frameworks of comparable and compatible qualifications – in terms of workload, level, learning outcomes, competences and profile (Berlin, 2003);
➢ adoption of »the overarching framework for qualifications in the EHEA« (Bergen, 2005);
➢ the »central element of the promotion of European higher education in a global context« (London, 2007);
➢ »We aim at having them implemented by 2012« (Leuven, 2009).

2009: variety of models; implementation of NQF in delay. At this point, the *strengths* and *weaknesses* of the ongoing European HE reforms are put in the sharpest contrast.

4.3 The diversity of European HE

The Europeanisation process in higher education: are *convergence* and *diversification* parties in conflict?

Harmonisation is not 'standardisation' or 'unification', but 'the *guiding principle of the orchestra*' (Allègre, 1998).

The Bologna reforms as an attempt to promote and not abolish diversities.

The *Tuning* project (2001-2008): »convergence and common understanding« does not mean »imposition«.

European diversities (cultural, linguistic, institutional, paradigmatic, etc.) are "our richness" and *strengths* – but at least in the view of non-European student and staff may at the same time be both, *strengths* and *obstacles*.

In this regard, what everyone definitively needs is *transparency in diversity*.

4.4 Excellence in European HE

Ranking higher education institutions 'league-table-style': e.g. ARWU, WUR etc.

Criticism of *methodology* – but growing *media* attention!

Position of European HEIs on league tables is not so bad – but *what rankings actually measure*? What is excellence?

An '*excellence of excellence*' is dangerous and against the spirit of academia: it is like striving for 'the truth about the truth' (as opposed to 'the pursuit of the truth').

Yet, the low rankings of European universities in global league tables should be recognised as a *weakness*. But there are also *strengths*: increasing EU co-operation leading towards excellence, cases of good practice, etc.

4.5 The 'social dimension' of European HE

The '*social dimension*' – evolution of the concept.

The idea of *equity*: the »*student body within HE should reflect the diversity of Europe's populations*. […] Each participating country will set measurable targets for widening overall participation and increasing participation of underrepresented groups in HE« (Leuven, 2009).

In fact, "student body" today *does not reflect* "the diversity of Europe's populations". – *Eurostat Report 2009*: huge differences across Europe (public support, part-time, etc.).

The 'social dimension' of European higher education reflects again both aspects – *strengths* and *weaknesses*.

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A message for the next decade

5.0 A message for the next decade

Ministers in the *Budapest-Vienna Declaration on the European Higher Education Area* (12 March 2010):

"While much has been achieved in implementing the Bologna reforms, the reports also illustrate that EHEA action lines such as degree and curriculum reform, quality assurance, recognition, mobility and the social dimension are implemented to varying degrees. Recent protests in some countries, partly directed against developments and measures not related to the Bologna Process, have reminded us that some of the Bologna aims and reforms have not been properly implemented and explained. We acknowledge and will listen to the critical voices raised among staff and students."

Thank you!