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Internationalisation of higher education and the European Higher Education Area.

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On ACA

- A (mainly) European federation of national organisations active in internationalisation of HE (OeAD, DAAD, etc.)
- Promoting innovation and internationalisation
- Studies on (international) HE trends, for example
 - European and global student mobility
 - English-taught programmes in Europe
 - Relative position of European HE in the world
 - Handbooks (on international and European associations)
- International conferences and seminar
- *ACA Newsletter – Education Europe.*



What is internationalisation? (1)

The process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education

Jane Knight (2003)

...border-crossing activities

Ulrich Teichler (2007)



What is internationalisation? (2)

- A fuzzy / elusive concept
- A continuous widening of meaning over time
- At the beginning (post-WWW II years): internationalisation = the international mobility of persons for purposes of learning, teaching and researching
- Today: internationalisation = almost everything
- The line between internationalisation and mainstream HE policy has become very blurred.



What is internationalisation? A Wittgensteinian approach (3)

- International **mobility** of students and faculty (in many shapes and sizes)
- **Recognition** of degrees and study periods
- **Curricular internationalisation / ‘internationalisation at home’**, international and internationally comparative content, integrated study abroad phases, joint/double degrees, etc.
- **English-medium instruction (EMI)**
- **(Strategic) partnerships**



What is internationalisation? (4)

- **‘Transnational education’** (‘cross-border’, ‘borderless’ education or ‘collaborative’ provision)
- **International marketing** and promotion
- **ICT-based learning** (e-learning, distance learning, MOOCs, open learning and open educational resources (OER))
- **Joint / coordinated structural and substantive system reform** (‘Bologna’, ‘Lisbon’, OECD ‘processes’)



Internationalisation strategies (1)

- Exist at the **personal, institutional, national (sometimes sub-national) and supra-national level**
- They are based on very **different rationales**
- Most will stress that internationalisation will increase the **quality of education**
- A similar argument is that it will enhance the **employability of graduates** (by producing ‘international skills’)
- In some (English-speaking) countries, the aim is to **increase institutional revenue** (financial motive)



Internationalisation strategies (2)

- In yet others, the aim is **knowledge gains for HE** (future researchers) or the economy (skilled migration)
- Some (still) see **aid** as a main rationale of internationalisation (development cooperation)
- Generally, most strategies and rationales can be divided into **cooperative** and **competitive** ones. Over time, the once dominant cooperative mode has been challenged, if not replaced, by the competitive one.



Institutional internationalisation strategies - some guiding questions?

- **Do you really need / want to internationalise your institution?**
- **If so, why?**
- **(How) does your internationalisation strategy fit into your wider institutional mission? (internationalisation as a means, not an end)**
- **Which internationalisation activities do you want to pursue and which not?**
- **Which are your (quantitative) targets and in which time frame do you want to achieve them?**
- **Do you collect the necessary data to be able to evaluate progress?**



Back to mobility. Sorry, to “mobilities” (1)

- There is no such thing as mobility. There are only **‘mobilities’**
 - Mobility of **students**
 - Mobility of **faculty/researchers**
 - **Temporary (‘credit’) mobility** (integrated into study ‘at home’)
 - **Degree mobility** = study of a full programme in another country.
- These ‘mobilities’ function according to **different logics and have different drivers.**



“Student mobilities”: degree mobility (2)

- Degree mobility is ‘**vertical**’ in nature.
- **Flows** go from HE systems with too little or too poor provision **into quality systems**
- Example: **inflow of students from the ‘3rd world’** into the US, Europe, Australia, etc.
- Motive: the **quest for better academic quality**, other considerations secondary.
- Note: a high outflow of degree mobility is usually very **bad news for the country of origin.**



“Student mobilities”: credit mobility (3)

- Credit mobility is ‘**horizontal**’ in nature.
- Driven by considerations of **linguistic/cultural learning + ‘learning by contrast’** (Teichler)
- Takes place almost exclusively in economically and academically **advanced parts of the world**.
- A **high inflow of credit mobile students** is first of all a **sign of cultural attractiveness**, only secondly of academic attractiveness
- Example: **Spain** – highly attractive in Erasmus, not an important destination for degree seeking students.



Influencers of inbound degree mobility (3)

- **Difference in quantity and quality of HE offer in countries of origin and destination (push factor; degree mobility is ‘vertical’).**
- **(Perceived) reputation**
- **Cost of education**
- **Language of instruction (‘linguistic accessibility’)**
- **Marketing and promotion**
- **Scholarships (full or partial)**
- **(Perceived) safety**
- **Probably much more**



The EHEA

- Would not have been possible without over a decade of EU programmes in higher education (mainly Erasmus)
- Inherited some of its core concerns from these programmes (mobility, of the credit sort)
- Mainly followed a new internationalisation logic: **to harmonise system features across Europe.**
- Continued far beyond its anticipated lifetime and became the permanent debate about the development of higher education in Europe.
- Lost a lot of its sex appeal and would possible benefit from a new name.



That was it...

Thank you for your kind attention.

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