CEU Doctoral School of Political Science, Public Policy and International Relations
CENTRAL EUROPEAN UNIVERSITY

NATIONAL POLICIES FOR HIGHER EDUCATION INTERNATIONALIZATION:

A global comparative perspective

Crăciun Daniela – Central European University

BPRC Conference - 2017

WHY SHOULD WE CARE ABOUT IHE?

The latest *Global Survey on the Internationalization of Higher Education* (IAU, 2014) reveals that:

- internationalization "**remains, or indeed grows in importance for higher education institutions**" (IAU, 2014, p.6) worldwide
- internationalization has come to be seen "**the central motor of change**" (IAU, 2014, p.5) in higher education

→ **policies** that promote internationalization **developed from ad-hoc to more structural measures** which aim to have a deep impact on HES
(Teichler, 2009; Brandenburg & de Wit, 2011)

IMPORTANCE OF THE NATION-STATE

- The development of the modern higher education institutions is closely linked to the nation-state (Enders, 2004)
- Nation-states **still play a central role** when it comes to steering higher education (Beerkens, 2004; Enders, 2004; Vlk, 2006; Witte, 2006)
- **Funding** for universities around the world still mainly comes from public sources (OECD, 2016)
- National policies and the **national context play the most significant role** in the internationalization of higher education (Enders, 2004; Luijten-Lub, van der Wende, & Huisman, 2005; Graf, 2009)
- **Both higher education institutions and supranational organizations expect and encourage the participation of the state** in the process of internationalization (EUA, 2013; Henard, Diamond & Roseveare, 2012; IAU, 2014, EC, 2013)
- National plans for internationalization express a political **commitment to internationalization,** and not just political rhetoric
- National internationalization plans push governments to **operationalize their understanding** of internationalization
- Having a well-defined and **coherent national strategy has been shown to be an important ingredient** for moving forward with internationalization efforts (British Council, 2011; Henard, Diamond & Roseveare,2012)

Despite this, little is known about national internationalization strategies around the globe.

- **Mapping**: there in no other comprehensive world mapping of national policies of IHE – setting up a repository of documents to keep track of developments in internationalization (can be used for future research)
- **Comparative study**: there is no comparative study on what these national policies deal with and how they compare against each other (research on internationalization generally focuses on in-depth small n case studies)
- **Systematic**: no census of national policies of internationalization (stepping stone for keeping track of what is going on in internationalization, could be extended to include institutional policies)

AIM OF PRESENTATION

Reveal a global picture of national internationalization strategies.

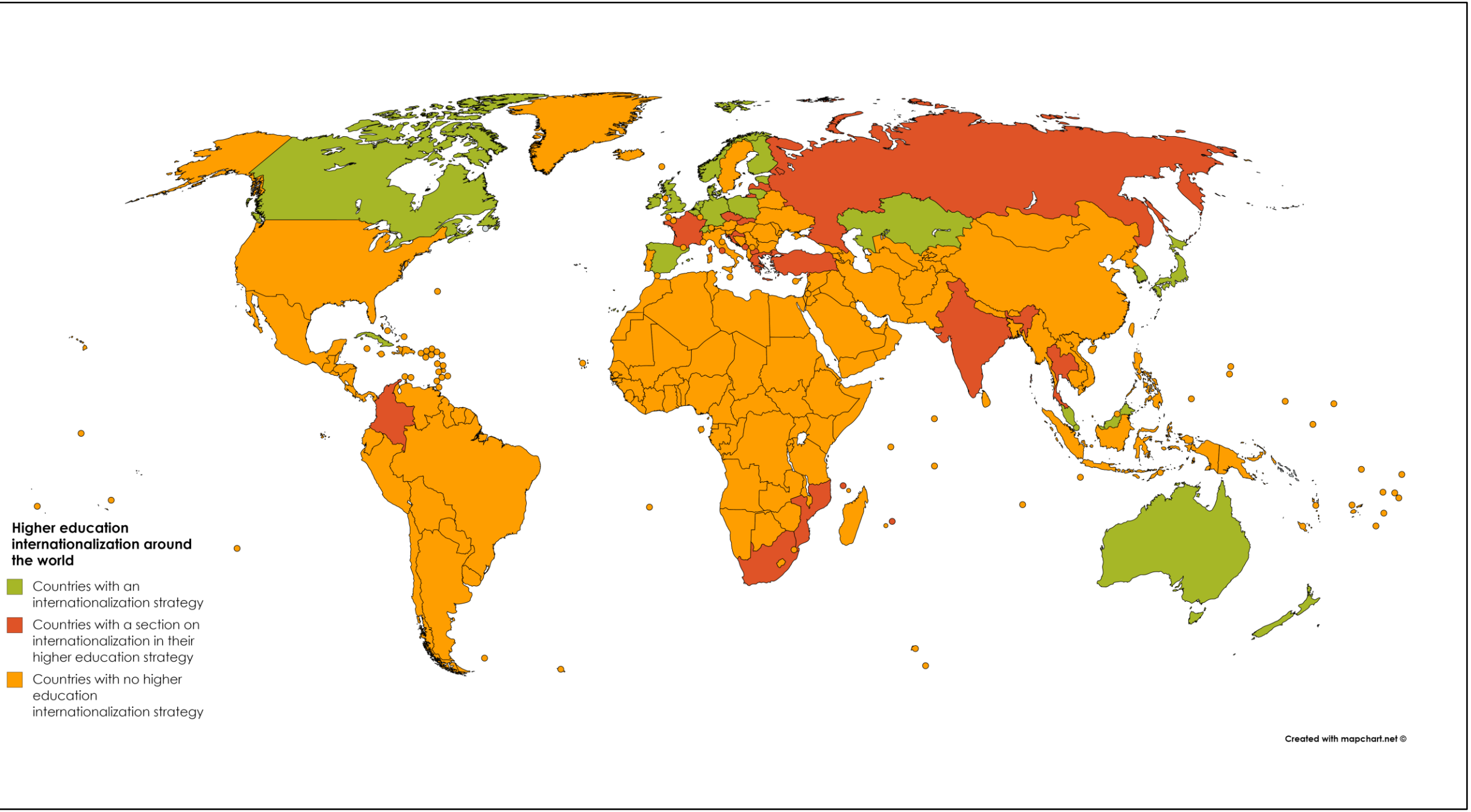
What can we learn about internationalization by looking at it?

ACQUIRING DOCUMENTS

- **Problem**: No systematic database for national higher education internationalization plans
- **Question**: How to build a database in a systematic way?
- **Proposed solution**: Use the WHED (IAU), which gathers systematic information about HEIs, systems & credentials worldwide, as a data collection guide → Webscraping with Python
- **Data collection:** For each country I recorded when the data was retrieved, websites of bodies responsible for IHE, language of instruction in HEI, existence (or not) of IHE strategy, IHE strategic documents, remarks that I found pertinent to answering whether a IHE strategy exists (total=46 pages = 15,000 words)

METHODS USED TO ENSURE THE RELIABILITY OF THE DATA COLLECTION PROCESS

- Consulted practitioner and scholarly literature on the internationalization of each higher education system (WHED, IAU, journal articles, books, studies, newspaper articles, blogs).
- Adapted intercoder reliability from manual content analysis to 'intercollector' reliability – the extent to which two or more independent data collectors agree on the coding of the content of interest (existence/non-existence of IHE strategy) – Percent agreement used as a diagnostic tool for reliability
- The percent agreement on a convenience sample of 11 observations (Hungary, USA, Philippines, Albania, Romania, Saudi Arabia, Singapore, Greece, Croatia, Brazil, Korea) was 100%


Higher education internationalization around the world
Countries with an internationalization strategy
Countries with a section on internationalization in their higher education strategy
Countries with no higher education internationalization strategy
Created with mapchart.net ©

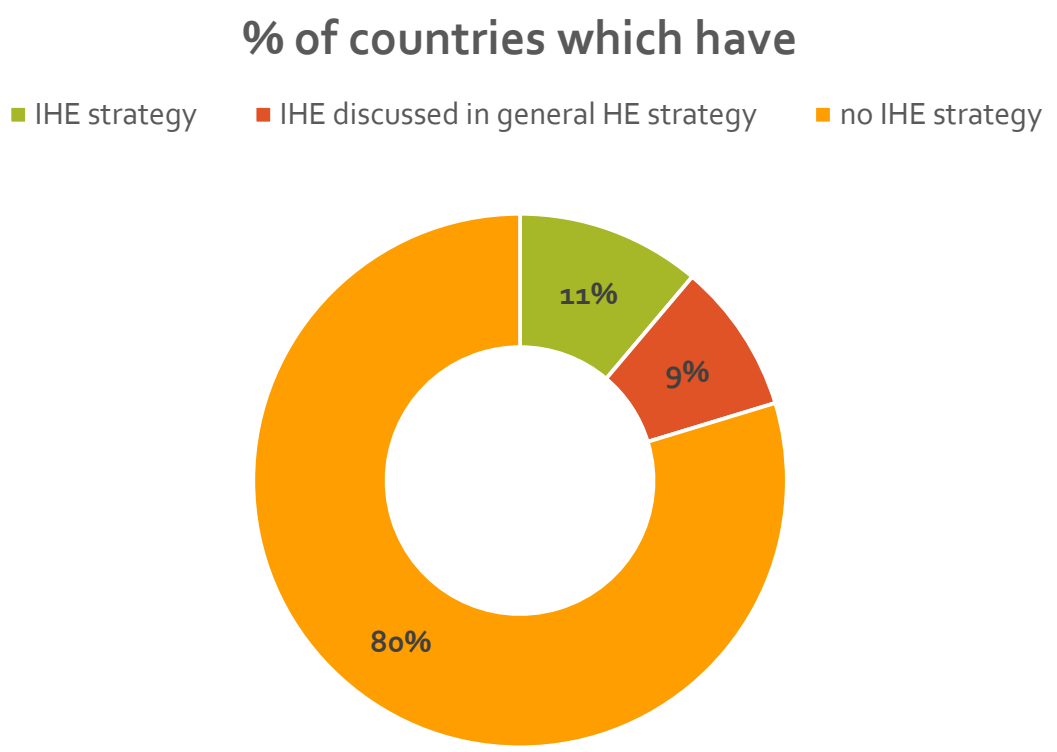
SOME NUMBERS

22 countries with IHE strategies out of **195** countries (11%)

31 strategic documents for IHE, out which I found **27** documents (87%)

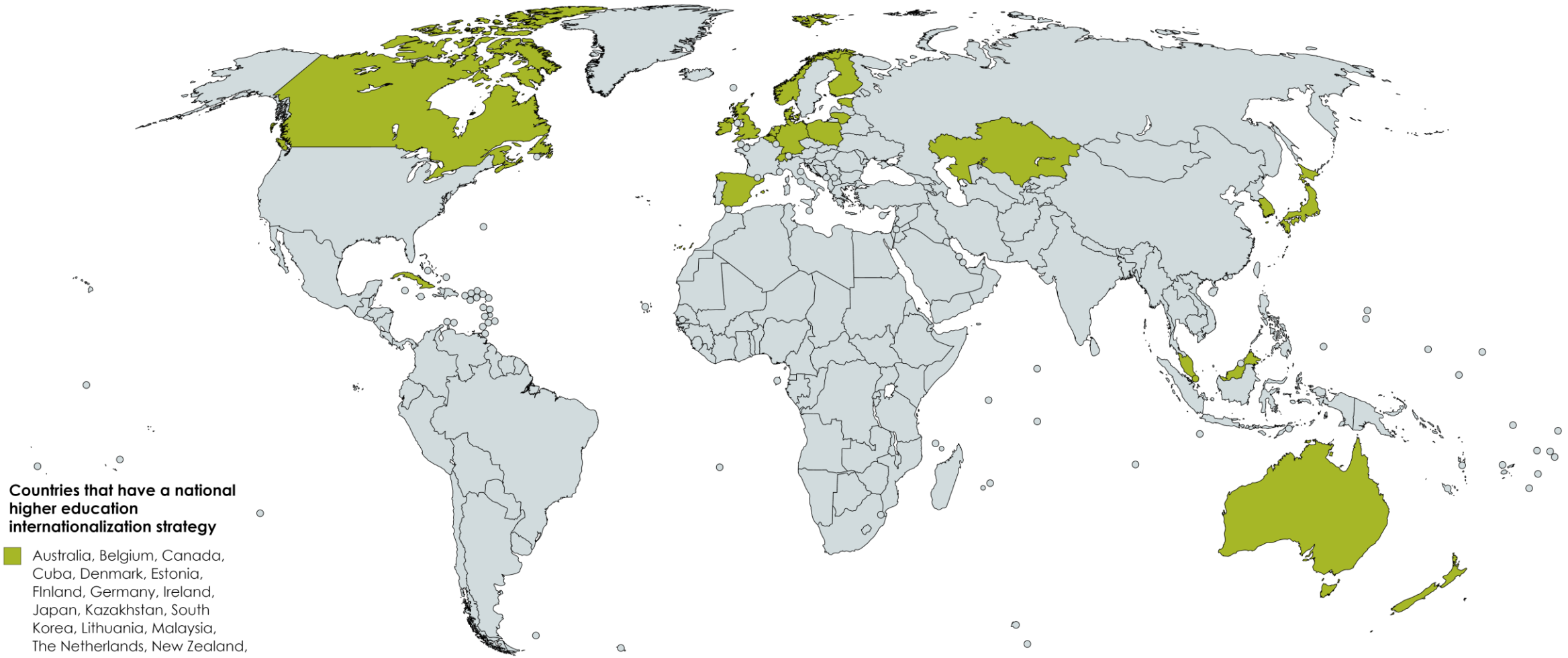
2002-2016 year span in which the documents were published

887 total number of pages in documents, with an average of **33** pages per document and a range of **111** pages (min=5, max=116)



Thinking about the IHE strategically is not very wide spread.

Thinking about the IHE strategically is a relatively new phenomenon.



Countries that have a national higher education internationalization strategy

Australia, Belgium, Canada, Cuba, Denmark, Estonia, FInland, Germany, Ireland, Japan, Kazakhstan, South Korea, Lithuania, Malaysia, The Netherlands, New Zealand, Norway, Poland, Singapore, Spain, Switzerland, UK

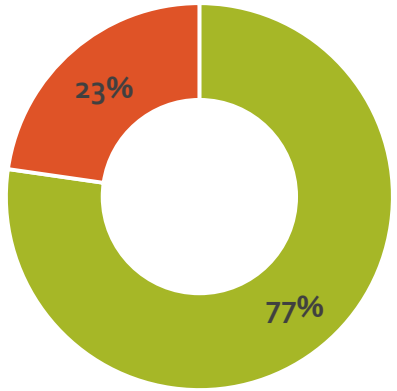
Created with mapchart.net ©

Thinking about the IHE strategically seems to be mainly a European phenomenon.

Distribution according to world regions (based on UN Country Grouping):

13 Europe (11 EU)
5 Asia
2 Oceania
1 North America
1 The Caribbean
0 Africa
0 Asia
0 Central America
0 Middle East
0 South America

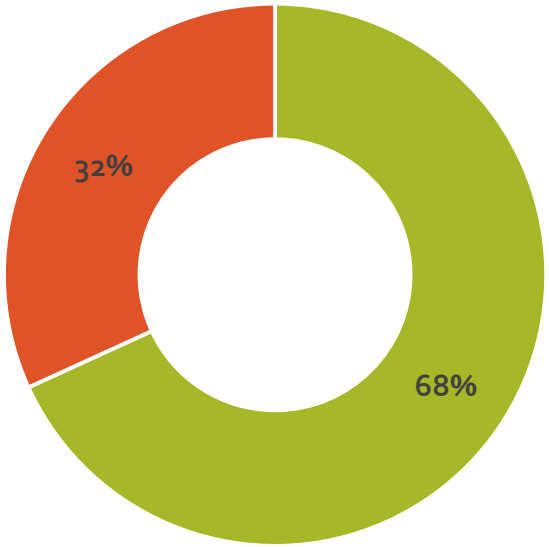
OECD* membership of countries with IHE strategy



* OECD is an intergovernmental organization with 35 member countries founded in 1960 to stimulate economic progress and trade

Thinking about the IHE strategically seems to be a developed country phenomenon.

Language(s) of instruction



Two thirds of countries with a IHE strategy have English as (one of) the official language of instruction

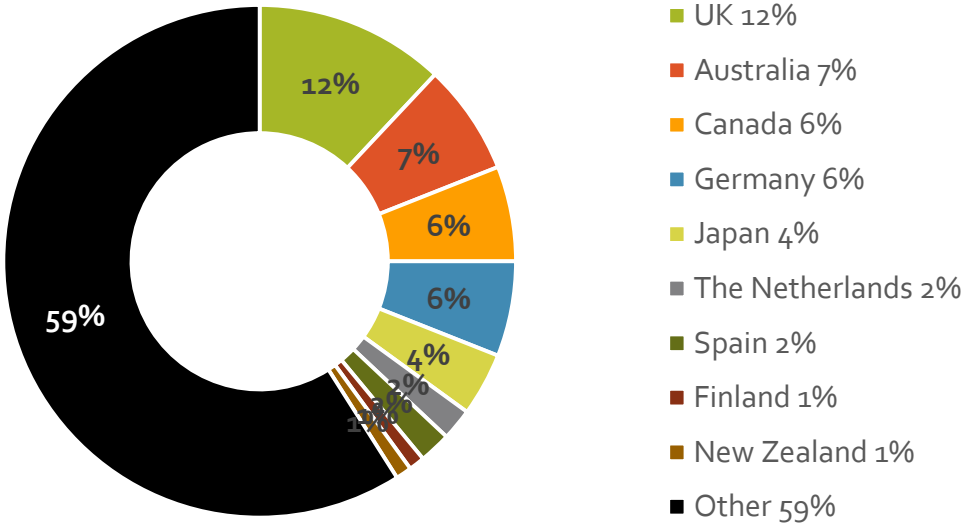
Over **4.1 million** higher education students studied abroad in 2013. (Project Atlas, 2016).

OECD countries attract **73%** of all students enrolled abroad (OECD, 2016).

Nine of the countries with a IHE strategy receive 41% of all international students worldwide

Share of worldwide IS in selected countries

Source: Project Atlas, 2016



THE ELEPHANT IN THE ROOM

Policy success or failure?

The impact of IHE strategies

How successful are countries in implementing and achieving the goals of these strategies?

- **These questions are beyond the scope of my PhD thesis.** There are 3 broad strands of public policy research: policy implementation, policy change, and **policy meaning.** The thesis falls in the latter category.
- Let's assume we move beyond these boundaries. What does evidence suggest? Do national policies for internationalization work?

1. "There is **not much data** showing the impact of different internationalization strategies" (Helms & Rumbley, 2016) – just anecdotal evidence
2. At the **institutional level**: " many HEIs, particularly business schools, are launching a variety of international initiatives (…) But a closer look at what is actually happening post announcement shows that many of these initiatives have marginal impact on the institutions that launched them and **often fail to deliver what has been announced"** (Hawawani, 2016, p.4)
3. **Too soon to tell** – as we have seen, national policies for internationalization are quite a new phenomenon
4. Evidence that the **interaction between national and institutional strategies** is an important predictor for the success of internationalization

Interactions between national policies and university strategies towards higher education internationalization

UNIVERSITY \ NATION STATE	FACILITATES internationalization	HINDERS internationalization
FACILITATES internationalization	POSITIVE SYNERGY	MISMATCH/ CLASH
HINDERS internationalization	MISMATCH/ CLASH	NEGATIVE SYNERGY

Source: adapted from Henard, Diamond & Roseveare (2012), Cerna (2014)

THANK YOU !

Questions, comments, suggestions

Contact: Craciun_Daniela@phd.ceu.edu