BRITISH COUNCIL

Education UK
Innovative. Individual. Inspirational.

Measuring the Internationalisation of Higher Education

A comparative perspective from 11 countries

Dr Janet Ilieva

Higher Education Futures Conference, London
23 June 2010

Background

- Rapid growth in cross-border education worldwide
- Rapid changes in the legislative framework with regard to cross-border activities
- Growth in income, access to information technologies, more relaxed immigration regimes on the movement of people and services have allowed increased number of students and academics to benefit from increased cross-border mobility
- No framework to measure and compare education activity across countries

BRITISH COUNCIL

Education UK
Innovative. Individual. Inspirational.

Outline

- Research carried out with the Economist Intelligence Unit
- Aim and scope of the research
  - to create an index that captures the readiness of education systems and the degree of international education activity and collaboration between different countries
- Pilot index feasibility in 11 countries
- Implications of the respective policies on:
  - International student mobility
  - Academic and research collaboration

National Policy Index Coverage

11 countries – mix of leading importers and exporters of international higher education (IHE); different geographies and different level of economic development.

1. Australia
2. Brazil
3. China
4. Germany
5. India
6. Japan
7. Malaysia
8. Nigeria
9. Russia
10. UK
11. USA

BRITISH COUNCIL

Education UK
Innovative. Individual. Inspirational.

Structure

1. **Openness**
   a. Strategy,
   b. Visa & migration,
   c. Environment for institutions

2. **Quality assurance and degree recognition**
   a. Cross border quality assurance and accreditation,
   b. Recognition of overseas qualifications,
   c. Entry standards and quality of provision

3. **Access and Equity**
   a. Promotion of outbound mobility,
   b. Promotion of inbound mobility,
   c. Sustainable development policies

Scoring system

- Each indicator has between 3 & 5 scoring criteria
- 33 criteria in form of objective questions
- 29 qualitative and 4 quantitative criteria
- From both an importer and exporter perspective
- Qualitative criteria – Yes, No, Partly
- Quantitative criteria – 6 scoring bands

BRITISH COUNCIL

Education UK
Innovative. Individual. Inspirational.

The scoring technique

No.	Scoring criteria	Weight
	Overall national policy score	1
1.	Openness to cross-border education ➢ Strategy, ➢ Visa & migration, ➢ Environment for institutions	0.33 0.33 0.33 0.33
2.	Quality assurance and accreditation ➢ Cross border quality assurance and accreditation ➢ Recognition of overseas qualifications ➢ Entry standards and quality of provision	0.33 0.33 0.33 0.33
3.	Access and equity ➢ Promotion of outbound mobility, ➢ Promotion of inbound mobility, ➢ Sustainable development policies	0.33 0.33 0.33 0.33

1. Openness

The openness to cross-border education describes country's commitment to promoting the internationalisation of its higher education system. It considers the ambitiousness of a country's internationalisation strategy; its visa and migration policies for students and scholars; and its environment for overseas and domestic institutions' cross-border operations.

1. Openness

a. Strategy

- a detailed international higher education strategy in place (e.g. covering student mobility, academic collaboration, visa regulations, development goals)
- a dedicated body (or bodies) promoting the internationalisation of higher education
- number of countries in which the dedicated body/bodies responsible for promoting IHE has a local representative office
- Government's effort to increase or sustain the number of bilateral agreements/MoUs signed with overseas education ministries on the topic of collaboration in higher education
- number of bilateral mutual agreements/MoUs signed by the ministry of education (or equivalent) with other countries on the collaboration in higher education

1. Openness (continued)

b. Visa & migration

- restrictions on foreign students and researchers to obtain entry visas, e.g. depending on country of origin
- transparent, clear and consistent visa procedures for international students and researchers
- special regulations in place to make it easier for international teaching faculty to gain employment
- polices in place to make it easier for international students and academics to come and live in the country, such as employment, bringing spouses, etc.
- specific policies in place allowing international students and academics to obtain an employment visa following completion of studies or teaching

1. Openness (continued)

c. Environment for institutions

   c. Can overseas institutions set up their own legal entities?

   d. Are public domestic institutions permitted to set up legal entities abroad?

   e. Are legal regulations for foreign institutions clear, transparent and evenly enforced?

   f. Do regulations exist to allow for the provision of cross-border programmes by foreign providers, e.g. by way of twinning, programme articulations and distance learning?

   g. Do public institutions have the authority to charge different fees to international students?

BRITISH COUNCIL

Education UK
Innovative. Individual. Inspirational.

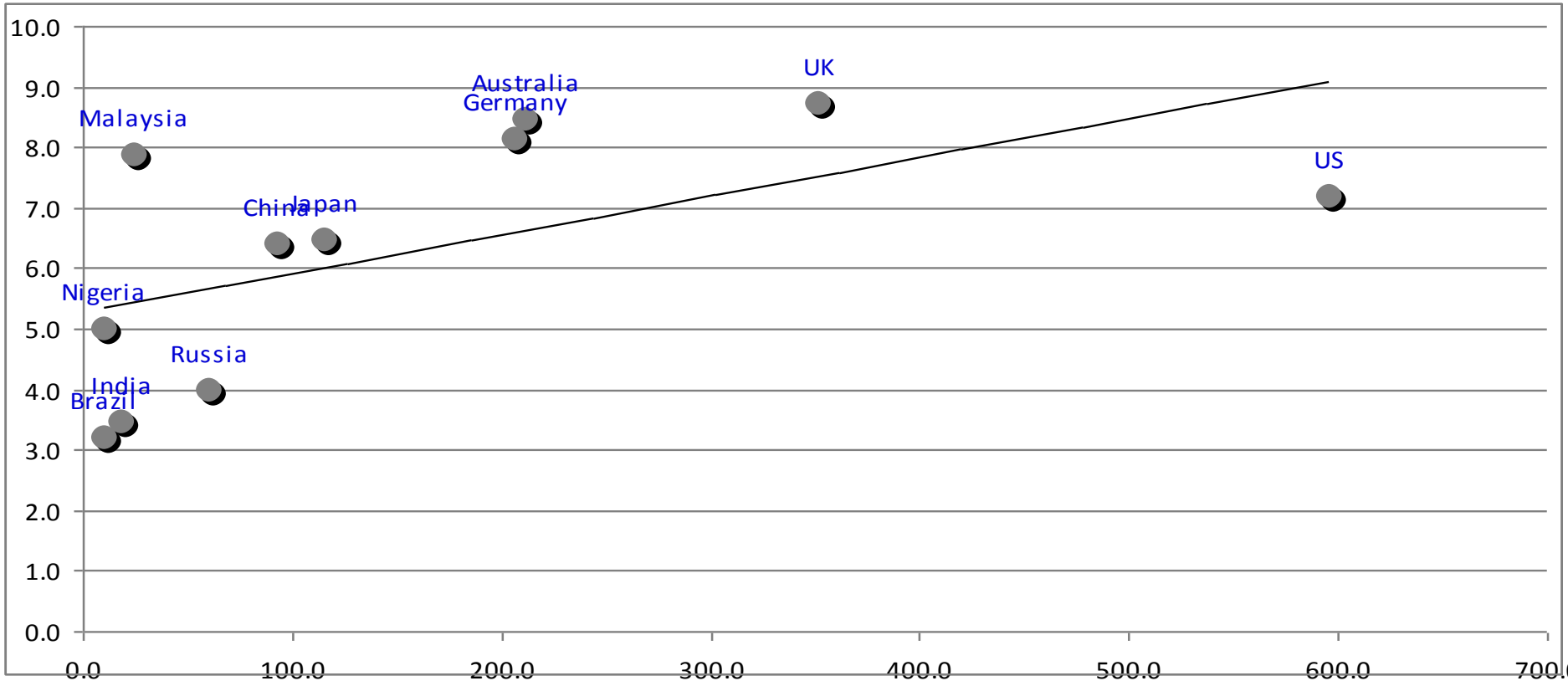
1. Openness (continued)

OPENNESS

Rank	Country	Score/10	
1	UK	8.7	IIII

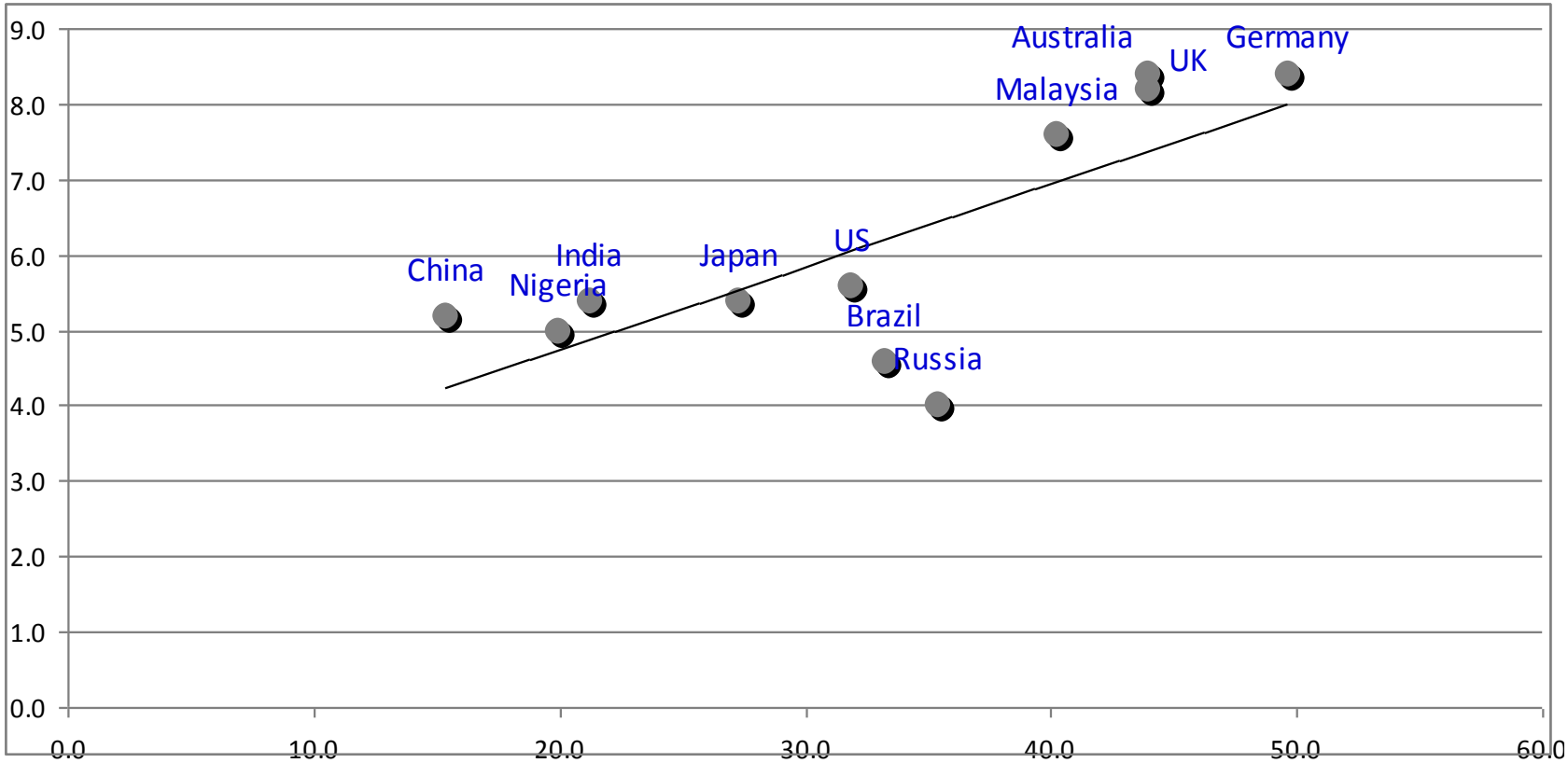
Implications for inbound student mobility

- Positive relationship between “openness” policy score & inbound students
- Correlation coefficient = 0.57



Implications for international research collaborations

- Strong positive relationship between “internationalisation strategy” policy score and proportion of peer reviewed academic articles written with overseas co-authors
- Correlation coefficient = 0.74



2. Quality assurance and degree recognition

Quality assurance and degree recognition considers the strength of national monitoring and enforcement of quality standards in cross-border provision; the robustness of mechanisms to recognise international degrees; and the policies in place to ensure entry and teaching standards are maintained in education provision at home and abroad.

2. Quality assurance and degree recognition (continued)

a. Cross border quality assurance and accreditation

- Do national quality assurance agencies advise, monitor and accredit domestic institutions' cross-border activities in all their modes (g. distance learning, programme collaboration, branch campuses)?
- Do national quality assurance agencies regularly monitor, and if appropriate, accredit the cross-border activities of overseas institutions in the home country?
- Do national quality assurance agencies take an active part in international collaboration on quality assurance standards, e g. by adopting the UNESCO/Council of Europe ‘Code of Good Practice in the Provision of Transnational Education and by taking part in regional and international networks?

2. Quality assurance and degree recognition (continued)

b. Recognition of international qualifications

- Is the process taken by national academic recognition bodies in recognising international qualifications - e.g. to allow students possessing such degrees to be admitted on to graduate courses - clear, transparent, and consistent?
- Do national academic recognition bodies work to provide clear and timely information to the labour market and other professional bodies on the comparability of foreign qualifications?
- Do national academic recognition bodies take an active part in attempts to improve recognition procedures across borders, e.g. by signing up to UNESCO regional conventions; the Bologna Process, and, where appropriate, by establishing bilateral agreements on degree recognition?
- Do national academic recognition bodies have a framework in place to recognise collaboration between domestic and overseas institutions, thereby allowing students to receive a single "Joint" degree from the two institutions?

2. Quality assurance and degree recognition (continued)

C. Entry standards and quality of provision

- Do academic recognition bodies (or others bodies) provide timely information, support and guidance to institutions to help assess the quality of qualifications of international students?
- Are there national bodies or other systems in place to monitor, revise and advise on institutions' procedures for teaching and assessing international students, e.g. by way of best-practice surveys, advisory bodies or networks?
- Are there national bodies or other systems in place to monitor and advise on providing quality tuition in institutions' activities abroad, e.g. by way of advisory bodies or other networks?

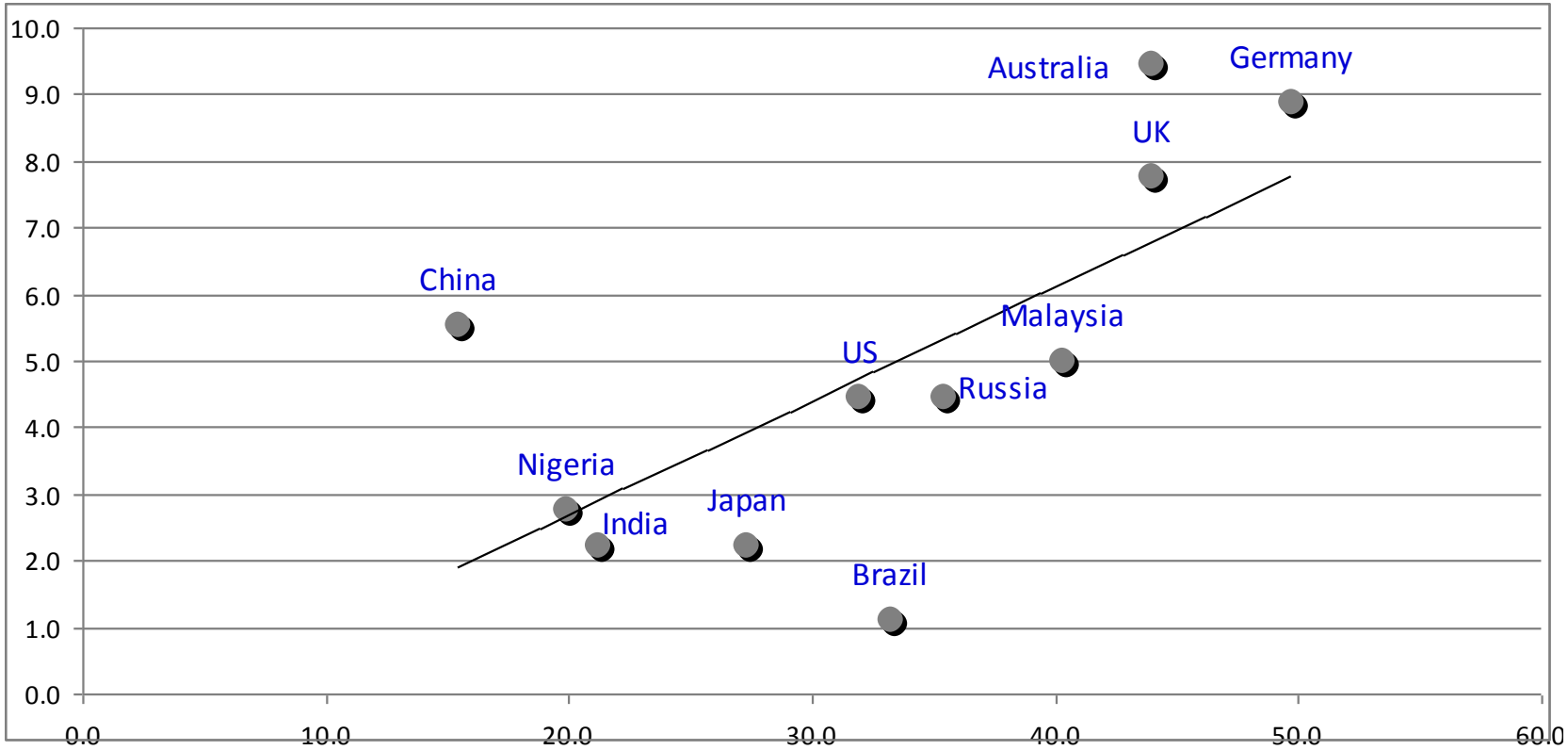
3. Quality assurance and degree recognition (continued)

QUALITY ASSURANCE AND DEGREE RECOGNITION

	Rank	Country	Score/10	
	1	Australia	9.4	IIII

Implications for academic collaboration

- There is a strong positive relationship between “quality assurance and recognition” policy score and proportion of peer reviewed academic articles written with overseas co-authors
- Correlation coefficient = 0.67



3. Access and Equity

Assesses the extent to which countries encourage student and academic mobility across borders while seeking to ensure access for all. It considers the support countries offer to outbound and inbound domestic students and scholars, and policies to encourage those from low-income background and countries to study and home and abroad. It also considers countries' policies to limit "brain-drain"

3. Access and Equity (continued)

a. Promotion of outbound mobility

- Do scholarship programmes for studying abroad exist, are they well-publicised and are they available at all levels of study?
- Number of domestic students receiving scholarships as % of total domestic students abroad, latest year
- Do funding programmes exist for teachers and researchers to undertake posts abroad?

3. Access and Equity (continued)

b. Promotion of inbound mobility

- Do scholarship programmes for foreign students exist, are they well-publicised and are they available at all levels of study?
- Number of foreign students receiving scholarships as % of total international students, latest year
- Do funding programmes exist to allow international teachers and researchers to undertake posts in the domestic country?

3. Access and Equity (continued)

C. Sustainable development policies

- Does the state actively seek to avoid the displacement of low-income or marginalised domestic students by international students, e.g. by way of quotas, grants or scholarships?
- Does the government actively seek to attract students and scholars to return home, e.g. by offering employment or by linking return to funding?
- Does the government engage in development projects to support capacity-building in international higher education, e.g. by offering grants to students from low-income countries or by investing in technical capacity-building projects abroad

BRITISH COUNCIL

Education UK
Innovative. Individual. Inspirational.

3. Access & Equity (continued)

ACCESS AND EQUITY

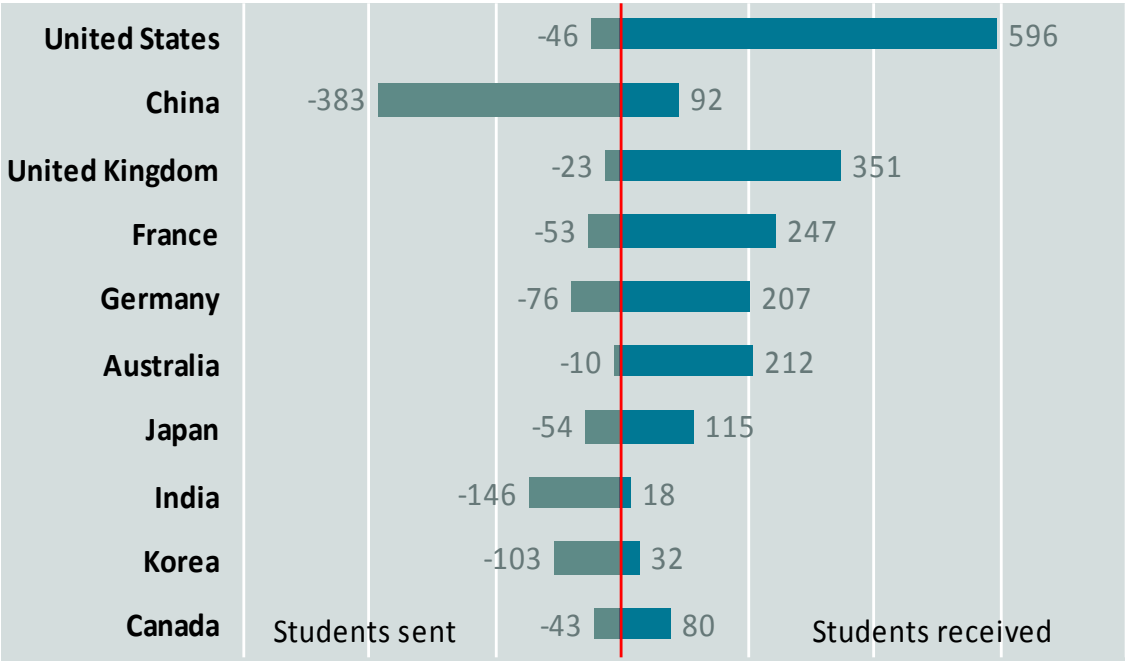
	Rank	Country	Score/10	
	1	Germany	8.1	IIII

BRITISH COUNCIL

Education UK
Innovative. Individual. Inspirational.

Balance between inward and outbound students

No of students 000's – 2007 Ranking



- The top ten ranked countries sent 945,000 students abroad and received 1,950,000 international students in 2007. This equates to 2.2 students received for every one student sent abroad
- China has been catching up with the US over the period
- The UK growth driven by inward students
- India growth driven by outbound students
- Very little change in composition of rankings

BRITISH COUNCIL

Education UK
Innovative. Individual. Inspirational.

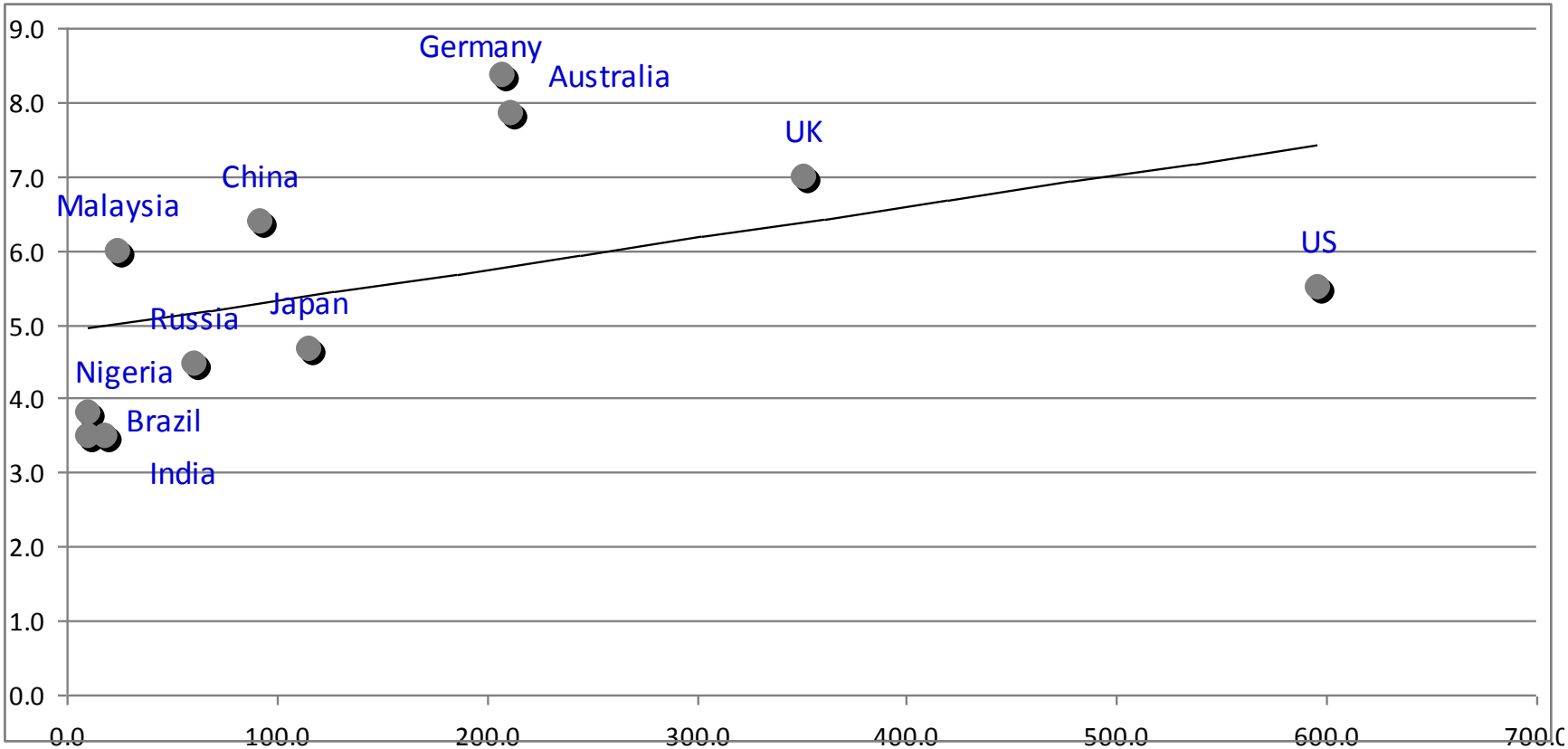
Overall findings

OVERALL SCORE

	Rank	Country	Score/10	
	1	Germany	8.4	IIII

Relationship between national policy index and student mobility

- Relationship between “overall” policy score & inbound students
- Correlation coefficient = 0.45



BRITISH COUNCIL

Education UK
Innovative. Individual. Inspirational.

Main Findings

- ✓ Data updates – 3 years out of date
- ✓ US loosing inward student market share
- ✓ Australia, UK & China continuing to attracting greater student numbers
- ✓ Germany & Canada truly internationalised as senders and receivers
- ✓ Brazil & India missing out on cross border education opportunities (however there are recent changes in India)
- ✓ Major receivers of international students remain highly imbalanced in terms of outbound and inbound student mobility
- ✓ Openness to cross-border education is important for student, academic and research collaboration
- ✓ Malaysia and China to watch for increased student mobility in future