



Measuring the Internationalisation of Countries' Higher Education Systems:

A comparative perspective from 11 countries

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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

Outline

1. Research carried out with the Economist Intelligence Unit
2. 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
3. Pilot index feasibility in 11 countries
4. 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.

Australia
Brazil
China
Germany
India
Japan
Malaysia
Nigeria
Russia
UK
USA

Structure

Openness

Strategy,
Visa & migration,
Environment for institutions

Quality assurance and degree recognition

Cross border quality assurance and accreditation,
Recognition of overseas qualifications,
Entry standards and quality of provision

Access and Equity

Promotion of outbound mobility,
Promotion of inbound mobility,
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

The scoring technique

No.	Scoring criteria	Weight
	Overall national policy score	1
1.	Openness to cross-border education <ul style="list-style-type: none"> ➤ Strategy, ➤ Visa & migration, ➤ Environment for institutions 	0.33 0.33 0.33
2.	Quality assurance and accreditation <ul style="list-style-type: none"> ➤ Cross border quality assurance and accreditation ➤ Recognition of overseas qualifications ➤ Entry standards and quality of provision 	0.33 0.33 0.33
3.	Access and equity <ul style="list-style-type: none"> ➤ Promotion of outbound mobility, ➤ Promotion of inbound mobility, ➤ Sustainable development policies 	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

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)

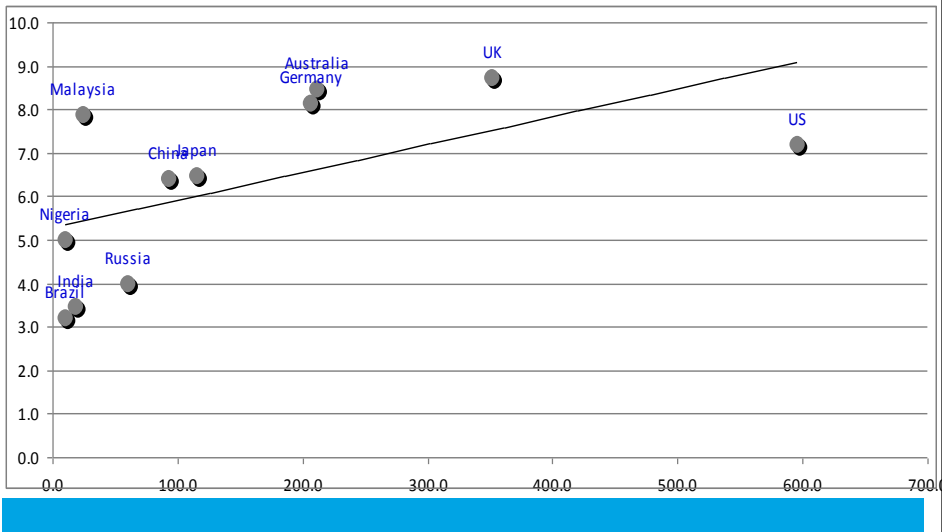
b. Visa & migration

- 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
- policies 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

Implications for inbound student mobility

Positive relationship between "openness" policy score & inbound students

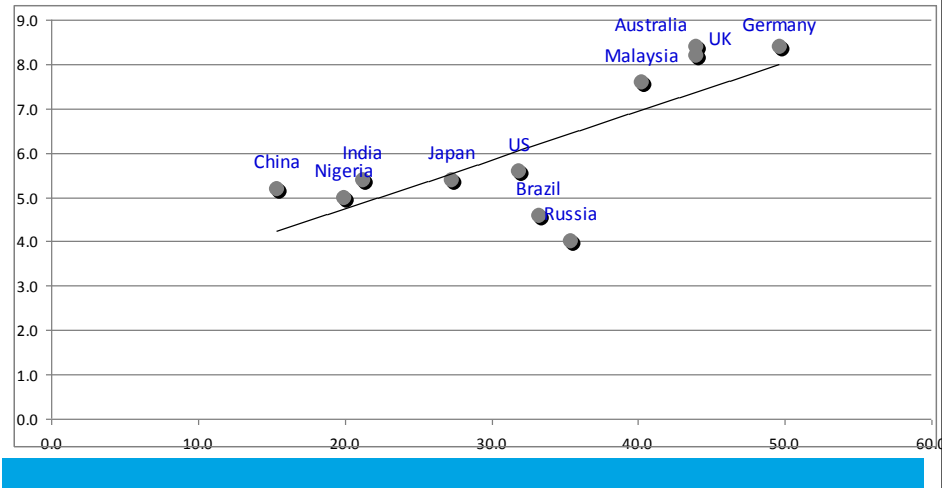
Correlation coefficient = 0.57



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. In summary, those are:

- Cross border quality assurance and accreditation
- Recognition of international qualifications
- Entry standards and quality of provision

2. Quality assurance and degree recognition (continued)

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)

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)

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?

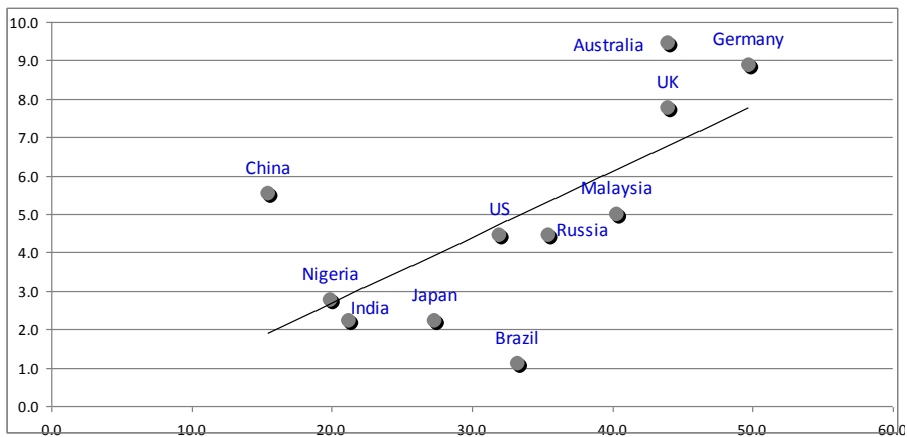
3. Quality assurance and degree recognition

QUALITY ASSURANCE AND DEGREE RECOGNITION

Rank	Country	Score/10		
1	Australia	9.4		Australia come top in this category
2	Germany	8.9		Huge variations across countries
3	UK	8.3		Japan and Malaysia—poor on outbound quality assurance.
4	China	5.6		Only Australia and Malaysia get full marks for inbound quality assurance
= 5	Malaysia	5.0		Countries have better procedures for recognising foreign degrees
= 5	US	5.0		
7	Russia	4.4		Countries with more export-led activities place greater emphasis on quality of entry and teaching standards for foreign students
8	Nigeria	2.8		
= 9	India	2.2		
= 9	Japan	2.2		
11	Brazil	1.1		

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".

In summary:

- Promotion of outbound mobility
- Promotion of inbound mobility
- Sustainable development policies

3. Access and Equity (continued)

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)

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)

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

Main Findings

- Germany and Australia rank highest
- UK has the most open policy environment
- Australia gets the highest score on quality assurance and degree recognition
- Only Australia and Malaysia get full marks for inbound quality assurance
- Germany has most fair access and equity scores
- Brazil & India missing out on cross border education opportunities (however there are recent changes in India)
- Openness to cross-border education is important for student, academic and research collaboration

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