Internationalisation of Higher Education Policy and Strategy

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The Bologna Process

Historic Moments
Current Drivers
Future Momentum

“Make men work together to show them that beyond their differences and geographical boundaries there lies a common interest.”

Jean Monnet
Bologna Process Structure:

Bologna Secretariat
Bologna Follow-Up Group
Working Groups
Conferences
Ministerial Summits
Bologna Policy Forum

Launch of European Higher Education Area at Vienna / Budapest Ministerial Conference (2010)
The Bologna Process

Origin: Sorbonne Declaration (1998) – FR; UK; IT; DE

Follow-up:

- Bologna Declaration (1999) – 29 countries
- Prague Communiqué (2001) – 32 countries, EC, CoE, EUA, EURASHE, ESIB
- Berlin Communiqué (2003) – 40 countries
- Bergen Communiqué (2005) – 45 countries, EI, ENQA, Business-Europe
- Leuven / Louvain-la-Neuve Communiqué (2009) – 46 countries
- Vienna / Budapest Declaration (2010) – 47 countries
- Bucharest (2012) – 47 countries
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Launch of European Higher Education Area at Vienna / Budapest Ministerial Conference (2010)
It really all began with Erasmus

- European Community Action Scheme for the Mobility of University Students established in 1987
- Focus on provision of exceptional education experiences through mobility
- Mobility has always been the driving force behind harmonisation
- Primacy of mobility acknowledged at the Berlin ministerial summit in 2003 when mobility was identified as ‘the basis for establishing the European Higher Education Area’
The Bologna Process
Historic Moments

The impetus created by Erasmus demanded new ways of implementing and operating higher education and this led to the establishment the Bologna Process and specific initiatives:

- Diploma Supplement (1999)
- ECTS (1999)
- Two-cycle Structure (1999)
- Mobility (1999)
- Quality Assurance (1999)
- Lifelong learning (2001)
- Employability (2001)
- Social dimension (2001)
- Recognition (2001)
- EQAR (2005)
- Student-centred Learning (2007)
- Funding (2009)
- Balanced-mobility (2012)
The Bologna Process
Current Drivers

- Heightened focus on transferable skills, student-centred learning & employability
- Balanced-mobility is seen to be optimal as it shares the attendant costs and benefits of mobility
- Innovative funding sources through collaborative research and strategic partnerships
- Increasing importance of the social responsibility to provide access to higher education for all

- ‘Mobility for Better Learning’; was adopted as a strategy for a 2020 target of 20%
- EHEA in a Global Setting Strategy
- Completion of the remainder of the full Bologna system
- Application of the qualifications framework, ECTS and of the Diploma Supplement need to be fully completed
- Enhancement of Quality Assurance
The Bologna Process
Future Momentum

Europe continues to be an attractive destination with 45% share of the international student population

Europe needs to drive innovation in its learning environments

Need to provide more access and transparency to information on institutions, programmes, and application procedures

Impetus to develop internationalisation and mobility strategies relevant to the national contexts

The Erasmus+ programme (2014-2020) is projected to benefit 34,000 students on EU funded joint programmes

Increasing focus on international cooperation partnerships with emerging and developing regions of the world

Increasing need and potential for new modalities of delivering mobility such as on-line and distance learning mobility initiatives

Agenda to internationalise home campuses to benefit non-mobile students
Mobility as a catalyst for Bologna

- 3 million people have experienced the Erasmus programme over its twenty five year history
- Comprehensive quality and academic structures through Bologna allowed development of more ambitious joint programmes by consortia of universities
- Since 2004, 138 Erasmus Mundus joint masters courses and 43 joint doctoral programmes with just under 700 higher education institutions and over 16,000 students, doctoral candidates and scholars.
- The ripple effect of tangible and intangible benefits of international mobility cannot be underestimated
Looking forward towards an ASEAN Higher Education Area

Students, Faculty, Researchers
Mobility and Mutual Recognitions
of Degrees and Qualification

KMU TT
Internationalisation
2012 - 2016 (2/2012)
Key learning from Bologna

- ‘Mobility’ is and always has been much more to the Bologna Process and the EHEA than merely an ‘action lines’.
- The starting point for all internationalisation initiatives is the critical mass of mobility amongst students, researchers and faculty.
- Massification had much to do with it!
- However conditions governing Bologna are not the same as those which characterise the ASEAN.
- ASEAN can be even bigger and improve on the Bologna model by engaging its stakeholders more fully in the process at an earlier stage.
- With adequate structures in place ASEAN can scale up it’s international programmes and exchanges sustainably before too many demands are placed on the system.
- In ASEAN, autonomy and self-determination pervade the discussions around harmonisation in the sphere of higher education.
- Orchestra Vs, Jazz Band
AIMS as a catalyst for an ASEAN Higher Education Area

By 2011:
- 150 Students
- 5 disciplines
- 3 countries

By 2013:
- 300 Students
- 7 Disciplines

By 2015:
- 500 Students
- 10 disciplines
- 10 countries
The AIMS programme is considered a positive initiative and continues to have the support of Thai implementing universities.

The programme is, for the most part, seen to be meeting its stated objectives.

Expansion of the AIMS programme is welcomed with adequate policies, strategies and preparations.

Doubts about the commitment of certain countries to actively participate in AIMS by sending students is causing concern.

The universities are, for the most part, acutely aware of the challenges and opportunities presented by AC 2015.

Some uncertainty around funding is hampering the ability of the universities to make long term commitments to some international exchange programmes and their expansion.

Evaluation fatigue?
Expected Outcomes of AIMS Programme

- Green: Promote multilateral and consortia
- Blue: Enhance academic cooperation with other countries
- Red: Enhance balanced mobility with other countries
Credit Transfer and Qualification Recognition

- Promote international credit transfer scheme
- Mutual recognition of qualifications
Provide preparatory study prior to departure

Select qualified students to participate in the programmes

Coordinate with host universities
Enhance students' competencies for global society
What is this strange beast we call internationalisation in higher education?
SIX BLIND MEN OF INDOSTAN
John Godfrey Saxe (1816 – 1887)

It was six men of Indostan
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The First approach'd the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! but the Elephant
Is very like a wall!"

The Second, feeling of the tusk,
Cried, -"Ho! what have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an Elephant
Is very like a spear!"

The Third approached the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
"I see," quoth he, "the Elephant
Is very like a snake!"

The Fourth reached out his eager hand,
And felt about the knee.
"What most this wondrous beast is like
Is mighty plain," quoth he,
"Tis clear enough the Elephant
Is very like a tree!"

The Fifth, who chanced to touch the ear,
Said: "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an Elephant
Is very like a fan!"

The Sixth no sooner had begun
About the beast to grope,
Then, seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the Elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong!

MORAL.

So oft in theologic wars,
The disputants, I ween,
Rail on in utter ignorance
Of what each other mean,
And prate about an Elephant
Not one of them has seen!
Recommendations
In conjunction with BICS at OHEC, communities of practice in higher education internationalisation policy, quality and strategy should be established.

Communities of practice are groups whose members "share a passion for something they know how to do and who interact regularly to learn how to do it better" (Wenger, 2006).
Universities should identify diverse yet cohesive thematic working groups across the University to develop, implement and evaluate internationalisation strategy

Ruikar, 2009
Self-directed evaluation through action-research in line with self-determined KPIs should be implemented and validated yearly by BICS and the wider community of practice.
Action Research is a problem solving model of research. In contrast to more traditional forms it is the initiators and implementers of the research who benefit from its findings. It is founded on the principle of the cyclical nature of research and that the solution or outcome to one problem raises issues for improvement in other areas. It is grounded in research of practical initiatives. It is data-driven and outcome focused.

(Cohen et al, 2000: 241)
A straightforward cycle of: identifying a problem, planning an intervention, implementing the intervention, evaluating the outcome;

Action research is essentially an adult form of learning centred on experience.

Reflective practice;
Reflection in and on practice must be a central aspect of the Action Research approach.

Critical theory
Critical action research challenges accepted hegemonic orders within organisations, institutions and enables a move towards a more equitable improvement.

Professional development; and Participatory practitioner research
Practitioners within the Community of Practice must take a personal stake in the design, implementation and completion of any research they undertake. Only by taking action in the areas that concern them can practitioners and participants have ownership and be truly committed to the change which results.
Action research takes place gradually. Its cyclical nature enables participants to respond to identified needs with a degree of flexibility. For this reason it is also rigorous as interpretations reached in the early stages can be tested and refined.

Action outcomes require ownership and commitment participants. The most effective way of securing that commitment is through directly involving stakeholders in the process.

For some theorists, the shift toward action came in response to widespread non-utilisation of evaluation findings and the desire to create forms of evaluation that would attract champions who might follow through on the recommendations with meaningful action plans

(Guba & Lincoln, Cited in Denzin & Lincoln, 2003: 268)
Universities should leverage facilities and digital technology to establish cross-cultural learning opportunities with partner institutions for their respective students.

Cross-Cultural Distance Learning Programme run between Waseda University, Tokyo, Chulalongkorn University and Thammasat University, Bangkok.
Institutions should be empowered and facilitated by BICS and OHEC in establishing further regional and international links through existing national and supranational structures and diplomatic missions.

Establishment of national brand for Thai Higher Education will help in this endeavour.

It requires a collectively defined strategy on driving inbound mobility, acting as a quality resource for international students and institutions seeking information.
Here’s to the future of the ASEAN Higher Education Community!
Panel Discussion