

Internationalisation of Tertiary Education Pointers for policy development

STEERING INTERNATIONALISATION POLICY

- Develop a national strategy and comprehensive policy framework for internationalisation aligned with country-specific goals in the tertiary education sector and beyond, e.g. human resources development, research and innovation
- Improve national policy coordination:
 - ensure consistency between policy directions followed by educational authorities in internationalisation and those of related policy areas
 - establish an inter-governmental committee with representatives from immigration, science and technology, labour and foreign affairs to ensure a whole-of-government approach to internationalisation
 - consider the engagement of national aid agencies
- Encourage tertiary education institutions (TEIs) to become proactive actors of internationalisation:
 - grant more autonomy to TEIs to make them more responsive to their external environments
 - include internationalisation strategy in negotiations between tertiary education authorities and TEIs
 - consider financial incentives e.g. tuition fees for international students, tuition subsidies, targeted funds
- Promote sustainable strategies of internationalisation
 - promote the diversification of international activities
 - encourage the diversification of internationalisation partners
 - ensure that international students are spread throughout the tertiary education system
- Create structures to assist TEIs in their internationalisation strategies and a specific agency to support TEIs in building capacity and developing international networks

MAKING TERTIARY EDUCATION ATTRACTIVE AND INTERNATIONALLY COMPETITIVE

- Create structures to promote the national tertiary education system and develop international marketing activities to promote the brand image of national tertiary education through one single structure/agency
- Enhance the international comparability of tertiary education and consider participating in international credit transfer systems and international networks of professional recognition
- Develop alternatives to current global rankings: support development of more precise methodologies for global comparison and comparative measures of learning outcomes at institutional level
- Improve information to prospective international students
- Foster centres of excellence at post-graduate level while also ensuring quality provision in under-graduate cross-border education:
 - reinforce the professionalisation of institutional leadership to increase the capacity of TEIs to identify and support centres of research excellence
 - improve co-ordination between national quality assurance agencies and those involved in internationalisation of tertiary education
 - encourage TEIs to provide specific support mechanisms for international students before their arrival and during their studies

MANAGING INTERNAL DIMENSIONS OF INTERNATIONALISATION

- Develop on-campus internationalisation:
 - encourage TEIs to deliver part of their programmes in foreign languages
 - develop the language and cross-cultural skills of domestic students directly on-campus
 - consider recruiting foreign academics in TEIs
 - develop joint degree programmes in cooperation with foreign TEIs
- Encourage the mobility of domestic academic staff and students:
 - encourage TEIs to integrate short-term exchanges as regular parts of their programmes
 - develop twinning programmes with foreign TEIs
 - consider including international activities and mobility among criteria for promotion and career advancement

OPTIMISING INTERNATIONALISATION STRATEGY

- Improve data to inform policy-making by including information about the “international experience” of individuals in tertiary graduate or labour force surveys, e.g. costs
- Take advantage of international complementarities and consider targeting public support for degree-mobility to post-graduate studies or under-graduate programmes unavailable at home
- Manage the migration impact of internationalisation
- Consider developing collaborative programmes with foreign TEIs

FURTHER READING

These general pointers for policy development are drawn from the Thematic Review of Tertiary Education, which covered tertiary education policies in 24 countries. The findings of this review are presented in *Tertiary Education for the Knowledge Society*, published in September 2008. Background reports prepared by 21 countries, Reviews of Tertiary Education in 14 countries and other documents of the review are also available on the OECD website www.oecd.org/edu/tertiary/review.