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Internationalization of higher education institutions in Northern Europe in the light of Bologna – National and Institutional Case Studies



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Preface

This study is the basis for a summary report concerning the internationalization of higher education in the Nordic countries (see NIFU STEP report 8/2004).

In this report the national and institutional level case studies is presented. The study was assigned to NIFU by the *Styringsgruppe for nordisk samarbeid innen høgre utdanning* (HØGUT).

We want to thank all the interviewees and other informants in the five Nordic countries, both at the national and the institutional level, for their willingness to make time and energy available, and share valuable insights and information with us. A special word of thank we want to reserve for the contact persons at the nine case institutions. Without their help we would not have been able to organize the visits to their institutions in an effective way.

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At NIFU Peter Maassen was the project leader, while most of the actual fieldwork was done by Therese Marie Uppstrøm. We want to thank the colleagues at NIFU, especially Åse Gornitzka, Liv Langfeldt and Nicoline Frøhlich, who contributed to the set up of the project and helped us secure the quality of this report, amongst other things, through an internal NIFU discussion seminar.

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1 Introduction

Fall 2001 the *Styringsgruppe for nordisk samarbeid innen høgre utdanning* (HØGUT) of the Nordic Council of Ministers (NCM) asked NIFU to produce an overview of recent developments with respect to the internationalisation of higher education. NIFU handed in its report on 20th December 2001 (Trondal *et al.* 2001). Based on the findings and recommendations from the 2001 report HØGUT has invited NIFU to conduct a follow up study aimed at a further analysis and refinement of the main issues at stake. The outcomes of that study are discussed in the general report “Internationalization of higher education institutions in Northern Europe after Bologna – Rethinking Nordic cooperation in higher education”, sent to HØGUT separately. In this report selected aspects of the national and institutional case studies are presented on which the discussions in the general report are to a large extent based.

2 Denmark

2.1 The Higher Education System

The Danish higher education system consists of two sectors, the university sector and the college sector, i.e. the vocationally oriented higher education sector. The university sector consists of 11 universities, 5 of which are comprehensive and 6 that specialise in fields such as engineering, education, veterinary science, agriculture, pharmacy or business studies. In addition there are a number of specialist university-level institutions in architecture, art and music.

The college sector consists of approximately 150 institutions; one third offering short cycle and two thirds offering medium cycle vocationally oriented programmes. The college sector is currently going through a restructuring in which colleges are merging into larger and more diverse units. The institutions that have specialised into short cycle programmes are merging into Business colleges (*Erhvervsakademier*), while the institutions that specialise in medium cycle programmes have formed a number of Centres for Higher Education (CVU). It is mandatory for CVUs to cooperate with the university sector and all medium cycle programmes are research affiliated.

In 2002/2003 the Danish higher education institutions enrolled about 200,000 students. Of these almost 4600 went abroad as exchange students, while over 4700 international exchange students came to Denmark (Cirius 2004: 6). Of the Danish exchange students 10% went to other Nordic countries, while 56% went to an institution in the rest of Europe. Of the international exchange students coming to Denmark 10% came from the other Nordic countries, while 74% came from the rest of Europe. The number of exchange students coming to Denmark has grown more rapidly than the number of outgoing Danish students, with the year 2002/03 being the first year in which there were more incoming than outgoing students.

In addition, 4231 Danish students studied full-time abroad for a degree, that is students who received study support (SU). Of these 41% is studying in the UK, while 20% is studying in the rest of Europe including the Nordic region (Cirius 2004: 6). There is no indication of the number of Danish students studying abroad for a degree without formal study support (SU).

Steering

Unlike the situation in the other Nordic countries the responsibility for higher education in Denmark is divided between two Ministries. The Ministry of Science, Technology and Innovation is responsible for the university sector, whilst the responsibility for almost all colleges is placed with the Ministry of Education. Private institutions can operate without any approval, but they must go through an accreditation procedure to make their students eligible for state study grants. A new university law came into power July 4th 2003. According to this law Danish universities are to become self-owned, non-profit institutions.

With respect to internationalisation there are two units that play an especially important role, the Danish Centre for Assessment of Foreign Qualifications (CVUU), i.e. the Danish participant in the ENRIC-NARIC networks¹, and the Danish Centre for International Cooperation and Mobility in Education and Training (Cirius). The latter was established in 2000 by the Ministry of Education as the result of a merger of several activities that were until then carried out by various separate centres. Cirius is an independent state organisation working to promote the internationalisation of Danish education and training. Cirius is the Danish coordination agency of the three main educational programmes of the EU, i.e. Leonardo, Socrates and Youth. It also coordinates a number of other programmes and schemes that contribute to international cooperation in education and training.² The intention behind the establishment of Cirius was to have a single, strong organisation for all programmes and activities concerning internationalisation of education at all levels, on the basis of the expectation that this enhances synergy between sectors and programmes, strengthens quality and makes it easier for clients and users to obtain comprehensive advice and information.

Funding

Since the early 1990s the public funding system has gradually been changed and is almost exclusively based on the *taximeter system*, a comprehensive financing system based on per capita grants (cash-per-student) to the institutions. Funds are allocated as grants by the national government to the institutions based on the level of student activity, measured in full time semesters. All courses are given a politically determined rate published annually in the government's finance bill. The system is based on four types of grants:

¹ For more detailed information on the issue of the recognition of foreign qualifications in Denmark, see: "Mod en dansk kvalifikationsnøgle for videregående uddannelser" ("Qualification Framework"), to be found at: <http://www.vtu.dk/fsk/div/bologna/Modendanskvalifikationsnoegle.pdf>. The nature and task of CVUU is described in section 2.5 of this document.

- A basic grant.
- A teaching grant.
- An administration grant.
- A building grant to cover rent, interest, debt servicing and maintenance.

With the exception of the basic grant, all grants are based on actual activity. This system replaced a centralised state management system and gave the institutions increased autonomy over their budget and increased the institutional decision making power. The institutions' international activities are seen as the natural part of their function and mission and therefore few earmarked funds for internationalisation are allocated, except for the mobility grant introduced in 1996, which is a grant given to the institutions based on the international mobility of their students.

Degree system

Professional degrees are awarded by the college sector at two levels. Short-cycle professional qualification diplomas are awarded after a two-year vocational academic programme (*erhvervsakademiuddannelse*). The fields of study are, for example, hotel and tourism, IT and communication, international marketing, agriculture, industrial production and textile and design. These programmes were introduced formally in 1997 in Danish higher education.

Medium-cycle higher education consists of programmes that last 3 to 4 years. The Professional Bachelor Degree was introduced for these programmes in 2000. The programmes have been reformed in order to fulfil the new requirements. Examples of programmes are teacher training programmes, social work, journalism, nursing, and engineering.

The universities award bachelor degrees and the candidatus degree. The bachelor degree is a medium-cycle research-based degree awarded on the basis of an undergraduate programme of three years. The candidatus degree is awarded on the basis of a bachelor degree + 2 years of study. International Master programmes of 1-2 years duration are also offered.

² For an overview of these activities, see: <http://www.cirusonline.dk/eng/visartikel.asp?Id=540>

2.2 Internationalisation policy

The institutionalisation of internationalisation in Danish higher education began as a reaction to external influences, mainly the development of the European exchange programmes in the 1980s. The Ministry of Education played an important role by setting up a special fund for internationalisation and supporting the institutions through a committee for internationalisation of higher education, which amongst other things supported the implementation of COMETT, ERASMUS and Nordplus. This committee was abolished in 1989 and its responsibilities were given either to newly established administrative bodies, with respect to the administration of the EU programmes, or to the individual institutions, which by that time had gained valuable experience.

Administrative responsibilities with respect to internationalisation had by then been institutionalised in the university sector. The earmarked internationalisation funds were in 1993 included in the general budget. However, in 1996 the Ministry decided to once again turn to financial incentives to increase student mobility and introduced the international mobility taximeter grant, allocating 5,000 DKK to the institutions for each mobile student.

Today key instruments of internationalisation are still student and staff exchange, mainly within established exchange programmes and bilateral agreements. As such Denmark has relatively spoken more students going abroad as exchange students than the other Nordic countries. However, compared to the 23,000 Swedish and 10,000 Norwegian degree students abroad, the number of Danish students travelling abroad as 'free movers' is considerably lower (a little over 4200 in 2002/03). We do not have a clear indication of the reasons for this difference. Determining which role various issues, such as the nature of the national student support systems, the national internationalization policies, the capacity of the national higher education systems, and the recruitment activities of foreign institutions in the three Nordic countries, play in the decisions of individual students to study abroad, falls outside the realm of this study.

The number of English language programmes is increasing and in 2002 117 English language degree programmes were offered, in addition to individual courses. The EU's commitment to the development of joint degrees is also followed with interest, with a number of Danish institutions participating in a pilot project by the EU, supporting joint master programmes. The national legal framework with respect to this is, however, not clear.

Overall the development of a national strategy with respect to internationalisation is on the political agenda.

2.2.1 The Bologna Process

In Denmark, the Bologna Process includes teaching programmes and higher education institutions falling under the responsibility of different ministries. Of these each is responsible for the implementation of the process within their ministerial jurisdiction. In order to include each involved ministry's professional agencies and higher education institutions in the Bologna Process the implementation of Bologna in Denmark is coordinated by a steering group, the so-called Bologna Follow-up Group, of which not only three Ministries are a member, but also bodies such as the national evaluation institute, CVUU and Cirijs, the rector's conference, and the national student union. The implementation of the Bologna agreement in Denmark has consisted, amongst other things, of the introduction of the ECTS system (September 2001), and of the need for higher education institutions to issue a Diploma Supplement to their graduates (as of September 2002). In addition Denmark is playing a very active role in promoting European cooperation in quality assurance; it was, for example, one of the founding members of the European Network of Quality Assurance (ENQA). More detailed information about the implementation of the Bologna agreement in Denmark can be found on website: www.bologna.dk.

2.2.2 'New Internationalisation'

Denmark is perhaps the Nordic country that paid most attention in the national policy arena to aspects of market steering and competition with respect to higher education. The new university law introduces some new aspects with respect to the funding of international students. Higher education in Denmark has, like in the other Nordic countries, been tuition free. The institutions have had the opportunity to charge tuition fees to some groups of students, but have until recently mainly chosen not to. However, they might be forced to as the governmental funding for at least some groups of non-EU students has stopped. The reluctance at the institutional level to charge tuition fees is still large. One reason is insecurity with respect to the competitiveness of Danish education, not because of the quality of education but because of external factors, such as an already high cost of living and Danish being a small language internationally.

To meet this concern and also to be ahead of the international development a working group was established to study the international higher education market and the marketisation of Danish higher education abroad. Based on factors like the increased demand for higher education internationally, global competition for talent, the increase of for profit higher education institutions, virtual institutions and corporate universities, and the debate concerning higher education and GATS, the working group recommended a

flexible system including both governmental funding to support innovation and the development of new programmes and tuition fees for students coming from countries with which Denmark does not have agreements. The working group also emphasised the importance of developing a national strategy with respect to the recruitment of international students.

South East Asian nations, China and India are seen as countries that might have a rapidly increasing demand for higher education and an educational system too limited to meet the demand. Combined with increased economic growth this might lead to increased demand for student places abroad and a demand for assistance to establish national institutions, as branches of western, i.e. Danish institutions or as national institutions being developed through partnerships or as an export of systems. This development is seen as something Denmark might want to follow up, though no concrete plans are yet made.

Denmark is positive, but remains expectant with respect to the inclusion of higher education in GATS. According to the prevailing understanding, all Danish higher education would be considered public higher education and thus would not be affected by the agreement. There is, however, a certain level of insecurity with respect to the future development of the regional and global trade in higher education, and the actual higher education market(s) Danish students might have to relate to in the future.

2.2.3 Nordic cooperation

Nordic cooperation within higher education has been rather marginalized compared to the focus on EU cooperation in Denmark. Though Nordic cooperation has been and still is a unique part of the national policy with respect to the internationalisation of higher education, the more traditional Nordic exchange of student and staff is seen as less important in relation to European integration at large. The importance of Nordic cooperation is considered in light of the ongoing Bologna process and global processes that decrease international differences and cater for more extensive international cooperation. Nordic cooperation is however seen as significant in areas where a more in depth cooperation is desirable, it is seen as ideal with respect to more extensive networking and joint programmes that might target non-European students, and the other Nordic countries are seen as important political allies in international negotiations. Concerning Nordic policy cooperation one policy area with respect to which a common Nordic view should be developed is quality assurance. The other Nordic countries are also points of references with respect to the development of national education policies and the open dialogue between the Nordic Ministries of Education is valued.

It is regarded as important to stimulate the institutions to engage in Nordic cooperation, but not at the expense of other international activities. The Bologna process is creating one European higher education area that will ease transferability of credits and degrees. This is also affecting Nordic cooperation through the increasing transparency of the systems. Because of geographical closeness, cultural and political similarities, and high quality higher education institutions, it is expected that in the future we will see an increased number of free movers at a master level within the Nordic region. Students with a completed bachelor degree that seek out the highest quality programme to take their master might just as easily go to Bergen as Aalborg. This increases student choice at the same time as it might lead to a division of labour within the north as expertise within some of the smaller fields and subjects might preferably gather at one institution. Thus the Bologna process is complementing Nordic cooperation, as well as perhaps replacing some of its historical and practical importance.

The EU initiative to support consortia and joint programmes and degrees is also observed with interest. Nordic cooperation might prove valuable in this area. Some examples of this already exist, like the Øresund University, and NOVA University, two Nordic projects, one based on regional cooperation between institutions in Sweden and Denmark in the Øresund region, the latter a cooperation between seven Nordic institutions in the fields of forestry, veterinary and agriculture.

Parallel to the Lisbon objective of creating a globally competitive European higher education market, it is also suggested that Nordic consortia will prove to be significant players on such a market. It is also suggested that it might be beneficial for the Nordic countries to engage in a coordinated and more aggressive marketing of their national systems and institutions, focusing on the attractiveness of the area at large, the quality of education, nature, welfare policy, societal safety etc. HØGUT's web portal www.nordenedu.net may be further developed in this respect, increasing student friendliness and including an academic reference system with an overview of all programmes offered within different areas at Nordic institutions. Information needs to be extensive and easily accessible. The Nordic institutions also need to increase their familiarity with each other.

Nordplus is seen as less important than the EU programmes, but especially preferable for the smaller universities because of the simpler administration required. This also goes for the college sector where student and staff exchange within the professional programmes have been easier within the Nordic area. Denmark is an importer of Nordic students, the general trend being for student to travel south.

Thus Nordic cooperation is not seen as a source of revenue, but as a potential instrument in the marketing of Danish higher education. The more traditional form of internationalisation is marginal, but Nordic cooperation still has a significant value that is being transferred in the further international development of Danish higher education.

2.3 Case institution 1: Copenhagen University College of Engineering

Background information

Copenhagen University College of Engineering (CUCE) was founded in 1886 and is the largest *ingeniørhøjskole* in Denmark. The college has approximately 2700 students, i.e. 2000 full-time (amongst which 300 international students) and 700 part-time, and 300 employees. In 1995 it moved to new facilities in Ballerup just outside of Copenhagen. During the college reform in Denmark, in which colleges were merged to become larger centres of higher education, CUCE was not part of a merger process, but became 1 January 2002 a so-called Center for Higher Education (CVU). In the transition towards a CVU there are a number of organisational problems that have not been solved yet. As a result the college is still in the middle of the organisational change process. Until all organisational changes related to becoming a CVU have been realised, CUCE will continue to operate as a self-owning institution under the Ministry of Education. At the moment the highest steering authority for CUCE is the Ministry of Education, who is therefore also in the end responsible for the quality of the education activities of the college. (see: <http://www.ihk.dk/omihk/organisation.asp>).

The college is organised in 4 sectors: Sector for export engineering, sector for production and mechanical engineering, sector for electrical power and IT engineering and sector for civil engineering.

CUCE offers bachelor degrees in 7 different specialisations of engineering: Civil engineering, Mechanical engineering, Production engineering, Electronics and Computer engineering, Electrical power and IT engineering and Export engineering. A bachelor degree is obtained on the completion of 3 ½ years of study. The export engineering programme has a duration of 4 ½ years. Both include a 6 months traineeship in a Danish or foreign company.

The majority of the students are recruited from the upper secondary schools in the Copenhagen area. The teaching method is interdisciplinary, problem based and project organised, and in most programmes group work comprises an important part of the

learning. A six month traineeship in a foreign or Danish company is compulsory in all programmes. The students take part in the company's development project or develop their own project within the framework of the company.

2.3.1 Institutional policy with respect to internationalisation

CUCE was the first college of engineering in Denmark to offer courses in English, and is the only college of engineering that offers a full bachelor degree course in English, i.e. Electronics and Computer Engineering. Internationalisation is seen as an important aspect in educating future engineers qualified to work in an increasingly international society. Copenhagen University College of Engineering has set up four goals with respect to internationalisation:

- To create an international study environment at the college.
- To offer an internationally oriented education.
- To ensure an internationally oriented teaching staff.
- To participate in international projects.

A strategy has been developed to reach these goals. Two of the most important instruments are English language programmes and students and staff exchange.

With respect to student exchange the college is aiming at 10 % student mobility in the bachelor programmes and 40 % mobility in the export engineering programme, however, without a clear rationale for having exactly these targets. Currently the numbers are closer to 5 % for the bachelor programmes and 30 % for the export engineering programme. It is important that there is a balance between incoming and outgoing students, both for academic and financial reasons. This is currently the case in total, though within the individual agreements there are imbalances. The college does, for example, welcome several students from Eastern and Central Europe, but sends no Danish students there. Each year about 120 students go abroad for a study period and about 130 foreign students come to the college.

The EU exchange programmes have played an important role in supporting the students financially. This is seen as especially relevant with respect to the incoming students, as Denmark is known to be a high cost country. The exchange programmes were also instrumental in the creation of the International Office, which plays an important role today. The college has about 50 agreements within the EU programme and approximately 90% of all the exchange students that enrol at the college travel within the framework of Erasmus. Even though Nordplus and Erasmus are not seen as competing programmes,

some complications have arisen as a result of the overall level of the student scholarships being different, and the differences from country to country with respect to which scholarship is the most beneficial. As the students prefer the largest scholarship the institutions have tried to accommodate this by making agreements within the most beneficial programme.

Also with respect to traineeships the Danish students are encouraged to go abroad. The institutional aim is for 10 % of the bachelor students to go abroad and 50 % of the export engineering students. This aim is not quite reached yet. International students are encouraged to spend their traineeship at a Danish institution. The Danish graduates are informed about study opportunities abroad, should they wish to follow their bachelor studies with a a master degree study.

In addition to the English-language bachelor programme in electronics and computer engineering, English is also the teaching language in the [European Project Semester](#) – EPS, the [International Business Semester](#) – IBS and in the [International Design Semester](#) – IDS. Every Semester is an interdisciplinary term centred round a project which is carried out in working groups composed of people with various backgrounds. The projects are carried out by students in association with Danish companies. These programmes have been created to attract international students, but are also seen as an opportunity for Danish students that do not wish to go abroad to add an international dimension to their education. Danish and international students are taught together and group work plays an important role. English literature is used throughout all programmes and reports might be written in English also within other programmes than the English language ones.

The teachers play an important role in the internationalisation of CUCE. They have played a driving role with respect to the development of most of the English language programmes. The college requires that all teachers that teach in any of the English language programmes attend an English language course at the level of “The Cambridge Certificate of Proficiency in English”. They also require that all teachers should spend time teaching at an institution abroad and that they should participate and present papers at international conferences. The teachers at the college are mobile, especially those involved in any of the international programmes, however, resources and especially are limiting factors. International activities are not merited in any special way and therefore seen by some of the involved teachers as an add-on to the normal workload. However, being internationally active is also seen by many teachers as a necessity for survival, as a way to stay up-to-date. Guest lecturers are part of the programmes offered, especially in the EPS.

The college has a central International Office as part of the study administration. This office employs 1.75 fte staff. The International Office is in charge of spreading information to the students about opportunities for student exchange, assist incoming and outgoing students during their exchange period and administrate the EU exchange programmes and Nordplus. Each sector also has an international coordinator.

The college's rector makes decisions with respect to internationalisation and approves the internationalisation strategy. There is a council that advises him and as a sub-unit to this council there is a council for international affairs comprised of academic and technical staff, and students. The budget reserved for international activities is in itself relatively small, but if one includes the salary of all employees involved in international programmes and initiatives it becomes a substantial amount.

2.3.2 Nordic dimension vs European dimension

The college does not have a specific policy directed towards any geographical area. However, the majority of the institutions with which CUCE cooperates are European. It has been natural to cooperate with universities in England, France, Germany and Spain as these languages are taught at CUCE and the majority of the students would like to practice their language skills while abroad. The college participates in two Nordplus networks, but few students have utilised this. The college would like more students to travel to some of the Nordic countries, but finds it challenging to motivate the students in that direction. The Nordplus programme is seen as a good and flexible programme, but for increasing the number of students participating in it a more active recruitment was needed and the International Office did not have resources for that. Nordic exchange was believed to be in a situation where it had to compete with more exotic destinations.

Institutions in the Nordic countries are seen as good partners in academic cooperation due to related cultures and educational traditions and more cross-border academic cooperation was believed to go on than what was visible through the Nordplus programme. The college had, amongst other things, received teachers from Norway on study visits to observe the problem-based and project-organised teaching method used.

Nordic institutions are part of the EPS network and the college has plans for further cooperation with these institutions. EPS is currently also offered at Oslo University College.

2.3.3 Cooperation versus competition

The college does experience competition from other Danish institutions for students. They see it as an obvious limitation, both academically and with respect to the recruitment of students, that they as a college are prevented from participation in regular research. However, their focus on pedagogy in engineering education is seen as a competitive advantage. Their international programmes were created to attract international students, but the international environment created at the college through these programmes has a clear advantage also with respect to the competition for Danish students. They experience a limited international competition from the USA with respect to Chinese and African students. Some of these students have continued their application process for US universities while attending classes at CUCE and have moved on upon admittance at a US university without completing the programme enrolled in. The college does not have a pronounced new strategy to meet this competition, but regards the fact that CUCE is in the forefront with respect to the development of international engineering programmes in Denmark as a successful and strategic move. The ECTS system was introduced at an early stage.

The college expects that the changes in the funding of international students will affect the bachelor programme in electronics and computer engineering since this programme has attracted students from countries outside of Europe. The college is somewhat worried though with respect to the final funding scheme, because if the students will be required to pay the actual costs of the programme it will be very expensive and it will be hard to recruit these students. With respect to the other programmes the majority of the international students are European, but it was seen as difficult to recruit European students to a full English language bachelor programme in Denmark.

The English language programmes have been expensive to develop and the college has actively advertised them through visits to their partner institutions and in other international settings to recruit students. Web pages have also been created and for the EPS a brochure and logo has been developed. Except for the export of the EPS, which had no commercial implications, the college has no branches abroad nor any plans to develop one. One of the teachers interviewed had been involved in developing an international web-based programme with participants from all over the world (Poland, France, Colombia etc.), but there had been no interest from Danish students and so he had withdrawn.

The export engineering sector

The majority of the student mobility at Copenhagen University College of Engineering goes on in the sector for export engineering. This sector offers two international programmes: Export engineering and European Project Semester (EPS).

Export engineering is a 4 ½ year, Danish language bachelor programme. It was created in 1985 to increase the number of female engineering students and to educate engineers that could promote Danish export. The Ministry prompted its creation. Today it enrolls about 130 students annually, 50 % are female. The programme is multidisciplinary and includes two foreign languages; English, and German, French or Spanish. The students are also encouraged to go abroad as part of their studies either through a study period at a cooperating university, during an internship, or both. The programme is also offered as a joint degree with a German university, but this option is not utilised to its full extent. The export engineering programme has been an important driver in the internationalisation of the college.

The EPS (European Project Semester) is a one-semester English language programme. It was originally created outside of the college, but was integrated in the college's sector for export engineering after two years and has now been a part of the college for almost a decade. It is a multi disciplinary programme, project oriented and with a focus on group work in groups of mixed nationalities. Students are accepted in their third year of studies and there is a limitation as to how many students from each nationality are accepted. In average each class consists of 12 different nationalities. Guest lecturers are a scheduled part of the programme.

The two programmes work well together. Together they create a balance in the student exchange as the export-engineering programme sends its students out and the EPS receives students. EPS also creates an international environment at the college that the students at the export engineering can benefit from, especially with respect to practising their foreign languages. Upon return from abroad the students are required to write a report and a 'survival guide' that other students can benefit from. The sector for export engineering is seen as a good place to work and study. The number of students has been stable and the teachers enjoy the international environment.

There are about 40 participating universities in the EPS, six of these are Nordic. There had been extensive cooperation between the teachers at CUCE and the participating Nordic institutions, especially Oslo University College and Helsinki Polytechnic. This has resulted in the 'export' of parts of or the entire programme to these institutions, but it has had little effect on student exchange. Promotion of the programme at other European

institutions has proved to be more fruitful. Denmark was not believed to be exotic enough for Nordic students, but the college would very much like to see an increase in the enrolment of Nordic students in the programme to have a wider representation of different countries and cultures.

2.3.4 Conclusions

Copenhagen University College of Engineering is an active institution with respect to the internationalisation of education. With respect to Nordic cooperation the activities have been rather limited, and have been based on the networks of the teachers rather than on the Nordplus programme. There are future plans with respect to Nordic cooperation and the exploit of Nordplus funds might increase as a result of this case study.

2.4 Case institution 2: Aalborg University, Denmark

Background information

Aalborg University was established in 1974, partly as an instrument in a national regionalisation policy of Northern Jutland aimed at increasing the participation in higher education. It is the most recent of Denmark's five universities, situated in Aalborg, the fourth largest city of Denmark.

The University has three faculties; the Faculty of Humanities, the Faculty of Social Sciences and the Faculty of Engineering and Science. In 1995 the Engineering College of Esbjerg became part of the University. Esbjerg, where this College is located, is the fifth largest city of Denmark, situated on the west coast of Jutland. The Esbjerg College of Engineering has about 100 employees and approximately 300 students.

In 2003 around 13,000 students were registered at Aalborg University, 1,385 of these were international students. Aalborg University is the largest employer in Aalborg providing work for 1,800 full time academic and administrative staff. The University has grown rapidly since its establishment, and is still expanding its campus.

Central to both teaching and research at the University of Aalborg is inter-disciplinarity. The key teaching method, referred to as the Aalborg-model, is problem-based and organised around projects. Theory and practice are combined through close cooperation with institutions and companies outside the university, both in the local environment and internationally. The students work in groups of four to five, with projects often tied to a real life cases. The project work generally accounts for 50% of the study time, the

reminding 50% is devoted to lectures and seminars. Student independence and self-organisation are central concepts. Aalborg University can also parade one of the best completion rates of students.

The overall mission of the university as stated in the University Performance Contract for the period of 2000-2003 is to combine the educational traditions of the classical Danish university primarily concerned with scientific problems within academic disciplines with the professional orientation historically linked to the colleges.

“The classical tradition is represented through a number of disciplines within the Humanities, Natural Sciences and Social Sciences, whereas the professional tradition is represented through engineering, the disciplines in the Business School (as part of the University) and parts of the Social Sciences. The combination of basic science and applied science makes research at Aalborg University very dynamic and flexible”

“The mission of Aalborg University is to carry out research within its fields of study and to provide further education on a higher scientific level.

“The basis of core activities is basic research, and thus the University is directing its efforts to striking a balance and establishing a close connection between basic research, teaching and applied research. In addition the University is working towards adapting and renewing both teaching and research through, amongst other things, collaboration with professional, institutional, regional, national and international partners and organisations. Finally, the University is working towards breaking down geographical barriers to knowledge transfer by promoting and elaborating collaboration across borders.”

2.4.1 Institutional strategy/ policy with respect to internationalisation

Being a fairly young university Aalborg University has had the advantage of a fresh start. This has resulted in an innovative approach to teaching and an active contact with the surrounding environment, both with respect to local business and industry and internationally with respect to research as well as organisations with a vested interest in Denmark.

Internationalisation is a central aspect in the University Performance Contract. In this contract the university has committed itself to:

- Adapt and develop study programmes and research in collaboration with regional and international partners.

- Break down geographical barriers to knowledge transfer by promoting scientific collaboration across borders and extending international collaboration within research and education.
- Strengthen research that has the potential of achieving international recognition, stabilise the number of foreign students admitted to the university as well as balance this number with the number of Danish students on traineeships or periods of study abroad.
- Secure the quality of study programmes through among other things internationalisation.
- Provide the possibility for all students to spend one semester abroad.
- Establish more English taught Master programmes in collaboration with foreign universities.
- Collaborate more extensively with other universities within the European Consortium of Innovative Universities (ECIU) in order to establish joint programmes and research projects.
- Further develop the collaboration with other international universities and research institutions.
- Transform 1-2 of the existing research programmes into international research programmes.
- Introduce the ECTS-system.

In this contract Aalborg University also expressed the intention of evaluating its internationalisation efforts by using the International Quality Review developed by the European Rector's Confederation (CRE) and the Academic Cooperation Association. The process of this evaluation began in 2000 with a self-evaluation committed by a team from the university, and was followed up by an evaluation by CRE in 2001. The results of this evaluation have not been made public.

There were two main motivations behind this initiative. One was a wish to assess the effects of investments made to implement a number of internationalisation activities in the 1980s and 1990s. The other one was an intention to get an overview of the ongoing internationalisation activities at the university, to improve their integration and organisation. The university was at the time of this case study working on developing its internationalisation strategy based on the recommendations made in the report by CRE.

2.4.2 Central level information

Internationalisation is seen as a way of organising the university's activities that enhances and secures quality in research and teaching. It is seen as a complex, multilevel process involving several actors linked to the general internationalisation of society at large. The

university strategy with respect to the internationalisation of its study programmes is to use a mixture of several instruments, the main ones being:

- Student mobility, both outgoing students taking part in compulsory or voluntary study periods or internships abroad, and incoming students either exchange students or degree taking students.
- Teacher mobility, both as staff exchange, outgoing and incoming and foreign staff recruitment.
- International curriculum development; both as international content development and joint programmes with foreign institutions.
- Teaching in a foreign language; both with respect to whole programmes and some courses, the main language in question being English.
- Cross-border open and distance learning

The main goal of the university's internationalisation efforts is to reach quality in research and education. The academic aim with respect to education is to add international characteristics to the 'qualification profile' of the graduates. Through a curriculum content that includes international aspects and an international dimension of understanding, that is experience of interacting in an international arena and in an intercultural work environment, quality is increased. With respect to research the academic aims are to assure quality by international comparison, co-operation and confrontation.

Until recently the university's internationalisation policy focused purely on academic aims, but as the Danish student numbers, especially for some of the natural science programmes, dropped international students were seen as a potential pool of replacement in order to prevent having to close these programmes down. With respect to research international projects and cooperation often makes one eligible for funding from international research programmes like those of the EU. Internationalisation is also seen as a strategy to recruit qualified employees to the Danish labour market.

Development aid as a third goal with respect to internationalisation was emphasised in the report from the external evaluation committee and is part of the new strategy the university is developing.

The most widely used instrument is student mobility, both with respect to study periods abroad and internships/traineeships. This has been a focus since the second half of the 1980s. The institutional aim was for 20% of a student generation to spend a semester abroad. The university supported the students financially through travel grants until the Erasmus programme was initiated. The 20 % goal has been reached and the current aim

of the university stated in the performance contract is that all students should have the opportunity to spend at least one semester abroad during their period at the University. To make this feasible the university provides travel grants to those who cannot travel within an exchange programme. This is the case for those that go abroad for an internship and some of those that as part of their language studies are required to go to an Anglo-Saxon country. The Study plans have also been adapted to give room for periods abroad.

Aalborg University actively participates in a number of EU educational programmes, such as Socrates/ Erasmus, Leonardo, Tempus and Tacis. In 2000 Aalborg University had 288 agreements:

Socrates (Europe) agreements	168
Nordplus (Nordic) agreements	58
Bilateral agreements outside of Europe	62

Two master programmes and four bachelor programmes include compulsory study periods or traineeships abroad. All other programmes offer the students a study period or traineeship abroad as an option. In 2000 360 students went abroad. About half went out on traineeship and half for a study period at a cooperating university. About 80 went abroad as Erasmus students. This number has been approximately the same for the second part of the 1990s and it is believed that a stable level has been reached. The majority of the students, 245, attended one of the English taught master programmes: International Business Economics, International Development Studies, European Studies, Languages and International studies or International Technology Planning, programmes that used to form a centre for international studies. This is not seen as unexpected as these are students that have already made a choice of an international education.

With respect to incoming students the number was in 1999/2000 206, of which 134 were Erasmus students. The overall number of incoming students has not changed dramatically since 1999. The majority of the students enrolled in the programmes of International Business Economics, International Management and European Studies, European Cultural Studies, Mobile Communication and in the joint programme Society, Science and Teaching in Europe (ESST). It is expected that as the number of English language programmes increases the number of students will rise. With the backup of the Bologna process it is believed that the main obstacle for recruiting more students is the portfolio of programmes.

To create an option for an international work environment for the Danish students at Aalborg University, and as a basis for inviting and accepting incoming exchange and

degree students, a number of English language programmes and courses have been developed. These programmes welcome both Danish and international students. In 2000 Aalborg University could offer 30 international programmes taught in English, the majority on a master level and six master programmes with an international curriculum and study periods abroad. Three of the international master programmes are joint programmes prepared in cooperation with other European universities. Some of the master programmes are organised so that exchange students may take one or two semesters and be awarded either the respective credits, or a diploma on the completion of two semesters. In 2002 1,217 international students were enrolled at Aalborg University.

With respect to creating an international environment at the university, an approach called Internationalisation at Home is promoted. This was seen to be a natural consequence of the Aalborg-model where the students work in groups. The groups are organised by the teachers and would preferably consist of both Danish and international students, or both students that had or had not been abroad for an internship or study period.

The Faculty that struggles most with balancing the number of incoming and outgoing students is the Faculty of Humanities. One reason for this is a lack of programmes at a bachelor level that can welcome international students. This creates a challenge with respect to the cooperation with Anglo-Saxon universities. At these institutions the preferred time of student mobility is at the bachelor level. Upholding an exchange agreement with these universities has been difficult and the Faculty has at times chosen to pay tuition fees for the students that as part of their English language studies are required to spend a semester at an English speaking institution. To solve this two programmes have been developed: 'Language and Business Communication' and 'International Cultural Studies'. The latter is an integrated programme consisting of various courses offered in foreign languages at the Faculty and open to exchange students. The university has also initiated a scholarship scheme for students from selected universities in America, Canada and Australia in order to recruit more students. This scheme is a pilot project.

The staff mobility at Aalborg University is fairly limited. No programmes use guest lecturers on a regular basis and the number of outgoing teachers as measured by the number of grants within the Socrates Programme is small. The reason for this is believed to be lack of time. The teaching load is not reduced as a result of teaching periods abroad. The research mobility is more pronounced though not significant.

The Faculty of Engineering and Science has a special guest researcher programme that in 2000 amounted to 7 fulltime positions. Though teacher mobility is seen as vital tool with respect to networking and international integration of the university, and while there is a

goal of increasing the number of outgoing teachers, no specific strategy had been developed to increase this number. Internationalisation was also not merited in any special way and thus apparently not seen as a natural part of the working load of the teachers, but left to those that had a personal interest in it.

Aalborg University is a member of the Santander Network. The Santander Group is a European Universities' Network with the aims of establishing special academic, cultural and socio-economic ties and of setting up specific and advanced facilities as well as privileged channels of information and exchange. The Group was also created to encourage contacts between universities and their surrounding communities or regions on matters related to social and technological development. Starting from pre-existing relations among university members and after a preliminary meeting held in September 1988, the Santander Group was established in December of the same year. The current number of network members is 43.

In 1996 Aalborg University took part in the formation of the European Consortium of Innovative Universities (ECIU). With the world becoming increasingly globalised, the involved universities felt a need to engage in a strong European strategic network in order to benefit from each other's best practices, to address jointly some of the pertinent issues of higher education in Europe and to master the challenge of an ever increasing international market in research and education. Aalborg University was also engaged in the launching of the University Network of Innovative Student-Centred Education (UNISCENE), a network that focuses on problem-based-learning.

2.4.3 Institutional support structure

The internationalisation of Aalborg University is said to be characterised by the influence of two important units: The rectorate, that is the rector himself, and the professors. The rector of Aalborg University has been very active in formulating and initiating new initiatives for internationalisation both at the national and international level. He has also initiated or supported politically and financially initiatives for international collaboration taken by university staff. He is supported by a special advisor for the strategic development of the university international dimension, a position established at the central administration in October 2000.

The rector's Committee for International Affairs was established in 1993. This committee has three main functions:

- To advice the Rector in relation to the international dimension of the university.
- To monitor the development of internationalisation and to initiate surveys in internal international issues and create debates about these matters.

- To support financially different types of international activities, such as student mobility, curriculum development, networking, etc.

The Rector appoints the members of the committee. The committee consists of two representatives from each of the faculties, two student representatives, one chairperson, the head of the international office and the advisor for international affairs. At the time of this case study one of the topics that was on the agenda in the committee was the open educational market, triggered both by international developments and the expected changes in the Danish university law moving towards tuition fees for international students. A seminar was being planned with invited guest speakers looking into the commercialisation of higher education, the development of a higher education market, the establishment of off-shore campuses etc.

The International Office started out as a one-person-unit 12 years ago. Today the office employs 8 permanent staff members, and 3 – 4 part time student assistants. They are in charge of the administrative tasks of international networking and the establishment of all university cooperation agreements, the administration of outgoing students for internships and studies abroad, the administration of the EU exchange programmes, the administration of student mobility grants and statistics in relation to student mobility, and the administration of incoming foreign students: applications, housing, introduction and social support, and language programmes. The office is situated in the same building as some of the international programmes. This is seen as an advantage for the students as the office is easily accessible.

In addition to these three specialised ‘units’ a number of activities pertaining to internationalisation are delegated to the individual faculties. One of the conclusions of the self-evaluation was that internationalisation is very dependent on the individuals involved and their initiatives and that the specialised units might serve as an excuse for passivity. One of the results of the external evaluation was that internationalisation has become a more decentralised activity.

2.4.4 Funding

The goal of making Aalborg University an international institution is also reflected in the budget. Allocations are made to support international activities and the university is active in searching for external funding to finance international activities. One example is money allocated annually to student grants (numbers are from 2000):

Internal funding	1,257,620
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External funding	2,466,000
EU and Nordplus	215,000
DKK total	3,938,620

With respect to the money allocated from the Ministry through the mobility grant (2000: DKK 3,067,000) this is spent to cover central international activities, such as costs related to housing of guest students and staff, Danish for international students etc. and partly allocated to the study boards where the exchange has taken place.

To expand the number of incoming students in the area of Science and Engineering, the Danish Ministry of Education donates 2/3 of a student scholarship of DKK 5 900 per month for 1½ - 2 years depending on the remaining 1/3 being covered by national or local companies. The companies have proven to be eager to recruit personnel with an engineering background. Aalborg University has been granted 40 such scholarships. However, the Ministry allows for the universities to shift scholarships to each other should they have a surplus. As a consequence Aalborg had 48 students with such a scholarship in the year 2000.

The university sees the various financial resources available for internationalisation as a vital tool. Grants and scholarships increase the number of mobile students and initiates new mobility schemes. Sufficient housing is important for the reception of students and staff.

Nordic dimension vs European dimension

There is no university strategy with respect to certain geographical areas. In the European Policy Statement Aalborg University describes its internationalisation policy as global with geographical areas being determined by academic relevance and interest. However, large parts of the internationalisation efforts made are directed towards Europe and the participation in the educational programmes of the EU has strongly influenced the infrastructure of the administrative support of student and staff mobility. The university does not have a specific policy with respect to Nordic cooperation. The Nordic student exchange, within the framework of the Nordplus scheme is seen as rather underdeveloped and there is an aim of expanding Nordic cooperation. The International Office makes an effort of informing the students orally about the opportunities within the Nordplus programme. Centrally the Nordlys programme is seen as especially beneficial as it is not linked to one specific field. A new contact person for Nordic mobility had been hired by the International Office to concentrate on Nordic cooperation and a strategic plan for future Nordic mobility was going to be developed. Nordic mobility was seen as advantageous for those students that would otherwise not be mobile. The north is seen as

safe and not 'too different'. The Nordic countries are also seen as an important alternative for those that choose to travel not necessarily to seek a different culture, but to seek a high quality programme within their field of interest. The North is also seen as a good place for sending international students on internships.

Nordic institutions were seen as good partners in networks and programmes where the focus not necessarily was Nordic. Nordic cooperation was also seen as a potential instrument for joint programmes aimed at recruiting international students.

With an increased European integration Nordic cooperation was also seen as increasingly important to protect Nordic languages. The more aware we become of the rest of the world, the more conscious we become of Nordic uniqueness. One concrete example had been a number of psychology students that had been in the USA and upon return wanted to go to another Nordic country to compare experiences and academic tradition. Centrally it was believed that Nordic cooperation could play a much more important role for the humanistic and social science than the natural sciences because of the nature of the disciplines. There is also a need for more scholarships and financial support in the 'softer' fields as there are already a number of scholarships available for students within the natural sciences.

With respect to the organisation of Nordic cooperation it was seen as important that the administration was kept as simple as possible and that the involvement of the academic environments was kept central. However it was seen as a challenge that the International Office not always had a complete overview of the activities of the academics.

Erasmus and Nordplus were not seen as competing programmes, rather complementary. However, the amount of information that was sent to the university about the Erasmus programme was a lot greater than the information they received about Nordplus. With the introduction of Erasmus World etc. the International Office felt that they at time struggled a bit by themselves in keeping people aware of the Nordplus opportunities. It was believed that Nordic cooperation had been seen as an obvious matter for too long and that an effort had to be made also from central sources for the Nordic cooperation activities to increase. The financial resources made available through Nordplus were seen as good.

New internationalisation

The rational and strategy with respect to internationalisation at Aalborg University are still for the most part focused on the goal of academic excellence and student mobility

through exchange agreements with cooperation universities. However, the university is paying close attention to international and national developments. The rector's international committee has taken initiatives to look into the development of a higher educational market and the signals from the government concerning the introduction of tuition fees are taken seriously.

The Bologna process is seen as positive and facilitating increased exchange and an opportunity to recruit more international degree students. The ECTS and diploma supplement have been implemented. However, a decreasing number of Danish students and an increasing number of Danish students that go abroad to study, places the universities in a situation where they have to more actively recruit international students to ensure that programmes and academic environments do not have to be closed down. This has been an increasing motivation especially for the Faculty of Engineering and Science. Aalborg University is also increasingly aware of the need to recruit international students with the aim that they might find employment in Denmark after graduation. The scholarship for international engineering students made available by the Ministry of Education is a signal of this. Thus an economic aspect has been introduced in the internationalisation of Aalborg University.

The inclusion of higher education in GATS is not believed to have a great effect on the university. Denmark is not believed to be an attractive market for commercial institutions. The university has no branches abroad and distance education is currently only aimed at the Danish market. However, the opportunities to expand the latter into the international market is looked into. ICT is used in teaching, especially with respect to supervision of those students who are abroad and who receive supervision via the net.

Aalborg University has looked into the possibility of charging an administrative fee to international students as there is an additional cost linked to the support structure around them. However, even though the opinion differs the general impression is that most employees are reluctant towards the introduction of tuition fees for non-EU students. Danish universities are not seen as well enough adapted to become competitive in an open educational market. The knowledge abroad about Danish education is seen as limited, the Danish experience with welcoming international students is seen as limited and Denmark's position as a minority language is seen as limiting. Aalborg University is also a regional university, which increases the challenge of recruiting international students compared to, for example, a university in the country's capital. To recruit a substantial number of fee-paying international students, heavy investments in management, staff development, English taught-programmes, and marketing efforts would have to be made. The university is currently evaluating its portfolio of

programmes and the organisation of administrative routines and quality assurance in light of this development.

The competition for students experienced today is limited, however, in light of expected increased competition in the future the university sees a need for a more systematic and resource-demanding marketing effort to attract foreign students. Both with respect to building up a general reputation of the university by emphasising its strong points in education and research, like the Aalborg model, and with respect to a more targeted effort for recruiting foreign students to its programmes. They were at the time of the case study working on developing such a strategy. Currently the responsibility for international PR is placed at the individual programmes. They are responsible for producing their own brochures and making information available on the web. Some marketing takes place centrally, amongst other things, through the International Office's participation at international conferences and seminars. The International Office also has its own web page with links to all programmes.

Department/ faculty information

Faculty of Science and Engineering

The Faculty of Engineering and Science is the largest faculty at Aalborg University with respect to the number of students. It is also the faculty that attracts the most international students. In 2002 5,560 students were enrolled, 604 of them were international.

The faculty offers a wide range of programmes within the natural sciences and engineering. Currently 22 of about 30 master programmes offered are taught in English and open to students from all over the world. Environmental Engineering, Biomedical Engineering, Mobile Communication, and Oil and Gas Technology are four examples of master programmes offered.

With respect to English taught courses the faculty has chosen to focus on the master level. There are several reasons for this. One is to ensure the quality of the students admitted. The students are better prepared for studies abroad after the completion of a bachelor degree and the academic background is a lot easier to accredit. Denmark would also like to keep some of the international graduates in the national labour market and the completion of a master degree is a natural time of recruitment.

The faculty places great emphasis on the fact that the very nature of the natural sciences and professions of engineering is global and that international relations have always been

a natural part of all their activities. Today the faculty cooperates with about 350 institutions worldwide. The faculty has spent a lot of resources in internationalising its portfolio of programmes by developing English language programmes. The goal has been to increase the number of international students enrolled in their programmes. One of the incentives was a three-year financial guarantee given from the faculty to the programmes that decided to internationalise. This had great effect and the majority of the master programmes are today English language programmes.

The Aalborg model of teaching is central to all educational programmes at the faculty. The faculty has also been involved in spreading this model internationally through relationships with university teachers from several continents and being part of institutional development in developing countries.

Nordic cooperation does not hold a unique position at the faculty. There has been some exchange through Norek, the Nordplus programme for economics, but the faculty is currently not very active in this network. There has also been some cooperation between the faculty and Agder college in Norway. There is also a network of deans of schools of engineering in the Nordic countries that the dean of this faculty has participated in. Nordic cooperation within engineering is seen as more relevant than within the natural sciences because it is a profession rather than plain science. The aspects of a profession are believed to be more geographically linked than basic science.

Nordic cooperation is also seen as valuable with respect to evaluation of exams as this can be performed in the national language and still provide an aspect of international quality assurance. It might also be beneficial with respect to fields and projects that target special Nordic dimensions. One aspect that has hampered cooperation has been the difference in degree structures in the Nordic countries. This is expected to change as a result of the Bologna process. However Nordic cooperation is not seen as more relevant than other types of international cooperation within the sciences. It is the academic aims and research interests that guide the choice of cooperating partners. Companies such as NOKIA and Ericson have been natural partners within mobile technology, but with respect to NOKIA the cooperation has been linked to NOKIA's centre in Germany rather than Finland based on the rationale behind the cooperation being topical rather than geographical.

Faculty of Social Sciences

The majority of the internationalisation efforts at the Faculty of Social Sciences is concentrated around its three English taught master programmes: International Business Economics, International Development Studies, and European Studies. In addition two English language programmes are offered on a bachelor level: International Management and The Danish Welfare State in a Comparative Perspective. The International Management programme has been developed to cater to international students that might be recruited to the international master programmes, but that do not qualify yet. It is also used to attract bachelor students from Anglo-Saxon countries to balance the exchange agreements with universities the Faculty of Humanities wishes to send its own students to.

In 2002 4,640 students were enrolled at the Faculty of Social Sciences. The students of the international programmes make up the majority of the mobile students at the university.

2.4.5 Summary/conclusion

Aalborg University was described as “above the average” with respect to internationalisation in Denmark by Jette Kirstein (Cirius). One reason for this was the active participation of the rector, the other the fact that Aalborg University is a regional university that has to make an effort to become international, compared to the University of Copenhagen for which it comes more natural.

Internationalisation has been raised high on the institutional agenda and has been driven both from the top management level as well as from the grass root level of the professors. They are paying close attention to the commercial developments internationally and in the starting phase of exploring some of the opportunities and challenges that might await them in the future.

Nordic cooperation is in general seen as important, but is far from pronounced and there are no special instruments or incentives in place to promote this.

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The university web site: www.auc.dk

3 Finland

3.1 The higher education system in Finland.

The Finnish Higher education system is a dual system consisting of two sectors, the university sector and the non-university sector. The network of universities and polytechnics is geographically dispersed and covers whole Finland.

There are altogether 20 universities in Finland, of which ten are multidisciplinary universities consisting of several faculties. Additionally there are ten specialised institutions: three schools of economics and business administration, three universities of technology and four art academies. Of the 20 universities two have Swedish as their official language, Swedish School of Economics and Business Administration Hanken in Helsinki and Åbo Akademi University in Turku. In addition to that, six of the other universities (University of Helsinki, Helsinki University of Technology, Sibelius Academy, University of Art and Design Helsinki, Theatre Academy and Academy of Fine Arts) are bilingual.

The non-university sector of higher education is fairly new, it was only established at the beginning of the 1990's and now consists of 29 permanent vocational higher education institutions or polytechnics (*ammattikorkeakoulu*, AMK). They are under the Ministry of Education and are regulated by Polytechnics Act and Decree. None of the 29 polytechnics are state-owned, but Government has granted an operating licence to a local authority, municipal federation or registered Finnish foundation or association. The licence defines the overall framework for the operation of the polytechnic such as the fields of studies, the teaching languages, the student numbers and the location of constituent units. In addition to those 29 polytechnics, there are two polytechnics outside the Ministry of Education jurisdiction: the Åland Polytechnic belonging to the autonomous jurisdiction of the Åland Islands and the Police College. The Åland Polytechnics as well as three other polytechnics have Swedish as their official language. The polytechnics have a strong regional role and they are expected to serve the needs of e.g. local business and industry.

The university education is scientifically oriented. The undergraduate system consists of bachelor and master level degrees. The Bachelor's degree is 120 credits and can be completed in three years whereas the Master's degree is either 160 or 180 credits and can be completed in five years of fulltime study. The universities also offer scientific postgraduate degrees, licentiate degrees and doctorate degrees. The Licentiate degree is

an optional degree and it is being developed into more professionally oriented direction. The majority of Doctorate degrees is produced in specific Graduate Schools and should be completed in four years of fulltime study after completing a Master's degree. In 2001 there were 138 256 undergraduate and 21 008 postgraduate students in Finnish universities. The amount of Master's degrees completed was 11 581 and the number of Doctorate degrees 1206 in the universities.

Compared to the university degrees, the polytechnic degrees are more practically oriented and educate experts for positions in working life. The polytechnics offer Bachelor's degrees as the first degree. The size of the degrees is ranging from 140 to 180 credits and they take three to four years of fulltime study to complete. In the autumn 2002 a pilot project on post-graduate degrees has started in 20 polytechnics. In 2001 there were 121,461 undergraduate students of which 82.6 % were youth and 17.4 % adults. Altogether 17,958 degrees were completed in the polytechnics.

The degree system is currently under development due to the implementation of the Bologna Process on the national level.

3.2 The steering and funding of higher education

The higher education system in Finland is mainly steered through legislation such as the Universities Act and Decree and the Polytechnics Act and Decree. The Government also decides upon a five year development plan for education and university research. In the development plan for 1999-2004 some of the key policy objectives include basic educational security and equality, the principle of life long learning, implementation of the information strategy for research and education, internationalisation, improving mathematics and science skills, rewarding centres of excellence in higher education and research and strengthening the role of evaluation and quality assurance. In the recent year the focus of steering has been changed from budgetary control to steering of performance. The key element in the steering system is a joint annual 'result negotiation' process between the ministry and the higher education institutions in which the main targets and finances are agreed upon.

All the universities are state-owned, controlled by Universities Act and Decree and steered by the Ministry of Education. Outside the jurisdiction of the Ministry of Education is the National Defence College, which also offers university level degrees.

The universities have an extensive internal autonomy in questions related to research and teaching and other internal matters. The universities are governed by rectors together with administrative councils consisting of representatives of professors, other staff and students. These councils make the strategic decisions, prepare operational plans and budgets and appoint key officials.

During the past decade the steering of the universities by the Ministry of Education has been lightened and the universities have been granted extensive autonomy. This development, along with the streamlining of the internal university administration, has aimed in achieving greater flexibility and efficiency. The role of the Ministry of Education is now restricted to strategic plans, general target-setting and monitoring the performance of universities. The Finnish Higher Education Evaluation Council operating administratively under the Ministry of Education, is assisting the universities and polytechnics in evaluation and quality assurance.

Approximately two-thirds of the university education budget is financed from the state budget through the Ministry of Education. The budget funding is mainly allocated based on a specific funding formula, which will be fully implemented by 2003. The formula allocates basic funds to universities primarily according to targeted numbers and actual degrees awarded of Master's and Doctorate degrees agreed upon in result negotiation conducted between the ministry and the universities. The budget funding consists of core funding, project funding, performance-based funding and earmarked national funding. The rest of the funding is coming mainly through the Academy of Finland financing basic research and researcher training in universities, the National Technology Agency (TEKES), other ministries, research institutes and the European Union research programmes. The universities are encouraged to find external funding through commissioned research chargeable services etc. The legislation, Universities Act as well as Polytechnics Act, however, state that education leading to a degree is free of tuition both on the university and the non-university sector of higher education. The total university budget in 2001 including both state and external funding amounted to ca. 1.635 Billion EURO.

The management of polytechnics, besides the operating licences, is based on the same principles as the universities. Also the polytechnics have certain autonomy in internal issues such as the teaching, certification and evaluation. The polytechnics are usually governed by a rector together with a board consisting of representatives of the owner, such as the municipality /municipalities and local business and industry as well as the internal groups, teachers, other staff and students.

The polytechnics are funded jointly by the state and the local authorities. Of the basic funding, the state's contribution accounts for 57 percent and that of the local authorities 43 percent. The funding is based on degree-specific unit prices determined per student. The student numbers are agreed upon between the ministry and the polytechnics. The government has also targeted specific project funding for the polytechnics for major development targets such as upgrading the level of teachers' education, internationalisation, development of libraries, ICT and career services. Some of the funding is also awarded based on performance. The total polytechnic budget including both state and local authority funding as well as external funding amounted in 2001 to 4,18 billion FIM, which is ca. 696 million Euro.

Besides the degree courses the universities offer open university education and the polytechnics offer open higher professional education, which is based on the formal syllabus of the granting institution, though the teaching itself might be dispersed to various organisation of non-formal education. Due cultural reasons also the open higher education courses are tuition free and only a small administrative fee is charged. The activities are financed by allocation from the Ministry of Education.

Both the universities and the polytechnics offer various professional continuing education courses outside the formal degree system. The higher education institutions have established various continuing education centres and other similar units to carry out the education as a business activity. For the university sector the operations are not subsidised by the state. However, on the polytechnic sector there are still state subsidies available for continuing education. These units also have an important regional networking role.

3.3 Internationalisation policy

3.3.1 The gradual emergence of internationalisation in national higher education policy

Internationalisation of higher education is today one of the key policy areas in the Finnish higher education policy and there is a wide national consensus on the importance of international co-operation and internationalisation of higher education. The latest policy objectives stress the importance of international co-operation at all levels of education and state that every third higher education student should take part of his or her degree abroad. This however, is a fairly new development, which has mainly taken place during the last decade and a half.

The development plan for higher education for 1987- 1992 only briefly mentions international co-operation, and even then the main focus was on research rather than higher education. The aim was to ensure the creation of facilities for international co-operation and connection of Finnish higher education institutions into the international information networks. With regards to the university education, the only reference to internationalisation was in terms of developing abilities for international tasks given by higher education. However, the need to develop an international strategy for higher education was acknowledged even that time and the strategy was passed in 1987.

The next development plan was drafted for the years 1991-1996 but the internationalisation was hardly a main focus of that plan either. It was stated in the plan that opportunities for international co-operation in arranging studies and studying abroad were to be developed and courses in foreign languages to be organised to serve the needs of international students. International scientific co-operation was also stressed. In 1993 the higher education institutions were faced with severe budget cuts due to the depression that Finland was experiencing and the development plan was modified to answer to the new situation. In the new version of the plan, also internationalisation gained more ground. Finland had at the time started the negotiations to join the EU and the prospect of membership brought about new concerns for international co-operation in all fields of society. As a member of the European free trade area Finland was able to take part in some of the EU-programmes, such as COMMETT II since 1990 and ERASMUS since 1992. Also the international environment had changed more rapidly than anticipated and those changes needed to be taken into account.

Internationalisation penetrated all aspects of higher education policy. The quality of education and research as well as internationalisation were set as central aims in developing higher education and those two objectives were intertwined into one self-enforcing circle: internationalisation was seen to enhance quality and enhanced quality was seen to bring about more international students, researches and reputation. Internationalisation was also seen as the means to realise all the other objectives of the higher education policy, such as the enhancing of the national innovation system. The quality of research was facilitated by supporting the creation of centres of excellence and full participation in the European Union research programmes. The aim was for Finnish higher education institutions to be able to compete with the best institutions in the world. Internationalisation of the environment of higher education was also a reason for increasing the international comparability of the higher education system and degree system. The development plan emphasised the creation of a clear strategy for internationalisation of the higher education institutions in order to meet all the new needs for internationalisation. Internationalisation was to be backed up with enhancing the

knowledge of foreign cultures and languages increasing teaching in foreign languages, facilitating student and teacher mobility with better information and creating possibilities for higher education institutions for receiving international students, teachers and researchers. Targets were set for the first time that by the end of the decade 5,000 university students and 8,000 polytechnic, general secondary education and vocational education students annually were to spend at least one semester of their studies in a foreign institution. However, as in the other Nordic countries, these targets were set without a clear rationale for the exact level of the targets. Also every post-graduate student belonging to a post-graduate programme was to spend some time studying abroad. Internationalisation at home was to be facilitated by contacts with incoming international students, teachers and researchers.

Higher education institutions were especially to develop international education in their strong areas. Europe was of course one of the most important areas for seeking international co-operation in education and research and participation in various EU-programmes was stressed. Besides Europe, also the U.S.A. and Asia were mentioned as important co-operation areas, as they were considered important trade partners for Finland. Also development co-operation in education and research was deemed as important. The neighbouring areas of Finland: the Nordic and the Baltic countries as well as Russia were also specifically mentioned as important areas for co-operation. All the polytechnics were expected to participate in at least one international co-operation project.

International co-operation has been greatly facilitated by international educational programmes. Finnish higher education institutions have participated in the Nordic exchange programme NORDPLUS since 1989, EU programme COMMETT II (the vocational education and training programme, which later became part of the Leonardo programme) since 1990 and ERASMUS programme (higher education programme which later became part of the Socrates programme) since 1992. The Centre for International Mobility (CIMO) was established 1991 under the auspices of the Ministry of Education to back up the international orientation of universities and later also polytechnics, to provide information about study opportunities abroad, and also to advertise Finnish higher education for international students.

By 1995 when the next five-year development plan was drafted, internationalisation had become everyday business in higher education policy, though not necessarily on the everyday life of the higher education institutions. Internationalisation was thus seen as a prerequisite for the development of the Finnish higher education in general and not just in terms of increasing internationalisation as a separate function of the higher education

institutions. The overall opening up of the economy and society, and increasing international co-operation in other fields of the society, made internationalisation of higher education, and thus increasing its quality and the whole country's competitiveness, a necessity. Internationalisation was one of the corner stones in the creation of the polytechnic sector: according to the Polytechnics Act internationalisation was one of the features controlled when granting the permanent operating licences for the newly established polytechnics. The universities were encouraged to international co-operation by establishing internationalisation as one of the indicators in allocating performance-based funding. Internationalisation is also one of the targets agreed in the result negotiations between the Ministry of Education and the higher education institutions. For the period of 2001-2003, the target for universities is 5,400 students studying abroad annually and the target for the polytechnics is 7,000 students studying abroad, again without a clear rationale for the level of these targets.

3.3.2 The EU dimension in the internationalisation policy

The membership of the European Union brought new aspects into the internationalisation policy in Finnish higher education. In 1995 strategies were drafted for higher education with regards to the education and research policies of the European Union. Higher education institutions were encouraged to create their own European strategies. Finland's objective was that education policy was not to be transferred from the member states to the European Union structures. Openness and transparency in EU education policy as well as co-ordination between different education projects were to be increased. The importance of flexibility, careful planning and co-ordination of different opinions in the education administration was emphasised in order to influence the EU policies on education. Also political co-operation with other members was to be sought to ensure the support for Finnish aims in the EU.

International co-operation was to complement the study opportunities offered by Finnish higher education institutions. In addition it was expected to make the expertise of international students, teachers and researchers available to Finnish institutions, academics, and students. Higher education institutions were also encouraged to provide the internal international functions with adequate resources also by making use of external funding opportunities. Also the European Union structural funds and the framework programme for research were made good use of by the Finnish higher education institutions. The Finnish strategy as regards the EU research policy emphasised comprehensive participation in the EU research programmes and directing of research funds into areas of specific interest for Finnish research.

The new version of the EU education strategy was passed in 2001. The changes in the Finnish higher education policy as well as in the European Union made it necessary to readjust some of the objectives. Education had gained weight in EU policies in general and was especially explicit in the Agenda 2000 and conclusions of Lisbon and Feira summits. Especially lifelong learning, e-learning and different mobility schemes were emphasised in the EU policies. The aim of the revised strategy was to update the Finnish objectives and to sharpen Finland's profile in the EU's educational policies. The premises of Finnish EU-policy were based on developing the Finnish education system, emphasising the cultural mission of education, active participation in European co-operation in education and research, taking into account the increasingly horizontal nature of educational issues. The main aims were related to the quality of education, lifelong learning, information society skills and utilisation of information and communication technology (ICT) in education, facilitating mobility, and the role of education in enhancing employment. The strategy also stressed the importance of internal co-ordination of the EU matter in education administration, co-operation within EU structures in horizontal issues as well as strengthening co-operation between EU, OECD, UNESCO, Council of Europe and Nordic Council of Ministers in educational issues.

3.3.3 Nordic dimension in internationalisation policy

The Nordic dimension and co-operation, for example, within the frameworks of the Nordic exchange programme NORDPLUS and the research co-operation programme NorFa, are mentioned in the Finnish policies regarding internationalisation of higher education throughout the whole 1990's and even in the latest development plan passed in 1999. Besides Nordic countries there are explicit notes made on co-operation with the other EU-countries, the Baltic countries and Russia as well as certain areas outside Europe. The Nordic co-operation has on the image level been very important for Finland as the country has wanted to associate with the values of the Nordic societies and keep a window open to the west. This Scandinavian connection is also considered an asset in attracting foreign students to Finland. However, the Nordic dimension is not particularly explicit in the Finnish higher education policies. Even though Sweden has continued to attract students and is among the three biggest receivers of Finnish students and among the most important partners in researcher mobility, the other Nordic countries seem to be less attractive. According to Anita Lehtonen from the Ministry of Education, one reason for this could be the policy emphasising the use of Nordic languages in all Nordic co-operation: where as Swedish is the other official language in Finland, the other Nordic languages are more distant and thus more difficult for the Finnish to understand. On the other hand, the Nordic countries may not appear so interesting and attractive to students,

they may be considered too similar to Finland and thus not providing interesting experiences. In 2001 altogether 614 university students and 38 polytechnic students went for student exchange into other Nordic countries, over two thirds of these to Sweden. The amount of exchange students coming from the other Nordic countries was 168 in the university sector and 352 in the polytechnic sector. In the year 2000 there were 297 Nordic degree students in the polytechnics and 396 in the universities. However, especially the Swedish speaking higher education institutions in Finland do have continuous and active co-operation agreements especially with institutions in Sweden. Also in research co-operation within the Nordic countries Finland is active.

3.3.4 The latest developments on internationalisation of higher education

Even though the signing of the Bologna Declaration raised some questions in Finland, especially with regard to the development of the common degree structures, the opposition has thereafter subsided and most of the goals of the Bologna Process are now shared by the Finnish higher education community. Besides the Bologna Process there are also other new developments in the international arena for higher education that are reflected in the national higher education policy. Finland has, for example, signed and is currently in the process of ratifying the Lisbon convention of 1997 on recognition of academic qualifications.

The global market for trading higher education has markedly expanded over the past few years. According to a recent OECD study the annual turnover for trading educational services in 1999 in OECD-countries amounted to ca. 30 billion USD, corresponding to roughly three percent of total trade in services in OECD countries. This number does not even cover the whole scope of the trade in education, as the statistics are incomplete. Higher education has thus become one of the fastest growing service sectors and an affluent business. The number of private and international providers of education has increased all over the world and even in Finland there have been some attempts of foreign providers of education to establish programmes, even though the tuition free education system has curbed the market potential of market providers in Finland.

Another feature related to the growing international market for higher education is the inclusion of education in the negotiations with respect to the General Agreement for Trade in Services, the GATS. GATS is one of the affiliate agreements of the World Trade Organisation (WTO) and was started at the same time in 1994 as the organisation itself was established. The GATS has its model in the much older agreement, the General Agreement on Tariffs and Trade (GATT) of 1948. The GATS agreement was established in order to facilitate liberalisation of trade in services, a rapidly growing field of

international trade. The logic of the GATS is that of a progressive liberalisation of trade in services through successive rounds of negotiations. All commitments made by member states shall be reviewed periodically in order to advance the removal of existing trade barriers. The WTO dispute settlement bodies form a structure in which those members that feel themselves treated wrongly in relation to the GATS rules can seek compensation.

GATS covers 16 service sectors, education being one of those. It applies to all services except those supplied in exercise of governmental authority, i.e. “supplied neither on a commercial basis, nor in competition with one or more service suppliers”. Education remains on of the least committed sectors on the GATS: to this date only 42 member countries, with the 12 EU countries of 1994 counting as one, have scheduled commitments in education services. According to an OECD study of May 2002 there are 30 commitments made on primary education, 35 on secondary education, 32 on higher education, 32 on adult education and 20 on other education services. There are generally more limitations placed for primary and secondary education than on higher and adult education. On the modes of supply there are more limitations laid on commercial presence and presence of natural persons than on cross-border supply and movement of natural persons. These commitments are likely to change during the next few years as the GATS is currently under negotiations. Finland has not made any commitments on education so far. According to the Ministry of Education, the Finnish policy on the issue at the moment is that no commitments will be made on degree education.

These developments are also noted in the international strategy for higher education institutions passed in 2001 by the Ministry of Education. The strategy emphasizes the importance of Finnish higher education institutions to be able to compete in the internationalizing field of higher education with foreign providers. The brain drain is perceived as a possible threat if the higher education institutions cannot continue attracting Finnish and foreign students to study and if Finnish students and graduates are searching for education and work abroad. According to the strategy “the vision is that in 2010 Finland will constitute a well-known and influential part of the European education and research area and produce competitive knowledge. Its higher education community will be international, and the demands of internationalization will have been taken into account in educational content. There will be 10,000-15,000 foreign degree students in Finland, and the volume of student exchanges in higher education will be around 28,000 persons annually. In the graduate schools at least 15 percent of students will be from abroad. The number of students from immigrant families will have risen substantially. The number of foreign teachers, researchers and experts in Finnish higher education institutions will be at least double the 2001 figure.”

The strategy lists some mechanisms for attaining the goals lined out in the strategy. The high quality of education is the most important prerequisite. The attracting of international students will be facilitated by creating a marketing strategy for higher education institutions, relaxing of regulations regarding foreign students' entry into the country and staying in Finland, providing foreign students with adequate housing and healthcare services and ensuring that there are enough courses provided in foreign languages. A new committee in the Ministry for Education suggested in their report in autumn 2002 that the language of a university degree could in the future be also other than Finnish or Swedish which has been the case so far.

When drafting the internationalization strategy also the possibility to collect tuition fees from foreign students was discussed in the committee drafting the plan. This was, however, so controversial that in the final version of the plan it was left out. However, it is noted in the strategy that possibilities of arranging jointly funded education should be investigated. The costs caused by the implementation of the strategy will be covered by higher education institutions and the Ministry of Education. Additionally a separate fund should be set up in CIMO to facilitate internationalisation of higher education institutions and to grant scholarships for international students in Finland. Half of the funds should be provided by the Finnish business and industry.

One of the ideas behind internationalisation of higher education was increasing and ensuring the competitiveness of the Finnish higher education system and higher education institutions as well as the whole Finnish society. An important feature of internationalisation mentioned in many of the policies regarding internationalisation is the possibility for integrating into international research and education funding schemes and using them to facilitate the work done in Finnish higher education institutions. However, internationalisation of higher education is not as crucial a funding mechanism for the Finnish higher education institutions as is the case with some of the universities of the United Kingdom. It also is not a conscious business strategy, which is the case with some of the Australian universities operating on large scale in Southeast Asia, or the full-scale corporate universities based in the U.S.A. At the moment internationalisation of higher education does not seem to be an instrument for gathering profit, but internationalising education and building up quality may be creating a basis for possible future development on that area.

3.3.5 The Bologna Process

In Finland, the main arrangements linked to the Bologna Process are set out in the Development plan of the Ministry of Education 'Education and Research 1999-

2004'. While the two-cycle degree system was introduced in most fields of study by the mid-1990s, Bachelor-level degrees are not at present compulsory, as students can go directly to Master's courses. From August 2005, the two-tier degree system will be adopted in all fields of study and Bachelor-level degrees will become obligatory for all students.

The national university degree credit system will be replaced by an ECTS-based system from August 2005. The corresponding reform of polytechnic degrees is likely to be in accordance with the same schedule. Following the request to improve the international transparency of degrees, the Ministry of Education recommended implementation of the Diploma Supplement in June 2000. In practice, most higher education institutions automatically grant the Supplement to all students, while the remainder do so on request. As regards quality assurance, Finland has been a member of the European Network for Quality Assurance in Higher Education (ENQA) since it was first established, and the Finnish Higher Education Evaluation Council (FINHEEC) is also acting as the secretariat for the European Network for Quality Assurance in Higher Education.

The government has set goals for promoting student mobility in both universities and polytechnics, and both sectors are rewarded for their performance in international activities. Institutions of higher education are also encouraged to develop English-language study programmes.

In 2001, the Finnish Parliament passed a law concerning (ISCED 5A) second degree courses at polytechnics offered on an experimental basis. The polytechnic ISCED 5A second degree is a new higher education qualification for those who hold a first polytechnic degree or its equivalent, and have acquired a minimum of three years' professional experience in a related field following its award. The experiment is running from January 2002 to the end of July 2005.

Besides its measures related to the Bologna Process, the government is planning to take steps to facilitate a quick transition from secondary to higher education by making appropriate changes in the student selection system.

3.4 Case Institution 1: Espoo-Vantaa Institute of Technology

3.4.1 Introduction

The material for this case study consists of the Treaty of establishment and the other statutes regarding the governance of the polytechnic, performance agreement for 2001-2003 between the polytechnic and the Ministry of Education, International strategies for

both the Polytechnic as a whole as well as Mercuria Business School specifically, Mercuria International guide 2002-2003, questionnaires for background information sent on 19.11.2002 for Directors of International Affairs on both Institute of Technology and Mercuria Business School and information on the website of the polytechnic on 20.12.2002. Additionally four interviews were conducted.

3.4.2 Background information on the Espoo-Vantaa Institute of Technology

Espoo-Vantaa Institute of Technology (EVTEK) is a polytechnic institution consisting of three separate educational units, namely EVTEK Institute of Technology, EVTEK Mercuria Business School and EVTEK Institute of Art and Design. The polytechnic was established as a joint operation of old institutions of secondary education and it received a permanent operating licence in 1996 among the first polytechnics. It is a municipal federation owned by the municipalities of Espoo, Vantaa, Kauniainen and Kirkkonummi and it operates in four different locations in the capital region cities of Espoo and Vantaa. Mercuria Business School is an independent part of the polytechnic and the relationship between Mercuria and the polytechnic is stipulated in a specific agreement signed in 1998 when the business school joined the polytechnic. The polytechnic offers education in 12 fields of study in technology, three fields of study in business and three fields of study in art and design.

These three institutions are relatively independent in their operations and only have rather superficial joint policies, which are implemented independently by all three units. The performance agreements, financial issues between the polytechnic and external parties, reporting, managing of real estates, information management and certain other official tasks are coordinated jointly. The staff of the polytechnic in 2001 included 190 academic members of staff and 134 other staff members. There were 5,003 students in the polytechnic in 2001, out of which 214 were foreign degree students.

This study will concentrate mainly on EVTEK Mercuria Business School, which has its origins in the starting of Finnish language business education by an association of merchants in Helsinki in 1908. Later Mercuria operated as a business school offering secondary level business education and as a temporary Vantaa Polytechnic, until it in 1998 merged with Espoo-Vantaa Institute of Technology. Mercuria Business School offers polytechnic degrees in marketing and logistics, economics and finance and international operations, continuing degrees and non-degree continuing education in business administration and finally secondary vocational education degrees in business administration. Additionally, it offers three international double degree programmes, which will be explained later. In 2001, there were 1,203 Finnish degree students, 96

Finnish non-degree students and 58 foreign exchange students as well as 16 foreign students in international double degree programmes enrolled in the partner HEI's and 5 non-Finnish nationals in other programmes. The other units and their international activities are referred to when necessary.

3.4.3 Institutional strategy on internationalisation

Internationalisation has been a part of the polytechnic's strategy since the establishment of the polytechnic. The polytechnic has an international strategy formulated by the institutional level steering group and implemented independently by the three units. The main goals of the polytechnic are to provide all its students with international skills either by study or training periods abroad or through internationalisation at home and to provide its staff with adequate international abilities through visits and language training. Also research and development work done in the polytechnic should be thus internationally oriented, that 20% of its value would come from international sources. The strategy defines the geographical areas, such as Asia and Europe on which the polytechnic is concentrating its international activities as well as target numbers for international students, student and teacher mobility. According to the vision in the international strategy of the polytechnic, *“EVTEK is its international activities a well-known and well-established polytechnic. The starting point of its internationalisation are the needs of those communities and businesses operating in the same areas and fields of study as the polytechnic.”*

The principles of international activities in the Mercuria Business School stress the importance of successful student selection for the international programmes, high quality education and guidance, adequate information regarding possibilities for internationalisation, language training and integration of international elements and student into everyday life of the institutions.

3.4.4 Organisation of International affairs in Espoo-Vantaa Institute of Technology

International functions in the polytechnic are organised partly separately and on a different basis by all three units of the polytechnic: technology, business and design. The polytechnic operates jointly towards the Ministry of Education and CIMO, presents reports and applies for funding for international activities jointly. Otherwise the three units operate relatively independently. The polytechnic has an international affairs team, which was established in 2000 by the management team of the polytechnic. It consists of the representatives responsible for international affairs in each unit and is chaired by the international director of Mercuria Business School. The responsibilities of the

international affairs team include international partners, Socrates applications, reporting, general administration and statistics related to mobility and other international affairs. The polytechnic participates in e.g. Socrates, NORDPLUS and Leonardo da Vinci programmes as well as UNEVOC – project (UNESCO International Project on Technical and Vocational Education) and the Finnish Education Network for East and South-East Asia. The polytechnic does not have any branch campuses abroad.

In EVTEK Institute of Technology, there are two English language degree programmes on information technology and media engineering. The International Office has two permanent staff members, Director of International Affairs as well as an Assistant of International Affairs. The International Office is responsible for student and teacher exchange and other international activities.

In the EVTEK Mercuria Business School there has been an International Office since 1992. The International Office has five members of staff: Director of Mercuria International; Manager of International Degree Programmes, Executive Liaison Officer, Coordinator of Exchange Studies and Administrative Assistant. The International Office is responsible for international double degree programmes, coordinates student and teacher mobility and foreign language teaching in the business school. The Nordic co-operation is also a responsibility of the International Office, but it is not specifically stated as such, and the extent of student mobility to the other Nordic countries and from them to Finland was extremely small.

Mercuria hosts three international double degree programmes organised jointly by Mercuria and partners in the Netherlands and England. These international double degree programmes are the most important form of internationalisation in addition to student and staff mobility. They include a Bachelor's degree in European Business Administration organised by Mercuria jointly either with Hogeschool Holland (the Netherlands) or the University of Wolverhampton (UK) and a Bachelor's degree in European Management organised jointly by Mercuria and the University of Lincoln (UK). Of the students in Mercuria, 14% study in its international programmes.

In addition to those, an important form of international activity consists of international business area studies, such as Asia as a business area, and Russia as a business area. These business area studies are optional modules consisting of e.g. language, cultural and business studies. Previously the Mercuria Business School has co-ordinated a Socrates programme on Open and Distance Learning, but since the project ended, no new co-ordinating responsibility has been established, as it was perceived to have take up so much resources that now needed to be directed elsewhere. The business school also has

plans for strengthening the international dimension of education by introducing a personal international study-plan in which all students could plan the integration of international aspects in their own studies.

3.4.5 Internationalisation at the polytechnic

The main reasoning behind international activities stems from the wish to internationalise Finnish students to meet the demands of the rapidly internationalising working life. This internationalisation is based on reciprocity: to get more study places for Finnish student the polytechnic also has to be able to attract foreign students and offer them good quality education. Even though internationalisation was perceived to be costly it was also seen as an investment into the future of the students, the institution and the whole society. There were no particular differences in the ideas the representatives of the Institute of Technology and the Mercuria Business School, so they will be addressed jointly unless clearly indicated otherwise.

Also important were the demands of the Polytechnic Act and Decree, which state that studies should give students abilities to work on international environment.

Internationalisation was also seen as a competitive factor and a way of establishing a good reputation for the polytechnic both in Finland and abroad. The society and especially the working life were seen as internationalising rapidly so the polytechnic education should follow that development and strive to fulfil the needs of the labour market.

The motivations for internationalisation were mainly educational and not economic. The research function, which was so central a reasoning behind internationalisation in the University of Tampere, is naturally enough not so strongly presented in the interviews conducted in the polytechnic. Internationalisation was perceived as a rather expensive activity for the polytechnic although certain economic rewards were provided by project funds for international activities and performance-based funding from the Ministry of Education. Otherwise internationalisation was not perceived as bringing money for the polytechnic, because tuition fees were not allowed to be gathered from neither national nor international students. The possibility for this was brought up as desirable in a much more pronounced way than in the interviews conducted in the university. Especially it was hoped that tuition fees could be gathered from international students coming from outside European Union, but in one of the interviews it was said that also national students should be willing to contribute to their own internationalisation and thus development of important skills by participating in the costs.

The original decision of both the whole polytechnic as such as well as the business school itself, was a strategic one, partly stemming from the perceived external demands. At this stage, no greater pressure for internationalisation was seen to stem from within the polytechnic, but rather either from external stakeholders such as the ministry, working life or partner institutions abroad. On the other hand, internationalisation process was seen as greatly facilitated by the original strategic choice made to focus on internationalisation which was seen as crucial for the survival of the institution. Thus internationalisation has from the start been an institutionalised activity of the polytechnic, whereas the strategic choice has not necessarily penetrated the everyday life of all the students or the teachers. The internationalisation was presented by the Mercuria staff as having been penetrated everyday life of the students and staff more strongly in Mercuria than in the Institute of Technology, but this cannot be clearly verified by the interview of the representative of the Institute of Technology. However, it seems to be true that the forms of internationalisation as well as the weight given for them are different in different units of the polytechnic.

The polytechnic was not seen as facing a great pressure for further internationalising at the moment. The international services for students were seen as adequate and the polytechnic was seen to have an image of an internationally oriented institution. The demands for internationalisation coming from different stakeholders were seen to be pointing towards the same direction and in general a great consensus on the importance of internationalisation was perceived to exist in Finland. However, almost all interviewees were hoping for more enthusiasm for internationalisation among students.

The student mobility was one of the main focuses of the international activities. There were certain shared features in student mobility in both institute of technology as well as the business school. The amount of Finnish students going abroad seemed to be declining a bit, as the first enthusiasm of international mobility has waned and since the time frame for graduating has become more pressing. The amount of students coming from the Mediterranean and the amount of Finnish students going there has increased in both units. The mobility of the Finnish students was seen to be changing a bit with the establishment of new partnerships in new countries. In general the exotic countries in Asia and in Latin America had become more popular and inside Europe, especially the Mediterranean countries have become more popular. This could be because of the institutions encouraging the students to study in non-English speaking countries.

The teacher mobility was not particularly active in either unit. Some reasons for this might be stemming from the duty of the teachers having to arrange substitutes for the time they themselves are abroad, which is difficult because of the great teaching load.

According to the representative of the Institute of Technology, many of the teachers are also completing their Master's, Licentiate or Doctoral studies because of the new demands for polytechnic teachers stipulated in the law. In the business school there were also a great amount of foreign teachers so that international mobility was perhaps not perceived as so pressing among Finnish teachers.

There were no particular shifts to be traced in the recruitment area of the students. Although in general Europe and Asia were stated as focal areas of international co-operation in the whole polytechnic, the institution did not have any geographical area where students would be specifically recruited. There were however, certain differences among the units. The Institute of Technology has two degree programmes taught in English, but studied in Finland from start to finish. Those programmes have a great amount of international students coming from Africa and Asia and one reason for this was seen to be the tuition free education. On the other hand, the students from USA were seen to be missing just because of the lack of the tuition fees. It was guessed that possible in United States only education with tuition fees was thought to be of good quality.

In Mercuria, international students were mainly coming through partner organisations. In Mercuria there were mainly only international degree students in the double degree programmes and in that case they were usually coming from the partner countries. Getting visas etc. for students coming from outside of EU countries to study in two EU countries changing periodically would be difficult and there were no other international programmes in Mercuria.

In the interviews conducted for the case study, the interviewees were asked of their opinion on what was seen as hampering or promoting international co-operation. The representatives of Mercuria Business School stated the support for international activities by the leadership of the school as the most important factor facilitating internationalisation. Also adequate resources and overall positive attitudes towards internationalisation were seen as facilitating factors. Lacking support or perceiving internationalisation as something not particularly valuable were factors hampering internationalisation.

Though the possibility to gather tuition fees was mentioned in most interviews, internationalisation was not seen as hampered by lack of the possibility of it. The resources for internationalisation were, however, seen as too scarce. The project money previously directed for the polytechnic for internationalisation is diminishing although the activities are at the same level. The view of the interviewed on students' wishes for internationalisation were somewhat conflicting: some interviewees emphasised that

pressure for internationalisation was coming from the students and that the students chose the polytechnic because of the international opportunities, whereas according to some interviewees, students were not that interested in mobility. The mobility might be hampered because of jobs, families or relationships, but also because of lack of language skills, especially with regards to other languages than English. The technology students were mentioned as not been so into international mobility: especially now that finding a job in technology industry is not as secure as a few years ago while the industry was booming, holding onto a job on the side of studying may be considered more valuable than international mobility.

According to the representatives of Mercuria, sometimes studies abroad are not perceived as so efficient as studies at home and the fear of lagging behind in studies might be one reason hindering student mobility. The business school has noticed this and is now trying to facilitate mobility by offering the students studying abroad the possibility to complete courses organised in Finland through e-learning while they are studying abroad. Another aspect that was seen as hampering international co-operation was the fact that the work training period included in the polytechnic studies in Finland is six months, whereas in Europe the companies rather want to get trainees for preferably a year. Thus it is difficult for the students to get trainee-ships in Europe or they have to delay their studies for six months in case they want to take a traineeship for a year, and not all students are prepared to do that.

The independence of the polytechnic with regards to internationalisation was perceived to be relative big within the framework of available resources. The polytechnic was free to choose its own partners, although sometimes co-operation projects were suggested in certain areas outside the focus areas such as Europe and Asia but the polytechnic has chose to follow its own strategies. The lack of resources has forced the polytechnic to concentrate on certain geographical areas. On the other hand, the lacking of the possibility to gather tuition fees is to a certain extent hindering the autonomy of the institution.

The role of the national internationalisation policy has mainly been facilitating and supporting the international activities of the polytechnics. It has also made possible for the Finnish polytechnics to market themselves as a single area. The role of the ministry has on the other hand been rather strong: the ministry gives the permissions for foreign language degrees and double degrees and decided upon the focuses of the national policy, the target numbers for mobility etc. It was seen as important for the polytechnics to be able to be free to decide upon their own geographical focus and to diversify their international co-operation rather than for the ministry to force all polytechnics to work on

the same front. More resources from the ministry for international activities were still required. The initial start up funds for internationalisation have been beneficial and are now on the decline.

Since internationalisation has held a specific position in the strategy of the business school right from the start and the internationalisation policies drafted in the strategy have also been implemented in the organisation structure and securing finances for international activities. Also the rector of the business school is using a substantive amount of her time for contacts with international partners. The greatest pressure for internationalisation was on the one hand seen as stemming from the changes in the working life. Especially business studies, which were the focus of the Mercuria Business School, were seen to be international by nature so that international skills were seen as fundamental for the students. A certain pressure was also offered by the Ministry of Education, which has encouraged the polytechnic to internationalisation. The Ministry was seen as progressive in granting the institution the right to establish joint degree programmes already in 1993 and encouraging the institution into developing English language degree programmes. Also the work of the Centre for International Mobility was seen as facilitating the own international work of the polytechnic. On the other hand the ministry received critique because the performance indicators for international visits, which were seen as modified after the needs of the universities, where longer research periods abroad were more common. The international visits need to be at least a month before they can be marked in the statistics. This was seen to be too long for the polytechnics where as there should be a possibility to also mark down shorter trips and visits into statistics.

Finding out the importance of the Nordic dimension in the polytechnic was one of the aims of the study. Unlike was the case with the University of Tampere, the EVTEK had a clear strategic orientation towards Europe and also Asia, whereas the Nordic dimension did not enjoy any specific role in the international strategy of the polytechnic, nor had ever had. The polytechnic was only established ten years ago and all that time it had focused its international activities towards Europe and lately also towards Asia and to a certain extent Latin America. Both the Institute of Technology as well as the business school had certain partner schools in the Nordic countries, namely in Denmark and Sweden, but they did not enjoy any specific position and the students were not encouraged to go and study in the Nordic partner institutions any more than in any other partner institutions. Only a few students per year went to study to those institutions, although the partner in Halmstad was seen to be rather popular destination by the interviewees in Mercuria Business School. Attempts were made to get a partner from Copenhagen and possibly also somewhere near Gothenburg, because of the great amount

of originally Finnish families living in the area which might also see it an attractive possibility for their children to come to Finland for student exchange. The Institute of Technology had previously had a co-operation project in Sweden, but the project had later died as a result of funding cuts and now only a partnership in the regular NORDPLUS Eko Tek Nord -network existed.

The familiarity of the Nordic countries was seen as both a hindrance and a facilitator of Nordic mobility. According to the interviewees, the students were not particularly interested in the Nordic countries, as they were thought to be too familiar and because the Swedish language skill were inadequate for studies. There have been discussions within the institutions whether the Nordic co-operation should be encouraged more, but on the other hand, the language of business is English and the students want to cultivate skills in that language. The teaching languages in the business school are Finnish and English and it would be too strenuous for the students to study in a second foreign language so Swedish can not be adopted as a teaching language. However, the business school has a substantive amount of language studies available. Countries with English language teaching were more attractive for students even though the polytechnic was also encouraging students to go to countries where the teaching was in some other language. The students are looking for more exotic experiences from their time abroad and countries such as Malaysia, Thailand, Canada and areas such as Latin America were increasingly popular. On the other hand, Nordic countries were seen to be familiar and relatively safe compared to several other countries and areas, and in an institution with relatively young students, this was regarded as a facilitating factor. The willingness of the Nordic students to come to Finland to study was seen as very small.

The Europeanisation of higher education is often understood in terms of the recent European developments such as the Bologna Process. The role of the Bologna Process from the perspective of the institution was, however, seen to be an open question. The legislation as is it today was seen as to leave little role for the polytechnics in the Bologna process and the interviewees were mainly waiting for the Ministry of Education to indicate the position of the polytechnics in terms of the position of the polytechnic degrees in relation to the university degrees. Also the Erasmus World initiative, which focuses on the Master's degrees (an initiative by the European Commission to facilitate the students from the developing countries to study in Europe for the Master's degrees) was seen as missed by the polytechnics because of the right not to confer Master's degrees. The Institute of Technology was preparing for the possibility to getting a right to confer masters degrees in the future by participating in international co-operation in planning European Master's degrees. The introduction of the ECTS system and the

European recognition of degrees were seen as positive developments facilitating mobility and ensuring that all students will be treated equally. The aim of the Bologna Process was seen to be making education more transparent and comparable.

The internationalisation was not perceived to have led into standardisation of education as such, but especially in Mercuria Business School a close eye was kept at the developments in the education of the international partners and even certain co-ordination was striven for among partners. Developing certain standards for quality of education was seen as desirable. The quality of education and to a certain extent also the content of education abroad were followed closely.

Another focus of the study was in tracing the developments of co-operation versus competition and commercialisation of higher education. The views on whether the polytechnic was in a competition with foreign education providers were different among the interviewed people, but these divisions did not go along the different units. On the one hand, the free education was seen as securing the competitive position among the Finnish and to a certain extent even among foreign students, on the other hand the lack of tuition fees might make the education seem less attractive for students coming from countries where tuition fees were seen to be the guarantee of good quality. On the other hand the polytechnic was seen as competing with both national and international providers for good students and good reputation.

Among some of the representatives of the Mercuria Business School, future competition was not seen as undesirable but rather as stimulating. Also more competition and foreign providers operating were invited and even possibilities for co-operation considered. Certain competition was seen in terms of continuing education courses. Foreign providers were seen as offering another possibility for studying, which could be a threat for the polytechnic if it cannot respond to competition with good quality education. Also if the foreign providers operating in Finland had the possibility to award Finnish degrees, they might constitute a threat for the Finnish providers. The polytechnic was preparing for competition by monitoring its quality and developing its education as well as advertising itself for potential students in the area.

The business school was seen to be in a good competing position among the other Finnish polytechnics because of its truly international double degree programmes. Many of the international degree programmes in the Finnish polytechnics are taught in Finland, in all Finnish classes by Finnish teachers teaching in English, whereas the international double degree programmes hosted by Mercuria were structures in which the classes consist of students partly from Mercuria, partly from the partner institution in question

and studies were conducted in both institutions. On the other hand, the internationalisation of the institution was also to a certain extent perceived as somewhat more conservative than it might have been if it was not for the competitive situation: competition makes the institution to be careful when making strategic choices.

Because higher education in Finland is free of charge it was not perceived as being commercialised as such except maybe in terms of institutions directing their activities towards offering more continuing education courses, where gathering tuition fees is possible. On the other hand, education was perceived to be commercialised because the content of education is influenced by the demands of the customers, the students and the working life. Gathering tuition fees at least from foreign students was seen as desirable in most interviews. The question of inclusion of higher education into the GATS treaty was not well known by the interviewed.

3.4.6 Conclusions

The decentralised organisational structure of the polytechnic makes Espoo-Vantaa Institute of Technology a challenging institution for a case study and makes generalisations rather difficult, though the case is by no means any different with a university with relatively autonomous faculties and departments gathered under the umbrella of a central administration. Though differences between the three units of the polytechnic probably do appear, the scope of this case study does not permit to go deeply into those. This study has concentrated mainly on the Mercuria Business School, the unit responsible for business education within the polytechnic. However, certain common features may be traced.

Compared to the University of Tampere, internationalisation has been a part of the conscious strategy on the polytechnic right from the establishment of the polytechnic. Possibly the past of the secondary schools not constituting the polytechnic was not so international in focus but now internationalisation seems to be an increasingly important factor in the self-image of the polytechnic. Internationalisation is stemming primarily from the will to provide Finnish students with skills to operate in an increasingly international working environment, these tasks are also stipulated in the polytechnic legislation. In the field of education there is not such an international competition as there is in the field of research, but the possibility of future competition was not excluded and was even welcomed by some of the interviewees.

The polytechnic has stated certain geographical areas, namely Europe and Asia as its main focus areas in international co-operation. The Nordic countries do not hold any

specific position in the strategy, not are they particularly important or interesting in the everyday internationalisation of the polytechnic. Student and teacher mobility to the other Nordic countries was rather scarce and the amount of students coming from the other Nordic countries to study in EVTEK was even smaller, virtually non-existent. Mercuria Business School had some plans for strengthening the co-operation by trying to get a new partner from Copenhagen but the real challenge was seen to be in getting at least someone to be interested to come to Finland to study.

Probably the most interesting feature of the interviews was the regularity with which the possibility to charge tuition fees to foreign students was brought up in the interviews. Whereas on the interviews conducted in the University of Tampere the issue was hardly brought up, with the Espoo-Vantaa Institute of Technology it was at least mentioned by all of the interviewees, either in neutral terms or as desirable development. The reasoning behind this varied from seeing international activities as expensive and seeing it a responsibility of the students to participate in the costs of their studies to seeing it questionable for Finnish taxpayers having to cover the costs of educating foreign nationals to wishing to attract foreign students from countries where tuition fees were seen as guarantee of good quality education.

3.5 Case Institution 2: University of Tampere

3.5.1 Introduction

The material for this case study consists of written documents such as the strategy of the university of Tampere passed by the Governing board of the university on 28.3.2001, the English abbreviation of the strategy from August 2001, plan of work of the International Office passed on 12.2.2001 and Guide for Students on Study Abroad produced by the International Office (Ulkomaille Opiskelemaan. Perusasiat Pähkinänkuoressa 2002-2003), performance agreement between the university and the Ministry of education for 2001-2003, questionnaire sent to the director of international affairs on 27.11.2002 and information on the university website on 16.12.2002. Additionally, six interviews were conducted, namely with Director of International Education Services Kirsi-Marja Marnela 5.12.2002, Coordinator of International Education Susanna Koponen 5.12.2002, Dean of the Faculty of Social Sciences, Professor Matti Alestalo 3.12.2002, Dean of Faculty of Information Sciences, Professor Pertti Järvinen 4.12.2002, Professor of Information Studies Kalervo Järvelin 3.12.2002 and Professor of Journalism and Mass Communication, Director of the International School of Social Sciences Kaarle Nordenstreng 4.12.2002.

3.5.2 Background information on the University of Tampere

The University of Tampere is among the five largest research oriented multidisciplinary universities in Finland offering study programmes leading to undergraduate degrees such as Bachelor's and Master's degrees as well as postgraduate degrees such as Licentiate and Doctoral degrees and conducting research in all the disciplines offered by the university. The university was founded as the School of Social Sciences in Helsinki 1925 and transferred in 1960 to Tampere, which is one of the leading and fastest growing cities in Finland with strong industry and service base situated ca. 170 kilometers North-West of Helsinki.

The university consists of faculties of Economics and Administration, Education, Humanities, Information Sciences, Medicine, and Social Sciences as well as several independent research institutes. In 2001 it enrolled 11,921 students studying for undergraduate degrees and 2,437 students studying for postgraduate degrees, foreign students on under- and postgraduate programmes as well as exchange students amounting up to 557 and coming from ca. 70 countries around the world. However, only 15 of them were coming from the Nordic countries. The university staff amounts to ca. 1,800, with approximately half of them academic staff. The overall budget of the university in 2001 was € 102 Million, of which € 69 Million funded by the Ministry of Education and € 33.5 million coming from other funding sources.

The mission of the university is as follows:

The University of Tampere engages in research and provides teaching based thereon in order to increase people's understanding of themselves and the world around them. The University endeavours particularly to serve Finnish society and its regional operating environment, but also seeks to construct for itself an increasingly significant role in the international scientific and academic community. As Finland's largest educational institution in research pertaining to society, the University acknowledges its special responsibility for teaching and research in this field.

For closer inspection, two faculties were chosen: the Faculty of Social Sciences and in the absence of a Faculty of Science outlined as a preferable example in the research protocol, the Faculty of Information Sciences. Besides traditional mathematics, statistics and computer sciences, the faculty also hosts disciplines such as information studies and philosophy, thus not constituting a traditional natural science oriented but rather a hybrid, multidisciplinary faculty.

The Faculty of Social Sciences was established in 1949, and thus it is the oldest faculty of the University of Tampere. The total permanent teaching staff numbers 80, and the

number of students is approximately 3,100 of which 350 are postgraduate students. The Faculty consists of six departments: Department of Journalism and Mass Communication, Department of Political Science and International Relations, Department of Psychology, Department of Social Policy and Social Work and Department of Sociology and Social Psychology, which offer under- and postgraduate degrees in altogether nine disciplines (journalism and mass communication, political science, international relations, psychology, social policy, social work, sociology and social psychology). In addition, Department of Women's Studies operates within the faculty, offering courses in Women's Studies, but no actual degree programs are offered at present.

The Faculty of Information Sciences on the other hand is the youngest of the faculties in the University of Tampere, only established in 2001 by reorganising departments from some older faculties to the new one. In 2001 the number of students amounted to 1865 of which nearly 2000 were postgraduate students. The faculty hosts the following departments: Department of Computer and Information Sciences, Department of Information Studies, Department of Mathematics, Statistics and Philosophy, Hypermedia Laboratory and Information Society Institute.

3.5.3 Institutional strategy on internationalisation

Internationalisation is present in the strategy of the university with the focus of strengthening the research and education of the university. One of the key issues is ensuring that the research done in the strongest units of the University of Tampere competes with the best units on the international field of science. High quality research is seen as the vital condition for the university and the only means of increasing the international reputation of the university. Studying abroad for a certain period of time is seen important in terms of academic experience, personal growth and self-esteem. The university strategy also emphasizes the importance of offering courses in English language for foreign students.

The university also has a plan of work for the International Office and this acts as a general internationalisation strategy at the university level. The faculties and departments are left with wide independence in terms of choosing their own international focus areas, activities and partners. The plan of work emphasises especially the importance of good quality education and development of services aimed at supporting the international activities of the departments as well as services directed for the incoming and outgoing students and staff. The focus has shifted from quantity to quality of internationalisation, providing the international students with best possible education and services and

ensuring that Finnish students going abroad will also receive good education and services. Internationalisation is justified solely based on educational and academic aspects; the economic reasoning does not play a role in the international plan of work of the university. The economic aspects are only mentioned in the context of received Socrates and other mobility funding but not as a funding strategy for the university.

The scope and extent of international activities of the universities has increased steadily during the 1990s. The first international degree student arrived to the University of Tampere in 1971, but there were no courses taught in foreign languages in the university before the 1990s. The first working group on internationalisation was set at the university level in 1992. Nowadays the amount of outgoing exchange students has increased from 305 in 1995 to 444 in 2000 and the amount of incoming exchange students has increased from 360 in 1995 to 684 in 2000. The university has only been engaged in the teacher mobility programmes for a few years and the increase has not been as rapid as with the student mobility. The university is also paying attention to international research co-operation by engaging into various international research programmes. According to the strategy of the university, a certain hindrance to the international significance of the research done in the university is posed by relatively substantial amount of research done in the native languages instead in international languages. While this is considered important for the national science community and society, is the research community nevertheless international and thus would require research done on international languages.

3.5.4 Organisation of international affairs in the University of Tampere

The University of Tampere has an International Office, which was established in 1989 as part of the Department of Academic and International Affairs in the Central Administration. The International Office employs the Director of International Education Services, three Coordinators of International Education, Secretary and an International Adviser. Responsibilities of the International Office include, for example, the implementation of the internationalisation policies, providing support services for the international activities of the departments, developing the quality and quantity of international activities in the university, facilitating the integration of international activities into the overall work at the university and producing and disseminating information regarding international activities. In addition, each faculty/department also has a named co-ordinator for international affairs acting as a link between the International Office and the faculty/department. Support for the departments on issues related to international research funding is provided by administrative staff at the central administration.

The overall policies of the university including the internationalisation policies are decided upon by the university governing board and the rector. The university also has a committee for international affairs consisting of vice-rector for education and international affairs as the chair of the committee, director of the Department of Academic and International Affairs, Director of International Education Services and the Coordinators for International Education. The committee was established in 1997 and it acts as a preparatory stage for international affairs.

According to the target agreement between the university and the Ministry of Education, the target is that by 2003 annually 450 students study abroad. The university has altogether over 160 Socrates agreements, ca. 20 bilateral co-operation agreements and 4 FIRST co-operation agreements with foreign universities. The university is also participating in the ISEP bi- and multilateral exchange programmes and UNCEP-EP programme with the United States. The Nordic education co-operation consists of 7 Socrates agreements, 21 NORDLYS partners and an extensive co-operation network through the NORDPLUS programme. Part of the exchange agreements are coordinated by the International Office, part of them by individual departments and the International School of Social Sciences operating in the Faculty of Social Sciences. The university is also actively participating in various research co-operation programmes such as the European Union Framework Programme for Research as well as the NorFA programme for research in Nordic countries. The university does not have any units located abroad. The university also offers some foreign language degree programmes, three Master of Science programmes at the Department of Computer and Information Sciences starting from a Bachelor's level and annually 1-3 new Bachelor's or Master's degree programmes starting in the International School of Social Sciences. Additionally, the university offers a great variety of non degree programmes and shorter study modules in English and offers language courses for incoming and outgoing students as well as teachers going abroad or teaching in English in Finland.

The whole university is using the ECTS systems to transfer credits and the students can also get a diploma supplement by asking. Foreign diplomas can be evaluated in the National Board of Education if necessary.

Besides mobility and research programmes, the university also participates in several international co-operation groups and consortia, such as *Det Nordiska Universiteadministratörs Samarbetet* NUAS (since 1992), Network for 17 Nordic universities and the Fudan University in Shanghai (since 1995) and European Association for International Education (since 1989).

3.5.5 Internationalisation at the institutional level

Internationalisation is perceived as fundamental activity for the institution stemming from the notion of university being international by nature and international dimension being an inherent part of its functions rather than originating from external pressure.

Internationalisation is also perceived as fundamental for the university's survival in the international competition for reputation and predominantly national competition for resources, staff and students. The pressure for internationalisation is thus predominantly coming from the internal pressure of the research. The administration working with international issues is however, exerting certain pressure on the department level for internationalising teaching and learning as well instead of only concentrating on research, which still seems to be the predominant trait in internationalisation.

The reasoning for striving for internationalisation was according to the interviews very clearly an academic and educational one, rather than economic. In fact, the economic justification was not mentioned at all in the context of internationalisation of education and teaching. As for the research emphasised mainly by the representatives of the faculties, the economic aspects were more present: internationalisation was seen as increasing the international reputation and prestige of the university and this contributing to getting good partners for research projects. Full-scale participation in the various EU research funding schemes was seen as a possibility for "getting back the membership fees".

The university is not perceived to have great pressure for internationalising at the moment and the general feeling among the interviewees seemed to be that the state of internationalising at the university was rather good at present. There is certain pressure for developing foreign language programmes and allocating resources for international activities and support functions. The administrative staff felt that the interest for internationalisation of education at the department level could also be better than it is at the moment. The university was not perceived to face any great external pressure at the moment either. The environment of the university is internationalising and following this trend was seen as natural, not pressuring. The changing working life demands greater international abilities from future employees and it was seen as the duty of the university to prepare students for that. Explicit pressuring for internationalising was not brought up in any of the interviews and on the abstract level there seems to be a rather great shared understanding of the importance of internationalisation. However, at the practical level the different aspects of internationalisation were differently emphasised by the interviewees, with the departmental academic staff emphasising research and the

interviewed administrative staff emphasising education. Even though internationalisation was seen in principle as being an integral part of the university functions, it was also pointed out that there were not that many financial incentives for the university to strive for internationalisation and internationalisation was not rewarded by the ministry. The resources for all sorts of international functions and rewards allocated to the university for internationalisation were seen as scarce.

Besides internationally oriented research activities, one of the most important international activities of the university is student mobility. In general the student mobility with regards to incoming as well as going students was seen as increasing. The university has been set a goal of sending out 450 Finnish students annually to study abroad and it is according to the international affairs staff receiving all the students it is capable of receiving with the current resources. No specific distinctly changing trend was recorded with regard to the areas where students were recruited to the university. The university as such does not deliberately recruit students but naturally the student flows are influenced by the chosen partners in the bilateral and multilateral exchange programmes. Some changes were noted, though, the amount of students coming from the Southern European countries such as Spain or Italy has increased, as well as students coming from the Eastern Europe and former Soviet Union countries.

The staff mobility is concentrated on the research rather than teaching mobility. The annual goal for teacher mobility is 50 teachers, but after the peak was reached a few years ago, the teacher mobility seems to be in the decline. However, the researcher mobility is continuously increasing as international recognition has become a necessity in appointments and merits and increasingly natural part of a researcher's career.

The biggest change in international function of the university at the moment was seen to be the development of the foreign language Master's programmes. Besides the existing degree programmes in the Department of Computer and Information Sciences and the International School of Social Sciences, few other departments are also developing English Master's programmes, though the development has been rather slow. Foreign language degree programmes were seen as essential for attracting more foreign students. Catering for large amount of international students was seen as difficult as long as there are only scattered courses provided in English. However, according to the KOTA database, the University of Tampere provides a second largest number of courses in foreign languages after the University of Helsinki. On the other hand, it was noted that with the current resources for international co-operation and support functions it is not possible to cater for a larger amount of international students.

The university was perceived by the interviewed as relatively autonomous in deciding upon its own international activities. The role of the Ministry of Education was not seen as particularly changing the things that the university is doing anyway and the national policy was seen as lending affirmative support for those working with internationalisation in convincing the other actors at the university of the importance of internationalisation. The national goals were however, seen as obliging the university, and internationalisation was seen as one of the central goals set for all universities in the result negotiations between the ministry and the universities and thus adding a certain pressure for the university to live up to the set goals.

In the interviews the interviewed were asked their opinions on what was advancing or hampering internationalisation. Aspects that were seen as either promoting or hampering international co-operation were naturally partly dependent on what angle of internationalisation was addressed. In general, all international co-operation was seen to benefit from adequate resources: staff, financial resources as well as language skill and social skills. Even though there is an International Office in the university, many of the tasks related to international activities are handled by the regular staff on top of their normal activities. From the perspective of student exchange, the various mobility schemes were seen as promoting mobility as they guarantee a certain level of financial support for student mobility. The comparative structures brought about by the Bologna Process were anticipated to facilitate mobility. On the other hand, the limiting of student grants to 55 months may hamper internationalisation, as students feel they need to complete their degree in that time and thus don't venture to study abroad unless there is a certainty for getting the credits completed abroad recognised as a part of their degree in Finland. Also Finnish students tend to be older than students elsewhere in Europe and thus may be more settled down with families and jobs and thus mobility might seem less attractive for students. From the perspective of the university, the functioning of the international co-operation is greatly dependent on the amount of available resources.

The recent trend of the Europeanisation of higher education present in the national internationalisation policy for higher education was not mentioned as a specific policy in the University of Tampere. However, international co-operation seems to be naturally directing towards other European countries rather than the Nordic neighbour countries. However, the Nordic dimension seems to hold a strong rhetorical place in the university and is specifically mentioned in the university strategies, the latest of them being on the European Policy Statement for the Socrates application for 2002/2003 – 2006/2007 stating the following: *“Traditionally, the Nordic countries have been our closest exchange partners. Student and staff exchange, curriculum development and research will continue to be active parts of the NORDPLUS and the NorFA programmes”*. The

university has also advertised study opportunities in Nordic countries to its students but annually approximately only ten students out of altogether over 200 exchange students leave for the Nordic countries.

The Nordic co-operation is facilitated by the long history shared by Finland and the other countries. The societies as well as the educational systems and the study cultures are perceived as fairly similar, which is seen as greatly contributing to the ease with which Nordic co-operation is performed. The trust stemming from familiarity and knowing the Nordic partners as well as certain legislative aspects, such as the shared eligibility for higher education which if attained in one Nordic country also brings it in the other countries, were seen as promoting Nordic co-operation. The familiarity and similarity of the societies may on the other hand make the Nordic countries less attractive to students, who want more exotic experiences from their studies abroad. Academic excellence has become important aspect in choosing the destination of study but to an increasing extent students look for interesting experiences in distant countries. Destinations such as Australia, Latin America and Asia are gradually becoming more popular among students aspiring internationalisation.

The Nordic funds directed for educational co-operation were being somewhat criticised by the administrative staff for being rather inflexible. The NORDPLUS funds can only be used for financing the mobility schemes, not for any other types of educational co-operation or for administrative or support functions. Also certain structural problems were noted: new ideas stemming from the administrative co-operation between the Nordic higher education institutions are difficult to get through to the Nordic Council of Ministers. The political nature of the programme was also seen as somewhat problematic by the administrative staff interviewed. On the other hand, the development of the NUAS co-operation has been important for the development of the administrative level co-operation.

A special note should be made on the importance of the knowledge of the Nordic languages. They were seen as essential in Nordic co-operation: they were needed by students interested in studying in the other Nordic countries as well as by academic and administrative staff willing to engage in Nordic co-operation projects. The level of knowledge of the Nordic languages were sometimes even seen as a factor hampering the co-operation, as Finnish people rarely know other Nordic languages besides Swedish, and even Swedish is not necessarily known well enough for discussion beyond the level of everyday talk. The language policy emphasised in the Nordic co-operation was seen as somewhat problematic, as it is often insisted by other Nordic countries that the Nordic

languages are used, and thus the Finnish feel somewhat left out in comparison with citizens of the other Nordic countries.

The Bologna Process, which is so decisive on the national level policy making, is not that present in the everyday life of the university. It is mainly seen to influence the university through the national context, where the transition to a two-tier system, the most notable feature of the process, has been decided upon. However, the Bologna Process is seen to speed up some aspects of the institutionalisation of internationalisation such as the development of the foreign language Master's programmes and the implementation of the diploma supplement, which might have otherwise taken considerably more time. Internationalisation of higher education was not seen as having led to homogenisation or standardisation, although it was seen as a possible trend in the future. Quite the contrary, the internationalisation was seen as having led to wider study opportunities and more freedom of choice from the perspective of individual student. On the international level the Bologna Process was seen as striving for better understanding of higher education systems in different European countries by creating a common language and tools to measure the studies.

Another feature present in the national level policy making is the emphasis on the international competition that Finnish higher education is facing. This feature was not so vividly present in the university either. The interviewees did not feel the university being in any particular competition with foreign higher education providers at the moment. The university was seen as receiving more applications from both Finnish and foreign students aspiring to study than it is possible to receive with the current resources. Especially with regards to the Finnish students, the Finnish language and culture are seen as an asset for the Finnish universities. At the moment the majority of the students are still graduating for the Finnish labour markets, especially since many of the subjects taught at the University of Tampere are rather nationally oriented. Also the free education was seen as a competitive advantage for the public Finnish universities in competition with the few foreign private providers operating in Finland. However, the overall competition was expected to increase in the future. There is certain competition over the foreign students and e.g. foreign language Master's degree programmes were being established to attract them. Also the importance of good quality education and support services for international students and teachers were emphasised as important factors in the competition.

Trade in education is not an issue for the university, which does not have any commercial degree programmes neither at home nor abroad. The university does have an Institute for Extension Studies, but it does not operate abroad. There are currently no branch

campuses nor joint degree programmes with foreign higher education institutions, though there have been attempts to organise them with Plekhanov Russian Academy of Economics in Moscow. Other than traditional mobility programmes there are only few other types of international education co-operation, such as participating in the Nordic Centre of the Fudan University in Shanghai, China. The international operations are not supposed to generate profit for the university but only to cover their own costs. The need to collect tuition fees from international students does not appear particularly pressing as the issue was only brought up in one interview, and even then it was not suggested as such but rather brought up in context of the question of financing the studies of international students should the number rise considerably in the future. The question of inclusion of higher education into GATS was only known among the administrative staff interviewed, and they did not see it as desirable. Higher education was not seen as a commodity. The Finnish and the Nordic system of free higher education were deemed as beneficial and as something to be cherished in the future as well.

3.5.6 Faculty level

The most important international activities of the faculties were related to international research co-operation, international publicising of research results, appearing on the international scientific arena and acquiring international research funding. Also both faculties had possibilities for international educational activities through mobility programmes etc. These two faculties were by chance the same ones hosting the international degrees, the Faculty of Social Sciences through the International School of Social Sciences and the Faculty of Information Sciences in the Department of Computer and Information Sciences. Both faculties also perceived themselves as rather international. They based those views on the international nature of their disciplines and noted that the situation might look different from the perspective of more nationally oriented faculties such as Education or Humanities.

The Faculty of Social Sciences hosts the International School of Social Sciences (ISSS), which was established in 1990 as a platform for combining faculty's scarce resources for organising international educational programmes and promoting international exchanges in the faculty. The main tasks of the ISSS are to organise Bachelor's and Master's programmes, to co-ordinate the activities of the Tampere Graduate Center for Social Sciences (TAMCESS) and to offer Doctoral courses and programmes in English, to promote student, researcher, and teachers exchanges with foreign universities and research institutions through bilateral agreements, and the Socrates/Erasmus, Tempus, and NORDPLUS programmes and to arrange international Summer School for Bachelor, Master, and Doctoral students. The unit also coordinates Jean Monet professorship as

well as all the European studies in the university. ISSS was the first one in Finland to organise English language degree programmes starting with Master's degrees in 1991 and Bachelor's degrees in 1993. Nowadays ISSS programmes host annually ca. 120 students, two thirds of which are international students, mainly coming from Europe, Asia and Africa, but also from North and South America. The latest Bachelor of Social Sciences programme in European Studies started in September 2001 with three major subjects: International Relations, Political Science and Sociology. In 2002 started a Master's programme on Information Society. Previous Master's programmes include e.g. programmes on European Studies and World Politics (2002-2003), European Policies, Regional Cooperation and Transformation in North-West Russia (2001-2002), Civil Society and Changing Northern European Politics and Societies (2000-2002), International Relations and European Studies (1999-2001), Social Sciences with European Studies (1999-2001), European Integration, Social Change and Regional Cooperation with Northwestern Russia (1998-2000, 1999-2001) International Relations and European Studies (1997-1999) Scandinavian Welfare Societies - Comparative Perspectives (1996-1998). Besides the Director, the ISSS has four staff members and occasional trainees. On the faculty level international affairs are coordinated by Administrative Assistant. The ISSS has several bi-lateral exchange agreements of its own and the other departments have Erasmus and NORDPLUS co-operation with several universities.

The Faculty of Information Sciences hosts three Master's programmes in English: Master of Science Programmes in Interactive Technology, Software Development and User Interface Software Development, all of them offered by the Department of Computer and Information Sciences. International affairs are coordinated as part of their other duties by specifically appointed academic and administrative staff both on the departmental as well as faculty level. Also the Faculty of Information Sciences has Erasmus and NORDPLUS co-operation as well as various other forms of international co-operation related to research and education.

The views of the faculty level staff on internationalisation were not in great conflict with those of the administrative staff on the central level. However, the internationalisation of research and the need to compete on the international field of science were brought up as the fundamental drivers behind overall internationalisation rather than any national or university level policies on internationalisation of education. Naturally also the international skill acquired by the students through international study or internationalisation at home were mentioned as important features.

The international activities of the faculties were somewhat directed by searching for optimal partners for research and education co-operation rather than conscious concentration to certain geographical areas, which was present at the choices made by the polytechnic, Espoo-Vantaa Institute of Technology. The choice of international partners for research is influenced to a certain extent by the international funding, especially in terms of the EU funding sources, which require choosing partners from Eastern and Southern Europe. The EU research funds were aspired by many, but also criticised for being rather burdensome to apply. On the other hand, the departments naturally want to choose the best possible partners for co-operation. Nordic research funds are not necessarily as well known as the EU funds.

The Nordic dimension has always been a part of the natural co-operation of both faculties as a result of shared research base. It was especially emphasised by the representatives of the Faculty of Social Sciences as an important point of reference for Finland in terms of similar society, culture, economy etc. The representatives of the Faculty of Information Sciences were more inclined towards general international co-operation, but Europeanisation of higher education was not emphasised as such by representatives of either faculty. The shared language was also mentioned as a promoting force in the Nordic co-operation, whereas the representative of the Faculty of Information Sciences brought up the fact that even in Nordic co-operation English had for long been the predominant language. In general it seems that though rather strong on a rhetorical level, the Nordic dimension seems to gradually have lost its special position in the everyday academic life.

The commercialisation of education does not seem to have reached the faculty level discussions even to the same extent as the central administrative staff. Co-operation was emphasised as a basis for international activities, but the competition for academic reputation, talented staff and students were frequently mentioned as basis for internationalising and maybe emphasised more by the academic than the administrative staff. The department level staff interviewed felt they did not know very much on the issue of higher education and GATS and only said it might have something to do with the fact that higher education was tuition free in some countries whereas in some others tuition fees were charged.

3.5.7 Conclusions

Internationalisation seems to be increasingly important for the university especially in terms of competing on international scientific field. In education, internationalisation is not yet so much of a competitive factor, although its importance is likely to increase in

the future. At the moment the university is not yet seriously competing with international education providers.

The international functions, though on the rhetorical level seen as the basic dimension of all university functions, do on the practical level compete for resources with all other functions of the university both on the central as well as departmental level, and some departments do see it as something extra besides the normal functions.

Internationalisation of research is maybe considered as more vital than internationalisation of education and internationalisation also demands a great amount of administrative support functions, which also need to be funded.

The internationalisation activities on the departmental level did not seem to be dependent on the university level strategies, but rather stemming from the department level activities. University level strategy was criticised in one interview for being too much of a top down process to have any effect on the departmental level, on the other hand, some other interviews saw the departmental level activities on internationalisation filtering into the university strategy. All in all, internationalisation is perceived as important but the change has not been a result of a conscious policy shift and there is no policy shift with regards to Nordic co-operation. Naturally there is a will to be part of the EU-internationalisation and the European higher education area, but it has not impacted the Nordic policy, at least not by diminishing its importance. If there is a certain drive towards Europe instead of the Nordic countries, it has not been intentional but rather a reflection of the widening possibilities for other types of internationalisation.

The Nordic co-operation between the administrative staff members seems to have become stronger as the Nordic countries have wanted to make an appearance as a joint higher education area. Also it seems that the Nordic countries seem to hold a distinct role on the rhetorical level but in terms of everyday internationalisation they are part of general internationalisation and do not hold a specific importance over the other regions of Europe. Internationalisation seems first and foremost to be a process reinforcing itself: increasing international contacts and growing number of international students puts a pressure on building up better services and support functions, increasing foreign language teaching etc. Experiences shared by foreign students, teachers and researchers are also the best advertising for the university. Building up an international reputation is a slow process demanding hard work, perseverance and adequate resources for mobility schemes, administrative support functions as well as for building up good quality education.

From the perspective of the University of Tampere, internationalisation has not resulted in education being perceived as a tradable commodity. The competitive aspects of internationalisation are more concentrated on research than education. One reason for this might lie in cold numerical facts: the University of Tampere receives the greatest amount of applications per student place in Finland and does not have to fear a loss of students. Also international student places have been filled. As for the competitiveness of research, the university strategy points out that research made in the University of Tampere is published on national arenas instead of international arenas more often than is the average in Finnish universities. Thus the drive for internationalising research can be explained with having to compete both on international arenas as well as national arenas for international reputation.

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4 Iceland

4.1 General Information

4.1.1 Introduction

Within the Nordic area Iceland takes a rather unique position. In population size it is by far the smallest of the five Nordic countries with less than 300,000 inhabitants, even though in land area it is twice the size of Denmark. In addition, as an island it is lying in between the European and North American continents, at about two hour flying distance from the nearest Nordic neighbor. Finally, even though the Icelandic language is closer related to the 'core Nordic languages' (Danish, Norwegian, Swedish) than Finnish, it still is a language of its own which is not spoken or understood by many people outside Iceland, including other Nordic citizens.

Given these characteristics it will be obvious that the Icelandic society has been traditionally more internationally oriented than the other Nordic societies. This orientation was focused eastwards to especially Denmark and the UK, as well as westwards to the USA. This also goes for higher education. For most part of the 20th century, for example, studying abroad was a natural choice for many talented Icelandic students. In the second half of the 1930s about 40% of all Icelandic students studied abroad, while around 1990 about 35% of all Icelandic students studied abroad with a loan from the Icelandic Student Loan Funds, with many more studying abroad without such a loan. Only over the last decade the Icelandic higher education system is developing towards a more comprehensive system, even though the highest academic degree programmes (PhD and Master's level) are still not offered in all disciplines and fields included in the Icelandic system. As a consequence of this development the relative number of Icelandic students studying abroad has dropped to about 24% in academic year 2002/2003.

In addition to this form of 'old internationalisation' also examples of new internationalization can be found in Icelandic higher education, for example, in the area of 'steered student exchange'. However, given the characteristics of the country, which form the basis under the traditional importance of the international dimension in higher education, it is not too surprising that internationalization of higher education in Iceland is still mainly academic and individually oriented, and not so much tied directly to national strategies or policies, as is for example the case in Norway and Denmark.

All in all higher education in Iceland is still in many respects in a developmental face, with the national dimension becoming more important, without the international dimension becoming less important.

A striking characteristic of Icelandic higher education of importance for this discussion on internationalization is the size of the largest institution. The University of Iceland is in many respects a dominant institution with more than 7,000 students. Because of this position the institution is also very influential with respect to the national higher education policy. An example of its influence is the fact that the International Office of the University of Iceland operates also as the international office for all other public Icelandic higher education institutions, while it is also the Icelandic bureau for the Socrates/Erasmus programme. Because of this any Icelandic policy discussion or initiative with respect to the internationalization of Icelandic higher education is closely linked to the internationalization activities and intentions of the University of Iceland.

Taking the above considerations into account the developments with respect to the internationalization of Icelandic higher education will be discussed first at the national level, and second at the level of the University of Iceland, being our Icelandic case institution.

As background information we will start with discussing the characteristics of the Icelandic higher education system.

4.1.2 The Icelandic higher education system

The Icelandic system of higher education dates back to the foundation of the University of Iceland in 1911. The University of Iceland remains the main institution of higher learning in Iceland, but over the last three decades new higher education institutions have emerged with a more specialised focus, creating greater diversity at the higher education level.

Legally spoken the Icelandic education system is divided into three levels, i.e. compulsory education, which includes primary and lower secondary education (*grunnskólastig*), upper secondary education (*framhaldsskólastig*), and higher education (*háskólastig*). The first two levels fall under the direct control of the Ministry of Culture and Education. Responsibility for the higher education sector also rests with the state, with higher education being for the most part financed from public funds. However, there is no separate general legislation for the higher education system as a whole. Constitutionally each public higher education institution is directly responsible to the

Minister of Culture and Education. Each institution has its own law defining the main role of the institution in education and research, duration of programmes, the degrees offered, its responsibilities towards higher authorities, as well as its internal organization and administrative structure. Within the framework of the available appropriations each individual institution develops and updates its curricula, indicating the aims, scope and duration, as well as the form and content of courses and the description of the readers.

Studies at the higher education level normally presuppose 14 years of preparatory education (10 years compulsory education and 4 years upper secondary education). However, some lines of study at the upper secondary level take longer than 4 years. This applies, for example, to certain vocational courses.

University Education

A general law on higher education (1997) establishes the general framework for the activities of the higher education institutions. Under the law, the Icelandic term *haskoli* is used to refer both to traditional universities and institutions that do not have research responsibilities. According to the law the Minister of Education, Science and Culture determines whether and to what extent institutions shall engage in research. The Minister is also responsible for establishing rules on quality evaluation and recognition of all degrees offered.

The law does not make a distinction between universities and non-universities. All higher education institutions offer university degrees. Except for three art colleges other institutions that previously belonged to the non-university sector have now been upgraded and merged with university institutions. During the next three years the remaining three art colleges will be merged into one art academy that will offer university degrees in the arts.

Presently there are seven *haskoli* in Iceland. Two of those are private, but are run with state support. The universities are: The University of Iceland (*Haskoli Islands*), the University College of Education (*Kennarahaskoli Islands*), the University of Akureyri (*Haskolinn a Akureyri*), the Icelandic College of Engineering and Technology (*Taekniskoli Islands*), the Co-operative College of Iceland (*Samvinnuhaskolinn a Bifrost*), the Hvanneyri Department of Agricultural Science (*Buvisindadeild Baendaskolans a Hvanneyri*) and the Reykjavik School of Business (*Vidskiptahaskolinn i Reykjavik*). In addition there are the three art colleges that are being upgraded and will over the next three years be merged into one university institution, the Icelandic Academy of Arts (*Listahaskoli Islands*) that will offer university degrees in the arts. These colleges are: The Reykjavik School of Music (*Tonlistarskolinn i Reykjavik*), the Icelandic College of

Arts and Crafts (*Myndlista- og handidaskoli Islands*) and the Icelandic Drama School (*Leiklistarskoli Islands*).

Number of students

During the academic year 2000-2001 more than 12,000 Icelandic students were enrolled at a university level institution either in Iceland or abroad. Of these about 9,500 studied at one of the eight universities of Iceland, with the University of Iceland by far the largest institution with almost 7,300 students. In 2002-2003 559 foreign students were enrolled at the University of Iceland, including 151 coming from the other Nordic countries. The three largest groups of non-Nordic students came from Germany (58), USA (43) and France (28).

Admission Requirements

Students entering a university are required to have passed the Icelandic matriculation examination, or to have completed other equivalent education. Also, students can be admitted who have acquired equivalent maturity and knowledge according to the evaluation of the institution in question. Universities can impose further admission requirements, including admission examinations.

For most study programmes there are no general restrictions on admission for those who have passed the matriculation examination. However, in health programmes, medicine, pharmacy, nursing, physiotherapy, and dentistry admission is restricted by numerus clausus, where a competitive examination is held at the end of the first semester and a limited number of students with the highest grades are allowed to continue in the programme. Also, in pharmacy and the natural sciences, and in some technical programmes students are required to have matriculated from a mathematics, physics, or natural sciences branch of study of an upper secondary school. For teacher training programmes and some business and computer science programmes, students are selected on the basis of their grades on the matriculation examination and priority may be given to students with particular work experience

Academic year

The academic year normally runs from late August or beginning of September until Christmas, and from the beginning of January until June, with an examination period in December/January and in May/June. The organization of the academic year is, however, up to the individual institutions, and the actual starting and finishing dates of the study programmes and the dates of the examinations vary from institution to institution. The form of teaching, structure of the study programme and examination conditions and requirements, also vary from institution to institution and from course to course.

Programmes and Qualifications

Icelandic is the language of instruction in the higher education institutions in Iceland. However, in a number of institutions some courses are taught in English. Teaching methods vary somewhat between programmes and level of study. In most cases there is a combination of lectures, seminars, individual assignments and group work. In technical and science programmes laboratory work and practical training are more prevalent. Increasingly professors integrate the newest information and communication technology with their teaching methods. For example, they use specific web sites to post course-related material and interact with students on the Internet. Some programmes are offered with distance learning via the internet and/or through video conferencing.

Two-year diploma courses are offered in computer studies, management and civil and electrical engineering.

Bachelor degrees (B.A., B.S., B.Ed.) are awarded to students who have satisfactorily completed 3 to 4 years of study (90-120 credits) in a degree programme in the fields of humanities, theology, social sciences, education, economics, business administration, natural sciences, health subjects, fishery studies, agricultural science and engineering, courses for pre-school teachers, compulsory school teachers and in social pedagogy. Bachelor degrees do usually not confer professional certification, except for nursing (B.S.) and compulsory school teachers (B.Ed.). The bachelor degree constitutes a formal qualification for post-graduate study.

B.Phil.Isl. degree (Baccalaureatus Philologiae Islandicae) is awarded after completion of the programme in Icelandic for foreign students. This degree is at the same level as the BA degree.

Candidatus degree (kandidatsgrada) qualifies the holder for a special office or profession. It is an academic/professional degree in the fields of theology, medicine, pharmacy, midwifery, law, business administration, engineering and dentistry. The Candidatus programmes last from four to six years.

Postgraduate certificates in upper-secondary teacher training, social work, student counselling, journalism and mass communication are offered after one-year post-graduate study (after the bachelor degree). The certificate in social work and upper-secondary teacher training are professional certifications.

Masters degrees (M.A., M.S. - *meistaragrada*) is awarded after two years of successful completion of post-graduate study in the fields of theology, humanities, law, economics,

business administration, social sciences, education, natural sciences, engineering, medicine, dentistry, nursing, fishery studies and environmental studies. A major thesis or research project is a substantial part of the programme.

Doctorate degree (dr.phil./Ph.D.- *doktorsgrada*) is awarded by the University of Iceland to those who have successfully completed a doctorate programme and defended a doctoral thesis in Icelandic literature, Icelandic language and Icelandic history, theology, law, medicine, pharmacy, dentistry, engineering and social sciences.

4.2 National Internationalisation Policy

In general the national Icelandic internationalisation policy with respect to higher education is driven by academic, social and cultural considerations. As indicated by one of the interviewees the economic dimension has not ‘infiltrated’ the internationalization policies in Iceland. Higher education is still regarded in the first place as an important social institution and not as a branch of the Icelandic economy. Nonetheless, some of the current developments with respect to higher education make it necessary to look at the economic dimension more seriously. Amongst other things, foreign distance learning programmes have become serious competitors when it comes to attracting Icelandic students, and also the question who is to pay for foreign students studying in Iceland has been raised in the country.

Concerning the role of the Ministry of Education in stimulating (and funding!) internationalisation a number of questions are of relevance, such as: What kind of internationalisation policy should be promoted? And: How can the Ministry most effectively stimulate the internationalisation activities of the Icelandic higher education institutions? While these questions have been raised the involved stakeholders have not yet come together for discussing these questions and finding answers acceptable for all involved. One of the reasons is the relative large autonomy of the Icelandic higher education institutions, which make it rather difficult for the Ministry of Education to initiate and steer higher education debates such as the one very much needed on internationalisation.

For the Ministry of Education the Nordic dimension in higher education is very important, for all the obvious cultural, political and social reasons. However, also here the issue of how to stimulate and steer the Nordic cooperation in higher education is strongly affected by the decentralized structure of the policy practice in Iceland, which includes the large institutional autonomy in higher education.

The interviewees pointed to the Norwegian Ministry of Education as an example of a Ministry that is seen to have more 'grip' on the internationalization activities of its institutions than the Icelandic one.

4.2.1 The Bologna Process

The degree structure of the Icelandic higher education institutions has since long been largely consistent with the aim of the Bologna Declaration. As a consequence there have been no major changes in the policies for higher education, or the structures or aims of the higher education system as a consequence of the Bologna agreement.

The Icelandic higher education system has for long had a dual structure, consisting of the single-cycle candidatus (lasting between 4 and 6 years) and a more common two-cycle (Bachelor's/Master's) arrangement lasting around 3 (or 4) +1 (or 2) years. The national credit system, in which one credit is normally equivalent to two ECTS credits, is based on the same principles as ECTS which is used by all Icelandic universities for student exchange purposes.

To improve international transparency and facilitate academic and professional recognition of qualifications, most universities have decided to introduce the Diploma Supplement in the spring of 2004.

As regards quality assurance, within the Ministry of Education the division of evaluation and supervision was established in 1996. Furthermore, Iceland has participated in the European Network for Quality Assurance in Higher Education (ENQA) and also in the Nordic Network of Quality Assurance agencies.

Since 1998, nine lifelong learning centres have been established, one in each of the main regions of the country. Distance learning courses are becoming increasingly widespread and a few universities run institutes of continuing education.

In addition to these developments that are in line with the intentions of the Bologna Process, it has recently become possible for an increasing number of higher institutions to award Master's degrees.

4.3 Case Institution 1: The University of Iceland

4.3.1 History

The University of Iceland is a state university, founded in 1911. During its first year of operation 45 students were enrolled. Today, the University of Iceland provides instruction for some 8,000 students studying in eleven faculties.

In addition to the major faculties there are numerous research institutes attached to the University. With its 423 tenured teachers, some 1,800 non-tenured teachers, and about 281 researchers and administrators the University of Iceland is the largest single workplace in the country. For its first 29 years the University was housed in the Icelandic Parliament building, the *Althingi*, in the centre of Reykjavík. In 1933, the University received a special licence from the *Althing* to operate a cash-prize lottery. The University Lottery, which commenced operations in 1934, remains a major source of funding for the construction of university buildings. In 1940, the University moved into its Main Building on the University Campus on *Suðurgata*, where most of the principal buildings of the University are located today.

A rapidly-developing institution, the University of Iceland offers opportunities for study and research in more than 60 degree programmes in the humanities, science and social sciences, and in professional fields such as theology, law, business, medicine, odontology and engineering. Some of the resources available at the University are uniquely Icelandic; these include the manuscripts preserved in the Árni Magnússon Institute, Icelandic census records dating from 1703, exceptionally complete genealogical data, and climatological, glaciological, seismic and geothermal records. The principal language of instruction is Icelandic. Textbooks are mainly in English and Icelandic. Most departments offer courses in English and allow foreign students to take their examinations in English during the first semester of study.

4.3.2 The International Office

The University of Iceland hosts the Office of International Education, which in addition to being the International Office of the University of Iceland, is also an Information Centre for all higher education institutions in Iceland, whose main purpose is to provide information on studies abroad. Furthermore, the office runs the Socrates National Agency in Iceland, which takes care of the Socrates programme at all education levels. Of the staff time of the Office 50% is devoted to the International Office of the University of Iceland and 50% to the Information Centre.

All the universities and colleges in Iceland participate in Socrates/Erasmus, and as indicated the Office of International Education is the Erasmus office for all the institutions. Besides Erasmus agreements, most of the institutions have bilateral agreements with various foreign universities and colleges all over the world. The institutions themselves administer these co-operative efforts. The same goes for participation in the Nordplus programme of the Nordic countries.

4.3.3 The internationalization policy

The University of Iceland has become more internationally oriented the last decade and the International Office has played an active role in this development. It has amongst other things, promoted and supported the development of English language teaching programmes. This development is reflected in the institutional policy of the University of Iceland on international relations. The core of this policy is formulated as follows:

The University of Iceland is both a national scientific and educational institution and a part of the international community of scholars. The university emphasizes international relations in all areas of its work and seeks to create for its students varied opportunities to complete a part of their studies at foreign universities and research institutes in order to increase the quality and variety of their studies and to enable them to receive the best possible preparation for their lives and careers on completion of their academic degree. At the same time, the university lays emphasis on welcoming foreign students who enroll at the university. The university has the objective of providing its staff with the best possible opportunity to participate in international relations and to collaborate with foreign university staff, as such collaboration is in the best interests of the university. (Translation by International Office of the University of Iceland; original Icelandic text at: www.hi.is/stjorn/ректор/althjodastefna.html.)

The policy is the result of a request at the end of 1998 of the rector of the university to the university's International Council to prepare a draft version of an institutional policy with respect to international relations. After a few rounds within the university of discussions, new drafts and comments, an agreement was reached on the above policy statement at the university staff meeting in February 2001. Since then the policy is being implemented with the aim to:

- Make it possible for its students to complete a part of their studies abroad, among other things, on the basis of collaboration agreements with foreign universities.
- Attract foreign exchange students at all levels of the university's teaching programmes.

- Guarantee a satisfactory offering of courses in English and other languages for exchange students who come from other countries to study in response international agreements to which the university is a party.
- Use the ECTS credit system for exchange students, as applicable.
- Facilitate the participation by the university's staff in teaching exchange arrangements.
- Assure that the costs of international activities are included in the faculties' plans and budgets.
- Strengthen the participation of the university in supporting international funds.
- Search for ways to increase funds available for international relations.
- Strengthen the organization of international relations at the university, amongst other things, by making a specific staff member in each faculty responsible for supervising international relations in collaboration with the Office of International Relations.

The goals with respect to the international activities of the university are determined by the university itself, and not by the Ministry. The university has, for example, decided that the aim is to have 10% of its students enrolled in the university's English courses, while by 2005 25% of the university's Icelandic students should have an international experience as part of their studies. Like is the case with other case institutions in our study, also in the case of the University of Iceland it is not entirely clear what is the rationale for these quantitative internationalization goals. The questions: "Why should the University of Iceland steer its internationalization in this way?" "Why should, e.g. 25% of its students have an international experience and not 10, 50 or 100%?" "What does the university expect from the international experience of its students?" do not seem to have been addressed explicitly in the institutional policy process. However, the university has to be complimented for having an institutional policy with respect to internationalization. Even though a consequence of the lack of a clear rationale is that the policy works less as a framing and guiding institutional strategy than might have been hoped for, it has played a role in stimulating the university's faculties to strengthen their international relations.

The university is aware of the need to create and maintain an adequate balance in international activities, for example, when it comes to not overemphasizing the cooperation relationship with certain geographical areas, and underemphasizing the relationship with others. Traditionally Iceland has had a strong relationship in higher education with the USA and the UK, while also the Nordic dimension is of importance. More recently the European dimension has become more important for Iceland, leading to the need for the university to develop and maintain appropriate cooperation

relationships with continental European countries, without weakening the ties with the traditional partners. Two additional examples are first the need to find a good balance between the activities and functions of the International Council of the university versus the activities and functions of the International Office. Second to find an acceptable balance between individual, departmental and university level internationalization activities. The latter relates to the question how far university level steering of international activities can go before it starts to affect the bottom-up international activities of students and especially staff in such a way that the overall outcome for the university is negative.

The issue of the language of instruction is somewhat sensitive. Icelandic is the preferred language of instruction, even though this preference does not have a firm legal basis. The university is offering a number of courses in English, while from 2002 on there are a number of full Master's Courses in English available, e.g. the Master's Programme in Environmental Sciences coordinated by the Environmental Research Institute of the University of Iceland (see: www.uhi.hi.is/english/html/master/master.htm#upp).

4.4 Faculty level information

4.4.1 Faculty of Humanities

The Faculty of Humanities offers programmes at the undergraduate and graduate level for B.A., M.A. and Dr.phil degrees. The Faculty also offers special graduate programmes in English, Danish and Icelandic for teachers and short training programmes at the undergraduate level in practical Icelandic, French, Spanish, Danish, German and English. Most of the faculty's students, or approximately 1000, study for the B.A. degree. In the fall of 2001, 128 students were enrolled in the various M.A., M.Paed and Dr. phil. Programs, and 120 students were enrolled in Icelandic as a foreign language. Foreign students are admitted to the Faculty of Humanities through various exchange programs or by enrolling as full time students. Some of the courses on the undergraduate level are taught in English.

The faculty has a long and strong tradition in international relations. It is, for example, the only faculty in the University of Iceland with an international coordinator, it is participating for a long time already in international programmes, while also the information in English on its website is informative and rich. This is, of course, related to the fact that one of the areas in which the university is the leading institution in the world is Icelandic language, culture, history and literature, i.e. expertise areas covered by the

faculty. The specific programmes of the faculty in these areas are so popular that it cannot accept all interested students.

The faculty is aware of the new way of looking at internationalization, which has also carefully entered the Icelandic and University of Iceland reality. This new way is a reflection of the growing importance of the political and economic dimension of internationalization in comparison to the traditionally dominant academic dimension. Having said this from the perspective of the faculty in Iceland the economic dimension of internationalization is still in an early phase. The prime movers of internationalization are still individual academic staff members.

The rationale for setting up Master programmes at the university can be found in the first place in the national context, and is not driven by direct economic concerns. There are many actors behind the policy to develop the University of Iceland into a 'proper' research university, and this policy is one of the driving forces behind the development of Master's Courses.

The Nordic dimension is clearly visible in the international relations of the faculty. Especially in student exchange there is a specific Nordic dimension, more so than in the mobility of incoming or outgoing full degree students. The Nordic dimension in student exchange is specifically useful in graduate programmes, that are based on research cooperation. This is related to the fact that most teachers graduated abroad, many of them in other Nordic countries, leading to academic networks that remain useful not only on the personal, but also at the departmental level, incl. student exchange. Especially the staff of the history department has an international background.

Traditionally many Icelandic students in humanities went for their academic studies to Scandinavian countries, especially Denmark. While there has been a period in which the Number of Icelandic students going to Scandinavia was dropping, recently the number has grown again. This is related to the above-mentioned phenomenon, i.e. the growing internationalization of research through individual contacts. Many individual staff members of the faculty have increased their research cooperation activities with Nordic partners, and they have increasingly included their graduate students in these cooperation activities. What is also in this faculty clear, is that in these international cooperation networks, even the intra-Nordic ones, both in research and in teaching English is winning the language race. The efforts of the Nordic Council to stimulate the teaching of Nordic languages in all Nordic countries is not seen as very effective by the faculty. As part of these efforts the faculty receives funding for teaching Scandinavian language programmes through foreign staff. However, the number of Icelandic students following

these courses is minimal, so there is hardly a justification for attracting foreign staff and offering these Scandinavian courses, other than a political one.

4.4.2 Faculty of Engineering

The Faculty of Engineering is divided into three departments: Civil and Environmental Engineering, Mechanical and Industrial Engineering, and Electrical and Computer Engineering. The study at the Faculty takes three years to a B.S. degree and additional two years to an M.S. degree in Engineering. All three departments require a thesis for graduation. The Faculty also offers a PhD programme.

The 3 + 2 structure is relatively new. Traditionally over 90% of the Icelandic students in engineering got their degree abroad. The development of the 3 + 2 degree structure is part of an effort to have 1/3 of all Icelandic students in engineering getting their degree in Iceland. In this structure graduate courses of the last two years (the Master's Course) can be offered in English if a foreign exchange student is enrolled in them. This implies in practice that the teacher prepares the lecture in English, the lecture notes and handouts are in English, but the actual lectures will only be given in English when one or more foreign exchange students participate in the lectures. However, this is more a pragmatic than a principle matter. Traditionally, also in engineering and natural sciences, Icelandic academics have preferred to teach in Icelandic. For this purpose they tended to translate foreign academic terms in Icelandic. However, since the number of exchange students has gone up, and since it is not always clear beforehand if one or more of them are going to follow specific lectures, the teachers of the graduate courses in the Faculty want to be able to offer lectures in English if necessary. One of the worries concerning this development is that the introduction of foreign academic terms into the Icelandic academic language is coming to an end. The University of Iceland wants to internationalize and wants to attract foreign students, but it realizes that this might come at a certain cost.

With respect to the question what the effects of the internationalization of the faculty are on the nature of the teaching programmes in general and the areas of specialization in particular, it can be indicated that at the undergraduate level the faculty offers traditional engineering programmes. However, at the graduate level the faculty is in a process of identifying the areas of specialization with respect to which Iceland has something to offer to other parts of the world, such as geothermal energy and earthquake analysis. The faculty intends to focus the graduate courses on these areas, in order to attract more foreign students to Iceland. This does not mean that the faculty mainly or even only wants to attract foreign students in the future. The ultimate intention is to have graduate

programmes that will attract both foreign and Icelandic students in a certain balanced mix.

Among the reasons for internationalizing at the graduate level, i.e. offering courses in English and offering specific areas of specialization, are that there are not enough Icelandic students to fill all specialization courses later on in the study programmes, and to create a specific academic environment. Concerning the latter it is assumed that the faculty, including its Icelandic students, will profit academically from an internal more international study environment.

In addition, in the view of the faculty what Iceland can offer internationally is related to its nature and size, i.e. “Iceland as a laboratory”. All kinds of academic activities can be undertaken in Iceland, related to its nature and size, that are very difficult or impossible to organize in other countries.

Concerning the international influence, including the Nordic dimension, on the development of the field of engineering in Iceland three different traditional patterns can be identified. Before there was any engineering programme in Iceland Icelandic engineering students went mainly to Germany. When the 3-year bachelor programmes in engineering were established students who wanted to continue their study at the Master’s level went mainly to Scandinavian countries. After that there was a phase where Icelandic engineering students who went abroad mainly went to the USA. Consequently the cooperation preference depends to a large extent on the personal education background. The last few years the faculty has started to look more at Europe, and it is expected that the 6FP will make it attractive, if not necessary for the faculty to develop firm ties with European engineering networks. This might make the education background less important as a basis for international cooperation structures, not only in research, but also in teaching.

When it comes to the 6FP and taking initiatives for research cooperation the faculty has a slight “inferiority complex” in its contacts with other Nordic engineering faculties or universities. To some extent the faculty feels like an outsider who has to “beg” for cooperation. This might have to do with the ‘colonial past’ of Iceland. The faculty feels that the other Nordic engineering faculties are more difficult to cooperate with than, for example, German engineering faculties. The latter look at the projects and the expertise of the faculty, and make a judgment on the basis of credentials, while Nordic colleagues tend to look upon Iceland to some extent as ‘the little cousin’. In addition, other Nordic engineering faculties have in general a longer tradition, they have more funds, better laboratories, and they are better taking care of research-wise. However, it has to be

emphasized here that this refers to the assessment of the quality of the academic status of the faculty, not to the personal relations. Faculty members feel in general very comfortable in the Scandinavian countries, being similar societies to Iceland.

Because of developments in the environment of the University of Iceland, i.e. new, publicly funded institutions that are allowed to charge tuition fees, the faculty expects that within three years they will also charge tuition fees at undergraduate and graduate level. The situation now is that the Ministry of Education is argued to expect from the university that it should take the initiative to ask permission for charging tuition fees, while the central administration of the university argues that it is the responsibility of the parliament; consequently parliament should take the decision and not the university. In the meantime are the competitors of the university able to charge considerable tuition fees while they receive public funding at the same level as the university.

4.4.3 Faculty of Law

For the faculty an interesting question is what can we offer foreign students who would be interested in studying in Iceland? As an answer to that question the faculty has developed a five-year LL.M programme in International and Environmental Law. This programme is aimed at students who have reached a relatively high standard in their basic legal studies (corresponding to a law degree after at least three year studies) and want to focus on international or European legal issues and issues relating to the environment or even resource management in an international and European perspective.

The Programme consists of 60 credits (120 ECTS credits), which corresponds to two years of studies. However, if a student has previously concluded a law degree amounting to four years of basic studies in law, it may be decided that he or she needs to complete only 45 credits, including a final paper which counts for 15 credits or one school semester (13 weeks). Since general international law, as well as several branches of European Union law, are regarded as a prerequisite for any studies in these fields, a considerable time and energy is assigned to basic courses in Public International Law and European Union Law. All students are required to complete examinations in Public International Law I and International Environmental Law I. In spite of its emphasis on the said two branches of law, the LL.M. Programme allows for a considerable deal of flexibility and liberty of individual choice. Thus, a student can choose from a variety of courses within the Faculty of Law. Selected courses outside the Faculty of Law can also be taken as part of the LL.M. studies up to 15 credits (out of 60 credits). The LL.M. Programme is conducted exclusively in English.

The Faculty of Law has many agreements with foreign universities and their programmes through Socrates/Erasmus and Nordplus. Also in this faculty it is stated that research connections lead to teaching cooperation and exchange of students. This is the result of the fact that most agreements are based upon personal contacts of the staff members, which leads the faculty to state that there is no need for strong guidance of international relations from the central level.

The faculty hosts a growing number of non-Nordic students, despite the fact that through Nordplus there are various links between the faculty and Nordic institutions/faculties. In its Nordic links traditionally the faculty has been focused most on Denmark as a result of the origin of the Icelandic Law in Danish Law. The faculty would like to see more of its Icelandic students having an opportunity to follow short modules in Danish Law at Danish universities. Despite this Danish orientation many Icelandic lawyers take a Master's degree in the USA or the UK. This is partly because they want to master the English language.

4.4.4 Faculty of Social Sciences

The Faculty of Social Sciences offers three-year programmes leading to a B.A. degree. Students can major in Education, Folkloristics, Library and Information Science, Political Science, Psychology, Social Anthropology, and Sociology. Minor options are offered in Education, Media Studies and Social Work. Students may elect to take the entire three-year programme in a single major subject, or they may spend two years in their major field and one year in a minor field.

For those who already have a Bachelor's degree, the Faculty also offers a number of one-year programmes: in Education, leading to the Teacher's Certificate; in Social Work, leading to the Social Worker's Certificate; in Journalism and Mass Communication; and in School Counselling.

The following graduate studies are offered in the Faculty of Social Sciences: M.A. degree in Education (students choose between an evaluation of the school system and a general research programme); and an MA in Public Policy Making and Administration.

Because of the cultural issue (Scandinavian folklore, anthropology, etc.), the faculty is strongly oriented towards the other Nordic countries. As a consequence there are many different levels of Nordic cooperation. Also for the students the Nordic cooperation is attractive, since the societies are similar, they are safe, therefore attractive for students

with families, etc. In comparison with the Nordic connections relationships with the USA are difficult to establish, and they are also rather expansive.

There are a number of practical dimensions in the cooperation with the Nordic countries that are field related. Many social sciences have a specific Nordic dimension. Consequently the faculty expects that Icelandic social scientists will be in contact a lot with colleagues from the other Nordic countries.

Nordic research funds facilitate the development of cooperation networks. The faculty would very much appreciate the development of cooperation at the graduate/PhD level. Therefore it will actively contribute to the development of Nordic graduate or research schools.

Finally, the website of the Faculty of Social Sciences is principally in Icelandic, as is most of the teaching in the faculty.

4.5 Conclusions

The University of Iceland has gone through an impressive period of ‘institutional upgrading’ over the last 10 to 15 years, which consists, amongst other things, of the introduction or strengthening of the graduate and research dimension in the institution. This process will continue in the near future. This ‘upgrading’ also affects the nature of the international dimension in the institution. The university is looking for an effective and acceptable balance between its national Icelandic character and role, and the international dimension. Iceland wants to have a ‘mature’ higher education system in which the University of Iceland is playing a central role as the ‘flagship institution’, but it realizes at the same time that it cannot have ‘mature’ and fully developed programmes and structures in all areas. The latter implies that the University of Iceland needs to have strong international relationships both in areas where it has or will develop programmes and structures at all relevant levels, and in areas where it will not have programmes and structures at all levels. The former from the quality perspective, the latter to give university students who want to the opportunity to follow up their Icelandic studies with studies abroad. The case study clearly showed some of the choices the university and its faculties are facing in this process.

This search for the appropriate balance between the national and international dimension is a clear reflection of the fact that the international dimension of Icelandic higher education has a different tradition, and is of a different nature than the international dimension in the other Nordic higher education systems. For example, Icelandic higher

education has stronger ties with higher education in the USA than the other Nordic countries, while with respect to its European links outside the Nordic area the relationships with Germany and the United Kingdom are much stronger than the relationships with the Baltic States. Concerning the latter it is interesting to note that in the new Nordplus Neighbour programme, 'neighbour' refers only to the countries on the Eastern side of the Nordic area and not to the neighbours of Iceland. These differences might become less in the area of the international relations of the University of Iceland if the trend of a growing institutional orientation towards the European Higher Education Area and the European Research Area continues. This trend is in line with the changes in the international relations of the universities in the other Nordic countries.

However, given these differences, and given the different needs of Icelandic higher education in general, and the University of Iceland in particular, it can be recommended to HØGUT to consider the possibility of introducing a special programme to stimulate and support the development of stronger and more structured cooperation ties between Icelandic higher education institutions and higher education institutions in the other Nordic countries. Such special programme can be justified by referring, for example, to the difficulties some faculties of the University of Iceland have in being accepted as serious and attractive cooperation partners for other Nordic institutions and faculties; difficulties they apparently do not have in cooperation talks with institutions and faculties in non-Nordic countries.

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5 Norway

5.1 The Higher Educational System

Norway is currently going through a rather extensive higher education reform, in which many of the structural changes are being linked to international processes, such as the Bologna Process. The reform has been named “The Quality Reform”, reflecting the overall aim of making Norway a nation of world-renowned research and higher education. Important documents in this process has been the Mjøs commissions report on higher education that was published in 2000, “Freedom with responsibility” (NOU 2000: 14) and the white paper that followed it “Do you your duty, demand your rights”, creating the foundation for the reform. *Do your duty - Demand your rights* is a comprehensive reform that affects major aspects of higher education institutions, national agencies in higher education, and the student body. The reform initiatives pertain to the status of institutions and institutional funding models, institutional governance, modes of teaching and learning, student support, as well as the degree structure. Both documents dealt specifically with internationalisation. Internationalisation is seen to have been rather low on the institutional agenda, having been treated as a matter of course, but not been dealt with strategically by most institutions. One of the many aims of the reform is to change this.

In the national research policy internationalisation has for several years been one of the core issues, and the Research Council of Norway has played a key role in promoting international research cooperation (RCN 2000; Simmonds *et al* 2001). It was emphasised again in the latest white paper on research, *Research at the beginning of a new era* (KUF 1999). Internationalisation had been treated in higher education policy documents in the 1980s and 1990s, but then primarily with reference to student mobility. For instance in 1984 the government issued a white paper on student support systems (KUF 1984) that had a major impact on the mobility patterns of Norwegian students taking their full degrees abroad. The government white paper from 1991 had a more comprehensive treatment of internationalisation, yet also retaining a main focus on student mobility (KUF 1991). With the introduction of the *Quality Reform* the issue of internationalisation was for the first time pushed to the forefront of the national higher education policy agenda, underlining the international dimension of research, teaching and learning

The Norwegian higher education system consists of 4 multi faculty universities, 6 scientific colleges and 26 university colleges, catering to approximately 170 000 students. In 1999/2000 about 14 500 Norwegian students studied abroad, 10 000 of these were free

movers. In comparison about 4000 international students attended higher education in Norway in 1998.

5.1.1 Steering

Higher education in Norway is the responsibility of the Ministry of Education and Research. Public institutions are state run, but have considerable academic and administrative autonomy. Higher education is regulated by the University and College act. A process of revising this act has been initiated and a report by a government commission (*Ryssdalutvalget*) was published September 23rd 2003. In this report the idea of making public higher education institutions autonomous legal entities is raised. It remains to be seen if this is the direction the government will choose.

Currently there are several organisations involved in the internationalisation of higher education at a national level. Some of the most important ones in relation to the institutions teaching activities are:

The Norwegian Agency for Quality Assurance in Education (NOKUT) was established by the government in 2002. The big difference between NOKUT and its predecessor, the Network Norway Council is that NOKUT has much more autonomy and cannot be instructed by the Ministry of Education other than by Law. In addition, quality control in the form of establishing national accreditation system has become an important task. NOKUT is an independent government body. Through evaluation, accreditation and recognition of quality systems, institutions and course provisions, the purpose of NOKUT is to supervise and help to develop the quality of higher education in Norway. In addition, they consider individual applications for general recognition of foreign qualifications. As the Norwegian ENIC-NARIC centre they are also responsible for providing foreign institutions and partners with information on the Norwegian educational system and the system for recognition of foreign higher education qualifications.

The Norwegian Council for Higher Education was established in 2000 as an amalgamation of the previous separate councils for the universities and colleges respectively. The Council is a cooperative and coordinating body of the Norwegian Universities and Colleges. The Council's international interface is substantial, and it is the major non-governmental actor on the international arena in higher education. The Centre for International University Cooperation (SIU) was established in 2001 under the auspices of the then University Council and together with NUFU it is the "international arm" of the Council for Higher Education, whose mission is to promote the participation of Norwegian educational and research institutions in international cooperation. The

Centre organises joint efforts of its member institutions, and manages and develops programmes and support functions for international cooperation. The centre for International University cooperation, SIU, is a centre within the Norwegian University council and administrates cooperation in higher education and research between Norway and the developing world, the other Nordic countries as well as the European Union thorough bilateral agreements and exchange programmes like Nordplus and Socrates. The Norwegian Council for Higher Education's Programme for Development Research and Education (NUFU) is a programme under the Council for higher education set up to promote cooperation between academic institutions in the South and in Norway.

The Ministry sees itself as a coordinating body with respect to international actors such as the WTO and EU and wishes to act as an informant in relation to the institutions, an informant of coming trends and initiatives to improve the strategic action of the institutions.

5.1.2 Funding

In 2001 15 billion NOK were allocated to institutions of higher education by the state. This equals 1.6 per cent of the GDP. With the new reform a new funding model has been introduced, comparable in a number of respects to the taximeter system of Denmark. The new system is more achievement oriented, the aim being of making the institutions more efficient. The funds allocated to the institutions will be based on three factors:

- A basic allocation – this sum is to create predictability and guarantee the fulfilment of special priorities, like the development of certain fields, regional considerations etc. It is also to protect the institutions from unpredictable student choices, to cover parts of the teaching and research costs and upheld activities that are not included in the funds activated on result.
- A student based sum – based on credits and graduates
- Research based allocations – based on a) an incentive based model with quantitative indicators for quality and extent of research activity and b) strategic allocations based on the result of evaluations, national priorities and institutional strategies.

5.1.3 Degree system

A new degree system has been introduced in Norway as of the autumn semester 2003. The college degree of “*høgskolekandidat*” has been kept and is awarded after two years of study. This degree may be built upon to obtain a bachelor. The Bachelor degree is new and is replacing the old four-year university degree referred to as Cand. Mag. A bachelor

degree is obtained after three years of study and may be awarded both by the university and college sector. A Master degree builds upon a bachelor degree and is awarded after 1 ½ to 2 years of additional studies. A doctoral degree (PhD) is awarded after three years of studying following a master degree. Both master degrees and a PhDs are offered at all universities and some university colleges and a few private institutions. There are also various professional qualifications awarded based on programmes of four to six years of duration.

Simultaneously with the introduction of a new degree system, the traditional credit and grading system is replaced. The ECTS system is introduced as the singular credit system with 60 ECTS credits equalling a full time workload for one academic year. The old grading system consisted of a scale from 1.0 – 4.0 with 31 different passing grades. This scale was however used differently by different institutions and fields. With the new reform 5 passing grades, A – E are introduced. The provision of Diploma supplements is made compulsory in line with the Bologna process.

5.2 Internationalisation Policy

The subject of internationalisation features prominently in the *Quality Reform*, both the government commissioned report and the subsequent white paper. Already it is important to notice that the entire reform is set in a tone of “quality improvement” in higher education. Internationalisation is framed as a major instrument for the general objective of improving the quality of higher education, in both its teaching and learning aspects and its research function. The theme of internationalisation has thus moved to the centre stage in Norwegian higher education policy and it is seen as an integral part of higher education policy. The official rationale is heavily cloaked in a language of quality. Both government policy papers and statements by centrally positioned policy makers see the “why” of internationalisation closely connected to improved quality of national higher education and research. The quality of national higher education should be measured by international standards, and not with reference to national standards alone³. The director of the Research Council of Norway also in his statements underlines the importance of internationalisation of research as a way for a small country in the research periphery to ensure the quality of its research. This is also the underlying rationale for internationalisation found in the most important policy documents, in the Mjøs-commission’s report and the government white paper, as well as the major policy

³ Opening address by the Norwegian Minister of Education, UNESCO conference Oslo, 26. May 2003

documents from the Research Council (RCN 2000, 2000a and 2000b). Subsequently, the major argument rests on the rationale of academic quality.

However, an economically oriented rationale is also linked to the issue of quality. The Norwegian internationalisation policy acknowledges that investment in higher education and scientific research has now become a key factor in international competitiveness where quality is the key to successful participation. Student and teacher mobility as well as international co-operation in research and capacity building increase knowledge amongst all participants and contribute to regional, national and global development. With respect to research, internationalisation is also seen as pivotal for a national R&D-system that because of its size is dependent on being connected to the international research community. Furthermore the director of the Research Council underlines that internationalisation for Norwegian research is a good way of exploiting limited funds for research, and in that sense he sees internationalisation as a way of taking part in a international “division of labour” (Director of RCN, 21. May 2003).

5.2.1 Student mobility and exchange programmes

Traditionally a number of Norwegian students have always taken their education abroad. After the Second World War there was a lack of capacity in the national system to meet the needs of rebuilding a post war nation and agreements were made with the other Nordic countries to accept students in medicine and odontology as well as financial support was granted to students who attended programmes abroad that had limited capacity at home. Thus all the way through to the 1960s higher education abroad was seen as a supplement to the Norwegian system. The policy aim was to increase the capacity of the national system, making the nation self sufficient of higher education. In 1951 about 2,000 students, representing 22 percent of all Norwegian students, attended higher education abroad. As the capacity of the national system increased the percentage of students that went abroad decreased. In 1970 3,000 students attended higher education abroad, but this only comprised 5,5 percent of the student population.

During the 1980s the rationale behind sending students abroad changed and became one of internationalisation, recognising that the Norwegian labour market would benefit from graduates with an international experience, and that for Norwegian students to attend high quality institutions abroad had a value in it self rather than just ease the pressure on the national system. That is the rationale changed from being one of system supplementation to one of high quality higher education.

High quality education is still the main rationale behind the Ministry's emphasis on internationalisation. The main aim is to increase participation in international exchange programmes and the number of bilateral agreements, expand the geographic scope of cooperation and increase the number of incoming students and academics. In this way a more systematised and emphasised international dimension is believed added to teaching and research. A handbook for internationalisation has been created for the institutions to use, and a web page has been developed by the Ministry describing a national strategy for internationalisation.

Exchange programmes are seen as one of the most important instruments for internationalisation of higher education institutions, both when it comes to student and teacher exchange, and they have played an important role with respect to the institutionalisation of internationalisation. Currently the majority of Norwegian students that go abroad however do so as free movers. This is seen as benefiting Norwegian business and industry, but is an expensive solution with the current loan system and is depriving the institutions of students with valuable, international experience. Erasmus is the most important exchange programme for Norwegian students, more than half of those that take parts of a degree abroad travel within the Erasmus framework.

It is the policy of the Ministry that the number of Norwegian students that participate in exchange programmes shall increase. All students are to be able to spend one or more periods abroad as part of their degree. It is believed that through the increased use of exchange programmes the number of students that choose to take entire degrees abroad will decrease, thus students with an international experience are kept at the institutions and may become valuable resources there. With the new funding system the need for actual exchange, which is that the number of incoming and outgoing students are relatively equal, is also believed to increase the institutions motivation to attract foreign students. This is believed to create a high quality international environment at the institutions, an environment that will embrace also those that do not travel abroad. The institutions are also encouraged to increase the number of English language courses and programmes and open these up also for Norwegian students.

What we see in terms of shifts in policy emphasis is a shift from the strong ideological and financial support of free movers towards:

1. More emphasis on *short term* study abroad as part of a degree taken at home
2. More emphasis on *attracting foreign students* to study at Norwegian universities and colleges

3. More emphasis on stimulating Norwegian students to study abroad at *higher degree levels* (Master and PhD-level)

This has resulted in innovations in terms of policy instruments. As part of the new result-based budgeting system that is introduced through the *Quality Reform* (implemented in 2003), the budget model contains a premium that directly addresses internationalisation of student body. Universities and colleges will receive a fixed sum per student they send to foreign institutions as part of their domestic degree and *connected to either established exchange programmes or bi-lateral agreements between domestic and foreign institutions and of a duration that exceeds three months*. The latter is strongly accentuated by the Ministry. The Ministry clearly tries to channel internationalisation of the student body as an *organised activity*, led by the institutions. The Ministry has tried to devise a system that gives incentives to improve the in versus out-going student balance. Currently, such a balance is obtained within the ERASMUS programme, however, much as a consequence of stagnation in the number of Norwegian students going abroad (see table 3.1). The incentive scheme is part of the new budget model and applies to all public universities and colleges and does not differentiate with respect to study programmes and institutions with limited potential for attracting international students. The Ministry wants to support the organised institutionally based student mobility and to make Norwegian institutions more alert to becoming international visible and attractive as study places.

The Norwegian participation in the Socrates and Leonardo da Vinci-programmes has recently been evaluated from the Norwegian side (see Wiers-Jenssen & Smeby 2001, Vabø & Smeby 2003). When it comes to the student exchange dimensions in these programmes, a central finding is that Norwegian participation in Erasmus has stagnated during the last four years i.e., fewer Norwegian students have travelled abroad as a part of their study (Vabø & Smeby 2003: 12).

Tabell 5.1 Number of Norwegian outgoing and foreign visiting Erasmus students by host country.

	Norwegian outgoing students		Foreign visiting students	
	2000/01	2001/02	2000/01	2001/02
Austria	31	23	62	57
Belgium	29	29	54	42
Germany	137	130	262	299
Denmark	49	55	24	30
Spain	176	194	118	135
France	169	128	132	171
Greece	10	13	6	22
Italy	47	43	128	115
Ireland	18	32	4	7
Netherlands	88	112	91	120
Portugal	11	20	20	26
Sweden	35	28	19	8
Finland	17	9	13	14
United Kingdom	190	154	47	54
Total	1007	970	980	1100

Source: Vabø & Smeby (2003)

As illustrated in Tabell 5.1, there is stagnation also between 2000/01 and 2001/02 in the number of Norwegian students who travelled abroad. Norway has participated in the Erasmus programmes since 1992, and the stagnation in the number of Norwegian students participating in the programme may seem surprising. Norwegian participation peaked in 1995/96 with 1212 Norwegian ‘Erasmus’ students travelling abroad (Wiers-Jenssen & Smeby 2001: 75). This could be a consequence of the growing popularity of studying abroad as a “free mover” the last four to five years (especially to Australia) and that Norwegian higher education institutions have established exchange agreements with institutions outside the EU. Also the old degree structure were perceived as an obstacle in that some students had problems finding programmes that could be combined with the Norwegian degree system at the undergraduate level (Wiers-Jenssen & Smeby 2001: 69). However, in general, there seems to be a reasonable balance between the number of Norwegian students travelling abroad and the number of foreign student coming to Norway as part of the ERASMUS programme.

5.2.2 ‘New Internationalisation’

The main rationales behind internationalisation policies in Norway are educational, cultural and political. Cooperation has been and is a central instrument for internationalisation. However, Norway wishes to attract more international students and teachers, thus a competitive aspect is becoming more emphasised.

Marketing. Currently the marketing of Norwegian higher education abroad is limited and the ministry recognises that a more concentrated effort has to be made if Norway is to be recognised as a relevant contributor on the higher education market, and an attractive labour market for international scholars. The responsibility for profiling Norwegian higher education centrally has been divided between different bodies, two central actors being NAIC and SIU. The main emphasis of their work has been in relation to exchange programmes and the Nordic council's development of a web portal. SIU has also developed a web page, www.study-norway.net, that is directed at students that wish to study in Norway. NOKUT has developed a page with system level information in relation to the transfer of credits etc. The Ministry of Education wishes to increase its efforts by creating one national body that will have the main responsibility of profiling Norwegian education abroad, located at SIU.

The individual institutions are also encouraged to profile themselves and their strengths internationally. The new funding system will increase the institutions need for international students as the credits lost when the Norwegian students go abroad as exchange students may be regained through incoming foreign students. They are encouraged to develop both paper based and internet based information in English or other languages. They are also encouraged to join forces with local authorities and businesses to profile the local area they are situated in.

The loan system. Economic incentives for Norwegian students to go abroad have existed since the Second World War. Norwegian students may take their student loans with them to study abroad. Currently up to 52,000 NOK may also be granted towards covering tuition fees where this is charged. In 1998 11 percent of what was granted as loans and scholarships to Norwegian students was granted to students abroad, this equalled 1.2 billion NOK, of which 338 million NOK was used to cover tuition fees. This is an expensive system for a country with tuition free higher education, but does give Norwegian students easier access to some prestigious institutions and has been and is an important instrument for internationalisation. The possible effects of this system can be seen when comparing the relative number of Norwegian students studying in Australia, being a country with high tuition fees, with the relative number of students from other Nordic countries studying in Australia (see table 1).

As of 2003 another economic incentive has been introduced for the institutions, adopted from the Danish system. The institutions are granted 5000 NOK per incoming or outgoing student within an exchange programme. This is also believed to increase the focus on exchange programmes.

Agents. The generous student loan system in Norway has made Norwegian students popular abroad. It has attracted agents who work for foreign higher education institutions. This is evident in examples like the drastic increase in Norwegian students in Australia and the increase in students going to Eastern Europe to study medicine and odontology. This development is one reason why quality assurance has been raised high on the political agenda as these agents do not always work for the best quality institutions.

Tuition fees have been a rather controversial topic in Norway, to the extent that it has hardly been discussed. The public institutions are currently not allowed to charge tuition fees for regular degree studies, but may do so for lifelong learning courses and other services not funded by the state. The Mjøs commission suggested that the opportunity to charge tuition fees to Northern American and Eastern Asian students might be beneficial, however this idea was not further expanded in the reform that has followed. (The *Ryssdal* commission suggests that tuition fees may be charged from students attending programmes that are not fully financed by the state). Consequently, internationalisation has not been a means for Norwegian public colleges and universities to make money in the same way as it is done especially in Anglo-Australian higher education. There is not a direct big business to be made from attracting students from abroad. But as we have seen, internationalisation has become one way of increasing institutional revenues through the incentive schemes for internationalisation that are included in the new performance based funding system. Representatives of the Ministry, however, underline that the amounts of money to be “earned” through these particular incentives are very limited, and they are not intended to cover the full costs of internationalising. They claim that these elements have been included in the budget model first and foremost to underline the value that the Ministry attaches to the goal of internationalisation.

Franchising and branching. The idea of creating international branches is not on the agenda amongst the state owned institutions. As a form of development aid it is believed that Norway can play a role in developing institutions in developing countries. In addition it is assumed that there is a market for web-based lifelong learning courses, but that traditional students still prefer on campus education.

The idea of joint degrees and joint programmes still plays a limited role in the state initiated internationalisation strategy. There are a few examples of joint degrees and programmes in Norway, like The North Sea University and NOVA but no clear policy or legal framework for initiatives like have been developed.

GATS. Norway is positive to the inclusion of higher education in the GATS agreement. As the majority of Norwegian higher education is publicly funded the belief that

inclusion might affect the system drastically is limited. A concern is, however, expressed with respect to the situation for developing countries.

5.2.3 The Bologna Process

The situation concerning the implementation of the Bologna agreement is at the beginning of 2004 such that Norway, together with Denmark and Italy has come furthest in realising the 'Bologna goals. Norway has, amongst other things, introduced a new grade and character system, it has introduced the ECTS system, and the international diploma supplement for all university and college graduates⁴.

Norway is one of three 'Bologna countries' that has introduced all three of the following measures:

- 3+2- Bachelor's/Master's structure
- ECTS-system
- The international diploma supplement
- In addition, Norway is next to Estonia the only country that has developed Master level courses as part of adult education and training.

In the framework of the Bologna Process Norway will host the next European Minister's conference on higher education taking place May 2005 in Bergen. As the hosting country Norway is leading the activities for implementing the Bologna process, and as such the Norwegian efforts in this will focus on three main areas:

- Quality assessment
- Introduction of Bachelor's/Master's structures
- Improvement of the system for a mutual recognition of degrees and qualifications.

In addition, the Norwegian Minister has emphasized the social dimension in higher education and the involvement of students in the governance structures of universities and colleges.

⁴ This can be read in the Eurydice report "Focus on the Structure of Higher Education in Europe 2003/04. National Trends in the Bologna Process". In this report the changes in the higher education structures are described in the countries that have signed the Bologna Declaration. The report covers the situation in academic year 2003/2004.

Finally, contrary to Denmark, the other Nordic country that is leading the implementation of the Bologna measures, Norway does not have a separate website on the implementation of Bologna in Norway.

5.2.4 Nordic Cooperation

Being the only Scandinavian country that is not a member of the EU, Norway is in a slightly different position than its neighbours, and thus seems to be the most positive towards the emphasis of Nordic cooperation. As an outsider in certain fora Nordic cooperation is seen as important for Norway for strengthening its voice, as well as strengthening Nordic values and issues internationally. Nordic cooperation within higher education is seen as an important part of Nordic cooperation in general. One reason behind this is the closely linked labour markets. The policy cooperation with respect to the other Nordic countries is also seen as very successful when it comes to recognition of degrees and an advantage with respect to the ongoing work with the Bologna process. The Bologna process is, however, seen to limit certain forms of Nordic cooperation and the fact that the European orientation of Sweden and Finland increased during their preparation to join the EU has been noticed. In addition to the direct cooperation that exists between the Nordic countries Norway's neighbouring countries have also played an important role as a frame of reference with respect to policy development. Earlier Norway has looked mainly at Sweden in its higher education reforms, but currently Denmark seems to be the most important role model, something which is clear both in the new funding model and in some of the recommendations made by the *Ryssdal* commission.

Though there is a desire by the Ministry to increase Nordic higher education cooperation and student and teacher exchange, there are few instruments geared towards this aim. The focus on Nordic cooperation in the policy documents is limited. However, the institutions are asked to specifically report also on Nordic cooperation in their reports to the Ministry. The Nordplus programme is seen as valuable. 401 Norwegian students travelled to another Nordic country within the programme in 2001, 387 Nordic students came to Norway. It is believed that the institutions can do a more focused job towards informing their students about this opportunity and recommending the use of it. If the Nordic Council of Ministers was to expand its activities, or refocus some of its initiatives it is believed that a development of a database on higher education and quality assurance would be of great value. It is also believed that the Nordic arena is a highly suitable arena for more pilot projects and that the support of these would bear fruit. An increased focus on teacher cooperation, networking and exchange is also seen as important, the teachers

being recognised as one of the most important actors in the internationalisation of higher education.

5.2.5 Internationalising staff

Most of both the arguments and instruments for internationalising Norwegian research and academic staff are in general part of a traditional policy for internationalisation. The Research council (and the councils that preceded the current research council) has for decades organised support systems for mobility of research staff (shorter and longer stays) and for research recruitment staff, be it individually based short or long-term stays, support of sabbaticals and conference participation. The Research Council also administers the big international staff mobility programmes such as the Marie Curie programme of the EU. There is still a considerable policy emphasis on this type of staff mobility. It is seen as a problem that the relatively high mobility of the student body is not matched by an equally high mobility among academic staff at universities and colleges.

The second main type of instrument for internationalising research is of course the Norwegian participation in organised “big science” projects. There is a considerable increase in government funding of such international research co-operation. As part of a government policy for internationalisation of R&D these activities are certainly not new, but it demonstrates a small country approach to the international dimension of research, its emphasis on the importance of being part of international research co-operation especially in areas that are so costly and “instrument-dependent” that only R&D superpowers can take on the research tasks single-handedly.

During the 1990s the Norwegian integration into the European Economic Area has become very important both for teaching/learning through the participation in the student mobility programmes, and not in the least for research. The national investment in and commitment to EU’s research programmes has become a cornerstone in the internationalisation of Norwegian R&D.

The international dimension of academic research is also underlined in the present *Quality Reform*, especially in connection with the need for documenting research productivity and quality. Here there is considerable emphasis put on the international visibility of Norwegian research, through in particular publishing in international journals. There has been a remarkable increase in both in the number of Norwegian articles published internationally and number of internationally co-authored articles.

New elements seem to be emerging also in the area of internationalisation of research. That is particularly evident when it comes to the emphasis put on attracting foreign research staff to domestic institutions. There is a much stronger emphasis on “importing” foreign academic staff. This is a rather recent addition to the policy agenda, and a specific task force/commission set up by the Research Council of Norway published their report in 2003 suggesting a range of measures to increase incoming mobility of academic staff (RCN 2003). A core idea also in the *Quality Reform* is that Norwegian institutions should not only be attractive for foreign students, but also for foreign staff and researchers. Once again there is in the policy for internationalisation this “double link” made between quality and internationalisation: attracting international researchers to Norwegian institutions will improve the quality of research and teaching and provide Norwegian students and research colleagues with high quality study and research environment that is linked to an international knowledge network. The reform itself and the report of the Ministry’s internal working group on internationalisation, clearly bring to market the idea of internationalisation *at home*, also in the sense of increased international presence among teaching and research staff. The instruments that are put forward include working for favourable tax agreements for researchers with several countries (as is the case between Norway and the US), simplifying the regulations for work permits etc. for foreign academic staff, and a more conscious profiling of Norwegian academic research communities. The latter includes using the newly established Centres of Excellence to attract high quality staff from abroad. The Ministry also suggests that the Research Council of Norway should set aside funds that can be used by the institutions to position themselves internationally (network building and marketing) and funds for international research prizes etc. The major new proposal from the Ministry however is also in this area connected to the new budgeting model implemented in connection with the *Quality Reform*: Norwegian universities and colleges will receive a fixed sum per member of academic staff that spends some time at an institution abroad as visiting staff. The same amount will be awarded for each “incoming” visiting staff. The guest period must be one week at the minimum, and connected to an institutional agreement or a mobility programme.

5.2.6 Internationalisation as an institutional responsibility

The institutional responsibility for internationalisation is heavily underlined in the new internationalisation policy, as is illustrated by the following quote from the government white paper “Do your duty – demand your rights “ (KUF 2001: 41-42).

It is the Ministry’s view that Norwegian institutions should be in the forefront of academic cooperation and student exchanges between countries. This can be promoted by increasing the priority given to participation in international programmes and exchange agreements between individual institutions. It is seen

as a goal that all higher education institutions shall offer students a period of study abroad as a component of the Norwegian degree course. The Ministry will consider whether it is appropriate to require educational institutions to offer opportunities for study abroad to all students who wish it. The Ministry will review the arrangements for fee grants and other additional grants to ascertain whether it is possible to redistribute some of the funds to strengthen the internationalization strategies of Norwegian universities and colleges.

...
In the Ministry's view it is important that the Norwegian universities and colleges continue to develop their provision of courses held in English. Educational institutions should decide for themselves what provisions they will make in relation to other languages

It is a striking feature of the new policy for internationalisation that most of the objectives and instruments are in some way linked to the institutional level and the organised forms of internationalisation. In the reform the Ministry underlines that despite the strong government level emphasis on internationalisation, the policy should not be implemented in a way that questions the institutional autonomy (KUF 2002). A key word in this connection is *profiling*. In general this is accentuated in the entire reform, not only as concerns internationalisation. With respect to internationalisation the Ministry encourages the institutions to e.g. channel funds to research groups and communities and study programmes that have already an international visibility or with a potential for developing it. This represents in some respects a break with the traditional ways of internationalising Norwegian academic research, as the research performing level seems to a large extent to have determined the geographical directions and ways of international network building, without institutions having high ambitions or any strong instruments to influence the international profile. The *political intention* is to channel both the internationalisation of research and teaching/learning through the institutional level. Furthermore, the role of the institutions are emphasised with respect to “internationalisation at home”, which is one of the targeted areas of the current reform. That includes developing English language study programmes, and special arrangements for staff teaching in English. The Ministry's working group on internationalisation suggests that every disciplinary area should offer an English language programme. The responsibility for making arrangements to support the development of such study programmes is again left to the institutions themselves. All of the above objects apply to all higher education institutions, no matter size or profile. However, the Ministry recognises that institutions at present have a varying capacity for this type of development work.

Likewise, the Ministry acknowledges that there is also a need for a national level body that can play a role in profiling Norwegian higher education at a system level. The budget proposal for 2004 has made provisions for establishing a national body for co-ordination

and information about international activities, as well as the administration of the major international programmes in higher education (UFD 2003). The idea is that such a body will assist institutions in their various efforts to internationalise their activities.

5.3 Case institution 1: Oslo University College

5.3.1 Background information

Oslo University College (OUC) was established in 1994 as a merger of 18 smaller colleges in the capital area. It is the fourth largest public institution of higher education in Norway, and the largest university college. It is situated near downtown Oslo, has more than 9 000 students and over 1,000 staff members.

The Oslo University College programmes lead to professional diplomas and degrees in education, economics, media, arts and culture, engineering, health and social services. Most of the degree programmes require 3 years of full-time study, including work placement periods. The faculties offer more than 20 professional undergraduate programmes, and a large number of credit courses. In addition, there are advanced courses, graduate studies and supplementary courses in various fields.

Oslo University College is organised into seven faculties:

- Faculty of Nursing
- Faculty of Engineering
- Faculty of Health Sciences
- Faculty of Business, Public Administration and Social Work
- Faculty of Journalism, Library and Information Science
- Faculty of Education
- Faculty of Fine Art and Drama

5.3.2 Institutional strategy/ policy with respect to internationalisation

An increased effort in international cooperation and student and teacher mobility is one of the prioritised areas of Oslo University College in their strategy plan for 2001-2003. This is reflected in the strategy for internationalisation for 2002-2004.

Nature of interpretation of internationalisation

Oslo University College recognises that they operate in a multi cultural society and a global economy. Their graduates enter a labour market that on all levels require

international qualifications. It is believed that internationalisation of the college primarily is about the internationalisation of the people in the organisation, the students, teachers, researchers and administration. This will again lead to a strengthening of the international dimension of the study programmes.

Goals and Outcomes

The aim of internationalisation is to increase quality in education and research. Through an increased participation in international research and development and international mobility programmes the educational programmes will be renewed and further developed

Instruments

To promote an increased international activity, the college has developed an international strategic plan. In this plan the focus is placed on six areas:

- Increased teacher and student mobility
- Increased recruitment of international students both through the EU exchange programmes, and through bilateral agreements with countries outside of the EU
- A reorganisation of the study programmes to facilitate student mobility
- A better integration of the international students and improved routines on receiving them
- A strengthening of the organisation to better facilitate internationalisation
- All study programmes are to offer at least one course in English

Student mobility

In 2001, 340 students at the college spent a period abroad, 217 of them for a period longer than three months, while 126 international students came to Oslo University College, 114 of them staying for more than three months. The college as a whole has not set a goal with respect to how many mobile students they would like per year, but each faculty is asked to do so. The college's aim is to abide by the national quality reform that requires that all students are to be able to spend a period of their degree studies abroad. Mobility schemes are seen as the most effective way of internationalisation. The other instruments, the organisational structure of the study programmes and the study environment, recruitment of international students etc. is seen as a prerequisite for increased mobility. Oslo University College would like to increase the number of students that go abroad during internships. It is also important that there is a balance in incoming and outgoing students. Currently that is not the case. Oslo University College has exchange agreements with approximately 120 colleges in Europe.

The Ministry of Education tries to stimulate study periods abroad for a duration of three months or more, preferably within formal exchange programmes. This has an influence

on the strategic plan of the college, at the same time as it is stated that intensive courses of 1 week or longer, internships and project work of shorter duration also is valuable international experience. The majority of the student exchange is organised within the Erasmus programme. However, the number of students going to Europe has stagnated whilst the number of students going to the USA and Australia has increased. This is the trend also at other institutions in Norway. Of the incoming students 90% travel within the Erasmus programme.

Teacher mobility

In 2001, 50 academic employees spent a period longer than one week abroad, 9 visiting scholars came to the college. This is an increase from the year before. Teacher mobility is seen as important in itself, as well as a key to increased student mobility. Participation in international networks and international contacts are seen as important to create quality and to cater for good self evaluation and re-evaluation of research and teaching. The opportunities within the EU programmes and Nordplus for teacher mobility are not fully utilised. In the strategic plan the faculties are required to stimulate the employees to increase international mobility within prioritised areas. Centrally the college is looking into new regulations on how to best add merits systematically to international cooperation within research and teaching.

It is the intention of the college to offer the teachers that teach English language courses, classes in English.

International programmes

Cooperation with NORAD

The college has a national responsibility to focus on multiculturalism, and also recruits a large number of multicultural students. To support the different faculties and departments in their work with multi-cultural issues the Centre for Multicultural and International Studies was established. The centre is responsible for the following programmes:

- Multicultural Work
- Development Studies
- Norwegian academic language for linguistic minorities

The college also hosts the Centre for Development of Competence in the Multicultural School

As a college with several professional study programmes, it is seen as a hampering factor that the study plans have been too rigid to allow for student mobility. To change this is a focus in the international strategy. Also to better integrate the international exchange students both academically and socially it is a goal to develop one or two English language semesters in each faculty where international and Norwegian students attend the same classes. This is also believed to increase the number of international applicants.

In 2002, 7 courses were offered in English at Oslo University College. The aim is to increase this number. At the time of this case study several new master programmes were being planned, and it was seen as natural that all or parts of these programmes would be taught in English.

Organisational structure

Oslo University College has a fairly new international office, established in 2001 with six fulltime employees. This office is to both function as a policy developing unit, as well as a service institution for the Faculties and students. In 2002 an international council was established to work on the integration of internationalisation in the academic activities of the college.

Emphasis is placed on information and guidance to the students. This is the responsibility both of the international office and of the individual faculties. The faculties are responsible for information concerning faculty based agreements, whilst the international office is in charge of information about institutional agreements, as well as to develop a good library of information and knowledge on international agreements and opportunities.

Good exchange agreements are seen as a prerequisite to increased mobility. It is the responsibility of the Faculties to seek out and establish these agreements, whilst it is the responsibility of the international office to coordinate this work and apply for funding through international programmes.

It is the responsibility of the international office to support the international coordinators at the Faculties, and to provide them with knowledge and opportunities to improve their skills with respect to their tasks.

Strategic funding is reserved for internationalisation in the institutional budget. For 2002 this equalled 900,000 NOK. This is reserved, amongst other things, for the further development of English language programmes and increased focus on student mobility.

Additional funding was reserved for the establishment of the international office and work with the quality reform. This equalled 800 000 NOK.

The student parliament is seen as an important actor in a better integration of the international students at the college.

Housing is a hampering factor with respect to the recruitment of international students. It is seen as important that international students are assisted in finding housing.

Prior to 2001 the international activity of Oslo University College was documented in a decentralised manner. It is believed that a more systematic documentation will help institutionalise the activity and make it less dependent on the decentralised initiators.

Nordic dimension/ European dimension

The majority of mobile students travel to or from Europe, though Australia and the USA are increasingly popular destinations for Norwegian students. The students that travel for shorter periods, often in connection with specific projects, go to Africa, Asia and some to Eastern Europe and the Baltic states. The college had 11 quota students in 2001.

In 2001 the college coordinated two Nordplus networks, and was a member of 13. However, it was reported that the activity was decreasing.

Leonardo is also an important network for the study programmes that require internships.

Cooperation vs competition

An active recruitment internationally of students has not been a priority of the college. To balance the number of incoming and outgoing students the college now wishes to focus on this.

A strategy for this is being developed. A stronger international profile is believed to play an important role also in the recruitment of Norwegian students and employees. The web is seen as an important instrument in the recruitment of students. The international office has the task of creating a market strategy for the recruitment of international students in cooperation with the Faculties.

Faculty of Engineering

In 2001, 1150 students were enrolled at the Faculty of Engineering. Of these 38 students went abroad for a period and 7 foreign students came to the Faculty. The number of outgoing students has increased from 2 in 1997, the number of incoming students has

been rather stable since 1998. Six teachers went abroad, whilst no teachers came to the Faculty. Organisationally all programme coordinators have internationalisation as a natural part of their work description. In addition 30% of an administrative position is reserved for internationalisation and 33% of an academic coordinator. The Faculty has an international council that consists of one member from each study programme. The Faculty has Erasmus agreements with 17 institutions in 9 countries, and Nordplus agreements with 12 institutions.

At the time of this case study the Faculty did not offer any English language courses, however, they accepted international students for project work where individual or group supervision was given in English. A Master programme in System and Network administration was being developed where all lectures would be taught in English.

European Project Semester.

This programme was developed at Copenhagen University College of Engineering. As of autumn 2003 this programme is also offered at Oslo University College. Prior to this the students at the Faculty of Engineering have had the opportunity to go to Copenhagen.

International Technology Management

This is a programme aimed at those who would like to combine engineering with international management skills. It is developed in cooperation with Norconsult AS and Heriot-Watt University, School of Management, Scotland. To apply the students have to have completed at least two years of higher education in engineering or other relevant subjects. One semester is spent at OUC's Faculty of Education in Oslo, the other at Heriot-Watt University.

The Faculty of Engineering also has a tradition of assisting its students when they apply for further studies abroad. This is seen as good service for the students, and also a way of creating a good reputation for the Faculty. The Faculty has, amongst other things, established agreements with three universities in the United Kingdom and one in Australia that gives the students a small discount in the tuition as well as better service when they apply and enrol at these universities.

Conclusions

Oslo University College has put internationalisation higher on the agenda as a consequence of external developments like the introduction of the Erasmus agreement, the quality reform and changed student expectations. This has been a clear incentive for academic development in some areas.

5.4 Case Institution 2: University of Bergen

5.4.1 Background information

The University of Bergen dates back to 1825, to Bergen Museum; however, the institution did not become a university until 1946. Then it became the second university to be founded in Norway. Today the University of Bergen is the third largest of Norway's four universities. There are approximately 16,000 students enrolled at the university, and a staff of 2500 employees. The University of Bergen is situated downtown Bergen, the second largest city in Norway, a city historically recognised for its shipping, fishing and trade.

The university is organised into seven faculties: the Faculty of Arts, the Faculty of Mathematics and Natural Sciences, the Faculty of Social Sciences, the Faculty of Psychology, the Faculty of Medicine and the Faculty of Dentistry

In the strategic plan for 2000-2005 the academic aim is to make and maintain the University of Bergen as:

“a research institution on an international level, and the leading Norwegian university within chosen fields. Within certain fields the University of Bergen is to be amongst the leading institutions internationally.” (Strategic plan, Own translation)

Two of the main areas where Bergen aim to be leading both nationally and internationally is within maritime research and within development studies and cooperation with developing countries. Thus the university is involved in extensive international collaboration in marine research as well as giving high priority to collaboration with universities in developing countries within fields such as health, poverty and resource management.

The main aim of the educational strategy of the university is to:

“Develop the academic and intellectual maturity and independence of the students, and provide the students with an education on the high level that is expected of a worthy university education by society and academia”.

5.4.2 Institutional strategy and policy with respect to internationalisation

Nature of interpretation of internationalisation

The University of Bergen has always considered internationalisation to be one of the important attributes of the institution. Both because of a strategic focus on development research and because of international cooperation in general. The institution likes to profile itself as the most international university in Norway. With respect to an internationalisation strategy, the university believes that for internationalisation to be an integrated part of research and teaching, it has to be defined into the overall strategy. Otherwise it might become an activity for those who are especially interested, or it might be down sized based of lack of finances. In the strategic plan of the university for 2000-2005 the following priorities are emphasised with respect to internationalisation:

- To emphasise the discipline/ and fields' position and importance with respect to global challenges
- To develop new English language master programmes and increase the number of international students, both exchange students and students from developing countries
- To increase and expand existing educational cooperation and exchange agreements with universities abroad, especially with European universities
- To encourage Norwegian students to spend a period of their studies abroad and to ease the process of recognition of credits awarded at foreign institutions

A comparably early institutional focus on the importance of attracting international scholars can be reflected in the guest researcher programme that was established in 1977, aiming at inviting international scholars to the University of Bergen, however, there have been international students at Bergen Museum as early as the late 18th century. English language master programmes were established in 1986, primarily for students from developing countries. The establishment of the European exchange programmes, as well as the adaptation of the student loan system catered for an increased exchange activity in the 1990s. The current focus on internationalisation nationally through the Quality Reform has resulted in an increased focus on student exchange, initiated centrally.

Instruments of internationalisation

Student exchange

Student exchange is seen as one of the most important instruments of internationalisation. Therefore the university is concerned that the number of outgoing students within the Erasmus programme has decreased with about 40 % over a five-year period. In 95/96, being the study year with the highest participation of University of Bergen students in the

Erasmus programme, 287 students went abroad as exchange students. In 01/02 the number had decreased to 141. Statistics kept by *Lånekassen* show that students from the University of Bergen make up 10% of the total number of outgoing students from Norway, 441 of 4,700 in 00/01, this is considered to be a too small number. The statistics kept by *Lånekassen* also include students that will not be counted in the new mobility scheme by the Ministry, free movers and students doing field work that are abroad for shorter than three months. For 01/02 the total number registered by *Lånekassen* decreased even further, to 424. For the year 2001 the University of Bergen counted 331 outgoing exchange students that would have activated the mobility grant.

In addition to becoming a requirement from the Ministry, it is seen as important to facilitate increased student mobility because it adds international qualifications to the competence of the graduates and because they during a stay at a different institution will gain complementary competences to what they would have acquired whilst staying at the same institution throughout their entire degree. It is also believed that they add an international character to the study environment when they return. No exact quantitative aim has yet been set with respect to student exchange, however, the university needs to relate to the ministerial aim of giving all students an opportunity to go abroad, even though the current situation is that the push for exchange is coming from the institution and not the students.

To combat the decreasing interest of the students to participate in exchange programmes, a project was initiated named *Project Increased Student Exchange (PØS)*. The overall goal of the project is to increase the number of outgoing students within exchange programmes and bilateral agreements. Looking at the study programmes at the university it was concluded that the work towards adapting the programmes to open up to exchange periods had been slow and that progress needed to be made to adapt to the Quality Reform. The instruments chosen for this work were:

- Support to the faculties and institutes with respect to adapting new programmes to the possibility of study periods abroad.
- Planning and developing bilateral agreements with institutions all over the world
- Information to the students about exchange opportunities through web pages, brochures, posters, ads and a number of information meetings. Three student counsellors were also hired to focus on student exchange.
- And additional activities to improve the exchange periods abroad

The project group has focused on working closely with the institutes and programmes when it comes to the establishment of bilateral agreements, information to the students,

and adaptation of the study programmes etc. Over time the institutes are going to take over the activities PØS initiates, thus their involvement is important. At the start of the project the institutes were contacted and asked what their needs and challenges were. Some institutes responded very favourably to the prospect of cooperation and support, whilst others have been more hesitant, one reason being that the implementation of the Quality Reform has been comprehensive and resource demanding and they have not been able to prioritise internationalisation.

Several new bilateral agreements have been signed since the project was initiated. An overview of which agreements the university had, where new agreements were needed and where there was a student demand for agreements was made, and based on this delegations were sent to different institutions all over the world. Funds set aside for the project were used to fund parts of the expenses of representatives from the institutes. It is believed that such visits are important to establish good agreements, and that representation also from the teachers and researchers is important.

An informational strategy has been developed, regarded to be a central instrument in the drive to increased student exchange. The strategy has included brochures, the employment of students' counsellors at a central level, a campaign week as well as several informational meetings, both general and more specific, "stunts" at the beginning of lectures, the development of a web page for outgoing students (www.uib.no/utveksling) and the establishment of a central office and informational room.

With respect to the Erasmus programme the project made an evaluation of potential reasons why participation had decreased. The abolishment of the academic networks within the programme was seen as one. The academic employees' active involvement is seen as an important motivation for student participation in exchange programmes. When the Erasmus programme was first established, academic networks played an important role. Currently the structure of the programme is mainly administrative. The administrative responsibility has at the University of Bergen been for a large part decentralised to the faculties, where this has been only one of many responsibilities of the student counsellors. A potential solution has been found to solve this challenge. The first is to include the academic employees in the process to establish exchange agreements, both by including them in the delegations that visited the potential cooperating institutions, and by encouraging research cooperation and teacher exchange with institutions where agreements have been established. This opportunity has not yet been used to its fullest by the institutes. One reason is believed to be the work with the Quality Reform. The other is a suggestion to centralise more of the administration of the

Erasmus programme. As the decentralised system has not been successful it might be wise to centralise the administrative responsibility. This might ensure that knowledge and competence is not lost if one person resigns, and it might tailor for a more focused and visible information strategy aimed at the students.

Geographic and private competition has also played a role in the decreased participation in the Erasmus programme. Agents representing commercially oriented institutions, especially from Australia have recruited a number of students; both free movers and exchange students. Europe is believed to have lost some of its attractiveness compared to Australia and the USA and the University of Bergen has not been able to match the service given to the students by commercial agents. The tuition fees charged at British institutions have also caused a decrease in exchange students, as this is where a large number of students would have preferred to go. Between 95/96 and 00/01 there was a decline of 75% in University of Bergen students that went to Great Britain (from 84 to 22 students). The university questions whether this is really in line with the EU agreement.

To take up the competition with the commercial higher education agents, the university is making improvements with respect to the informational service to the students. The university also believes it has an advantage in the contacts between the teachers at the University of Bergen and the partner university, and the opportunity to tailor-make solutions to fit in the programmes the students are taking. The university might also be able to negotiate lower fees, and they can provide a safety net should the students not receive what they were promised. All these aspects are expected to increase in importance as a result of the Quality Reform, when the students need to relate to a loan system that punishes slower study progress.

To promote exchange with non Anglo-Saxon countries PØS suggests that the university adds a scholarship to the scholarship awarded by the *Lånekassen* to encourage enrolment at language courses prior to going abroad. This scholarship is suggested to be 500 NOK per month, a maximum of 2300 per student in addition to the 1500 from the *Lånekasse*.

With respect to the Nordplus programme participation has been fairly stable with just above 50 outgoing students a year and 35 Nordic students coming to UoB. It is believed that participation will increase over the next few years, one reason being the close academic connection between the Nordic institutions, another the network structure that has been kept. UoB coordinates 11 Nordplus networks, including Nordlys. They are a member of 35 more. They also participate in the NORFA programme, a research programme mentioned by several interviewees as very important and within which Bergen has had a large number of successful applications.

Approximately 1200 foreign students attend the University of Bergen. Thus the university is an importer of exchange students, as well as free movers. A number of these students come from developing countries and receive grants from NORAD or the Quota programme. The university has developed several programmes aimed at these students that until now not have been open to Norwegian students.

Teacher exchange

The university believes that a focus on teacher exchange is important and that internationalisation ought to be merited. However, this is not currently the case and there is a potential for growth. Reasons for low participation can be found in a lack of resources, time being one of the most important factors. However, there are teachers with a special interest in internationalisation that are very active.

Though the current focus has been on outgoing students and the adaptation of ordinary programmes to allow for exchange periods, English language programmes are seen as an important tool to establish good exchange agreements. These programmes are also seen as stimulating the development of joint degrees and programmes and the development of internationally oriented quality assurance systems with respect to the transfer of credits. The university already has a large portfolio of English language programmes, but wish to profile them in a more strategic way to emphasis the strengths of the university and increase the international attractiveness of the institution. It is also believed that the university has good potential to develop more English language programmes.

In addition to the importance of high quality and relevant educational programmes, the system concerning the reception of international students is seen as important. There is a challenge of finding sufficient housing as well as resources for introductory course to Norway and Norwegian classes. It was also emphasised that the national system of visa applications et needed to be efficient and well.

International Programmes and networks

Exchange programmes, bilateral agreements and networks are seen as important because it minimises the administration with respect to student and teacher exchange. The University of Bergen is a member of several European networks and groups that collaborate within research and education, like the Coimbra Group, the Santander Group and the Utrecht Network.

5.4.3 Organisation

At the time of this case study the University of Bergen was looking into the administrative structure around internationalisation. The Office of International Relations deals with issues relating to international programmes for research and education. This is a well established structure that has mainly been concerned with research. The Office of International Relations cooperates closely with the Office for Foreign Students, which also assist outgoing students. With the process of implementing the Quality Reform the councils for education and research are looking into the aims and organisation of internationalisation, as well as the extra resources to PØS lead to more staff and a close cooperation across traditional structures. The student counsellors at the Faculties also play an important role in student exchange activities.

5.4.4 Geographic emphasis, Nordic dimension vs European dimension

The University of Bergen emphasises collaboration with developing countries in its strategy. It aims at “initiating, facilitating and conducting relevant research especially within the areas of health, social sciences and water and resource management, to encourage local competence building and to support the development of research facilities in these countries”. This emphasis on international collaboration has led to expertise at the institution that European exchange activities have benefited from.

PØS has presented statistics on where University of Bergen students go. They found that the country that receives most students is Australia. However the region that receives most students is the EU. Latin America and Africa are also frequently visited regions. For 01/02 52% percent of the students went to Western Europe, 14% to Australia and New Zealand, 11% to Latin America and 8% to Africa.

The University wishes to promote cooperation with Germany and Ireland. Germany because the University of Bergen is the national coordinator of the Norwegian study centre in Kiel and because historically the link to Germany is strong, and Ireland because the interest of the students to go there is large and the university already has a number of agreements with Irish institutions that can be revitalised through academic visits. Germany is one of the three most popular Erasmus countries for University of Bergen students. However, the number of language students has decreased which again has resulted in a decrease in students going to Germany. In 94/95 70 students went to Germany, in 01/02 only 22.

There is a student demand for places in the Anglo-Saxon countries, and the university wishes to meet this demand. This aim has resulted in university delegations to Australia,

South Africa, Canada and the USA. Latin America is also seen as region where the university could benefit from exchange agreements, and where there might be a larger potential for valuable research cooperation.

Nordic cooperation is perceived as a self-sustaining activity to a certain degree. Not much emphasis has been placed on promoting the Nordplus programme, however, the participation has been stable, and even increasing with respect to Nordlys, and the university coordinates a number of networks. Thus though Nordic educational cooperation is not a priority, it is seen as important and well integrated.

One reason for importance mentioned by several is the fact that Norway is not a member of the EU. Nordic cooperation is believed to create a voice for Norwegian interests. Cooperation is more specifically seen as important within fields where the Nordic countries operate in related ways, such as law, in small fields where the academic environments could benefit from a larger critical mass than the home institutions can provide, and within the natural sciences where expensive equipment might be shared. Nordic cooperation might also increase the international interest as well as the productiveness in fields where the Nordic region has special expertise, such as development aid and the export of the Scandinavian welfare model, peace research, an arena where Norway was thought to stand a bit alone, food safety etc. A shared Scandinavian language, short travelling distances and related cultures were all aspects that were believed to ease cooperation.

Funding opportunities are strongly stimulating Nordic cooperation, especially with respect to research. NORFA was mentioned as important. Well developed infrastructure, application procedure, availability of housing, etc., were seen as important factors to promote Nordic cooperation, just as any other international cooperation. The fact that the administration of the Nordplus programme was experienced as less complicated than the EU programmes was emphasised as an advantage. However, the Nordplus programme was also perceived as less dynamic and innovative than the EU programmes. It was mentioned that the opportunities Norwegian students have to “sneak into” highly competitive programmes in the neighbouring countries through the Nordplus programme is not something the students necessarily are that well aware of.

Support from the Nordic Council of Ministers was seen as a bit rigid with respect to emphasis on the North only. Important Nordic cooperation could be going on in other countries, aimed at or together with other regions. Such activities could also be important from a strictly Nordic point of view and a less rigid attitude towards this was called for. A

Nordic research school, through which mobility funds and housing were easily provided to the students so they could more freely, was seen as a potential new strategy.

Nordic cooperation was believed to be dependent on a special interest by the teachers. However, it was also believed that the teachers and researchers not necessarily care whether a colleague comes from a Nordic country or not, the important thing is that the cooperation proceeds smoothly and that the outcome is productive.

Nordic cooperation was believed to be competing with other countries that might come across as more exotic to the students, at the same time as it thus might attract students that might not otherwise travel. It was also believed that as the student group is becoming increasingly well travelled, and more focused on academic progress, the importance of exoticness of destination will decrease and the Nordic countries might increase in attractiveness as an alternative place to spend a semester, the reason being high quality education in the Nordic countries and a less challenging adaptation to a new culture, implying that the academic outcome will be good.

As for alternative projects the Nordic Council of Ministers could support, it was believed that the Nordplus programme is well functioning. However, a more coordinated effort towards the neighbouring regions of the Nordic countries, especially the Baltic countries and Russia, might be wise.

The Nordic countries are seen as a basis for recruitment of students; however, no focused strategy to attract Nordic students has been developed. If an aim to recruit more Nordic students was to be met, a system similar to the quota programme was suggested, where places are reserved for a specific group of students.

Transparency of systems was believed to be more important than a homogenisation. The Bologna process was believed to benefit also Nordic cooperation.

5.4.5 Cooperation vs competition

In the strategic plan for the period of 2000-2005 the University of Bergen takes into consideration an expected decrease in the national student population. Therefore they expect to have to compete for students in a more focused way than before. They also note the competition from international distance education providers and commercial agents, and expect to have to also compete on an international arena for their students. Important instruments in this are the development of quality assurance measures and a focus on student satisfaction.

Interestingly enough the increased focus on competition has also lead to increased cooperation with colleges in the region. One instrument in the competition for students is a project called *Utdanning i Bergen* (Education in Bergen). The aim of the project is to market Bergen as a university and college city. One reason for this is that upper secondary students are believed to choose a university or college just as much based on location as actual institution. The project is a joint venture between nine institutions of higher education, local business and industry and the local and county government. They spread information about studies in Bergen through participation at student fairs and conferences, visits to all upper secondary schools in the area, cinema adds as well as their web page: www.utdanningibergeren.com. In the European Policy Statement the university emphasises Bergen as a region with a unique infrastructure that integrates governmental, commercial and academic elements. The university benefits from this environment in that it encourages innovative initiatives in terms of research and commercial activities, particularly in the area of technology transfer and cooperative efforts and joint projects, and other kinds of cooperation with the colleges in the area, joint master programmes as well as research courses for the college teachers.

There is definitely an economic interest in aspects of internationalisation at the University of Bergen. Resources and efforts are spent on developing successful applications for international research grants and projects. With respect to education, however, the focus on economic gains is more indirect. The mobility grant introduced by the government is clearly considered significant, however, it is also noted that the amount is too small to cover the loss of credit based allocations. Because of this fact it is believed to be difficult to motivate the institutes to encourage students to travel. A suggested solution is to credit the institutes also for the credits the students are awarded while abroad. As the university also believes that exchange should be encouraged with developing countries, it is suggested that a double grant is awarded for the students that go to these countries. With respect to the mobility grant, the university is also concerned that the national system developed will be too rigid. Valuable international experiences, such as attending summer schools courses, data gathering and filed work, are not credited and thus stand in danger of not being prioritised.

The university keeps itself informed of the GATS negotiations regarding higher education, and is expectant with respect to the implications this might have for the university in the future. There was a certain concern that the interest of higher education has not been central up till now in the negotiations. However, it was also believed that if this was the future development of higher education, then the University of Bergen needed to be a part of it. Some of the interviewees believed there was great potential in selling education to international students. They pointed out that the Mjøs Commission

had recommended this, and believed it to be a disadvantage that this had not been followed up in a more detailed way nationally. With respect to competition from foreign providers of education that might establish themselves in Norway, some of the interviewees believed that Norway was less vulnerable to competition from for-profit providers of higher education as the Norwegian system is too small and transparent. However, a high level quality assurance system was believed to be important. There was also a concern for the situation in developing countries. One of the interviewees commented that it was a bit strange that the students that were so upset about higher education being considered a tradable service at the same time expect to be able to take their student loan and spend it wherever they want in the world. That was considered trading in education, and had attracted commercial agents to Norway. It was believed that more knowledge had to be developed with respect to the consequences of the GATS agreement on higher education.

Competition and commercialisation were seen as important as the public's will to pay for higher education was reduced. Juridical expertise had been employed to assist in the development of applications to the EU.

No ICT based distance education had been developed as an instrument to attract international students. However ICT is used within different programmes as a means of teaching.

Where the university used to have a monopoly they now face competition, from universities in other countries as well as from the colleges in Norway. With respect to competition it was believed that the university should focus its efforts on areas where it has excellent expertise. This was seen as a competitive advantage, as well as a national responsibility.

Cooperation is still important. The University of Bergen provides research education to all colleges in the area. This might in the future lead to increased competition from these colleges, but it is also believed to create good partners for the future.

5.4.6 Department/ Faculty information

The Faculty that traditionally has been the most active in sending its students on Erasmus exchange is the Faculty of Humanities, the majority of them being language students. However, the number of students has decreased drastically from almost 120 in 94/95 to closer to 50 in 01/02. The Faculty of Social Sciences has stayed fairly stable at around

50 students a year, whilst the number of students from the Faculty of Maths and Sciences has decreased drastically from approximately 35 in 95/96 to 4 in 01/02.

Looking at the total exchange participation in percentages, the Faculty of Social Sciences is the most active, with a participation of 5.5 %, followed closely by Medicine and the Faculty of Arts.

The Faculty of Natural Sciences

At the Faculty of Natural Sciences, one person is appointed to work on student exchange, adapting the programmes together with the institutes and work closely with PØS. This was seen as a very useful way of working. The Faculty has a number of English language programmes.

The Faculty of Social Sciences

Looking at the educational aims in the strategic plan for the Faculty for 2000-2005, internationalisation is not mentioned specifically. It is emphasised that the teaching should be research based, and there is an explicit aim at the Faculty to be a leading Faculty within certain areas both nationally and internationally.

5.4.7 Conclusions

The University of Bergen is both pro-active and re-active with respect to internationalisation. Internationalisation is a central aspect of the university strategy, both at the faculty and institute level, however, the international activities varied considerably between the various UoB units, and a central effort has been made through PØS to increase the overall activity.

Nordic cooperation is not singled out as a priority, but is seen as natural to engage in. Overall, internationalisation seems to be more explicitly important with respect to research and education at the institute and faculty level. Except in the situation where you have teachers that are specifically involved in an international network or programme.

5.4.8 Summary of cases

The two case studies included in the Nordic study, the University of Bergen and Oslo University College are both active with respect to internationalisation; the participation in exchange programmes, and the development of English language programmes is high on the institutional agenda. They have administrative staff both at the central and faculty level focusing on international matters. The promotion of their institution internationally has been limited outside of exchange programmes and bilateral agreements. They

experience a certain degree of increased national competition, however, international competition for students has been limited.

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Rune Nilsen, Prorector

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Arnfinn Kvam, Geografi

The Strategic plan for 2000-2005 for The University of Bergen

6 Sweden

6.1 The higher educational system

The Swedish higher educational system consists of approximately 50 universities and colleges, 36 of these are state run. The state run sector consists of 11 universities plus the Karolinska Institute and the Royal Institute of Technology, 7 independent colleges of art and 16 university colleges. In 2002 the number of students attending Swedish higher education reached 330,000, which is an increase of 7 per cent from the year before. Despite an expansion of the system and an increase in number of enrolments, the number of applicants still precedes places on offer.

The higher education system in Sweden has been shaped by two comprehensive reforms in 1977 and 1993. Between 1977 and 1993 the system was characterised by detailed regulation by the central government with respect to location of institutions, number of programmes and student places in each programme, and structural organisation. In the early 1990s this system was replaced by a more decentralised system with the new Higher Education Act and the new Higher Education Ordinance that came into force July 1st 1993. A new system of allocating resources was also introduced the same academic year, basing the allocations on number of students and their academic performance rather than planned volume of education.

88 per cent of the funding of higher education institutions in 2002 came from the state, 65 per cent by direct allocations and the rest through allocations by the Swedish research council or financial undertakings by local authorities or county councils. The proportion of the GDP allocated to higher education in Sweden was in 2002 1.7 per cent.

In Sweden the state is responsible for the provision of higher education. The Swedish Parliament and the Government decide what regulations are to apply and how public resources are to be allocated to the institutions. A number of agencies are actively involved in the higher education sector. One of the main actors is the National Agency for Higher Education (*Högskoleverket*, HsV), established in 1995. HsV contributes to the implementation of goals and guidelines for higher education and provides the government and parliament with a basis for decision-making. With respect to internationalisation HsV is the national agency for Socrates and the information office for other EU programmes. It is in charge of recognition of international higher education diplomas and is the national information office for NARIC (National Academic Recognition Information Centre) and ENIC (European Network of Information Centres), two networks for international cooperation. The National Admissions Office to Higher

Education (VHS) coordinates the admission of students and is funded by the institutions. The National Board of Student Aid administers various forms of study support for students in Higher Education.

Like in Norway the idea of development aid has played an important role with respect to the internationalisation of higher education. The Swedish International Development Agency (SIDA) has a long tradition of funding different activities at Swedish universities and colleges and supporting the development of higher education institutions in developing countries. They are currently funding Linnaeus-Palme, an international exchange programme for students and teachers aiming at strengthening cooperation between Swedish institutions and the developing world. The programme is administered by the International Programme Office for Education and Training.

The Swedish Institute (SI) is organised under the Ministry of Foreign Affairs. SI awards a large number of individual scholarships for long- and short-term study visits. They are also responsible for dissemination of information on the Swedish higher education system abroad through participation at conferences and the development and dissemination of printed and web based material. They have developed a web page aimed at international students who consider studying in Sweden, www.studyin.Sweden.se.

The Swedish Foundation for International Cooperation in Research and Higher Education (STINT) plays an important role with respect to the support of teacher exchange. The institutions are responsible for the courses and programmes offered, and the students may combine different courses into a degree, however, the Government has laid down which degrees may be awarded and the objectives for these degrees in the Degree Ordinance. Sweden has a system of credit points, one credit point being equivalent to one week of successful full-time study. One term is equal to 20 weeks, or 20 credit points. Courses vary in length, normally between 5 and 20 credit points. Exams may cover one or more credit points. One credit point in the Swedish system is equivalent to 1.5 credit points in the European Credit Transfer System (ECTS).

Degrees in under graduate education are divided into general degrees and professional degrees.

General degrees: University Diploma (*Högskoleexamen*) may be conferred on completion of appropriate studies of at least 80 credit points. A Bachelor's degree (*Kandidatexamen*) may be conferred on completion of studies of at least 120 credit points. In-depth studies

at the 60-credit level are required in the student's main subject as well as an independent thesis of at least 10 credit points.

Master's degree (*Magisterexamen*) There are two types of Master's degree, a *magisterexamen med ämnesbredd* is an option for those students who wish to add to previous academic work by pursuing studies within a different academic field, a *magisterexamen med ämnesdjup* allows students to build on previous academic work within their chosen area of study. To be eligible for this type of degree students must have completed studies in a relevant discipline. Both equal 160 credit points, or four years of study.

Professional degrees (*Yrkesexamina*). There are 50 professional degrees offered by Swedish higher education institutions. Some entitle the holder to practice professions requiring registration or special authorisation. Professional degrees may be awarded in such fields as law, social work, art, medicine, odontology, engineering, education, agriculture and forestry, and veterinary medicine.

6.2 Internationalisation

During the academic year of 2001/2002 27,500 Swedish students attended undergraduate studies abroad. Of these 4,500 went abroad within the framework of an exchange programme, 23,000 were free movers. The majority goes abroad for one or two semesters as part of a programme at a Swedish institution. The U.S.A. is the single largest country importer of Swedish students, though the majority of students choose European institutions. The United Kingdom, Spain, Australia and France receive around three quarters of all Swedish free movers. The number of students going to Scandinavia is also increasing, with a particularly large increase in the number that study in Denmark. Over half of all those who travel within an exchange programme, do so within the European Erasmus programme. Traditionally the number of Swedish exchange students have preceded the number of international exchange students coming to Sweden. This relationship changed however in 1998/99, one reason being that the number of Swedish exchange-students has declined. Currently the annual number of incoming students through exchange programmes is about 7000. The total number of international students in the institutions is approximately 13 000, but it is not know how many of these are free movers and how many might be immigrants (prop. 2001/02:15).

Internationalisation of higher education was high on the political agenda in Sweden during the 1970s, 80s and 90s. There were three main reasons behind this development:

- The expansion of Swedish companies abroad and the need for graduates who could fill important international positions
- A growing debate concerning the developing world and a promotion of active solidarity with non-industrialised countries and cultures.
- The political process to join the EU in the early 1990s.

The main rationales behind the internationalisation policies have since the 1970s been largely educational and cultural and in the 1990s also political with respect to Western European integration. Economic reasoning has been limited to the competitiveness of Swedish industry. Democratic and moral values have been emphasised in bilateral agreements with developing countries and ‘internationalisation at home’ and increased quality has been an increasing reason to participate in exchange programmes and develop English language programmes.

In the early 1990s the Swedish higher education system underwent a reform, decentralisation, quality control and accountability being central themes in this process and internationalisation being one rational behind it. As the process of decentralisation has continued the responsibility of internationalisation has shifted; from earmarked funds from the government to an activity expected to be prioritised by the individual institutions within the overall budget. The government thus played an active role in initiating activities, but is currently less active, believing that the institutions are in the best position to make strategic choices, ensure quality and to give advice to their outgoing students. Internationalisation is believed to be sufficiently high on the agenda within the higher education environment. There is however currently a national goal of increasing the number of incoming students and teachers to Sweden. A suggested number was 1000 annually over a five-year period, however, the government did not want to be too specific.

Student loans

Partly as a consequence of tuition fees in Europe, and a fear of academic isolation as study periods abroad for Swedish students was financially challenging, a system was introduced in 1989 that allowed Swedish students to take their student loans and spend them on approved studies abroad. The introduction of this system caused the number of Swedish exchange students to increase dramatically.

Exchange programmes

The EU exchange programmes have been important for the internationalisation of Swedish higher education institutions leading to the establishment of central international

offices at many institutions and adding a professional approach to international cooperation at others. The Erasmus programme has been the most prominent. It is believed that these programmes can be utilised even better. One aspect of these programmes is the teacher exchange. This has proved to be a challenge for a number of reasons and the government wish to look into how one can better cater for teacher exchange.

Several Swedish institutes offer scholarships to students for study periods abroad. This is seen as an important instrument for internationalisation and though the number of students that benefit from these might be limited in numbers they are believed to be extensive in importance. The Swedish exchange programme Linnaeus-Palme is seen as very important.

‘Internationalisation at home’ is one key reason behind Sweden’s internationalisation efforts. There has been an important increase in English language programmes at the institutions. One challenge Sweden is currently facing is that its degree structure differs from the 3+2+3 system that is currently spreading through Europe. Through the work with the Bologna process the government thus stresses the need for Diploma supplements and as of January 2003 this became compulsory. With respect to the opportunities the institutions have to employ foreign teachers it is not believed that this is utilised to a satisfactory extent and the institutions are encouraged to continue their work on this.

6.2.1 The International Programme Office

The participation of Swedish higher education institutions, academic staff and students in international activities is supported and stimulated by the International Programme Office. This office is a public entity that works on behalf of the Swedish Ministry of Education and Science, the Ministry of Industry, Employment and Communications, and the EU. An important task of the International Programme Office is related to student and staff exchange. In this area the Office is responsible for the large EU programmes Socrates and Leonardo. In addition it has the responsibility for many other international programmes, such as Alfa, and national programmes, such as Linnaeus-Palme. The Office also has an important task in spreading information about internationalization activities and possibilities, as well as about good practices in cross-border cooperation in higher education (www.programkontoret.se).

6.2.2 ‘New internationalisation’

The economic and competitive aspect of Swedish internationalisation policy has played a minor role compared to the educational aspects, however, Sweden is also observing the

international development of an international higher education market. In 2000 the Ministry of Education commissioned a report with the aim of looking into how the number of incoming international students to Sweden could be increased, especially with respect to students from countries outside of the European Union. The background was again a concern with respect to Swedish industry and economy and the increased need to recruit employees with a higher education degree profiling international qualities, increased international actors present at the institutions would maintain and improve the quality and relevance of Swedish higher education.

Tuition

One of the topics the commission looked into was the idea of tuition fees. Charging tuition fees to students from outside of the European Union was one of three suggestions on how to cover the increased cost of establishing and administrating English language programmes that would be attractive on the international market. This strategy would then preferably be combined with a number of scholarships. However, the government turned this suggestion down. It believed that to treat students differently depending on where they come from, that is charge tuition fees to some and not all, would be inappropriate and the effects unknown. It might also exclude a number of students from developing countries that have proven to be valuable at the institutions, since they in general are hard working and highly motivated. The administrative burden of trying to balance this with scholarships would also be expensive. Another reason was that this would place Sweden in a different position than the other Nordic countries and the number of students might actually decrease. This might change now that Denmark is implementing a similar strategy.

Marketing

Included in the strategy to increase the number of international students at Swedish institutions is a plan for a better coordinated recruitment of these students. Several actors have been involved in this through their responsibilities with exchange programmes etc. As indicated above in the proposition for 2001 the government decided to make the Swedish Institute (SI) the coordinator of this work. SI was already an important actor in this, and has recently set up a separate website as a support structure for the international recruitment efforts (www.studyinsweden.se). The government also emphasises the responsibility that the individual institutions have in actively promoting their programmes and strengths. SI supports the institutions in this work.

The Swedish government is of the opinion that higher education is a national matter and should not be included in the GATS agreement. Through the proposition of 2001/02:15 the institutions stand freer with respect to selling education internationally, that is take up

assignments from international actors or foreign ministries or organisation, however, GATS is not believed to add anything to the higher education environment.

Branching, franchising and commercial reasons for the export of education are overall rare. The Stockholm School of Economics (*Handelshögskolan i Stockholm*) has branches in Oslo, Helsinki and St. Petersburg, but this is mostly connected to their executive programme targeting leaders and key people at different levels within business and industry. Commissioned by the Ministry of Foreign Affairs they have also established a branch in Riga targeting students from the Baltic States. Stockholm School of Economics is a private institution.

6.2.3 The Bologna Process

Use of the Swedish credit point system is mandatory throughout the higher education system. One credit in the Swedish system is equivalent to 1.5 credits in the European Credit Transfer System.

To improve international ‘transparency’ and facilitate academic and professional recognition of qualifications, a Diploma Supplement (in English) has been issued for all graduates from Swedish institutions since 1 January 2003.

Since January 2001, quality assessment has been carried out more regularly by the National Agency for Higher Education and covers all subjects and programmes. The Agency is a member of the European Network for Quality Assurance in Higher Education (ENQA). A Nordic Network of Quality Assurance Agencies is also increasingly cooperating in quality issues with stakeholders, institutions and students.

Swedish higher education institutions have a long tradition of offering their courses and programmes to adults. Several new measures to support lifelong learning were introduced in 2002:

- In January 2002, a new, more professionally oriented Master’s degree (*Magisterexamen med ämnesbredd*) was introduced for students wishing to extend their knowledge possibly to a new field, rather than continuing to specialise in a single area of study. The course corresponds to at least 40 credits, and is open to those who already have a degree comprising at least 120 credits. The new degree will contribute significantly to lifelong learning by making it attractive for those in employment to return to higher education.
- In March 2002, the Swedish Net University, which coordinates and markets distance learning via networks of universities and university colleges, was established.

- New rules on admissions criteria clarify the responsibilities of higher education in examining whether applicants who lack formal qualifications have acquired the knowledge necessary for admission outside the formal education system. These new rules are being applied for the first time in selection for the 2003 autumn term.

The Swedish Ministry of Education has published March 2004 a Factsheet reporting on the recommendations of a working group that was appointed at the Swedish Ministry of Education and Science April 2002, with the task of reviewing certain issues related to degrees awarded by higher education institutions. The review was called for mainly as a consequence of developments within the Bologna Process for higher education and of national developments during the past ten years.

(see: http://utbildning.regeringen.se/inenglish/pdf/u04_005bologna.pdf)

6.2.4 Nordic cooperation

Nordic cooperation within higher education is valued and seen as important. It is believed to strengthen the individual institutions and ensure quality and the survival of minor fields. It is also seen as important because of the mobility within the labour market. Cooperation at a political level is also seen as important, and informal, biannual meetings between representatives from the ministries of all Nordic countries are seen as having great value. Nordic cooperation is on the agenda at the governmental level in Sweden, but is less prominent at the institutional level. The Ministry has no special instruments designed to promote Nordic cooperation, but sees Nordplus as a valuable activity and a programme that could be better utilised. Sweden is an importer of Nordic students

In addition to the political agreements between the Nordic countries that has preceded the current development in Europe, Nordic students competing on the same level as the national students and the recognition of certain professional degrees etc. One suggestion now is that the Nordic countries draw the advantage of their similarities and undertake a coordinated, joint effort to attract students outside of Europe.

Some Swedish institutions have joined consortia and developed joint programmes with other institutions, amongst other places in the other Nordic countries like NOVA university and Øresund University. Sweden has, however, not developed a national framework for these efforts.

6.3 Case Institution 1: Södertörn University College

6.3.1 Background information

Södertörn University College is a young college, established in 1997. It is situated south of Stockholm in an area where the average level of tertiary education amongst the population has been low, and where there is a majority of immigrant families. One of the rationales behind its establishment was that the government wanted to increase the recruitment of students from this area to higher education.

The college offers courses within humanistic, social and natural sciences and teacher education. The students may enrol for complete programmes or for single courses of five weeks or longer. Degrees are offered up to the level of PhD. Introductory courses are offered on a basic level to provide students with a low level of prior knowledge to enrol. Södertörn University College is also involved in research. In 2002 the college handed in an application to become a university and they were at the time of this case study eagerly awaiting the result of their application.

The main profile of the college is to be multi-disciplinary, multicultural and humanitarian (*medborgerlig*). The main aim is to conduct basic and applied research, provide education on a scientific basis and cooperate with and support the local environment and society at large.

Södertörn University College has a special focus on research that deals with multiculturalism and/or that is directed towards the Baltic area and Central and Eastern Europe. The aim is to become an international centre of research within these two areas. The college also draws from the advantage of being next door neighbour to the Karolinska Instituttt with respect to research and education related to the medical field.

There are about 8,000 students enrolled at Södertörn University College. The majority attends courses in Humanities or Social Sciences.

6.3.2 Institutional strategy with respect to internationalisation

To create an international college was one of the priorities during the development of Södertörn University College. Both with respect to the focus on multiculturalism, but also with respect to an intensive activity to establish exchange agreements with foreign universities and colleges even before the study plans were complete and the college had opened. The aim was to be able to offer all students an opportunity to go abroad as part of

their degree. The effort was successful and upon the opening of the college there were already several exchange agreements in place.

In 2002 the college decided to evaluate what was referred to as the “internationalisation at home”. The reason for this was that the general number of Swedish exchange students had decreased, which was also the case for Södertörn University College. Through an examination of the study plans for 8 of the programmes at the college, interviews with some of the teachers and students, the Council for Internationalisation wanted to get an overview of the international activities. The result of this evaluation was not as positive as hoped for and the college was at the time of this case study working on the development of an institutional internationalisation strategy for the period of 2004-2006.

Internationalisation has in practise been interpreted as student mobility. Internationalisation is to bring in perspectives in the academic activity that are not automatically present, especially trans-national networks and international communication.

The aim is for the students to be able to relate to and participate in an international setting.

Instruments

The conclusion of the study conducted by the council was that the focus on internationalisation in the study plans is limited. There are no specific goals with respect to internationalisation, no specific aims with respect to student mobility and no indication that the students might be educated for an international labour market. There is no structural integration of exchange students or systematised organisation in groups to mix Swedish and international students. As a consequence of the multi disciplinary teaching approach at the college, foreign languages are an integrated part of study programmes outside of the humanistic strands however. Having a multicultural student body was seen as an advantage by some of the teachers within the social sciences. The study boards will be asked to increase the focus on international issues and emphasise this in the study plan.

The college has Erasmus agreements with 58 institutions in 17 countries, two of them Nordic (Finland and Norway). They also have bilateral agreements with Argentina, Mexico, Japan, Switzerland Korea and the USA, and a bilateral agreement with South Africa through the Linnaeus-Palme programme. The exchange programmes were seen as an advantage for the students both because of the scholarship provided and the organisation structure they travelled within. However, availability of student housing

limits the number of foreign exchange students the college can receive. Today they receive about 100 students each semester, and they send out a few more, the majority within Erasmus and Tempus. A general aim was that all students should have the opportunity to spend one or two semesters abroad. The college was expanding its portfolio of cooperating institutions outside of Europe to increase the number of mobile students. Södertörn UC was affected by the general decrease in the number of mobile students. This was believed to be influenced by, amongst other things, cheaper airline tickets and a student body that already travelled extensively during their vacations, as well as the fact that a number of the students at the college were from a multicultural background and did not see the need to internationalise. There seemed to be some insecurity with respect to the latter argument, some believing that this played a role, others that it did not.

The future strategy will probably include increased information to the students and eased procedures to include external credits in a degree. The council also suggested that courses in spoken and written English were offered to the students. It was also suggested that the students were offered the opportunity of internships abroad. There was currently no strategy with respect to when the students ought to go abroad, but the third or fourth year of studies was suggested. It was also emphasised that the quality of the exchange was important. There also has to be a balance between incoming and outgoing students. The students also have an opportunity to go abroad to gather information for their thesis.

No complete programmes are offered in English, but there are about 20 English language courses of various lengths. This is seen by the college as too limited with respect to the recruitment of incoming exchange students. There was some hesitation both from the teachers and the Swedish students in using English as a language of instruction in a Swedish setting. Support would, however, be given to develop more courses in English and an institutional goal was set that each teaching programme should include one or two courses in English. The college also planned to support the development of joint programmes and degrees and joint lectures using the opportunities within ICT. The latter was mentioned as a tool for those students that did not want to, or did not have the opportunity to go abroad. It was believed that the college could do more with respect to 'Internationalisation at Home'. The teaching tradition in Sweden, with an emphasis on independent work was seen as challenging for some international students.

Teachers are seen as a vital tool with respect to internationalisation. Limited resources and time were seen as the main reason why internationalisation was not higher on their agenda. There was also limited knowledge amongst the teachers about the activities of the international office and the council for internationalisation. There is a small group of

individuals that is very active, and the number of mobile teachers in the natural sciences is greater than in the humanistic and social sciences. In the future the college plans to offer courses in English for their teachers. They also wish to improve the routines and organisational structure with respect to teacher mobility and the reception of guest lecturers. Internationalisation is in general seen as important by the teachers.

From the staff and student perspective important external actors with respect to internationalisation were seen to be the International Programme Office, the government through the Linnaeus Palme Programme and through the control of the institutions, the National Agency for Higher Education, and the EU through its exchange programmes.

6.3.3 Nordic dimension vs European dimension

The geographical emphasis of Södertörn University College is the Baltic area and Central and Eastern Europe. This has for the most part been on the research side. With respect to student exchange it has proved to be difficult to motivate students to travel to these areas, however, those that have gone have been very satisfied with their stay. The council wishes to look into additional funding schemes for students from these areas to come to Södertörn University College.

For the period of 2002-2004 the Council for Internationalisation also wanted to increase the number of exchange agreements in three areas. For 2002 the focus was Australia, New Zealand and Canada as these are the countries students would like to travel to, for 2003 the focus was Latin America as Spanish is a language studied by many of the students, and for 2004 the focus will be South-East Asia.

Nordic exchange and cooperation have been fairly limited from the start and have never been prioritised with respect to student exchange. It is hard to motivate the students to travel to any of the Nordic countries as it is seen as 'too similar'. The students were also believed to prioritise countries that could offer an 'international language', that is English, German, French or Spanish, good beaches and good weather. The college has no Nordplus agreements. Based on the similarities Nordic institutions were seen as good partners in a joint programme, however no concrete plans had yet been made. They were also seen as good partners in projects that were directed towards other parts of the world, like the Baltic States and the former Soviet Union.

The Nordic Council of Ministers (NCM) was not seen as visible as it could have, with respect to drawing attention to the Nordplus programme. It was suggested that the NCM should initiate a seminar with a focus on similarities and differences between the Nordic

countries and their educational systems. A few projects with the aim of drawing attention to Stockholm as an attractive area for exchange students and academics were seen as a potential Nordic model where students or researchers respectively were invited for seminars or social gatherings. One aim of this was to create a good relationship between Stockholm and potential ambassadors abroad.

Nordic cooperation in research was seen as more natural, as the aim is more academically motivated, rather than social and cultural. With respect to the evaluation of PhD theses, for example, the existence of a Nordic language community was seen as advantageous.

6.3.4 Internal organisation

From the initiation of the college there has been a group for international questions. The main activities of this group were to initiate exchange agreements with foreign institutions, mainly in Europe. In 2001 the Council for Internationalisation replaced this group. The council consists of a chairperson appointed by the Rector, four teachers, two students and one PhD student. The council is elected for a period of three years at the time. The main responsibility of the council is to:

- Suggest an internationalisation policy and strategy
- Be responsible for student exchange with other countries
- Promote teacher exchange
- Suggest an annual budget for internationalisation
- In cooperation with the research committee and the study boards work towards successful applications for funds from international organisations, like the EU.

Södertörn University College also has an International Office. This office is in charge of the administration of exchange agreements, informing the students of exchange opportunities, support incoming and outgoing students etc. In the future they also plan to have an international contact person at each of the departments. This has not been implemented yet because the organisation is too young.

6.3.5 Cooperation versus competition

Södertörn University College does compete with other Swedish institutions for students, but the competition is limited. Competition is academically rather than commercially with the college's competitive position based on pedagogical and academic advantages: the multidisciplinary programmes, etc. Internationalisation was also seen as a competitive advantage. With respect to the application to become a university the college does compete with a number of other colleges in Sweden.

The Bologna process was not seen as overly central with respect to eased international cooperation. It was seen as important with respect to the transparency of quality. However, the Swedish government was also seen as slightly rigid. The ECTS system has been implemented to a certain degree in addition to the Swedish merit system.

The college had not developed any courses with the aim of exporting or selling education. The lack of a 'good, old reputation' was seen as a limiting factor by some.

The impression is that the college's student body is rather traditional with respect to international study behaviour, amongst other things, as a result of the multicultural backgrounds of many of the students. However, no investigation has been conducted into this issue.

6.3.6 Department of Political Science

The programme in political science is one of the more international programmes at Södertörn University College. The teachers come from a number of different countries, Sweden, Norway, Finland, Iceland, the Baltic countries and the USA. The field of political science is seen as an international field to the same extent as the natural sciences, and is thus an advantage with respect to the internationalisation of the courses they offer. The three main foci of the department are international relations, democracy and the relationship between state, market and social welfare. 14 courses are taught in English at the intermediate level. Some of these courses have been especially developed for exchange students, like 'Nordic Politics' and 'Democracy the Swedish Way'. The students also study a language. About 20-40 students travel as exchange students. Some of the students have families and that limits their mobility. The support that is received through the international office is seen as very important. The department does not have enough resources to spread enough information. The availability of information is seen as important to motivate the students to travel. Working with internationalisation is to a certain degree seen as stealing time from research. However, the possibility to teach the same courses at the college as during a stay at a foreign institution is seen as very attractive.

The programme has a number of exchange agreements with different European institutions as well as with institutions in South Korea, Japan, Argentina, Mexico, Malaysia and South Africa. They have one agreement with a Nordic institution: Agder University College in Norway. Norwegian literature is included in the curriculum, though the students dislike this, saying it is difficult to understand. It is however believed to be important for their future employment that they have some Nordic experience. The

general knowledge about the neighbouring countries is seen to be too low. Nordic cooperation is otherwise at times seen as an obvious matter and thus not taken into consideration separately.

With respect to Nordic cooperation it is believed to increase teacher exchange if it can be connected to research. The information to the student is also too limited. Most Swedish students do not know that Norwegian Political Science, for example, is of a high international standard. They tend to know more about the educational institutions in England and American than institutions in Norway and Denmark.

6.3.7 Conclusions

Internationalisation at Södertörn University College has been a very much centralised-driven process. They are currently working on internalise this also on the departmental level.

The focus on Nordic cooperation is limited and there are no plans to increase their activities with respect to the Nordic countries.

6.4 Case Institution 2: Linköping University

6.4.1 Background information

Linköping University was initially founded as an independent college. In 1975 the institution officially became a university. Linköping University is situated just outside of Linköping, the fifth largest city in Sweden. The University is organised into three faculties: The Faculty of Arts and Sciences, the Faculty of Health Sciences and the Institute of Technology and a section for teacher education and research.

Three of the institutional aims stated in the strategic plan are:

- To offer the students of the university a high quality academic education that is developed for the individual and that responds to society's need of advanced proficiency and leadership.
- To engage in discipline-based and multidisciplinary in the national and international front of research, and be the leading edge in special areas.
- To engage in high quality and internationally reputed education and research that is of use to the public sector and industry, as well as being a driver of the regional development.

In 2002 24,573 students were enrolled at Linköping University. The same year the university had 3,255 employees. The university is what they in Sweden refer to as a programme university.

Degrees awarded by the university are University Diploma after two years of studies, a Bachelor of Arts/ Science /Social Sciences on the completion of three years of studies and Master degrees on the completion of four years of studies with an in depth study of two years and an independent degree project of at least on semesters work. The university also awards professional degrees in Psychology, Medicine, Engineering and Education.

6.5 Institutional strategy with respect to internationalisation

Nature of/ interpretation of internationalisation

In the strategic vision of Linköping University the university states that it strives to “combine an interactive openness towards society with well-reputed and high-class international education and research.” This is stated to reflect the value the university places on partnering with its international community. They describe internationalisation as an integral part of the university activity, a natural part of each faculty and research group. As part of the strategic goals for education the university aim to adapt courses to facilitate student exchange and in the long run “plan for education convergence with European higher education.” All in all Linköping University has links to over 300 partner universities in more than 50 countries around the world with respect to research, education, industry and administration.

Instruments

One of the main instruments of internationalisation, one that has resulted in other instruments being developed, is student mobility. Linköping University has exchange agreements with 300 universities in 52 countries. In 2001/02 498 students at the university spent a period abroad as an exchange student, and 632 international students came to Linköping. The majority of the students go to Europe, and choose to travel in their third or fourth year of studies. In 2002/01 352 students went abroad within the Socrates/ Erasmus programme, and 402 students came to Linköping. This is an increase from the year before. However, the university has noticed a stagnation of the number of Swedish students that choose a study period abroad, and between 2000 and 2001 the total number of outgoing student decreased from 623 to 498. Some of the employees though this was a result of an increase of Swedish free movers that transferred their credits upon return to a Swedish institution, no data on this had yet been gathered, others believed that

Swedish students were already well travelled and chose to concentrate on academics rather than adventure when they enrolled in higher education. Irrespective of this Linköping University is the most active Swedish institutions with respect to the number of student exchange and grants for European educational co-operation (EPS). The institutional aim is to increase the number of mobile students linked to the university. In addition to Erasmus, Linköping University is also increasing its participation in Leonardo, encouraging its students to take internships abroad. Linköping University is a member of 3 Nordplus networks and the coordinator of one.

With respect to teacher mobility, the university sees a potential for growth. In 2001/02 19 Linköping University teachers spent a period longer than 1 month abroad, and 47 teachers came to Linköping. It is believed that teacher mobility works as a catalyst for student mobility. They have decided upon the following strategy for increasing teacher participation in the mobility programmes:

- Early dissemination of information
- Timely planning
- Increased level of support
- Giving credit to teachers that have been on exchange
- Increased focus on teachers that do not normally travel

One reason why Linköping University can welcome all its international students is its English language programmes. The university offers 20 different English language master programmes of 1-1 ½ years duration. The students are awarded a Swedish master degree. In addition, there are several Bachelor of Science degrees offered, and an intensive course in Swedish. They plan to further develop their portfolio of English language programmes. 6 programmes are also developed with a compulsory study period abroad.

Linköping University is participating in pilot projects within the new concept of Erasmus World, the aim being to attract more students from developing countries and also open up the study opportunities for their Swedish students. The Socrates programme is also used to coordinate curriculum development and integrated projects.

Organisation/Institutionalisation.

Centrally the main tasks with respect to internationalisation are placed at the International Secretariat (IS), who report to the Rector. The International Secretariat provides the overall coordination of the university's international activity. They are responsible for the

university contact with Brussels, both with respect to exchange programmes and research funding, for international activities within undergraduate and graduate education, support of the academic staff with respect to EU's 6th Framework Programme. Each Faculty has an International Faculty Coordinator who reports directly to the faculty dean. These officers coordinate international faculty-specific activities in the area of student and staff mobility, e.g. the writing of exchange agreements, the admission of incoming students, the administration of English language programmes etc. The Student Affairs' Division is responsible for the reception of international students, dissemination of information, assistance with respect to housing and social arrangements. The Information Office is responsible for the recruitment of students through the English language web page and brochures in English, as well as the production of ECTS information packages and information for international use. This organizational structure is believed to enhance the quality of the international cooperation. The university is to implement formalised procedures for decentralized management of mobility and specially designed data bases for the management of exchange programmes and support of the administrative processes.

One strong aspect the university emphasises is the student support structure. Incoming students are received upon arrival, they are assisted with respect to student housing, provided with an information programme in connection with the start of the semester, there is a buddy system in place, host families, an Erasmus network that organises social gatherings etc. A lot of resources are placed on this system. Systems similar to this are becoming normal at larger higher education institutions in the Scandinavian countries. Unique to the case institutions in this study, however, is a database system called the Study Abroad Support System (STARS). This is a database developed by Linköping University, Lund University and the International Programme Office for Education. It is a database of reports from former exchange students that potential exchange students can utilise when planning their study period abroad. In 2002 ten universities had chosen to use this system as a student feedback, quality and statistical tool. The university is further developing this system. There are also several workshops and seminars that are organised with the aim of increasing student mobility, like "Study and work abroad", which is a theme day for first-year students intended to inspire them to go abroad, and "Ambassador's day", which is a day to prepare the outgoing students to become good ambassadors for the university at their host institution. Unique to this study is also a planned alumni database modification that will enable students to seek former Erasmus students for industrial contacts. The idea is that participation in the Erasmus programme will serve as an additional merit with respect to future employment, and that contact with former Linköping students will assist students in attaining internships and jobs.

Goals and Outcomes

The aim of internationalisation is to increase cultural understanding, to educate internationally qualified graduates, as well as to respond to external influences. Students and teacher exchange are believed to increase the quality of the educational programmes. Factors that are suggested to hamper internationalisation are national policies, such as the one found in Australia where students are seen as a source of income combined with Australian students being less motivated to go abroad. Exchange agreements are thus hard to establish and maintain.

6.5.1 Nordic dimension vs. European dimension

Europe plays a central role with respect to the international cooperation of Linköping University. The university actively participates in the Socrates programme and is the most active institution in Sweden with respect to number of student exchanges and grants for European educational cooperation (EPS draft). Linköping University is also a participant in the pilot projects within the new concept of Erasmus World. The university also has a large number of agreements with countries outside of Europe and cooperation in programmes and networks such as IROBALT, a network that contributes to the further development of contacts in the Baltic Sea region. Linköping University cooperates with universities in Armenia, Georgia, Moldova, Ukraine and White Russia. Participation in the Linnaeus-Palme programme has resulted in cooperation with a number of institutions in Asia, Africa and Latin America. The university has a global commitment to integrated projects and curriculum development. Nordic cooperation is not mentioned specifically in the strategy for international cooperation outlined in the EPS. The university is currently aiming at Asia and leading American universities and the Baltic countries. In general it seems that at the start of the student mobility in the 1970s, the USA was the focus of Linköping University and universities with Swedish as a university subject in the USA were contacted. In the 1980s with the development of the EU programmes the focus shifted to Europe, and in the 1990s the focus broadened to become more global.

The Nordplus programme is in general seen as a good and important programme. Linköping University is the coordinator of one network, the Norek network, and participates in three. Some employees, however, believed that Nordic cooperation was of less interest. Any value would lie in academic quality and relevance. Others believed that one reason why Nordic cooperation was not specified stronger was the increased amount of information available about the Erasmus programme and the innovative developments within the EU programmes. The Nordplus programme was more static and thus was seen as a matter of course. “The Nordic region is forgotten, it is too close” was an impression given by a number of the interviewees.

6.5.2 Cooperation versus competition

As part of the strategic plan and the university's role in society it is stated:

“Regionally, nationally and internationally to promote and inform about university activities through electronic forms of communication.” Meant here is the university's web page. A further development of the English web pages is planned and assisted through scheduled meetings with the web group.

Students are used actively to promote student mobility. Incoming students are recruited through the web page. The university wishes to utilise the Leonardo programme better.

The discussion around WTO and GATS is not high on the institutional agenda. The university is involved in web based distance education, but feels that they in this compete with regional colleges that can offer programmes closer to where the students live. Linköping University has not established any branches abroad, but is involved in the creation of a joint master programme which currently is running on a Nordic level.

6.6 Departmental information

6.6.1 Institute of Technology

The Institute of Technology at Linköping University offers programmes in engineering, biology, chemistry, computer science, physics and mathematics. It places pride in offering multidisciplinary programmes developed to suit industrial demand. The Institute is divided into nine multidisciplinary departments. The educational profile is composed of 26 study programmes, 19 of which lead to the Swedish equivalent of a Master of Science degree and seven of which lead to a Bachelor of Science degree with a major in Engineering. The institute also offers five Master Programmes in English:

- Communication and Interactivity
- Manufacturing Management
- Materials Physics and Nanotechnology
- Socware - Integrated Systems for Communication and Media
- The Traffic Environment and Safety Management
- Applied Biology

Each programme encompasses one and a half to two years.

The institute is Sweden's leading academic institution in information technology. There is a close cooperation with industry both in education and research. Industry is also represented in the Faculty Board that decides amongst other things on the Faculty strategy. Through an EU programme university cooperation with the regional industry as increased in extent and importance.

In 2001/02 209 of the students at the institute spent a period abroad and 317 international students spent a period at the institute. Approximately 9,900 students are enrolled at the institute. The students travelled within the international exchange programmes Erasmus, Linneaus-Palme or the Institute's own exchange programmes: 'Fourth Study Year Abroad' and 'Exam cooperation in the Far East.' No students travelled within the Nortek network. Over a period of 5 years, however, the Institute of Technology has received 17 students through this network and sent 2. Through this network the Institute has cooperated with all technical colleges in the Nordic countries. In this same period (5 years) the total number of outgoing exchange students has grown with 50, the number of incoming students has increased with almost 200.

The aim of the international programmes is to educate internationally qualified graduates. The general impression is that the Institute has been proactive with respect to internationalisation, and that though external support has been important to increase the activity, the most important influence and promotion has come internally from the institute.

The general impression is that though the financial system with respect to Nordic exchange is good, the North is not seen as exciting enough, by the students or the employees. The influence the employees have with respect to where student choose to go is recognised and it is believed that an increased awareness of the possibilities within the North amongst the employees would be beneficial. The EU programmes are more visible. The flow of information from the EU practically 'marginalises' the Nordic alternative. Nordic cooperation is also affected by the fact that to some extent Europe is becoming less interesting as well in comparison to the rest of the world.

Nordic cooperation was seen as a tool for joint programmes that might attract international students from the rest of the world. With respect to traditional Nordic student mobility it was by some employees seen as not very important as the countries are too similar. It could be of importance with respect to cooperation within high quality research areas. The institute focus with respect to internationalisation is on the EU, Japan, the USA, Australia and perhaps China and Russia.

Two of the Swedish language programmes at the Institute have a compulsory year abroad and compulsory credits in language and culture, the programme in “Industrial Economy” and “Technical Physics and Electronics”. These two programmes have a duration of four and a half to five years and lead up to a Master of Science degree. The students spend the first two years in Sweden where language and culture is an integrated part of the course. The programme in Industrial Economy offers four different linguistic foci: German, French, Japanese and Spanish, the programme in Technical Physics and Electronics offers two strands, German and French. The third year the students spend in the country of which they have studied the language, at a partner institution, before they return to Linköping to complete the programme. These two programmes are popular programmes, giving the institute an advantage with respect to the competition for Swedish students.

The Institute has engaged in student exchange for over 30 years, but it definitely saw an increase in the activity with the development of the Socrates/Erasmus programme. Financially the Institute prioritises internationalisation; one of the unique arrangements it can offer is two exclusive scholarships to attend Stanford University in the USA. This is one instrument to keep up a good reputation for the Institute. To attract Australian students they also offer scholarships, the aim is to attract 18 Australian students per year. Money is also set aside to develop new international programmes. The institute also participated in a pilot project on the implementation of ECTS and is comparably ahead on the implementation of this system in Sweden.

The Institute of Technology has an international group consisting of four employees in the administration that deals with information and student support, in addition to the employees at the different departments that deal with the international programmes and that meet regularly during the semester.

Teacher mobility is an area that can be further developed, also at the Institute for Technology. It is seen as important amongst other things because the teachers stay in the system, whilst the students leave after a few years. It is believed that better routines have to be implemented. Initiators and people on fire for an idea are important for developing new programmes and activities, but institutionalisation and good routines are seen as important if what has been initiated is to continue. To motivate teachers to be mobile and to develop international programmes, courses in English are organised. Long term planning is seen as important, as well as to be pro-active. Time is seen as the most restrictive resource when it comes to teacher mobility. The research-related mobility is, however, regarded to be good.

An advantage with the programmes at the Institute is seen to be the long duration of most of the programmes. This makes it easier to plan for student mobility. The general idea is to develop international programmes within areas where the institute is leading research wise.

International students are recruited through brochures sent to partner institutions, and through visits to partner institutions by employees. The institute is involved in distance education, though on a small scale and international students are not a target group. They do not have any branches in other countries. Globalisation and the development of a global labour market are seen as promoting the internationalisation of the institute. The Swedish climate and language are seen as factors preventing international students to come. International programmes are also expensive to develop and the introduction of tuition fees was by some employees seen as one way to promote internationalisation, especially with respect to Asian students.

The students that chose to go to the Nordic countries most often had a connection there already, family or a boy or girl friend. It is also important to note that the Nordic free movers are not accounted for as they enrol on the same level as the Swedish students. Thus the number of Nordic mobility is most likely larger than the mobility within the Nordplus programme. Promoting Nordic cooperation is high quality, and long term research projects that students could participate in.

The general impression amongst the employees was that the Institute is fairly good with respect to student mobility. With respect to internationalisation at home, there were certain improvements to be made. The international teachers, researchers and PhD students could be utilised even better. They do as of yet not experience any competition from abroad, but from the other technical colleges in Sweden. The international programmes are seen as a competitive advantage to attract Swedish students. It is important that the dean and the board place internationalisation central on the agenda.

6.6.2 Faculty of Arts and Sciences

Approximately 11,000 students are enrolled at the Faculty of Arts and Sciences, this makes it the largest Faculty at Linköping university. The faculty offers interdisciplinary programmes and single subject courses in areas such as business administration, humanities, behavioural and social sciences, environmental studies, and teacher training.

The goals of the internationalisation of the Faculty are to:

- Position the Faculty in an international scientific context.

- Increase the quality of education and research.
- Educate students for an employment market characterised by international cooperation.
- Increase the competitiveness of the Faculty amongst Swedish students.
- Recruit international students and teachers to create an international campus.

Since the 1970s the Faculty has offered a course in Scandinavian Area Studies aimed at recruiting American Swedish-students. Today this course recruits students also from Europe and the Baltic states. Student mobility has been a priority at the F during the 1980s and 1990s. The introduction of Socrates/Erasmus in 1992, and the national student loan policy of allowing Swedish students to take their student loans with them abroad, facilitated for increased students mobility. Today the Faculty has 259 exchange places within the Erasmus programme, and bilateral agreements with institutions in the USA, Canada, Australia, Asia, Africa and South America.

The Socrates programme has played an important role for the internationalisation of the faculty, and the number of exchange places applied for has increased continuously. However, there has been a stagnation/decrease in the number of Swedish exchange students, and all places are not utilised. The Faculty aims at changing this through increased information to the students.

The focus on student mobility has lead to a Faculty policy of developing international programmes to recruit students. With the increase in English language courses there has been a distinct increase in international applicants. The first English language course was offered in 1993. The faculty offers today 12 English language Master programmes. These have been developed over the last few years, prompted by financial support from the faculty. The aim is to link the internationalisation of research to the internationalisation of education, thus programmes and courses are developed on a master or bachelor level. Some of the English language programmes are linked to European networks, like a programme in European Master of Law and Economics, coordinated by the University of Rotterdam' the development having been supported by the Socrates programme. A few joint degrees are being developed, and also a distance education programme in Adult education and Global Change with universities in Australia, South Africa and Canada.

The Faculty policy is also to let the Swedish language programmes be influenced by internationalisation. It is believed that cooperation with other institutions can lead to the development of new programmes inspired by their partners, can influence the pedagogy of the teachers and also the regional university – society/industry cooperation.

Geographically the focus of the Faculty is geared towards Europe and the countries included in the Socrates programme, and developing countries where cooperation is supported by SIDA through the Linnaeus – Palme programme and Project 3 V. The North is not mentioned specifically and the Faculty does not have a specific policy geared towards Nordic cooperation, even though they offer a joint Nordic master programme as described below.

With respect to cooperation programmes the increase in student mobility in the teacher's education is a Faculty aim, and the intention is to increase the use of the Comenius programme.

In addition to the presence of international students at the Faculty, and teacher and research mobility, ICT is believed to contribute to internationalisation at home, though the internet, video conferences and so on. With respect to teacher mobility it is believed that this is an area that can be improved. Courses in English are offered to teachers that would like to teach in English, and also to the administration to increase their qualifications. In addition to the financial support given to teachers to develop international courses and programmes, the Faculty also supports teacher mobility.

The Faculty has a strategy for internationalisation that requires each study board to develop an internationalisation strategy for their discipline/subject. Internationalisation is organised in a decentralised way at the different departments, but strategic choices are made by the Faculty Board and there are two people employed to deal with student mobility. Thus the teachers are rather autonomous actors. In addition to the salaries of employees involved in international programmes, funds are set aside for strategic internationalisation. Nothing is earmarked for Nordic cooperation though. Financial support is granted to those teachers that would like to develop English language programmes. This has resulted in a rapid development of several programmes.

The Faculty does provide a course in intercultural pedagogy in Latin America. The drive behind this is academic and not financial. In addition to the Nordic programme described below, the Faculty also offers a double degree with a French university.

It is seen as important to provide the students with skills and knowledge to move within an international community. It is a Faculty goal that 10 credits in all programmes should be taught in English.

The most important driver of internationalisation was seen as the internal international aspect of research and knowledge. External economic and political developments have thus supported this through exchange programmes, etc.

Nordic cooperation is seen as an opportunity for more students to travel, especially those that otherwise might not have gone somewhere. A transparency of systems was seen as more important than a harmonisation. It was important for the students to receive full credits for the period they had spent abroad.

The national funding scheme was seen as important with respect to internationalisation. Internationalisation would be greatly hampered if it became a financial burden.

The Faculty has about 80 exchange agreements with universities in 22 countries.

Master of Arts in Applied Ethics – A Nordic Programme in a European Framework.

This is a one-year joint programme between Linköping University, the University of Bergen (Norway) and the University of Aarhus (Denmark). The students attend classes at any of these universities, but may also attend classes or be supervised at 6 other European universities. It is a one year programme of 60 ECTS. The students are awarded a degree from Linköping University, thus it is not currently a joint degree. The programme development started out as a European cooperation supported by Socrates funding, but throughout the planning the partners came to the conclusion that the Nordic part of the programme could be implemented before the complete European programme was developed. The programme recruits bachelor graduates in ethics, as well as people from the labour market. Students are also recruited from all over the world, e.g. Africa, the USA, Germany and the Baltic States are currently represented amongst the student population. The students are recruited through a web page and brochures. The brochures were produced thanks to funding from the Nordplus programme. This programme also funded teacher mobility and joint meetings. One economic factor that hampered the programme was the lack of funding for non-European students to travel.

One experience with respect to the development of this programme was the fact that different emphasis was placed on diplomas and examinations. In Denmark this difference is important with the presence of an external examiner during an examination, whilst this is less important in Sweden. Thus though a Swedish diploma is issued, the Danish form of examination is used. The teachers also found that their pedagogy was influenced by their Nordic colleagues. Though the language of instruction in this programme is English, it was seen as an advantage that the teachers could speak their mother tongue when they

met. It was also believed that a common Nordic rationale or way of thinking eased the cooperation. In the programme Nordic aspects of ethics were discussed and compared to for example American ethics, the Nordic welfare state etc.

The teachers in this programme see the Bologna process with a harmonisation of the degree structure as important. This institutionalisation of internationalisation was also seen as a support and facilitator, though certain bureaucratic factors were found to hamper the development. The programme had been supported internally at the university, which was seen as very important.

The focus in the next four year period for the Faculty is to continue the emphasis on students and teacher mobility, an active participation in projects aimed at developing new programmes and modules, increase support to the departmental internationalisation coordinators. The budget includes financial support to projects that have received external funding from the EU etc, and to support teacher mobility. It is seen as important that teachers from the partner universities are present at the university and interact with the students. The development of long distance education will continue (Master programme in Child studies). Work with recognition of foreign degrees and credits and ECTS will continue.

6.6.3 Conclusions

Linköping University is an active institution with respect to internationalisation. The focus is on student mobility, an activity that has led to the development of several international programmes, both English language programmes and Swedish language programmes with compulsory stays abroad and language and culture as an integrated part of engineering programmes. Nordic cooperation is not particularly high on the agenda, even though the university is the coordinator of a Nordplus network. New internationalisation is not particularly promoted either, though some actors at the university were in favour of the introduction of tuition fees. The Nordic joint programme at the Faculty of Arts and Sciences is an interesting one, and a model that several of the interviewees not only in Sweden have seen as favourable with respect to Nordic cooperation. The fact that this programme grew out of a European network because Nordic cooperation was seen as easier than European cooperation is also interesting, though not dramatic to note.

6.6.4 Summary of case

The two case studies included in this Swedish part of the study are both active institutions with respect to participation in exchange programmes and bilateral agreements.

Linköping University has had internationalisation on the agenda since the 1980s and have administrative staff both at the central and faculty level reserved for internationalisation. Södertörn College is a fairly young institution situated on the outskirts of Stockholm, established to attract students from the larger immigrant communities that are situated there. Internationalisation has been high on the agenda since the establishment of the institution with high targets for student exchange and foreign languages included also in non-humanistic tracks. Cooperation, established programmes and bilateral agreements play a much higher role with respect to internationalisation at both institutions than competition. The experience of international competition for students at both institutions is limited. Södertörn College had at the time of data gathering applied to become a university and a certain national competition with other Swedish colleges in the same position could be sensed. At Linköping University there was a difference between the faculties, the institute of technology being more geared towards a competitive international market, than the Faculty of Philosophy.

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Information on Södertörn University College gathered through:

Interviews conducted January 2003 with:

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Jan Böhme, Chair of the Council for Internationalisation, Professor of Molecular Biology

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Information with respect to Linköping University was gathered through:

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Various brochures produced by Linköping University

www.liu.se