

DENMARK UNLIMITED INCREASE INTERNATIONALISATION

Summary and Recommendations

MAKE INTERNATIONALISATION HAPPEN

In spring 2008 Forum for Business Education (FBE) wrote the report "Make Internationalisation happen". FBE is a national think tank that supports business education. Our aim is to promote business education and build bridges between corporate life and institutions of Danish Higher Education.

In the following a summary of the report is presented along with recommendations designed to increase the internationalisation of Danish Higher Education. The purpose of the recommendations is to ensure a strong educational environment, a qualified labour force for Danish corporate life and thereby a competitive knowledge society.

The recommendations are the product of two work groups and a reference group. The first work group focused on increasing the internationalisation of Higher Education in Denmark whilst the second focused on offshore education, i.e. Danish education in foreign countries. The reference group consisted of representatives from corporate life, employers' organisations, trade unions and ministries, who gave feedback to the working group at a seminar while the report was in preparation.

The following summary and recommendations are the work of these groups and form part of the report called "Denmark Unlimited – Make internationalisation happen".

We hope you enjoy reading the report.

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2. SUMMARY AND RECOMMENDATIONS

INTERNATIONALISATION ALL OVER

There is a consensus that a greater internationalisation of Danish institutions of Higher Education is a prerequisite for ensuring Denmark's future position as a competitive knowledge society. And greater internationalisation is a political focus area.

Unfortunately, reality shows that in many respects, it is a far cry from political statements to the educational institutions' actual possibility of participating in the global competition on knowledge.

Today, the educational institutions are restricted by a large number of national rules, which either inhibit the necessary development of internationalisation or make it impossible. If Denmark is to enjoy the positive gains from an increased internationalisation of higher education, removing these and other barriers will be necessary.

The objective of the report is to clarify why greater internationalisation of Danish Higher Education is necessary. At the same time, the purpose of this report is to give a constructive contribution to the debate why Denmark to a much larger extent should act as a central player on the global education market.

The focus of the report is built upon two main issues:

1. Greater internationalisation of Danish institutions of higher education.
2. Establishment of Danish Higher Education abroad – Offshore education.

In the following, main conclusions and recommendations will be outlined for each issue.

2.1 GREATER INTERNATIONALISATION OF DANISH HIGHER EDUCATION

WHY GREATER INTERNATIONALISATION OF DANISH HIGHER EDUCATION?

Greater internationalisation of Danish Higher Education will contribute to:

- Students developing global competences.
- The Danish institutions of higher education experiencing a quality boost
- Branding of Denmark as an attractive country for working and living.

This will ensure the Danish business sector a solid basis of recruitment of well-qualified Danish and foreign manpower, which is essential for Denmark to keep its position among the leading knowledge societies of the world.

HOW FAR ARE WE?

We have come a long way with regard to internationalisation of Danish Higher Education, and the matter of further strengthening this area is enjoying great support. However, many challenges have to be met, before the higher Danish educational institutions can go even further.

Especially three challenges should have attention:

1. Too few foreign students come to Denmark, and too few Danish students go abroad to study.
2. Denmark attracts too few foreign teachers and research scientists.
3. Denmark is not utilising the potential of integrating and retaining foreign students and graduates on the Danish labour market.

In order to utilise the potentials offered by globalisation, more initiatives are necessary from the political system, the business sector and the Danish institutions of higher education.

RECOMMENDATIONS TO THE POLITICAL SYSTEM

From the government's globalisation strategy followed a number of policy aims supporting the increased internationalisation of Danish institutions of higher education. It is essential that all stakeholders actively contribute to ensuring continuous support to and systematic follow-up on the initiatives.

The initiatives of the globalisation strategy have later been complemented by the Prime Minister's vision of free movement of knowledge as the fifth freedom of the EU. One objective of this report is to put forward suggestions as to the initiation of the abovementioned vision.

A number of political initiatives reaching beyond the proposals of the globalisation strategy will be necessary:

1. Flexible rules ascribing more freedom to the Danish institutions of higher education

The number of political detail regulations constitutes an obstacle rather than a platform for the institutions of higher education's work towards increased internationalisation.

2. More and rather more flexible government grants

More and rather more flexible government grants are necessary in order to attract more students from outside of the EU/EEA countries to all further higher Danish education programmes.

3. Marketing of Denmark as an attractive country for education

The Scandinavian management model and educational culture constitute the strongest sides to Danish institutions of higher education and can advantageously be used as a starting point for the national effort of marketing Denmark as an attractive education country. These provide Denmark with a number of attractive competitive advantages.

4. Promotion of a varied discussion on the type of students Denmark wishes to attract

So far, the rhetoric on attraction of foreign students, teachers and research scientists has been too unilaterally focussed on quantity.

5. Relevant laws and executive orders in English

Existing laws and executive orders, which to a large extent only exist in Danish, should be translated into English. Furthermore, websites of public authorities should include special pages for foreign students and graduates to a far greater extent than is the case today.

6. Foreign manpower paying Danish tax should also have a share in the social benefits paid through tax

Foreign teachers and research scientists' children who attend further higher Danish institutions of higher education should be offered a paid student place, if their parents are paying full tax.

7. Including Danish institutions of higher education as a target group in the marketing of Denmark as an attractive country for working

The Government's campaign for attracting foreign manpower to Denmark should also comprise recruitment for Danish institutions of higher education, which in the years to come will be in need of teachers. Consequently, the Danish institutions of higher education should be included in the work of the Ministry of Foreign Affairs.

8. A European version of the Industrial PhD programme

An effort should be made to establish a European version of the Industrial PhD programme. This would help Danish companies to attract the most talented young people of Europe and increase cooperation between the Danish higher education and the business sector.

9. Gradual repayment of tuition fees

An effort should be made towards gradual repayment of tuition fees to foreign students who choose to work in Denmark after the completion of their higher education.

RECOMMENDATIONS TO THE BUSINESS SECTOR

There are many ways for Danish companies to become central players in the development of international educational environments, which will partly help to attract foreign students, teachers and researchers and partly educate Danes with an international mindset. This can be done as follows:

1. Cooperation with institutions of higher education on the following issues:

- Effective matchmaking either virtually in the form of a job bank or through personal meetings points. For instance, companies may participate in pilot projects where foreign students and companies meet in order to promote student jobs and internships for foreign students and jobs for graduates.
- Companies can contribute by providing teachers, cases and participating in various types of project processes.
- Development of education courses, e.g. in relation to entire programmes, summer schools, Industrial PhD programmes, supplementary education courses and education courses including integrated student job/internship.
- Increased participation in recruitment panels in order to contribute with input to strengthen the development of international educational environments.
- Companies can contribute by providing personal mentors with the purpose of supporting foreign students during their studies or graduates after the completion of their education programme, e.g. in relation to career planning, networks and integration in Denmark.

2. Danes working abroad can act as ambassadors and market Denmark and Danish institutions of higher education

Danes stationed abroad can act as goodwill ambassadors by creating an image of Denmark as an attractive country for attending Danish institutions of higher education and working. There are quite a few Danes in top positions abroad, and so it is only natural to apply this group strategically in the marketing of Denmark.

3. The “job-for-2” strategy for foreign employees

Cooperation with other companies and Danish institutions of higher education on jobs for accompanying spouses as part of the process of attracting foreign teachers and researchers.

4. Development of corporate policies for attraction and retention of foreign employees to Danish companies

Companies who are actively following an internationalisation strategy can experience great advantages, as this may contribute to ensuring recruitment and retention of foreign manpower.

RECOMMENDATIONS TO THE DANISH INSTITUTIONS OF HIGHER EDUCATION

Naturally, the institutions of higher education also play a crucial role in the development of international educational environments. The following initiatives can be pointed out as central:

1. Development of a targeted strategy on internationalisation clearly prioritising:

- Which higher education that should attract foreign students.
- Goals as to the number of foreign students attending Danish institutions of higher education with consideration to the capacity of the educational institutions to integrate the various groups.
- Goals as to the number of students who are sent abroad to attend foreign educational programmes.
- Goals as to the number of foreign teachers and strategic use of exchange of teachers compared to recruitment.
- Attraction incentives for foreign students, teachers and researchers, for instance free student accommodations and the possibility of receiving Danish lessons.
- Partnership agreements with foreign educational programmes that will support the chosen strategy.

2. Improved cooperation with the business sector

Greater cooperation with the business sector can contribute to creating attractive educational environments with a close link to the business sector. In the above-mentioned recommendations to the business sector, cooperation was mentioned as a central recommendation. Correspondingly, Danish institutions of higher education also need to actively promote cooperation with the business sector on effective matchmaking, job banks including student jobs and internships as well as

other activities promoting the meeting between companies and foreign students and graduates.

3. Prioritisation of merits of the completion of foreign education programmes

Individual education programmes should prioritise the possibility of meriting the completion of foreign education programmes, as it will affect Danish students' inclination to study abroad positively.

4. Establishment of a national centre with the purpose of developing teachers' skills to teach in a multicultural learning environment

5. Marketing of each individual education programmes

Ensuring synergy between the individual institutions marketing of higher education and the national marketing of Denmark as an education country would be desirable.

6. Establishment of recruitment panels

Establishment of recruitment panels comprising companies with international activities and targeted use of the participants' suggestions.

7. Improved reception of foreign knowledge workers

Greater inclusion of international offices with experience in receiving foreign students in the task of helping newly arrived teachers and researchers to settle down.

8. The "job-for-2" strategy for foreign employees

Cooperation with companies on jobs for accompanying spouses as part of the process of attracting foreign teachers and researchers.

9. Improved career guidance of foreign students with the purpose of promoting employment with Danish companies

2.2 INCREASED INTERNATIONALISATION OF DANISH HIGHER EDUCATION ABROAD

WHY OFFSHORE EDUCATION?

Generally, establishment of offshore education will contribute to:

- Raising the quality of Danish institutions of higher education.
- Marketing and branding Denmark and the Danish business sector
- Giving Danish institutions of higher education the opportunity of entering the competition and, thus, comparing themselves to the best institutions of the world.
- Enhancing the possibility of cooperation with international companies on research and development.
- The offering of supplementary and further higher education to Danish companies abroad.

The presence of Danish institutions of higher education on the global stage will help attracting more skilled students to the Danish institutions of higher education and ensure an improved basis of recruitment to Danish companies both in Denmark and abroad. Especially by means of local employees abroad who are also familiar with the Danish culture and mentality.

HOW FAR ARE WE WITH RESPECT TO OFFSHORE EDUCATION?

Increased internationalisation of Danish institutions of higher education abroad do not receive the same broad support as the strengthening of internationalisation of domestic higher education. Danish institutions of higher education looking to establish offshore education are faced with a number of heavy and some times insurmountable barriers of Danish rules.

As a result, the Danish institutions of higher education are not able to compete on the growing global education market to the detriment of Danish companies who would have benefited from local "Danish" educated people in their foreign departments.

RECOMMENDATIONS TO THE POLITICAL SYSTEM

The largest barriers to establishment of offshore education are related to attitude and legislation. In order for Danish offshore education to become a reality, amendment of a number of laws which are currently preventing Danish institutions of higher education from establishing themselves abroad will be necessary.

The prerequisite for offshore education is, thus, a change in attitude among the political players. Also, a number of other changes will be necessary:

1. Political debate on the possibility of internationalisation

There is a need for a political debate on how to strengthen the opportunities of Danish institutions of higher education on the global education market.

2. Legal possibility of offering Danish approved education programmes abroad

Danish institutions of higher education should have a legal possibility to offer approved education programmes with Danish titles and Danish diplomas abroad.

3. Common rules

There is a need for uniform rules within matters related to the Danish Ministry of Education and the Danish Ministry of Science. Different rules complicate an already complicated legal basis even further.

4. Deregulation

The ministries have an internal need for a review of laws and rules which obstruct internationalisation. Such a review would open up for more flexible platforms to promote internationalisation such as appointment of a cross-ministerial committee focusing on deregulation and harmonisation.

5. Funding of Danish students abroad

In principle, Danish institutions of higher education abroad should trigger value added funding of Danish students like higher Danish education in Denmark. As the right to value added funding abroad will apply to all EU citizens, one way of complying with the principle is to provide Danish students with the possibility of bringing study abroad grants to finance their education at a Danish institution of higher education abroad.

6. Possibility of establishment of a subsidiary

It should be possible for a Danish institution of higher education to establish a subsidiary abroad, either alone or in cooperation with one or more foreign partners. For this to happen, the Danish institutions of higher education should be given the possibility of investing capital resources in a company with the purpose of establishing a subsidiary of an educational institution abroad. Furthermore, it should be possible to collect user fees from both Danish and foreign students abroad. With reference to recommendation number five, Danish students would then have their stay financed by study abroad grants.

7. Student rights from an international perspective

When offering Danish higher education abroad, it is necessary to politically relate to students rights from an international perspective. It is not realistic to expect

Danish rules to apply abroad where the legislation and the educational culture of-ten is very different from the Danish.

8. Accreditation to promote internationalisation

When preparing the criteria of accreditation, it is necessary to consider that the relevant market may reach beyond Danish borders – or perhaps even exist outside. If this possibility is not included into the preparation of the criteria of accreditation of the Danish higher education, this could mean a critical barrier to the attraction of foreign students and to the Danish higher education abroad.

9. Realistic rules for common education programmes under the Ministry of Science

Within the Ministry of Science, there is a need for amendments to the executive order on parallel courses and common education programmes, which contains a number of inconvenient rules. This executive order needs to be more flexible in order for the requirements to be realistic in an international connection. This particular applies to the rule stating that 1/3 of the education must take place in Denmark.

10. Compilation of experience and knowledge

There is a need for compilation and mutual learning with respect to national rules and market conditions of the countries in which Danish institutions of higher education wish to establish themselves. Compilation can advantageously take place by means of CIRIUS¹, and perhaps in cooperation with other relevant ministries.

11. Prioritisation of education programmes in the government's development assistance

The Danish institutions of higher education should receive greater priority in the government's development assistance and the assistance share related to Danish higher education should be increased. Danish institutions of higher education possess know-how and knowledge which with great advantage could be exported to other countries by means of development assistance. Furthermore, it is essential to ensure the framework which promotes cooperation between Danish companies, educational institutions and advisory organisations on development projects. This can contribute to ensuring Denmark a larger share of the funds allocated to development assistance through international organisations such as the EU, the International Bank for Reconstruction and Development and UN organisations.

¹ CIRIUS IS AN AUTHORITY WITHIN THE DANISH MINISTRY OF SCIENCE, TECHNOLOGY AND INNOVATION. CIRIUS SUPPORTS THE INTERNATIONALISATION OF EDUCATION AND TRAINING IN DENMARK
DENMARK UNLIMITED - INCREASE INTERNATIONALISATION - SUMMARY AND RECOMMENDATIONS 11 AF 13

RECOMMENDATIONS TO THE BUSINESS SECTOR

The business sector can benefit greatly from the presence of Danish institutions of higher education on foreign markets. Besides locally educated manpower with a Danish mindset, the institutions can offer education of Danish employees in local environments. In order to strengthen the educational institutions on the global education market, the companies are able to contribute in a number of ways:

1. Contacts and networks

Danish companies on the markets on which the Danish institutions of higher education wish to establish themselves may contribute with contact, networks and information as well as specific enlightenment on conditions of the individual countries.

2. Participation in recruitment panels abroad

In much the same way that companies are able to participate in recruitment panels, supervisory boards and the like in Denmark, companies established abroad are able to participate in recruitments panels, advisory boards etc. at Danish institutions of higher education abroad. Consequently, representatives from these companies are able to help the institutions adjust offshore activities to local conditions.

3. Cooperation with educational institutions on provision of know-how in connection with participation in sector development programmes

Danish institutions of higher education hold great competences in respect of business-oriented education and possess many core strengths for start-up and development of educational activities in countries all over the world. It is necessary to produce a more positive view of the ability of the Danish institutions of higher education to provide know-how in connection with participation in sector development programmes.

4. External teachers

Once the establishment of Danish higher education abroad is a reality, the companies will be able to provide external "Danish" teachers in order to enhance the higher Danish education business-oriented profile and at the same time market the individual company to the students.

5. Enterprise visits and internships

Through Danish institutions of higher education abroad, the companies are able to open up to visits, internships etc.

RECOMMENDATIONS TO THE EDUCATIONAL INSTITUTIONS

In many ways, Danish institutions of higher education can contribute to strengthen the internationalisation of education programmes outside of Denmark:

1. Development of a offshore education strategy

Own strengths and a clear overview of the market opportunities are crucial prerequisites for successful offshore education. At the Danish institutions of higher education, it is also necessary to discuss the vision of establishing educational activities abroad. An unambiguous attitude from the Danish institutions of higher education to the advantages of offshore education will contribute to emphasising the significance Danish offshore education may have to Denmark, Danish companies and the Danish institutions of higher education.

2. Managerial and strategic reliance on common offshore education

Common offshore education can contribute with valuable inputs to the institution and be a great step in the right direction towards actual establishment abroad.

3. Prioritisation of system export by means of participation in development projects

Danish institutions of higher education should give greater priority to system export by means of participation in development projects and aim at more collaborative projects with consultancies and other players with experience in advisory work.

4. Clarification of model for offshore education

When the individual educational institutions wish to establish educational activities abroad, a clarification as to the appropriate model to the individual markets must be prepared. Among possible models the following can be pointed to:

- The partnership model: Cooperation with foreign partners on common education programmes.
- The sub-supplier model: System export of Danish accredited education programmes to foreign collaborator.
- The consultancy model: System export through development means.
- The subsidiary model: Establishment of a subsidiary abroad.