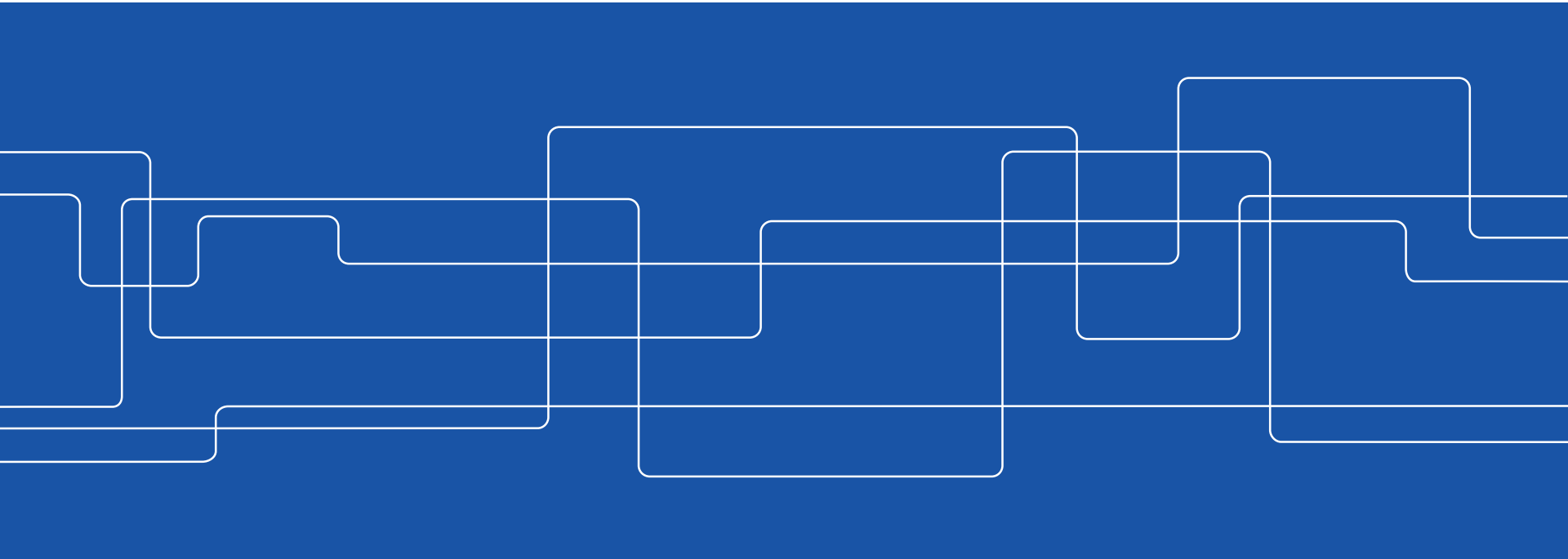




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The Swedish Internationalization Strategy of Higher Education

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Decision making

- ❖ Flat organization and consensus
- ❖ Current strategy (2008)
- ❖ The Ministry of Higher Education has the main responsibility but bottom-up process
- ❖ Input from a number of actors



Decision making



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- ❖ Centrala studiestödsnämnden
- ❖ Justitiedepartementet
- ❖ Sveriges universitets- och högskoleförbund
- ❖ Migrationsverket
- ❖ Stiftelsen för internationalisering av högre utbildning och forskning (STINT)
- ❖ Styrelsen för internationellt utvecklingssamarbete (Sida)
- ❖ Svenska institutet
- ❖ Sveriges förenade studentkårer (SFS)
- ❖ Universitets- och högskolerådet
- ❖ Universitetskanslersämbetet
- ❖ Utrikesdepartementet



Internationalization Strategy at Central Level

- ❖ No comprehensive strategy
- ❖ Vague set of recommendations and tools with no measurable indicators
- ❖ Ongoing Process to define a national strategy after 2020
- ❖ Ongoing Evaluation process for increasing the internationalization of education and research:
 - ❖ Interim report – 31 january 2018
 - ❖ Final Report – 31 october 2018
- ❖ Bottom-up strategic decisions are more concrete (STINT survey)



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Main actors

Forum for Internationalisering

- Created in 2008 by the Ministry of Education
- Scope: improve the coordination of the public bodies affected by internationalization to avoid vacuum areas
- Internationalization creates opportunities but also problems
- Main task: identify and remove obstacles to internationalization with focus on:
 1. Outgoing students and teachers
 2. Incoming students and teachers
 3. Internationalization at Home
- Other activities: exchange of experiences, best practices, problem identification and joint solutions
- Operations: 3 meetings per year coordinated by UHR (Swedish National Agency for Education)



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Main actors

STINT



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- Stiftelsen för internationalisering av högre utbildning och forskning – Foundation for the internationalization of education and research
- Established in 1994 by decision of the Parliament and Government
- STINT focuses on building competence in internationalization through funded projects
- STINT steers internationalization as a tool for:
 - ✓ Higher the quality of education and research
 - ✓ Increase the competitiveness of Universities
 - ✓ Increase the attractiveness of Universities
 - ✓ Stimulate change through collaboration
- Priority is given to:
 - ✓ young teachers and researchers,
 - ✓ new collaborations,
 - ✓ strategic partnerships



Main actors

STINT



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- STINT has developed a tool to measure the internationalization level of universities
- The index addresses 6 different aspects:
 - ✓ Research cooperation (joint publications)
 - ✓ Student mobility
 - ✓ Number of international PhD students
 - ✓ Education in English
 - ✓ International academic experience of the staff
 - ✓ International academic experience of the management
- Scope: push universities towards more internationalization



Main actors

STINT – the programmes



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- Grants for Double Degree Programmes
- Initiation Grants
- Joint Brazilian-Swedish Research Collaboration
- Joint China-Sweden Mobility
- Joint Japan-Sweden Research Collaboration
- Korea-Sweden Research Cooperation
- South Africa-Sweden Bilateral Scientific Research Cooperation
- Postdoctoral Transition Grants for Internationalisation
- Strategic Grants for Internationalisation
- Sweden-Japan 150 Anniversary Grants
- Teaching Sabbatical



STINT Survey on Institutional Strategies

- Based on the applications for “Strategic Grants”
- Post 2011 – new scenario
- 50% cofunding to ensure commitment
- 2 applications max per year



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STINT Survey on Institutional Strategies

Table 3: **Institutional internationalisation activities.**

educAtion	International students: Inbound International students: Outbound Student exchange Teaching/learning process Cross-border distance education Joint/double-degree programs Internationalised curricula
reseArch	International collaboration International conferences and seminars
service/thlrd mlsson	Entrepreneurship Relations with non-academic organisations International development assistance projects
overArchIng And enAblIng	Cross-cultural training Faculty/staff mobility International linkages, partnerships and networks Foreign language Management and administration Alumni abroad Extracurricular Offshoring and branch campuses

STINT Survey on Institutional Strategies

Table 4: Institutional internationalisation rationales.

ENHANCEMENT OF QUALITY	Student and staff development International dimension to research and teaching Extension of academic horizon International academic standards and quality assurance
KNOWLEDGE PRODUCTION	
SERVICE/THIRD MISSION	Innovation Grand challenges Economic growth and competitiveness Labour market Political Social/cultural
OVERARCHING AND ENABLING	Institution building International branding, profile and status Alternative income generation



STINT Survey on Institutional Strategies

Selection Criteria

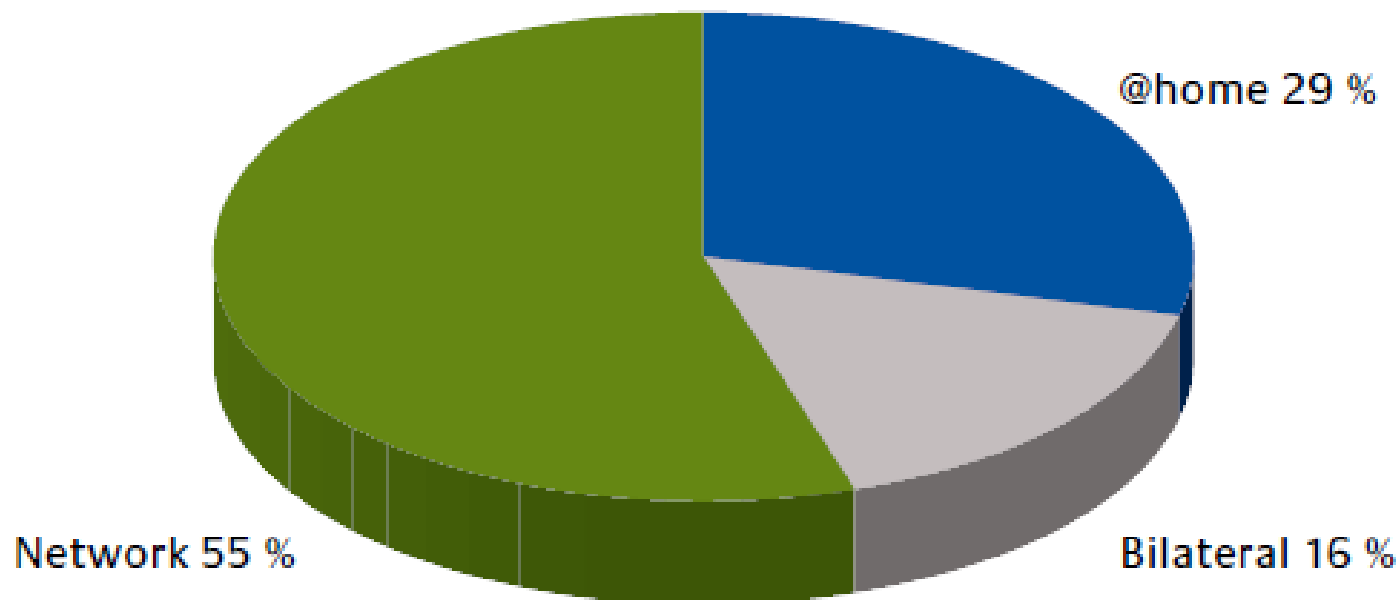
1. The **anticipated contribution of the university's activities to strategic internationalisation**, i.e. in what ways the project will help in the short and long terms to strengthen the university's international competitiveness in research and/or training and which groups at the university will be affected (various disciplines, researchers, lecturers and students).
2. The **level of renewal** in regard to internationalisation in the project and/or forms of international cooperation and potential of the project.
3. The **university leadership's commitment** to and involvement in the implementation.
4. The project proposal's **planning and approval**, such as quality and level of clarity in the project plan, plus the anticipated benefit in relation to the size of the investment.



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Figure 1: Types of internationalisation projects.



STINT Survey on Institutional Strategies

Figure 2: Activity categories mentioned

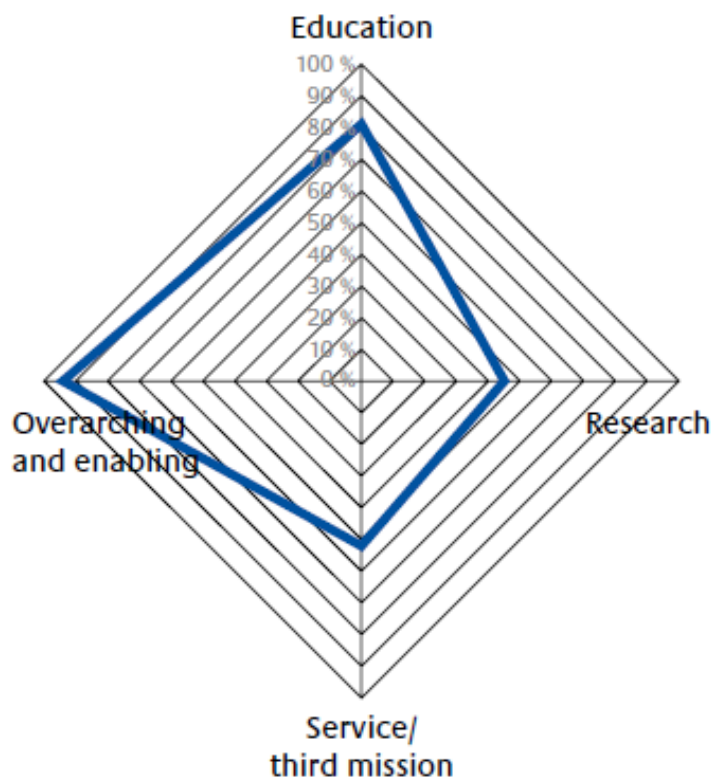
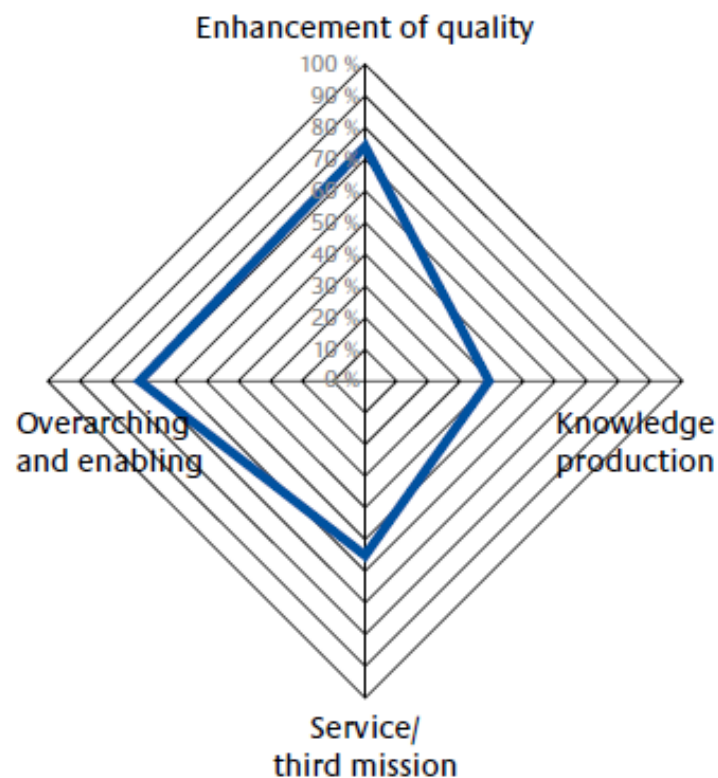
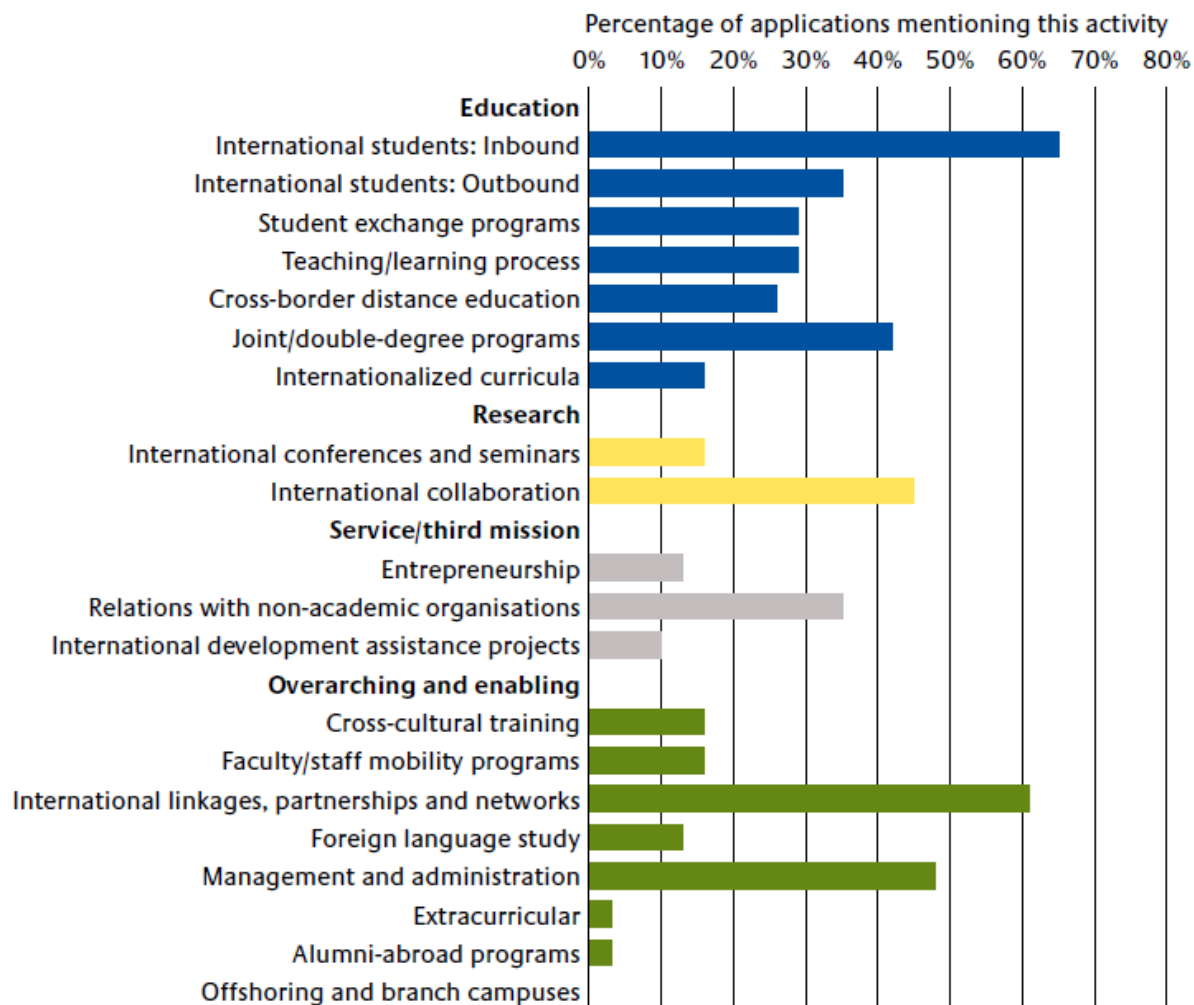


Figure 3: Rationale categories mentioned

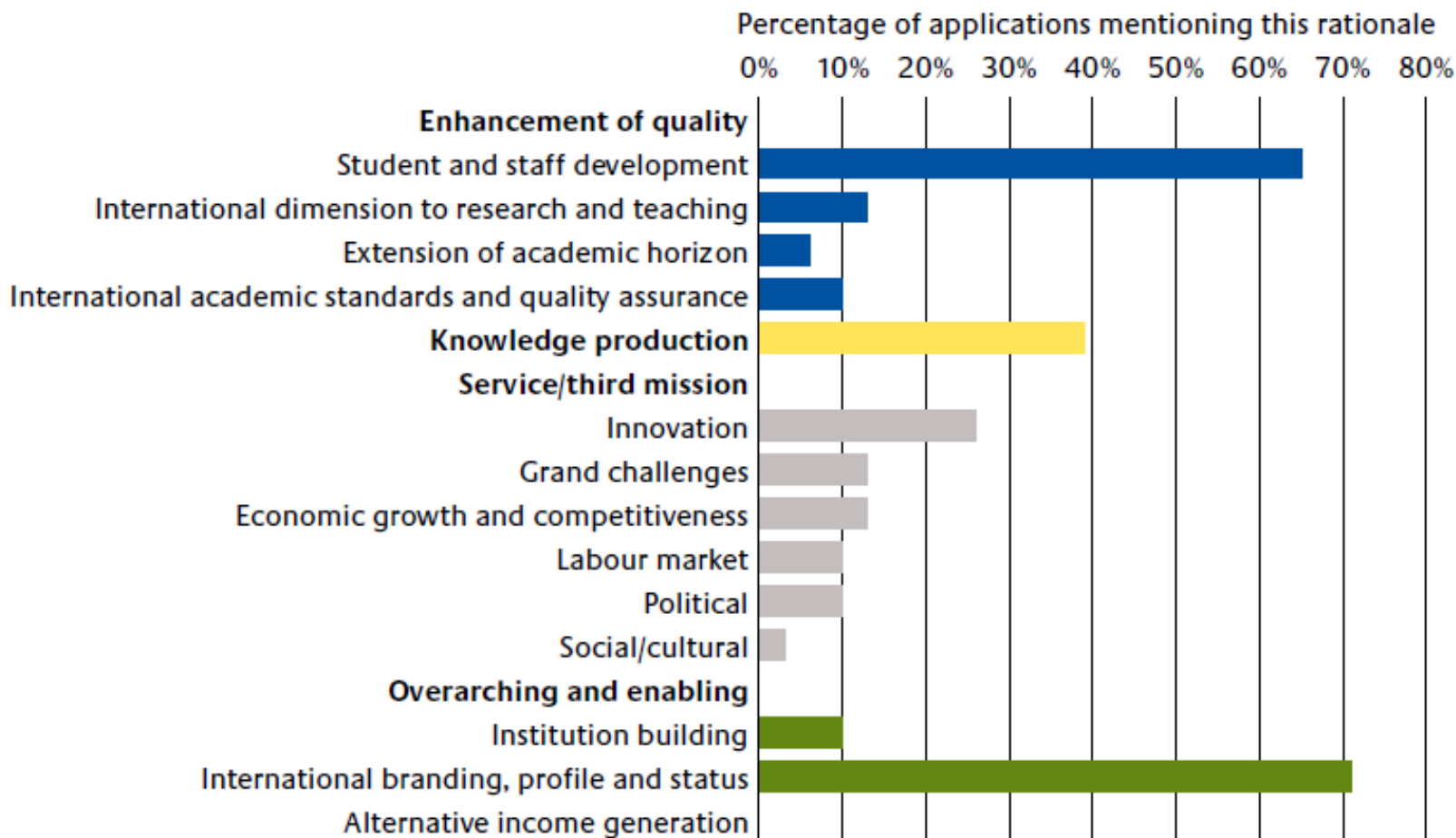


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Figure 5: Rationales mentioned in the applications



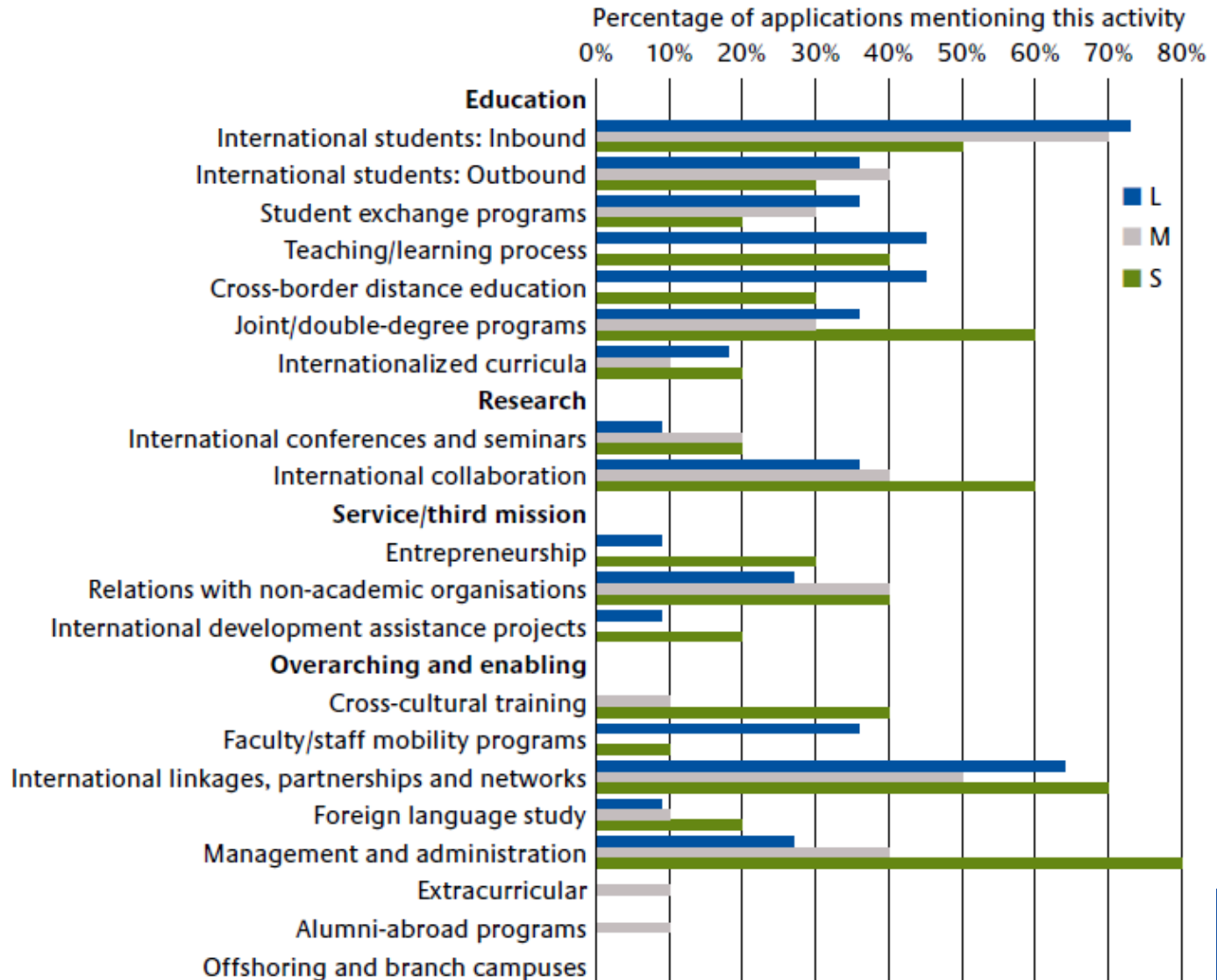
STINT Survey on Institutional Strategies

Figure 8: Rationales by activity

Rationales by activity	Student and staff development	International dimension to research and teaching	Knowledge production	Innovation	Grand challenges	Economic growth and competitive-ness	International branding, profile and status
International students: Inbound	65%	20%	35%	20%	10%	15%	75%
International students: Outbound	91%	27%	64%	27%	18%	9%	82%
Student exchange programs	89%	33%	67%	11%	11%	0%	78%
Teaching/ learning process	78%	0%	0%	22%	0%	11%	89%
Cross-border distance education	100%	13%	38%	0%	0%	0%	75%
Joint/double-degree programs	85%	15%	62%	23%	15%	0%	92%
Internationalized curricula	80%	20%	60%	40%	0%	20%	100%
International research conferences and seminars	60%	40%	100%	20%	80%	0%	60%
International research collaboration	71%	14%	79%	29%	29%	0%	64%
Relations with non-academic organisations	73%	18%	18%	36%	9%	36%	82%
Cross-cultural training	100%	0%	20%	40%	20%	20%	60%
Faculty/staff mobility programs	100%	0%	60%	40%	0%	0%	40%
International linkages, partnerships and networks	63%	11%	58%	32%	16%	5%	74%
Management and administration	73%	13%	27%	27%	7%	13%	73%

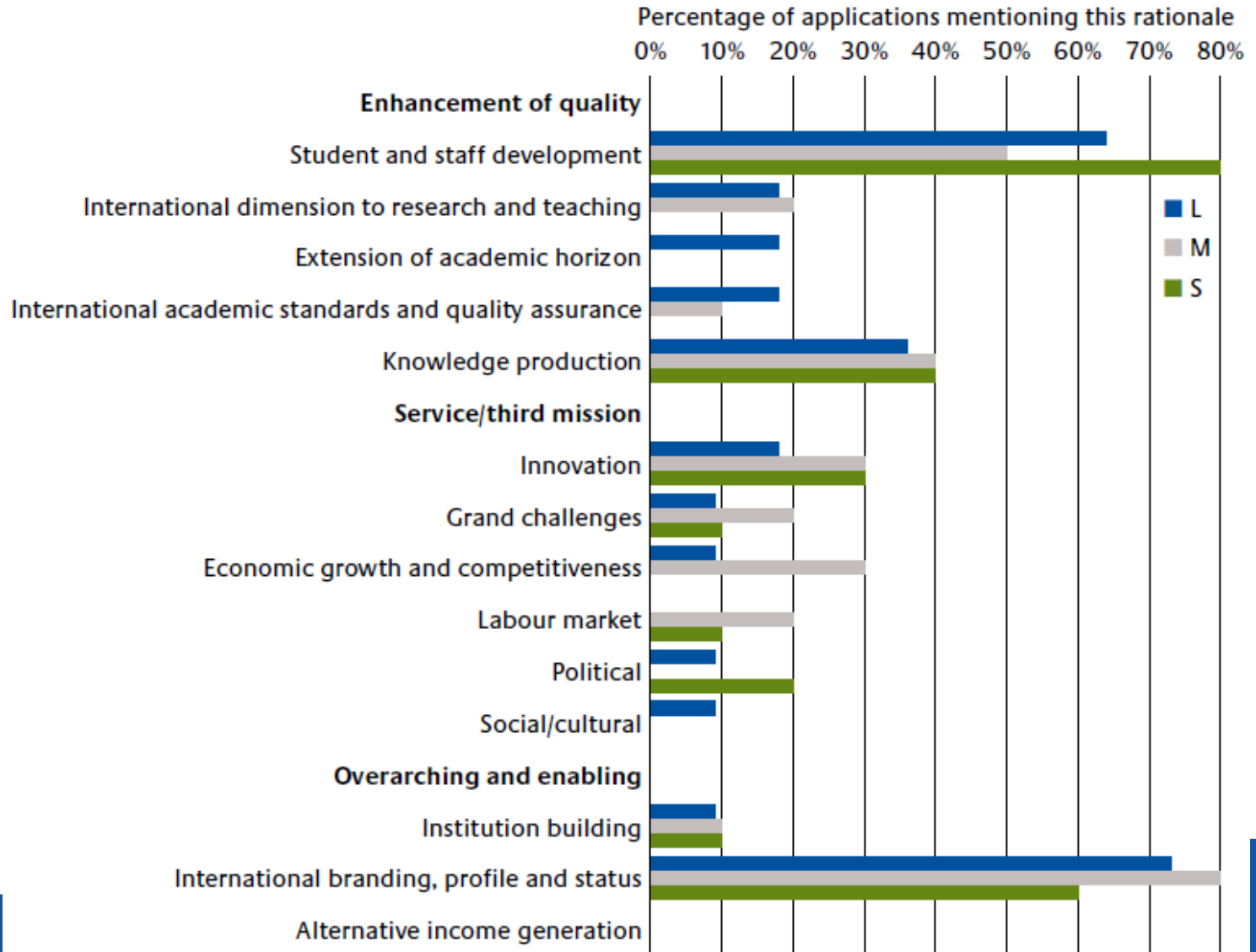
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Figure 10: Activities in relation to university size



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Figure 11: Rationales in relation to university size





STINT Survey on Institutional Strategies

Findings

- Top priority still internationalization of **education**
- Need for more **top-down approach**
- **Research** collaboration is still bottom-up
- **Branding** is the most common rationale (result of higher competition and need to recruit)
- Applications do not mention many **rationale** behind the activities
- Efforts are expected to lead to **quality improvement**
- **Offshoring** and branch campuses not on the map
- No clear connection between **size** and approach to internationalization
- University management approaches internationalization with **realistic and short-term goals**



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Evaluation Process

- The government has appointed a rapporteur to suggest new objectives for a national strategy for the internationalization of universities
- Main focus: how to recruit more international students
- Other general objectives:
 - how to meet the competence needs of the international labour market
 - how to increase outgoing mobility of students and staff
 - remove the barriers to mobility and internationalization
 - reinforce Sweden's branding as competence nation
 - use of digitalization in internationalization
 - provide international perspective to more students and academics through IaH



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Evaluation Process

- The rapporteur should propose suggestions on how to incentivate recruitment of fee-paying students:
 - Fee level
 - Application process
 - Recruitment
 - Admissions
 - Support services
 - Grants
- Timeline:
 - Interim report: January 31st, 2018
 - Final report: October 31st, 2018





Process to establish a strategy

- Ministry initiative in September 2017
- Time frame: 2020-2030
- No specific countries should be indicated
- Follow-up after 5 years
- Earlier strategies expire
- 2 Scenarios



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Process to establish a strategy

Scenario 1

- 1) Internationalization should not be an objective per-se but a tool to improve quality
- 2) The strategy should be built on the universities' needs
- 3) Rationale: most development of competence takes place outside of Sweden
- 4) The international collaboration of universities affects society as whole with development and diversity.



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Process to establish a strategy

Scenario 2

- 1) Swedish universities have to become outstanding and attractive international environments with a recognized high quality in education and research
- 2) They have to be active globally and contribute to the solution of national, international and global challenges.
- 3) The international activities of Swedish universities create intercultural understanding in society as a whole



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Process to establish a strategy

Potential goals

- Integrated internationalization
- Internationalization for all students (mobility included)
- Increased international experience for the staff
- Increased attractiveness
- Improve the conditions for strategic cooperation
- Improved prerequisites to address global challenges
- Improved cooperation between sectorial state bodies
- Well established system for following up and evaluating the activities and results



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Process to establish a strategy

Change in the legislation

Today: "Universities should promote within their activities understanding of other countries and international relations"



2020: "Universities must promote international and intercultural competence of students and staff and contribute to national and global development through the development of quality enhancing international cooperation"

“Without a clear set of rationales, followed by a set of objectives or policy statements, a plan or set of strategies, and a monitoring and evaluation system, the process of internationalization is often an ad hoc, reactive, and fragmented response to the overwhelming number of new international opportunities available.”

(Knight 2005:15)



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Thank you!

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