



Ministry of Higher Education
and Science

Danish Agency for Higher Education

An Example of Internationalisation in Europe: The Danish Case

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Today's Agenda

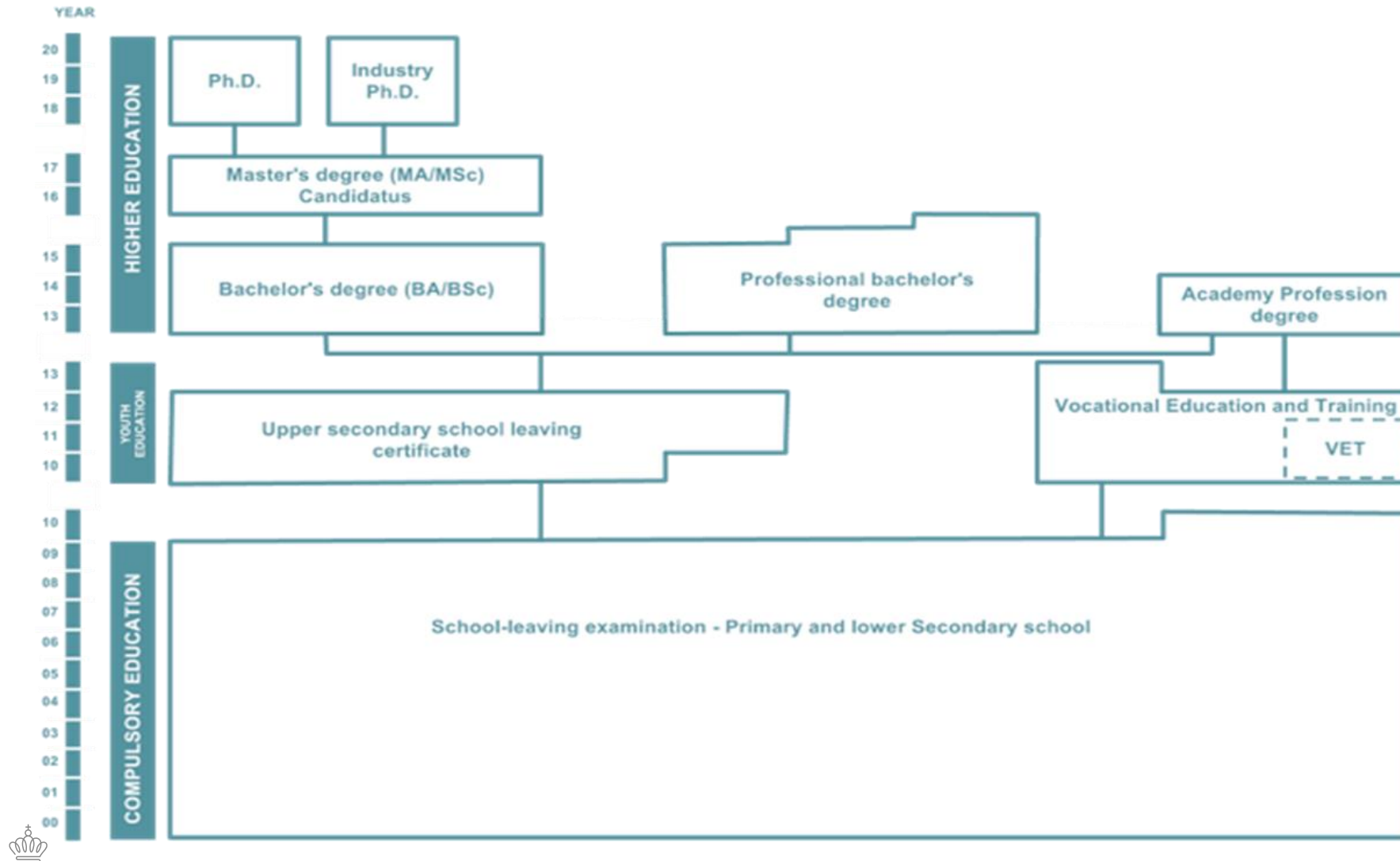
- The Danish Higher Education System
- Key Objectives and Targets for the Danish Higher Education System
- Why Internationalisation – the Danish Challenges
- The Danish Response to the Challenges
- Summing Up and Lessons Learned
- Questions and Discussion



The Danish Higher Education System



The Danish Education System



Danish Higher Education Institutions

Types of Higher Education institutions (a total of approx. 257.000 enrolled students):

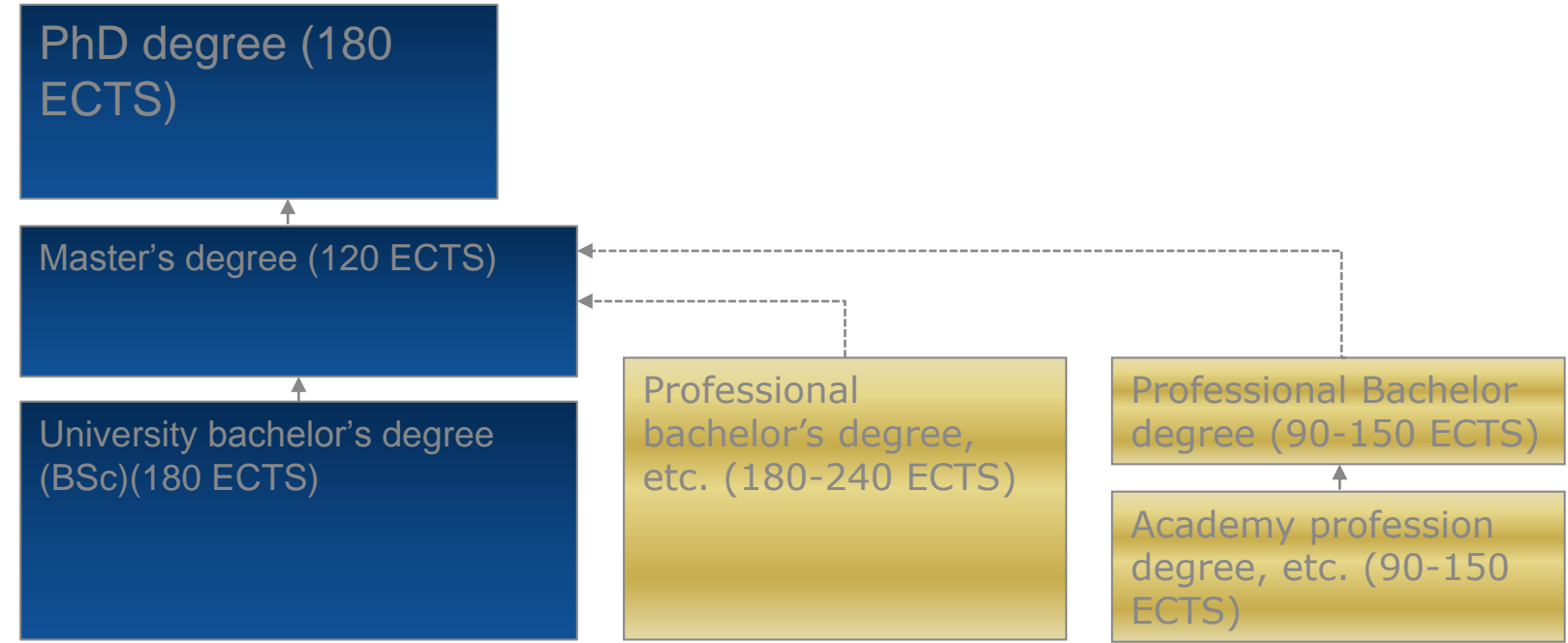
- **Eight Research Universities:** Offering research-based higher education in all subject areas (approx. 152.500 enrolled students, including 9.600 Ph.D. students).
- **Seven University Colleges:** Offering professional bachelor programmes in fields such as business, teaching and nursing (approx. 67.600 enrolled students)
- **Nine Academies of Professional Higher Education:** Offering higher education with a strong relation to practice, especially in the area of technical and mercantile educations (approx. 20.000 enrolled students)
- A number of **maritime** and a number of **artistic and creative** higher education institutions (approx. 7.000 enrolled students)



Danish Higher Education Degrees

Universities

University Colleges
Academies of Professional Higher Education



Other Characteristics of the Danish Education system:

- State financed education – > no tuition fees (for Danes and other EU/EEA Citizens, whereas students from outside EES must pay tuition fee)
- State financed student grants plus loan (in total approx. 1.200 euro a month)
- Scholarships for study abroad



Key Objectives and Targets for the HEIs



Key Objectives and Targets – Education for More!

Today

93%



62%



27%



By 2020

95%

of all young people must complete an upper secondary education.

60%

of all young people must complete a programme of higher education

25%

of all young people must complete a long-cycle programme of higher education.



Policy Papers, Reforms and Major Developments

- *since October 2011*

- Strategy for Innovation (education included), December 2012
- Reform of student grant and loan system, April 2013 (faster completion of HE)
- **Action Plan for Internationalization of Higher Education, part I, June 2013**
- New law on Accreditation of Education, July 2013
- Expert committee on Quality in Higher Education established, October 2013
- **Action Plan for Internationalization of Higher Education, part II, April 2014**
- Political Agreement on a 'Growth Package', May 2014 (limiting the intake of students in HEIs to the labour market's needs)
- New legal framework for talented students (extra ECTS, honours, early admission, recognition of extra curriculaire activities), June 2014
- Increased focus on social mobility

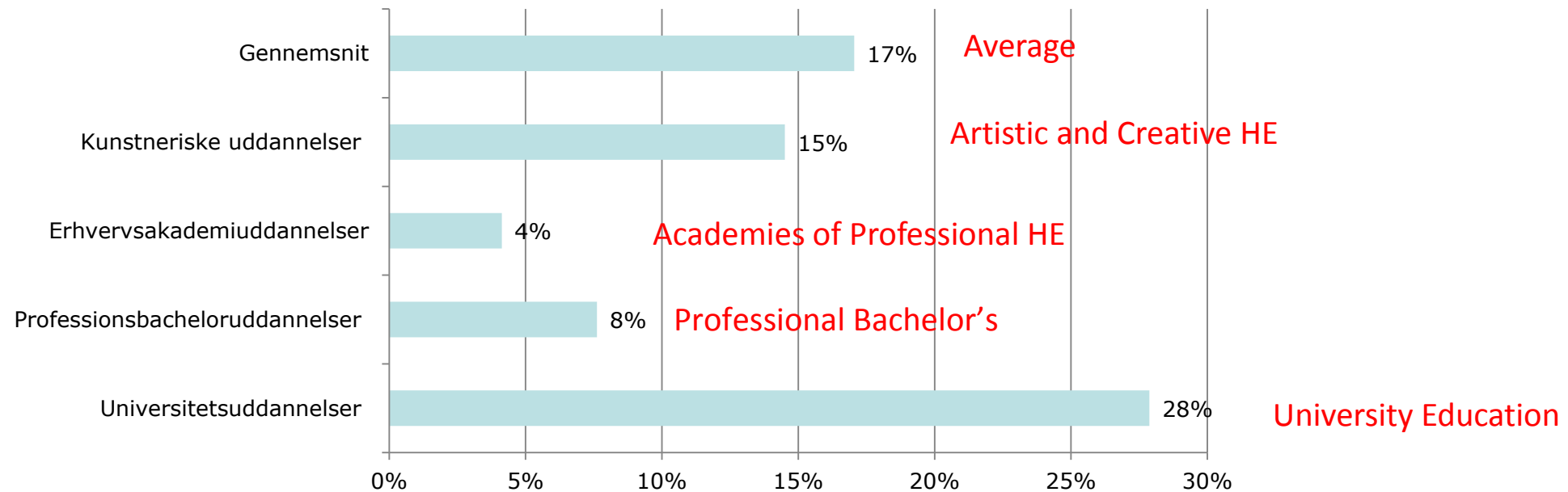


Why Internationalisation?

- *The Danish Challenges*



Danish Students Abroad



Source: The Danish Ministry of Higher Education and Science



Differences in the Length of Time Spent Abroad

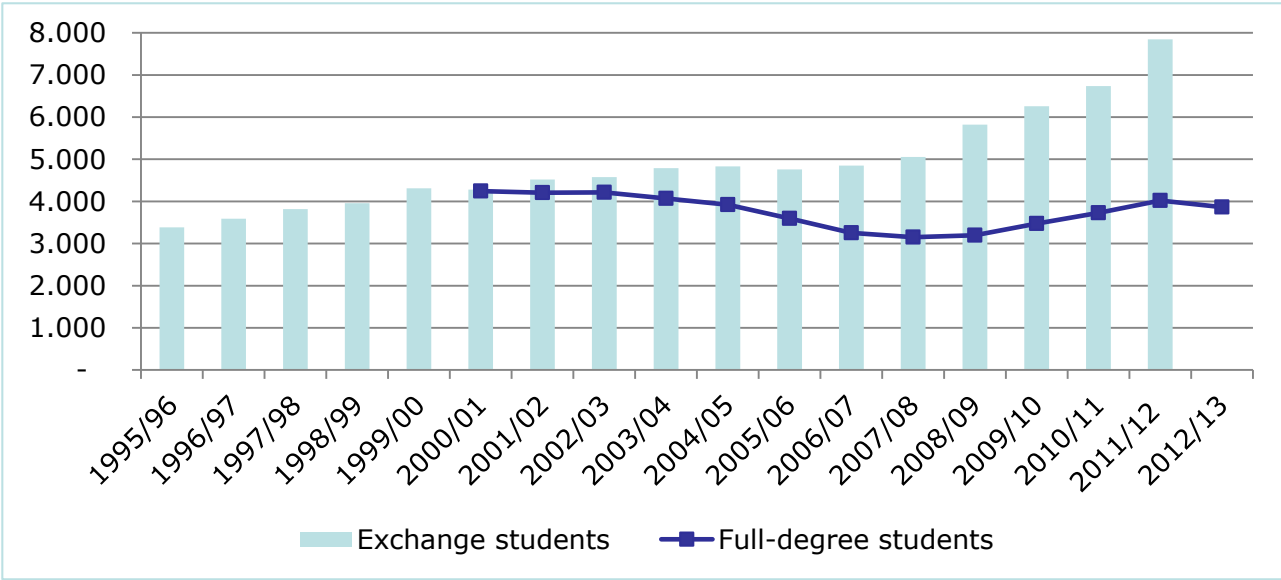
	Academies of Professional Higher Education	University Colleges	Research Universities	Total
0-3 months	63%	35%	24%	28%
4-6 months	33%	61%	64%	62%
7-12 months	4%	3%	11%	9%
More than 12 months	1%	2%	1%	1%
Total	100%	100%	100%	100%

Kilde: Danmarks Statistik

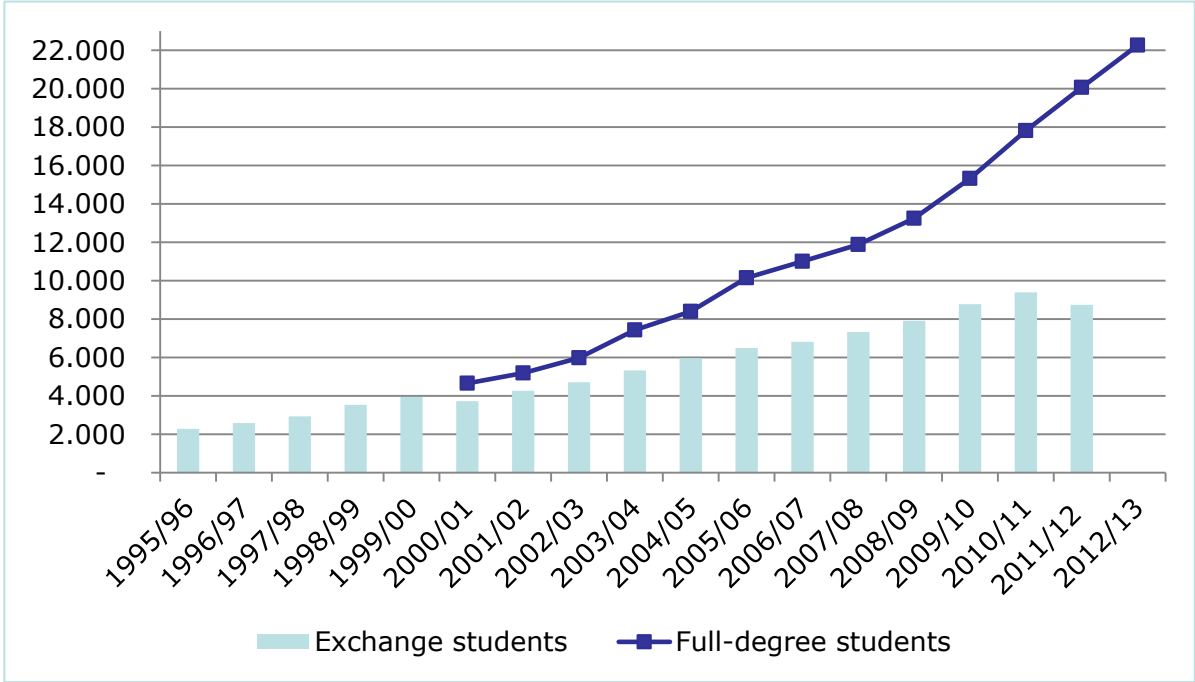


Imbalance between Outgoing and Incoming Mobility

Danish students abroad



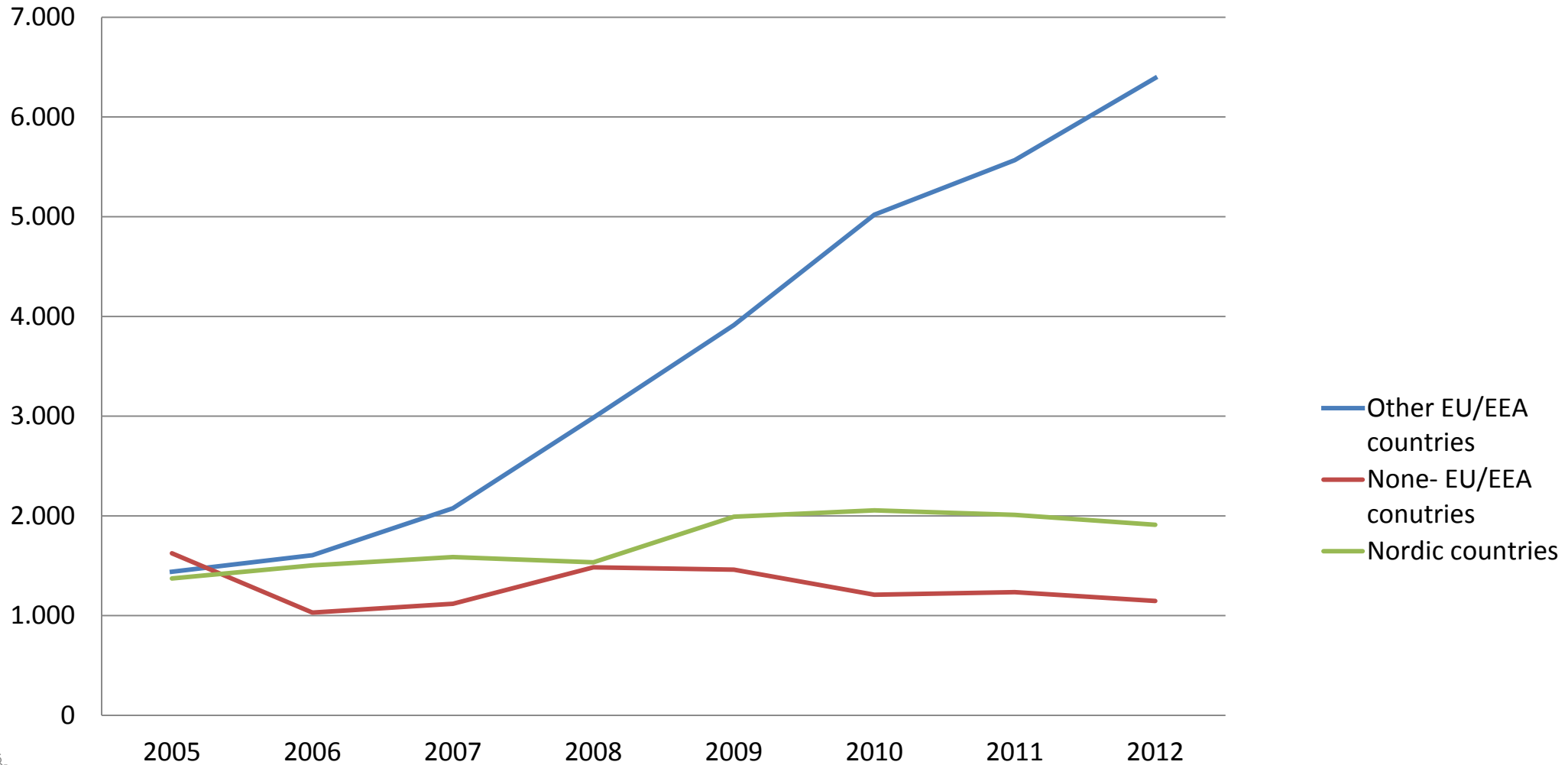
International students in Denmark



Source: The Danish Ministry of Higher Education and Science



Intake of Full Degree Students



Challenges Related to the Danish Labor Market

- Denmark's highly skilled workforce is insufficient to meet future business needs (business survey)
- Denmark is ranked number 19 when it comes to attracting and retaining highly skilled foreigners (OECD)
- One out of five highly skilled foreign worker consider leaving Denmark (The Think Tank DEA)
- Three years after graduating less than one-half of the international graduates remain in Denmark
- Economic analysis shows that highly-educated foreign labour is beneficiary for Denmark !



The Danish Response to the Challenges



The Danish Government's response to the challenges

- A Two-Part **Action Plan for internationalisation** of HEI-sector:
 - Part One on outgoing mobility: *“Enhanced insight through global outlook - more students studying abroad, stronger international learning environments and better foreign language skills”*, June 2013
 - Part two on incoming mobility: *“Denmark – an attractive study destination. How to attract and retain talent from abroad”*, April 2014
- A proposal to a **reform of international recruitment** *“Easier access to highly qualified labour”*, April 2014, followed by a Political Agreement in June 2014.



A Two-Part Action Plan for Internationalisation the HEI sector

The process

- The process started in Spring 2012
- Public hearing, conference, broad dialogue with the higher education institutions etc.
- Turbulent process with many stakeholders

The Result

- A two-part action plan with different tools ranging from new legislation to recommendations to HEI, business i.e.



Part I on outgoing mobility,
June 2013



Part II on incoming mobility,
April 2014

Part One – Outgoing Mobility

“Enhanced insight through global outlook - more students studying abroad, stronger international learning environments and better foreign language skills”



Three objectives

- More students should study abroad, or take an internship abroad
- Danish higher education institutions must have international learning environments
- Students should have better foreign language skills.

Four performance measures

- More students studying or taking an internship abroad (50 percent by 2020)
- More students spending short periods abroad in growth countries
- More cooperation on double/joint degrees with international institutions
- More students spending periods abroad in non-English speaking European countries

31 concrete initiatives



Objective 1: More students should study or take an internship abroad



1.1. All HE-programmes should contain a mobility window

1.2. HEI should develop attractive and easily accessible exchange offers

1.3. Automatic recognition of credits for all pre-approved study abroad programmes

1.4. HEI should increase the number of joint education programmes

1.5. More Danish student should take an international internship

1.6. International exam results obtained when abroad should be converted to Danish grades*

1.7. The stated financed Scholarship for Study Abroad will continue and be simplified

1.8. A new loan opportunity will be created for student with Scholarship for Study Abroad

1.9. The requirement to maintain a balance in the mobility will be abolished*

1.10. The opportunities to use the Scholarship for Study Abroad will be extended

1.11 A new website will be set up to inspire and inform students of relevant international options www.gribverden.dk

1.12. Grade point average should be a part of the diploma



Objective 2: Strong international learning environments



- 2.1. More educators at HEI should have international experience
- 2.2. The quality of programmes in English should be at the same level as programmes taught in Danish
- 2.3. Improvement of the use of ICT supported learning – MOOCs, blended learning i.e.
- 2.4. Collaboration with Growth Countries must be strengthened
- 2.5. Development of the Sino-Danish Centre in Beijing shall continue
- 2.6. Increased participation in European and Nordic education programmes
- 2.7. HEI should develop and increase the use of strategic partnerships
- 2.8. Harmonisation and optimisation of the rules for HEI's international cooperation
- 2.9. The opportunities and challenges regarding exporting Danish HE programmes should be analysed
- 2.10. Expanded recruitment of international external lectures
- 2.11. Better opportunities for international students to meet the "Danish A" requirement



Objective 3: Students should have better foreign language skills



3.1. Diplomas should contain a foreign language profile

3.2. HEIs should improve efforts to promote students foreign language skills in other languages than English

3.3. Follow-up is needed on the offer of languages as a main subject in the teacher training programmes

3.4. A study of the interpretation and translation field will be carried out

3.5. An annual overview of the intake, drop-out rate, employment frequency i.e. within language programmes will be carried out

3.6. Danish membership of the European Centre for Modern Languages (ECML)

3.7. Increased Nordic cooperation on minor language subjects

3.8. Annual meeting about the language area and foreign language education

Part Two - Incoming Mobility

“ Denmark – an attractive study destination. How to attract and retain talent from abroad ”



Objective 1: Denmark must attract the most capable international students

Measure 1.1.

All components of study programmes and the study environments at higher education institutions must have a significant international dimension

Measure 1.2.

Greater numbers of talented, tuition fees paying students

Measure 1.3.

The drop-out rate among international student must be brought into line with that of Danish students

Objective 2: International graduates must be retained in Denmark

Measure 2.1.

A larger numbers of international students must remain in Denmark after completing their studies

Measure 2.2.

International students who remain in Denmark must have the same employment rate to population ratio as Danish graduates



24 concrete initiatives

Objective 1: Denmark must attract the most capable international students (1)

Initiatives targeted to promote and brand Danish educations abroad



1.1. A new scholarship programme to attract more talented students from non-EU/EEU countries

1.2. Private foundations and businesses shall contribute to attract and retain international talents by providing scholarships or grants to international students

1.3. Expansion and targeting of the homepage www.studyindenmark.dk

1.4. The Top Talent programme will be expanded to include India

1.5. Extended use of summer schools shall strengthen the attraction of the most talented international students

1.6. The Danish Cultural Agreements Programme will be targeted on countries outside Europe to a greater extend

1.7. Online education shall strengthen and market the international dimension of Danish educational programmes.

Objective 1: Denmark must attract the most capable international students (2)

Initiatives targeted to strengthen the recruitment and application process



1.8. Institutions will be given scope for more strategic and flexible pricing of study programmes*

1.9. Increasing quality and effectiveness in processing the qualifications of international students

1.10. Better follow-up on higher educational institutions' compliance with existing Codes of Conduct for the provision of Danish study programmes for international students

1.11. More guidance should be offered to spouses of international, academic staff at Danish educational institutions

1.12. Danish authorities and higher education institutions shall communicate better in English.

Objective 1: Denmark must attract the most capable international students (3)

Initiatives targeted to simplify and stream line the rules for student resident permit etc.

1.13. Digitalization of the application process for student students outside the EU/EES to apply for a student residence permit

1.14. Clear residence permit rules for private education institutions for non-EU/EES students

1.15. Simple, flexible rules for internships and study periods

1.16. International students to joint programmes (Erasmus Mundus) will be granted a residence permit for the whole study period

1.17. Potential PhD students who are to participate in a screening process are exempt from the requirement for a work permit for up to three months.



Objective 2: International graduates must be retained in Denmark (1)

Initiatives targeted to strengthen the reception, the support and guidance of international students as well as their integration to Danish society and labour market



2.1. Better reception, integration and guidance to international students

2.2. Better career information and guidance to international students to ensure job and career prospects in Denmark

2.3. International students needs to get relevant student jobs and work experience placements

2.4. Equal conditions for student jobs (15 hours -> 20 hours)

2.5. Increased recruitment of talented international PhD students by strengthening their ties to the Danish labour market.

Objective 2: International graduates must be retained in Denmark (2)



Initiatives targeted to retain international students after completing their studies

2.6. Establishment pass for international graduate which gives graduates with a master's or PhD from a Danish study programme access to take up work in Denmark for two years with no requirements as to income level

2.7. Fully-fledged PhDs shall be granted a six-month job-seeker's residence permit, and the rules for applying for a residence permit will be simplified.

Reform of International Recruitment

“Easier access to highly qualified labour – reforming international recruitment”, April 2014

Four targets

1. Companies must be able to recruit international workers more swiftly and easily
2. Denmark must be better at retaining international students
3. Efforts to welcome and retain international workers must be intensified
4. Equal conditions for international workers

10 of the initiatives in second part of the Action Plan are also a part of the broader Recruitment Reform.



Summing Up and Lessons Learned



Summing Up

Four key messages

1. We must increase the internationalisation of the HEI in order to keep the high quality
2. We must increase the mobility of Danish students (50 percent target)
3. We must attract and retain more high-skilled students/people from abroad than today
4. Government, businesses and higher education institutions must work together to achieve this. Each play a key role.



Lessons Learned (1)

- Too early to conclude on the effect of the Action Plan, but seems to be on the right track
- The process has been a success – a mix of bottom up and top-down -> challenges and initiatives are generally recognized and acknowledged by the HEIs
- Strong involvement in the process also from business and industry -> hopefully a broad engagement in and responsibility for fulfilling the targets
- Always a challenge to make strategies when the world keeps moving (i.e. e-learning)



Lessons Learned (2)

- Possible gaps between the national strategy and the institutional strategies ?
- One size fits all? The Danish HEIs are not alike
- Important – but also difficult – to coordinate the national and international objectives
- Challenges to the reforms – discussions on welfare tourism, social dumping etc.

Thank you for your attention !

For more information:

Action Plan for Internationalisation: <http://ufm.dk/en/>

Proposal for a Reform of International Recruitment: <http://uk.bm.dk/>

