

# Internationalisation of Swedish Higher Education and Research

– A Strategic Agenda

*Summary of the report of the Inquiry on increased  
internationalisation of higher education institutions*

*Stockholm 2018*



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The background image on the cover illustrates student mobility to and from Sweden according to UNESCO's "Global Flow of Tertiary-Level Students"

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# Introduction

The Swedish Government established the Inquiry on increased internationalisation of higher education institutions (U2017:02) in March 2017. Dr Agneta Bladh was appointed Inquiry Chair and Maria Wilenius and Albin Gaunt were appointed secretaries of the Inquiry.

The Inquiry has been tasked to:

- propose a new national strategy for the internationalisation of higher education institutions that include both education and research activities, as well as new objectives to be stated in the Higher Education Act;
- propose how more students can gain an international perspective in their education through better internationalisation at home and through more students and faculty studying or working abroad; and
- propose measures to increase Sweden's attractiveness as a study destination and knowledge nation through such means as a review of the system for application and tuition fees.

In this publication, a summary in English of the Inquiry's first report, with a focus on the two first tasks, is presented together with a translation of the proposed national strategy for increased internationalisation of higher education and research. The other parts will be presented by 31 October 2018.



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# 1 Summary of the report

The activities of higher education institutions are international by nature. Increased mobility of people, information and resources across national borders is improving conditions for the internationalisation of higher education institutions. Increased international cooperation at higher education institutions is creating a need for integration of the international perspective in the management of higher education institutions. This means that the international dimension must be integrated in all aspects of higher education policy at the national level, as well as into the core activities of higher education institutions.

## **1.1 The need to integrate internationalisation in the management of higher education institutions**

The intensity and depth of internationalisation of higher education institutions have increased. Internationalisation of higher education can be defined as “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society” (de Wit, et al., 2015).

The Inquiry considers this a good definition of internationalisation of higher education, but it refers mainly to tertiary education. The Inquiry’s report covers all activities at higher education institutions, both tertiary education, research and societal interaction. The Inquiry also believes that an international perspective must imbue all core activities. The Inquiry has therefore chosen to work

with the concept of “comprehensive internationalization”, which is defined as follows:

Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.

Comprehensive internationalization influences all of campus life as well as the institution’s external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it. (Hudzik, 2015)

The Inquiry believes this clearly defines the need for a more cohesive effort in relation to internationalisation and the challenges and opportunities brought by globalisation. The Inquiry also believes that an international perspective should imbue management and evaluation of higher education institutions at the national level.

## **1.2 Reasons for internationalisation**

There are several reasons for higher education institutions to increase international cooperation and the international elements of education and research. The most important of these is to enhance the quality of activities. Internationalisation increases the quality of research through, for example, the opportunity to collaborate with other researchers, which can enrich and contribute to the field of research. As regards education, the exchange of experience and knowledge generated through international cooperation contributes to improving the quality of education. When the content of education is put into a greater context, students are given the prerequisites to make international comparisons and reflect upon them.

Higher education prepares students for working life. The labour market and society in general are increasingly experiencing the influence of globalisation and internationalisation. Consequently, in-

tercultural and international perspectives are important to preparing all students for the labour market and society of today and the future.

For society as a whole, there are several reasons that the activities of higher education institutions should become more international. The political reasons include that knowledge transfer and partnerships in education and research are being accorded increasingly higher value by countries that are developing into knowledge-intensive societies. Research and education are central areas of cooperation within the EU and are increasingly important in bilateral relationships with other countries. Many countries are working actively with science diplomacy as an instrument for improved bilateral relationships. Higher education and research can also play an important role in development assistance policy. In-depth research collaboration is necessary to overcome several of the global challenges the world is facing. The internationalisation of higher education institutions plays a key role in national and global sustainable development.

There are also several economic rationales for increasing internationalisation. Higher education institutions are vital components of the innovation system and therefore research and higher education are essential to the economy and growth. By attracting researchers, experts and foreign students who stay on after completing their studies, a country can gain access to international expertise, compensate for inadequate domestic education capacity, support innovation and the economy by renewing the knowledge and innovation system through an inflow of new methods, perspectives and technologies and mitigate the effects of an ageing population.

Internationalisation is also of great social and cultural significance. International contacts between students and researchers can foster the spread of knowledge and values from one country to another. Sweden and many other countries support language instruction abroad in their own language. The social reasons are related mainly to individual development. Being exposed to a cultural situation that may be utterly different from that of the country of origin can be enriching and contribute to self-understanding and understanding of others.

### 1.3 International development

The internationalisation of higher education and research is a wide field with a growing number of forms of partnership and networking. The increased international mobility of money, knowledge, people, values and ideas is creating new opportunities for internationalisation and international cooperation. In parallel, the competition for resources and skills is increasing between nations and higher education institutions.

The demand for higher education is growing dramatically on global level. The number of international students has increased by 23 percent in recent years. Also, the number of researchers as well as the number of publications are increasing as a result of investments in research and development continues to grow in many countries. An increasing number of the publications are internationally co-authored.

Sweden receives slightly less than one per cent of the world's internationally mobile students and produces slightly more than one per cent of the world's research publications. In the context of greater competition for researchers, students and resources from other countries, Sweden must also improve its capacity to receive foreign expertise and contribute to the collective knowledge of the world.

### 1.4 Mobility to and from Sweden

The number of Swedish students who study abroad for more than three months has remained relatively constant for the last ten years. For the 2016/2017 academic year, the figure was 24,100, corresponding to 14 percent of the graduating students. The number of incoming students from abroad has changed a great deal during the same period. It was at its peak during the 2010/2011 academic year (46,700) and declined at the lowest point to 32,600 in the 2013/2014 academic year, after the introduction of tuition fees. After a slight recovery, there were 35,900 incoming students from abroad at Swedish higher education institutions in the 2016/2017 academic year.

One third of teaching and research staff were internationally mobile for at least one week in 2015. International researcher mo-

bility is lower in Sweden than in other strong research nations. The proportion of internationally recruited teaching and research staff was slightly below 20 per cent in 2014. However, the number of international co-authored publications is fairly high in Sweden. 65 percent of the publications in Sweden were written by two or more authors and based on international cooperation, compared to 25 percent globally.

## **1.5 The Inquiry's proposal**

### **1.5.1 New provision in the Swedish Higher Education Act**

The Inquiry proposes that new wording regarding internationalisation should be added to the Higher Education Act in order to reflect the increasing importance of internationalisation and international cooperation to higher education institutions and society as a whole. As proposed by the Inquiry, the Higher Education Act should state that *all international activities at each higher education institution should contribute to improving the quality of education and research and, nationally and globally, to the sustainable development that higher education institutions are meant to foster*. This provision should replace the current internationalisation objective set forth in the Higher Education Act. The purpose of the provision is to state overarching objectives for the international work of higher education institutions. The Inquiry proposes that the amendment to the Higher Education Act enter into force on 1 January 2020.

### **1.5.2 A new internationalisation strategy**

The Inquiry's remit is to propose a trackable national strategy for internationalisation of higher education institutions that encompasses their education and research activities and the task inherent therein of societal interaction.

The purpose of the strategy is to improve conditions for the internationalisation of higher education institutions by indicating a direction for internationalisation initiatives at various levels.

The primary target groups are the Government, higher education institutions and other related government agencies. The In-

quiry proposes that the strategy should apply to the period of 2020 to 2030. The strategy has been designed to relate to policy in other areas, such as the trade policy, development assistance policy and migration policy. The Inquiry is developing a number of measures required to attain each of the objectives and presents numerous suggestions and recommendations for the Government, the higher education institutions and government agencies.

The full strategy is presented on the following pages.

## 2 A proposal for a Swedish national strategy for internationalisation

**The Inquiry's proposal:** The strategy for internationalisation of higher education institutions set forth below should be adopted by the Government to indicate a direction for internationalisation initiatives at various levels.

### 2.1 Fundamental premises

The strategy for internationalisation is based on the following fundamental premises, values and assumptions:

- Internationalisation is primarily a tool for achieving higher quality and national and global sustainable development, not an end in itself.
- Each higher education institution's work with internationalisation should proceed from the specific prerequisites of the institution.
- Swedish competitiveness and development are based on access to knowledge and expertise outside Sweden, as the majority of knowledge production takes place outside Sweden.
- International cooperation between higher education institutions benefits from and contributes to all of society's international cooperation, development and diversity.
- The strategy will apply from 2020 to the end of 2030.

## 2.2 Vision

The long-term aim of the strategy is to achieve the following vision:

Sweden shall be one of the most attractive, international knowledge nations with world leading quality of education and research. International understanding and intercultural competence shall constitute an unquestioned and integrated part of education and research. The internationalisation efforts of the higher education institutions are predicated upon constructive cooperation with the rest of society and efficient coordination between government agencies in order to overcome national and global challenges.

## 2.3 Objectives

To achieve the vision, the following objectives must be attained:

1. Internationalisation characterises the management of higher education institutions.
2. Sweden has a high level of attractiveness as a study destination and knowledge nation.
3. All students who earn university degrees have developed their international understanding or intercultural competence.
4. Staff at higher education institutions, including doctoral students, have solid international experience and strong international networks.
5. Higher education institutions enjoy favourable conditions for increasing strategic international partnership and cooperation.
6. Higher education institutions have strong potential to contribute to global development and global social challenges.
7. Support provided by government agencies towards the internationalisation of higher education institutions is tailored to the needs of the institutions.
8. Systems for monitoring and evaluating internationalisation are well established.

**Objective 1: Internationalisation characterises the management of higher education institutions.**

Increased international mobility of people, information and money is affecting fundamental conditions for Sweden and Swedish higher education institutions. For Sweden and Swedish higher education institutions to meet current and future national and global challenges in the optimal way, more than isolated internationalisation initiatives are required. At the national level, the political, financial and legal conditions should interact so that, as a whole, they foster the work of higher education institutions towards increased internationalisation. Strategic awareness at the highest level will benefit not only the higher education sector but, by extension, other sectors in society. The international activities of the institutions need to be taken into account when regulations and systems are designed and barriers at the structural level need to be eliminated.

Sometimes, collaborations challenge applicable regulations and practices through innovative forms of partnership. To the greatest extent possible, the conditions for higher education institutions to act in international contexts must proceed from the institutions' needs to improve the quality of their education and research. It is therefore a matter of priority to eliminate barriers that constrain Swedish higher education institutions so that they are provided optimal conditions for acting internationally or, where necessary, establishing operations abroad.

A strategic, comprehensive effort at the executive management level of the institutions will promote the success of the other objectives of the strategy if it is ensured that an international perspective pervades the various parts of the institution and internationalisation is regarded as an integrated part of operations. Internationalisation can promote the connection between education and research and strengthen the ties of education and research to the local and wider communities in Sweden and abroad. Internationalisation of these areas can also be mutually reinforcing, so that the internationalisation of education strengthens the internationalisation of research and vice versa.

The use of English within Swedish higher education and research needs to be strategically managed.

To obtain the objective the following are necessary:

- Internationalisation of higher education institutions is considered and brought to the fore in the development of policy and operations in all research and education policy as well as related areas, such as development assistance policy, trade policy and migration policy.
- Higher education institutions have good terms and conditions to act in international contexts.
- Higher education institutions have improved opportunities to establish operations abroad.
- Higher education institutions analyse and develop a documented and strategic approach for comprehensive internationalisation of their activities based on the conditions prevailing at the institution.
- The conditions for using English and Swedish at higher education institutions and in research funding bodies are clarified.

**Objective 2: Sweden has a high level of attractiveness as a study and knowledge nation.**

The most important prerequisite for Sweden's attractiveness as a knowledge nation is the perception that activities within the knowledge system are of high quality and relevance. Swedish higher education, research and innovation already comprise a knowledge system of international distinction. Sustaining and developing this position requires actions in a multitude of areas. It requires that higher education institutions have immediate access, through research networks and collaborations, to knowledge and competence found or developed outside Sweden. International cooperation contributes to knowledge about how the quality of Swedish higher education and research relate to other countries' systems. The best possible conditions for attracting students and staff and highlighting the Swedish areas of advance must be established.

As global competition becomes fiercer, higher education institutions need to strengthen their position as attractive collaborative partners in Sweden and abroad. They must be able to attract the

students and staff required to maintain education and research at a high level and to supply Sweden's knowledge-based society with highly qualified staff and knowledge.

A prerequisite for high attractiveness is that research and teaching staff as well as potential students in other countries are aware of and have a good image of Swedish activities. This also requires efficient processes for being granted residence permits, attractive conditions for studying or working in Sweden and a good standard of living.

The institutions should be sought-after collaborative partners to other institutions, business and organisations. Sweden therefore needs to attract more foreign education providers, research performers and other knowledge-intensive activities and reap the benefits of the establishment of foreign higher education institutions in Sweden, when this occurs in collaboration with Swedish higher education institutions.

Nordic cooperation should be used to strengthen the international position of Sweden and other Nordic countries. As small, relatively similar countries, the Nordics have good opportunities to take joint initiatives to enhance its presence. Correspondingly, cooperation within the EU is an important platform for reaching many collaborative partners and bringing knowledge to Sweden.

The Swedish knowledge system, of which higher education institutions are an essential part, makes Sweden internationally attractive and a role model for many other countries. The role of higher education institutions in promoting Sweden as a knowledge nation should be central.

To obtain the objective the following are necessary:

- Foreign students, teaching and research staff and other employees are welcomed, able to settle and encouraged to stay in Sweden or maintain long-term contact with Sweden. Cooperation between higher education institutions, various government agencies and the rest of society must be strengthened to achieve this.
- Swedish areas of advance are highlighted and marketing of Sweden as a knowledge nation is intensified.

- The Government, government agencies and higher education institutions closely and frequently cooperate to generate interest and opportunities for foreign establishment of education or research activities at Swedish higher education institutions and other knowledge-intensive activities in Sweden.
- Sweden can offer attractive scholarships to international students.
- Efforts within the Nordic countries are developed in order to create closer collaboration among Nordic higher education institutions and further develop an internationally competitive knowledge region in northern Europe.

**Objective 3: All students who earn university degrees have developed their international understanding or intercultural competence.**

Higher education must be relevant in a society that is increasingly characterised by international and intercultural relationships, as well as global challenges. As nationalist and protectionist currents grow stronger and the negative aspects of globalisation become evident, greater international and intercultural understanding is needed in all parts of society. Education must give students the prerequisites to understand and work in a global society and to be able to contribute to sustainable development nationally and globally. International experience gained through mobility is not going to be possible for all students and it is therefore necessary for students to acquire international understanding and intercultural competence at home.

Higher education institutions ensure that all students are provided purposeful integration of international and intercultural dimensions into the formal and informal curriculum within domestic learning environments. Virtual mobility and digital technology are examples of tools for fostering internationalisation at home. They give individuals who cannot participate in physical mobility opportunities to make their own international contacts.

Double or joint degrees in first, second and third-cycle education are particularly effective ways to increase internationalization throughout the education and research environment. International

research partnerships can also strengthen the internationalisation at all levels.

Strategic efforts to support internationalisation at home must be clear at both the national level and the institution level. The facilitating role of the Swedish Council for Higher Education should be brought to the fore.

Mobility among Swedish students needs to increase, especially in areas currently characterised by very low mobility. New forms, needs and patterns for international mobility are arising among students and at higher education institutions. Student mobility can also be supported by the institutions' other international collaborations within research and other forms of partnerships. It is important that national-level initiatives to support mobility also support this growing flora of activities and destinations.

To obtain the objective the following are necessary:

- International understanding and intercultural competence are brought to the fore in learning objectives.
- Financial and pedagogical support is provided for further development of digital technology and virtual mobility at higher education institutions.
- Higher education institutions work strategically with development of internationalisation at home and are supported in their efforts through the tasks and actions of other government agencies.
- National mobility support schemes are reinforced and Swedish use of and proactive influence on EU programmes increase. By 2025, at least 25 per cent of students spend at least three months of their education abroad.
- Conditions for students to pursue part of their education abroad are structurally reinforced.
- Higher education institutions work together with research funding bodies for increased synergies between internationalisation of education and international research partnerships.

**Objective 4: Staff at higher education institutions, including doctoral students, have solid international experience and strong international networks.**

International collaboration is essential to providing teaching and research staff experience and networks that further the development of education and research, as well as intercultural competence, at the higher education institutions. Conditions for staff, including doctoral students, to initiate, complete and return from international mobility should be as good as possible. Research quality is predicated largely on international collaboration, which may also be a natural way to improve the quality of education. Internationally active researchers should be encouraged to bring their international experience into their teaching. Many doctoral students establish international networks in the course of their education that are also useful in the future.

Teachers need strong knowledge of their subject from an international perspective, as well as of educational theory and methods applicable to students of varying backgrounds. They need good opportunities to acquire this type of knowledge and competence. Mobility among teaching staff should therefore increase, especially in groups where mobility is currently low, and also to countries outside Europe. If internationalisation is to pervade all operations, the international understanding and intercultural competence of those who work in administration at higher education institutions is also important.

A valuable source of knowledge about, and understanding of, international conditions are people in Sweden who bring knowledge of situations in other countries. By utilizing experiences from academics who have fled to Sweden, they are not only given an academic base here; it also expands the opportunities for Swedish higher education institutions to convey international perspectives in education.

To obtain the objective the following are necessary:

- The merit value of international experience for employees in higher education is increased.
- Opportunities for teacher exchange are strengthened structurally and financially through increased participation in EU programmes and reinforced national exchange schemes.
- Higher education institutions work strategically to increase physical and virtual mobility among staff, including doctoral students, particularly in fields of research and education with a low degree of international collaboration, and are supported in these efforts by the tasks and actions of other government agencies.
- Research funding bodies review opportunities to increase support for outward mobility and international collaborations for research staff, including to countries and regions where research potential is high but collaboration is not yet comprehensive.

### **Objective 5: Higher education institutions enjoy favourable conditions for strategic international partnership and cooperation.**

Higher education institutions should widen their international partnerships geographically. The establishment of long-term partnerships with research and education environments in various countries is highly important to Sweden. There should be collaboration aimed at mutual reinforcement of the quality of higher education and research.

To an increasing extent, higher education institutions are developing inter-institutional strategic partnerships with other institutions, business and other organisations or work in networks and clusters. These partnerships may foster both the institutions' own development as well as economic growth and global problem solving. Sweden's sterling reputation as a nation of innovation and the high capacity to collaborate that characterises Swedish higher education institutions should be leveraged to strengthen cooperation with strategically selected countries. This can also be developed by attracting foreign research organisations to establish operations in

Sweden. The conditions for the work of higher education institutions should be as good as possible.

Existing structures in the Nordic countries and the EU are a linchpin for international cooperation in Sweden. There is potential within these structures for deeper collaboration with countries outside the Nordic region and the EU as well. It is important that forms of collaboration are developed and kept relevant and current. The Bologna process is another arena where Sweden should have a prominent role in developing the collaboration as it is deep and is of great importance for bringing higher education systems in the whole of Europe closer together.

Through development assistance cooperation in higher education and research, Sweden builds good relationships in several countries. When development assistance is phased out, it can often be worthwhile to continue building and widen partnerships within education and research. This is also important as these partnerships can inspire renewal the knowledge system with insights about new methods and business models that may strengthen the society. The financing arrangements and the legal form of these types of partnerships need to be developed so that higher education institutions are better able to participate.

In order to reap the benefits of the bilateral memoranda of understanding signed by Sweden within or with bearing on higher education, research and innovation, a more proactive stance by the Government can facilitate in-depth partnerships between higher education institutions. A more long-term and consultative process together with higher education institutions and research funders is necessary to ensure that Swedish interests are clarified and can be utilised when the Government enters into new agreements with other states.

Environmental scanning and analysis are fundamental factors in pursuing a strategic internationalisation effort, but can require substantial resources. For this reason, certain aspects of the effort should be managed jointly.

To obtain the objective the following are necessary:

- Sweden works actively to develop Nordic and European cooperation and benefit from its advantages, not least importantly with regard to collaboration outside Europe.

- Support structures and funding are available for partnerships in higher education and research in countries where Sweden has phased out or is about to phase out development assistance cooperation and where the cooperation needs to be bridged to new forms.
- Arrangements are made for more structured consultation with higher education institutions and research funders to identify Swedish needs and interesting areas of cooperation when bilateral agreements within higher education and research are negotiated between Sweden and other countries.
- Environmental scanning and analysis of international issues with regard to higher education, research and innovation are coordinated and strengthened.

**Objective 6: Higher education institutions have strong potential to contribute to global development and overcome global social challenges.**

Higher education institutions throughout the world have a central role to play in social development, regardless of whether this occurs through broad general education or through cutting edge research, and regardless of whether the social challenges are local or global.

Higher education institutions are important in the implementation of the Agenda 2030 Sustainable Development Goals. High quality and international cooperation in education, research and innovation are essential to attaining the global sustainable development goals and overcoming critical global challenges.

Swedish higher education institutions should actively be able to contribute to positive development in the world and in those low-income countries with which Sweden is engaged in long-term cooperation. When international partnerships are built up, they should be relevant over the long term and of mutual benefit to the collaborative partners. The connection between research and education must also be maintained within cooperation in development assistance.

Higher education institutions defend academic freedom and social responsibility. In this area, many institutions have long been

committed to supporting vulnerable students and teachers forced to abandon their academic studies or careers by offering education, work experience places or workplaces. This is an extraordinarily worthwhile effort that should be further developed.

To obtain the objective the following are necessary:

- Higher education institutions consider Agenda 2030 within the framework of their strategic internationalisation efforts.
- Support for capacity building within higher education in partner countries is prioritised along with support for research and third-cycle education.
- The connection between research and higher education within the framework of development assistance is reinforced.
- Higher education institutions have favourable conditions within the framework of their mandate for improving the situations of refugees and recent arrivals in Sweden.

**Objective 7: Support provided by government agencies towards the internationalisation of higher education institutions is tailored to the needs of the institutions.**

Nearly all sectors of society benefit from the internationalisation of higher education institutions and many policy areas affect the prerequisites for internationalisation. Responsibility for the prerequisites for internationalisation is spread among many organisations within various sectors and at various levels. Certain related government agencies and sectors of society are particularly important to the internationalisation of higher education institutions. It is important that the efforts of these agencies move in the same direction and support each other. Barriers and challenges must be effectively managed. In order to deal with these problems, intersectoral cooperation related to the prerequisites of internationalisation should be strengthened. The Ministry of Education and Research plays a key role in coordinating the efforts to remove barriers.

In relation to international contacts, the national level is highly important to the prerequisites for international cooperation. The

Government Offices of Sweden should coordinate the joint resources and assume a more operational role in order to strengthen bilateral relationships with certain countries and in so doing promote Swedish higher education and research abroad. There are also significant advantages to closer and more goal-oriented cooperation among Swedish higher education institutions, in the light of international competition. Sweden is relatively well known as a nation, but Swedish higher education institutions are not always equally well known. Swedish higher education institutions should therefore strengthen cooperation in various international issues.

To obtain the objective the following are necessary:

- A structure exists for regularly identifying barriers to the internationalisation of higher education institutions and recommending solutions. Participating government agencies and organisations have clear mandates to act and participate.
- Coordination is enhanced to support the inter-sectoral efforts related to the internationalisation of higher education institutions, either through the Government Offices or as mandated responsibility for several government agencies.
- The Government promotes Swedish higher education and research strategically and operationally together with the institutions in relation to the countries where this is deemed desirable.

### **Objective 8: Systems for monitoring and evaluating internationalisation are well established.**

Tracking and evaluation must be performed regularly to ensure that the strategic objectives stated in the internationalisation strategy are attained. In so doing, objectives that have been attained can be removed from the list and new objectives formulated.

It is important that internationalisation be brought to the fore in reviews performed by the Swedish Higher Education Authority (UKÄ) to ensure continued progress by higher education institutions. The institutions should also be able to certify their international activities independently in order to drive efforts in a positive direction.

Effective evaluation also requires access to relevant statistics. UKÄ's review and statistical mandates provide opportunities for evaluation and tracking of internationalisation, which provides a basis for continued efforts towards increased internationalisation.

To obtain the objective the following are necessary:

- The internationalisation strategy is evaluated and revised after five years to ensure that the strategy is current and still provides effective guidance even when the conditions for internationalisation change.
- Separate evaluations are performed to assess various fields of research from an international perspective.
- The institutions have the opportunity to seek voluntary certification of internationalisation through UKÄ or another national or international organisation.
- More full-coverage statistics on internationalisation are compiled based on the needs of the Government, higher education institutions and other government agencies. The statistics should be made available on an ongoing basis and as quickly as possible.
- Special evaluations are performed to monitor prioritised areas, such as the management of the migration process, bilateral agreements or digital partnerships.