

*Internationalization of higher education
in a Canadian context:
Responses to the Bologna Process from
Canadian universities*

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Internationalization of HE: Global Trends

- Higher Education moving away from the policy margins, in advanced political economies
- Increasing demands placed on HEIs
- From the second half of the 1990s onwards, gradual shift from political to economic rationales for internationalization.
- continuing focus at an institutional/programme level on isolated and marginal activities for a minority of students, such as study abroad, exchange, area studies and international student recruitment.

Types of HE internationalization

- cooperation vs. competition (Van der Wende, 2001),
- institutional vs. student-focused internationalisation (Coelen, 2013; Jones, 2010),
- intercultural, international and global competences (Deardorff, 2006),
(Jane Knight 2008)
- ***Internationalization abroad*** (all forms of education across borders; mobility of people, projects, programmes and providers).
- ***Internationalization at home*** (curriculum-orientated and focuses on activities that develop international or global understanding and intercultural skills).

Internationalization abroad

Student mobility (inbound & outbound)

- Credit mobility (exchange programs; transfer students)
- diploma/degree mobility.

Academic, staff and researcher mobility

Cross-border/transnational education

- (not a significant factor for Canadian HEIs)

Internationalization at home

Global citizenship. More of a concern in North America (2014 IAU survey).

- Curriculum
- Teaching and learning process (internationalization of faculty)

Quality Assurance

- Credits and Credentials (typically understood as mobility issue)
- Accreditation of HEIs
- Qualifications Frameworks

Comprehensive Internationalization (a new concept?)

In North America (and Anglosphere):

- Internationalization driven by Higher Education Institutions
- 95 % of Canadian HEIs have identified an internationalization strategy as part of their strategic plan (CBIE 2016: 11).

In Europe:

- Bologna Process is a comprehensive strategy driven primarily by government actors
- (mobility; competitiveness, QA, etc.)

Table 1: Three top-ranked benefits of internationalisation – regional results – IAU 4th Global Survey

	Global	Africa	Asia and Pacific	Europe	Latin America and Caribbean	Middle East	North America
Increased international awareness of / deeper engagement with global issues by students	1		1	3	3		1
Improved quality of teaching and learning	2	3	2	1	2	1	3
Enhanced international cooperation and capacity-building	3	2		2		2	
Strengthened institutional research and knowledge production capacity		1	3			3	
Enhanced internationalisation of the curriculum							2
Enhanced prestige/profile for the institution							
Increased international networking by faculty and researchers					1		
Increased/diversified revenue generation							
Opportunity to benchmark/compare institutional performance within the context of international good practice							
Other							

Europe focussed on Quality Assurance

North America focussed on 'global citizenship'

What has drawn outside attention to the Bologna Process?

Features of EHEA drawing attention:

- **Promotional features** (competitiveness; attractiveness)
- **Mobility features** (ECTS; Diploma Supplement)
- **Governance features** (Quality Assurance Frameworks; coordination/centralization and institutional autonomy)

Areas of competition

Market Share of:

- [International student flows](#) (loss of market share?)
- Offshore educational services
- Brain Drain (competing for immigrants; filling labour market needs; researchers)

Areas for cooperation

Mobility:

- ECTS
- Credential recognition (Degree cycles; Diploma Supplement; Integrated Qualification Frameworks)
- Research (ERA)

Opportunities for Learning

Governance:

- Implementation challenges (degree of institutional autonomy)
- Coordination challenges (degree of centralization; country-level implementation is uneven)
- Quality Assurance (pedagogical/curricular reforms; transparency)

Global 'responses' to Bologna (International)

International Organizations

Council of Europe: Steering Committee for Higher Education and Research (CDESR).

UNESCO and Council of Europe: Lisbon Recognition Convention (1997)

EU: Tempus Programme (also see Erasmus, Erasmus Mundus, joint programs with USA, Canada going back to 1995, and now with Aus, NZ, Japan, S. Korea)

OECD: AHELO

Global 'responses' to Bologna (National)

National/Regional Responses

USA: Muted response. The core features of Bologna “have sufficient momentum to become the dominant global education model” Clifford Adelman, U.S. Institute for Higher Education Policy (IHEP), 2008)

Latin America: 'Tuning' partnerships (curriculum development)

Australia: Brisbane Communiqué; Bologna Ministerial Advisory Group (BMAG); TEQSA

Assessment of Canadian Higher Education (Features)

- **Strengths:** accessibility; reputation; research capacity; institutional diversity;
- **Challenges:** moderate funding (cost recovery mechanisms); low profile (compared to UK, US); lack of coordinated activity;
- **Internationalization Trends:** large (and increasing) inbound mobility; proportional market share of inbound mobility declining (see Australia)
- **Governance:** decentralized and deconcentrated (institutional autonomy, flexibility, and diversity). Instead of overlapping competences → jurisdictional 'gaps'

Governance of HE in Canada, Actors in HE internationalization

- **HE Institutions (Admin and faculty).** Concerns: Cost recovery mechanisms (international students as cash cows); International experiences for their students; Length of degrees; Degradation of the educational experience
- **Peak Associations (CAUT, CBIE, Universities Canada).** Concerns: bridging government to institutions
- **Provincial Governments (Ministries of Advanced Education, CMEC).** Concerns: local labour market, Inter-provincial mobility; Quality Assurance.
- **Federal Government (Global Affairs Canada, EduCanada).** Concerns: Research and Development (ERA-CAN); HE as a wealth generator; HE as an economic driver through Innovation; HE as an immigration strategy.

Comprehensive internationalization in Canada

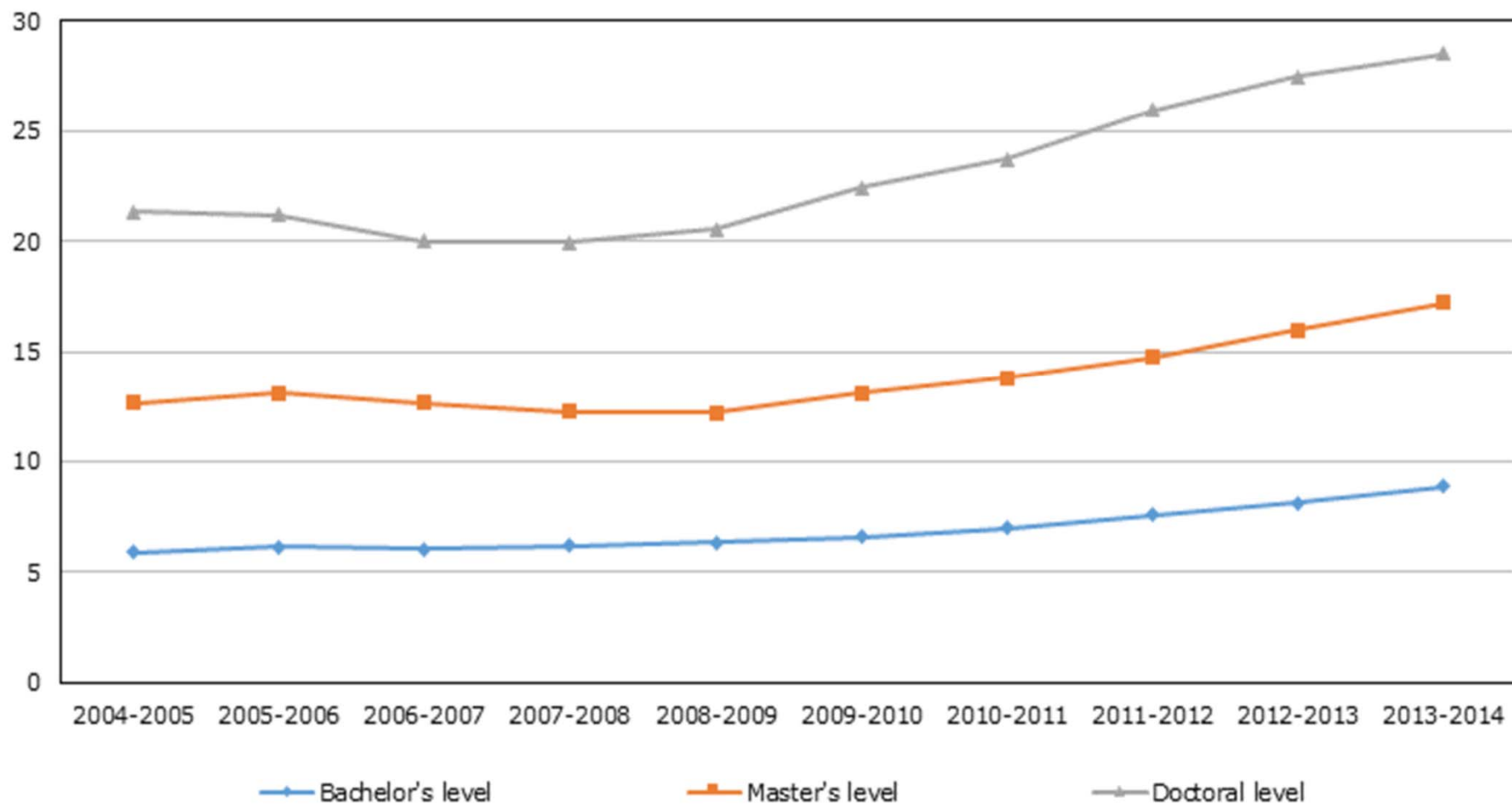
Primary drivers → **Mobility** (Inbound, then Outbound) & **Competitiveness**

Secondary drivers → Research collaboration; internationalization of faculty & grade students

Smaller concern → pedagogical practice, learning about QA and governance

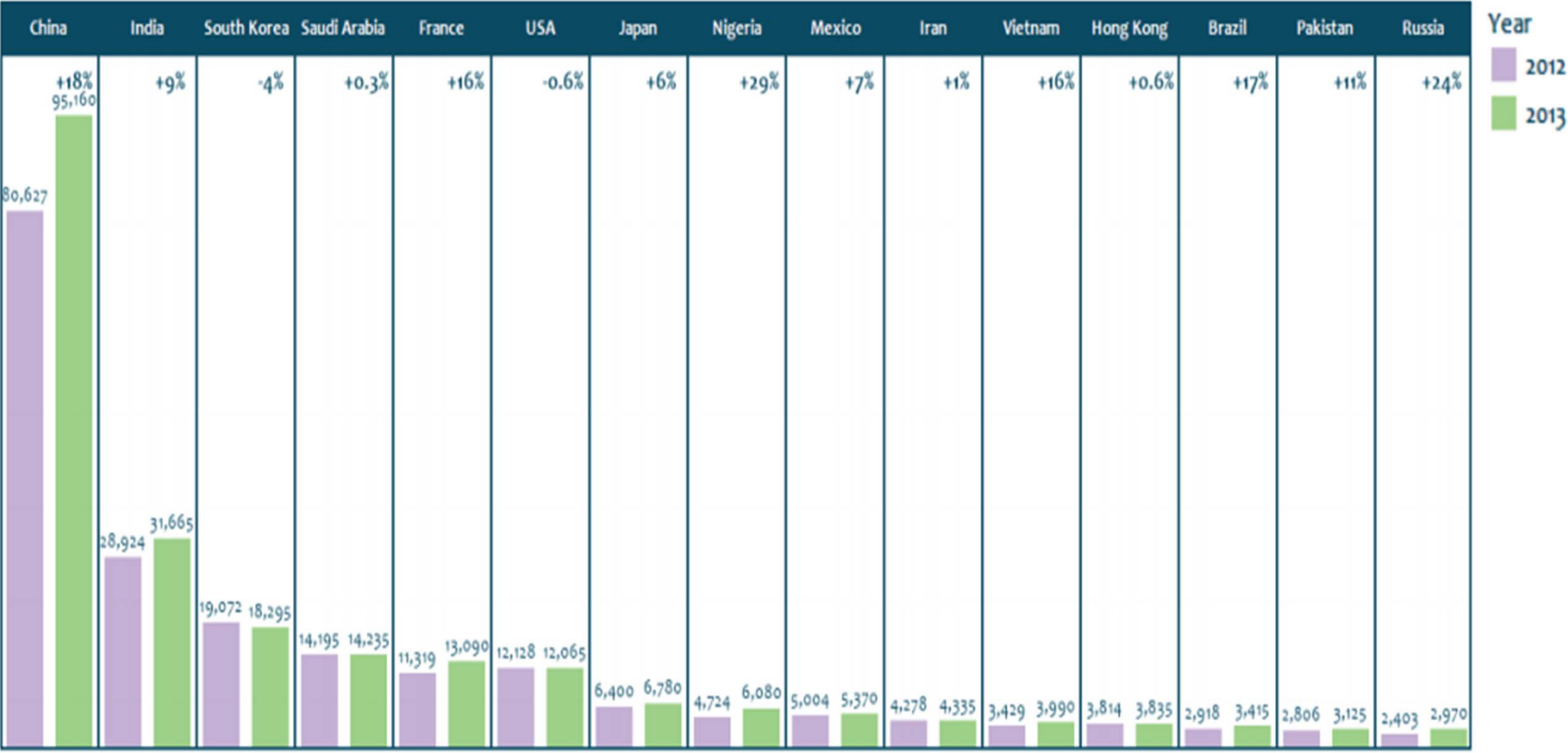
International students as a percentage of all university enrolments by program level (Bachelor's, Master's, or Doctoral), Canada, 2004-2005 to 2013-2014

percent international students



Source: Statistics Canada, Post-secondary Student Information System, 2004-2005 to 2013-2014.

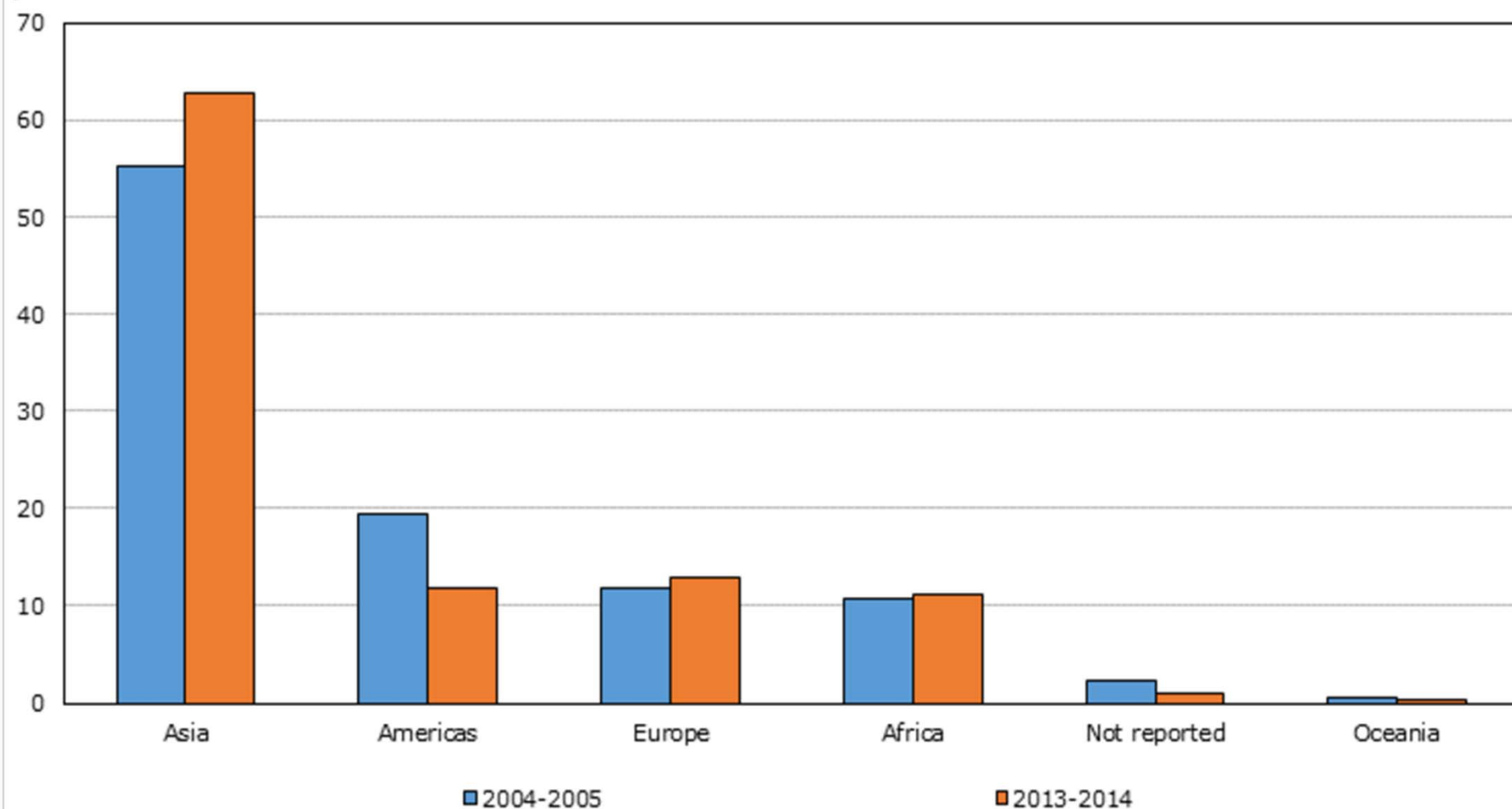
FIGURE 5: International students in Canada, top 15 sending countries, 2012 and 2013



Source: CBIE 2016

Percentage of international university students from various source regions, Canada, 2004-2005 and 2013-2014

percent



Source: Statistics Canada, Post-secondary Student Information System, 2004-2005 to 2013-2014.

FIGURE 3: Regional breakdown of international student population in Canada (2013)



Top 15 destinations for outbound students

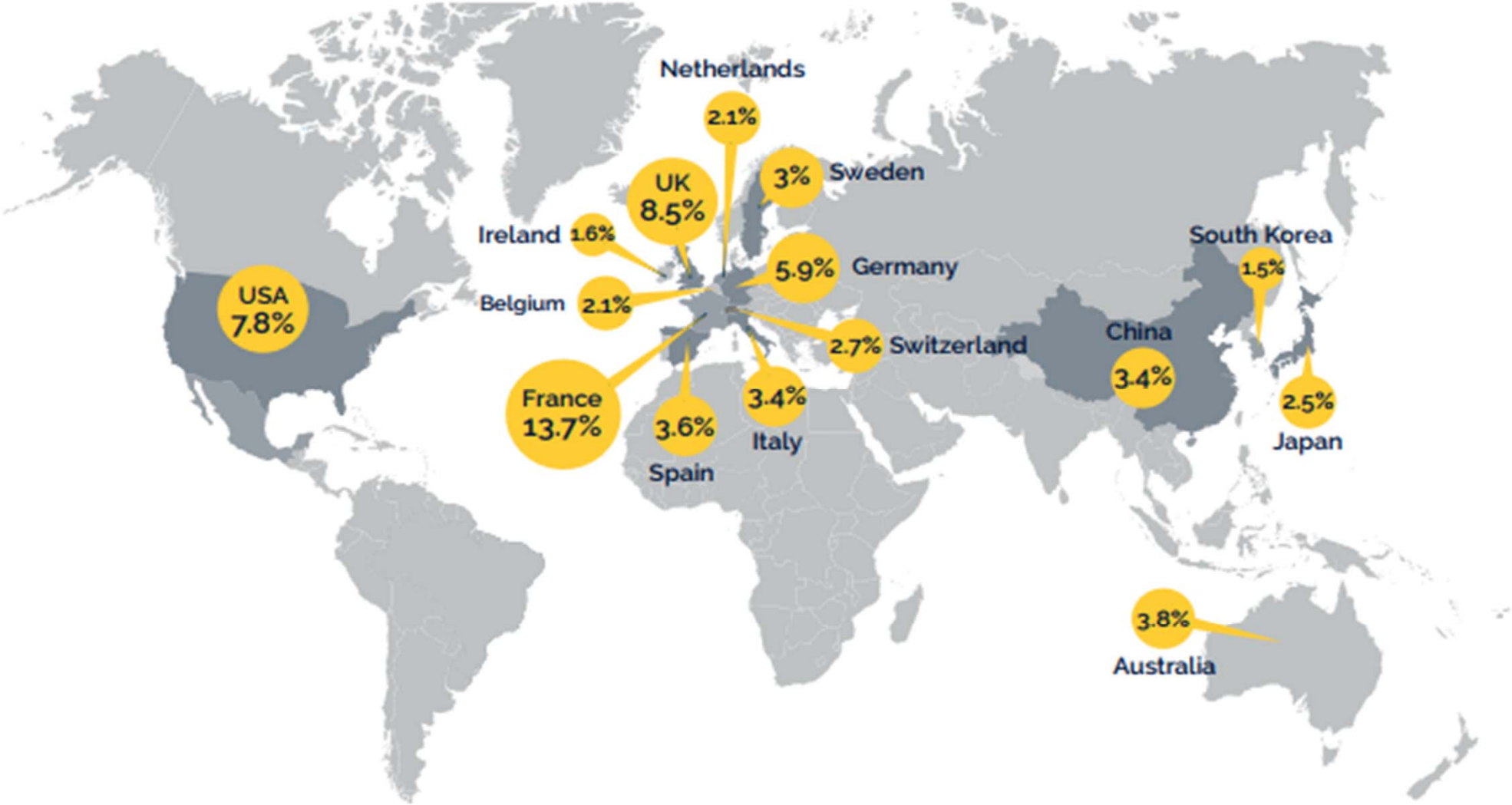


Figure 61:

Source: CBIE 2016

Canadian 'responses' to Bologna: National level

Historically (negligible)

- Weak response (no national minister of education)
- Global Affairs Canada: Minister of Foreign Affairs obtained observer status at the 2007 Bologna Ministerial meeting (London). 2007
- Council of Ministers of Education, Canada: committee on QA referred to Bologna (regarding a national quality framework). 2008

Currently (muted)

- Global Affairs Canada; International Strategy (2014) → CETA? Brexit?
- GAC & CMEC established the Federal-Provincial Consultative Committee on Education-Related International Activities (FPCERIA)

International Students becoming permanent residents of Canada

The average share of int'l students studying in Canada, who became a permanent resident within the following decade lies between 20 and 27 %.

High transition rates recorded int'l students from

- Southern/ Eastern Europe (36 %)
- other parts of Asia (32 %)
- Africa (55 %).

As opposed to ratios of int'l students from

- Northern/ Western Europe (16 %),
- US (16 %),
- Japan (6 %)
- South Korea (14 %)

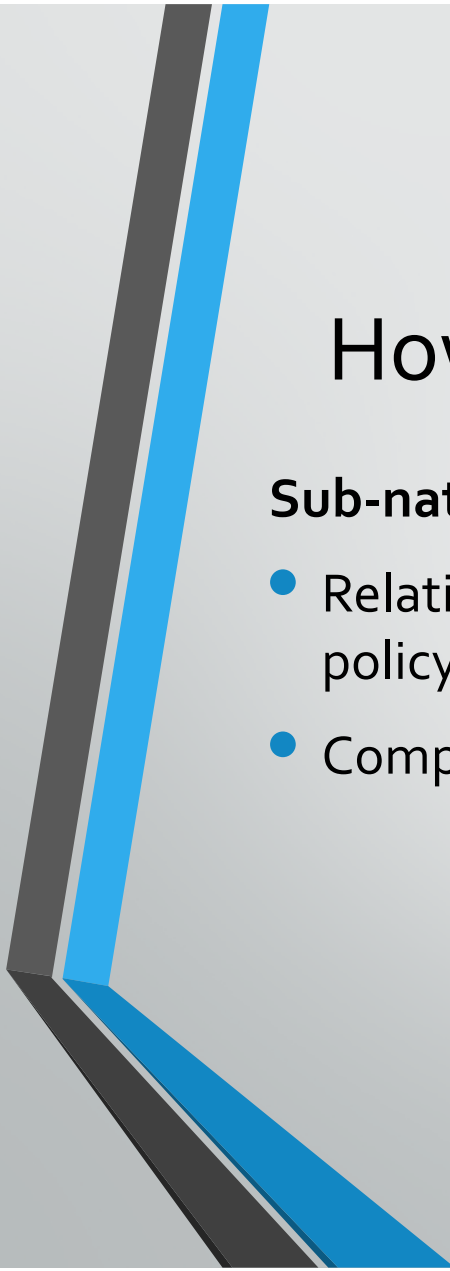
Canadian 'responses' to Bologna: Provincial level

CMEC adopted national degree framework in 2007 (committee mentioned BP)

- (relative uniformity of credentials in Canada → QA is the issue)
- B.C.: 'Education Quality Assurance' designation

CICIC: held the presidency or vice-presidency of the ENIC network from 2004 to 2008 and from 2013 to 2014.

Provincial international strategies (the end of Navel-gazing?)



Further Research: How does (external) Europeanization occur?

Sub-national variance?

- Relationship between Europeanization (Bolognization) and sub-national policy-making and governance.
- Comparative Case Studies (B.C. & Ontario)

Canadian 'responses' to Bologna: HE Institutions

Individual HEIs have been non-systematic in response:

- U of Victoria listing summer courses in ECTS (2008)
- U of Alberta held conference on 'Canadian Perspectives on the Bologna Process' (2009)

'Technical' Issues:

- Reconsider internationalization strategies (already underway)
- Reconsider admissions criteria? ('3-year degree problem')
- Reconsider credits and transcripts

Institutional strategies cont'd: UBC

UBC: 'Place & Promise' (International Strategic Plan)

- *targets*: 30% of undergrads have an int'l experience, 15% of undergrads are international students, 25% of grads are int'l;
- Areas of focus: China, India, Europe (the latter emphasizes research collaboration, and cotutelle PhDs).
- Builds and consolidates (institutional) partnerships. Try to diversify partnerships outside UK, Germany, France.

Concerns about Bologna?

Robert White, senior policy analyst for international relations at the Association of Universities and Colleges of Canada (AUCC): the Bologna Process will have repercussions in three areas...

1. Degree length (appropriate degree length to acquire the necessary skills?)
2. Competition for recruitment (inbound mobility)
3. Bologna's effect on (outbound) mobility in Canada. Change in Bologna degrees – repercussions for Canada? Create challenges for QA; Create work for establishing new exchange programs and joint degree initiatives.

Positive perspectives on Bologna?

Craig Klafter, Associate VP International, at UBC:

- Learning opportunities: “*European Credit Transfer System* (ECTS) through which a student’s grades are result of his/ her workload, in contrast to the North American system at which achievements are partially made up of talks with the faculty. Canadian universities could start to both systems. We could also adapt the so-called ‘diploma supplement’ at UBC.”
- Further development of Joint degrees.

Conclusions.

Is Bologna ignored by HE sector in Canada?

- No governance effects → soft power of BP has no effect; lack of coordinated activities or strategies
- Weak 'market' dynamics → BP not a real threat to HE 'market share' in Canada
- Little evidence of lesson-drawing → Peak of responsiveness: 2007-2009. (Better opportunity for peer learning might be AHELO?)

Why is Europeanization (and Bolognaization) ignored?

Amongst HEIs administrators:

- Europeanization has neutral/positive effects on outbound mobility and research collaboration.
- Does not (negatively) affect inbound faculty or graduate students

Amongst governmentpolicy-makers:

- 'Hands-off' approach (deconcentration). But also learning opportunity.....
- Europeanization could affect governance and Quality Assurance mechanisms.



Conclusion

Bologna Process refracted and reflected in terms of domestic perspectives and strategies.