

Globalisation of public policy: the case of higher education policy



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AIM

- ❖ Contributing to filling in the gap in defining:
 - globalisation, Europeanisation and internationalisation, and
 - distinctions between the three

- by
 - Firstly, determining the general definitions, and
 - Secondly, determining the definitions in the HE field.

CONTENTS OF THE PRESENTATION

- Gap in HE literature: clear definitions and distinctions between globalisation, Europeanisation, internationalisation
- Multidisciplinary view (Fink-Hafner and Dagen, 2017)
- Delphi research among HE experts – work in progress (Dagen, Fink-Hafner, Hafner-Fink, Novak, Doušak, 2017)
- Concluding thoughts

GAP IN HE LITERATURE

- Lack of consensus, clear definitions and distinctions between globalisation, Europeanisation, internationalisation
- Variety of definitions: *process, activity, context, concept, frame, effort, response model, cooperation, competition ...*
- **Different authors – different approaches – different conceptualization – contradiction?** (e.g. Altbach, de Wit, Knight, Marginson, Rhodes, Robertson, Scott, Stromquist, Swair, Teichler, Van der Wende, etc.)

GLOBALISATION OF HE POLICIES – A MULTIDISCIPLINARY VIEW

(Source: Fink-Hafner, D., & Dagen, T. (2017) *Globalisation In Higher Education Policies: Multidisciplinary Insights*. Teorija In Praksa, 54)

LEVELS OF GOVERNMENT POLICY CHARACTERISTICS	Macro –global (Intergovernmental)	Macro-regional (EU)		Macro National	Meso (policy)
		Confederal / Intergovernmental	Federal / the Community method		
Actors	OECD, World Bank, UNESCO, UNDP, UNICEF, WTO in the field of HE policy	<ul style="list-style-type: none"> – member states’ Governments’ and national Ministers’ meetings on EU level; European Commission, European Council and European Parliament – invited experts – regional intergovernmental stakeholders (e.g. European University Association – EUA; European Association for Quality Assurance in Higher Education – ENQA; European Students’ Union – ESU) 	Not used in the field of HE.	national governing actors: Ministries and state agencies in the field of HE (covers policy fields: education, science and technology, culture, foreign affairs, immigration, trade and industry, employment)	national state actors and non-state policy actors: e.g. national Rectors’ conferences, students’ organisations and groups, academic or professional associations, scholarship organisations, science councils, NGOs in the HE field, <i>think-tanks</i> in HE field, experts’ networks, chambers of commerce, employers’ associations, HE policy entrepreneurs
Policy decisions	<ul style="list-style-type: none"> – documents (e.g. <i>World Declaration on Higher Education for the Twenty-First Century: Vision and Action</i> (UN); <i>European Regional Convention – Lisbon Recognition Convention</i> (Council of Europe and UNESCO); General Agreement on Trade in Services – GATS (WTO), etc.) – programmes (e.g. World Bank specific regional / national programs in HE; Enhancing higher education system performance (OECD)) 	<p><i>soft law mechanisms:</i></p> <ul style="list-style-type: none"> – <i>open method of coordination (OMC) – subsidiarity principle – policy cooperation</i> – documents (e.g. <i>Bologna Declaration – Bologna process; Lisbon strategy – Lisbon process, Education and Training 2010, Education and Training 2020, Europe 2020</i>) – programmes (e.g. Erasmus+) 	<p>No directives explicitly in HE policy field.</p> <p>→ indirect impact on HE policy by some directives related to policy fields that are close to HE</p> <p>– directives (e.g. indirect influence by Council of European Union’s directives on employment)</p>	<p>→ national legislation in the field of HE:</p> <ul style="list-style-type: none"> – documents (e.g. laws and strategies that regulates national HE system; National action plans (NAPs); budgetary decisions on GDP percentage invested in HE) – policy decisions (e.g. establishment of ENIC/NARIC offices, establishment of national HE quality assurance agencies) 	<p>→ national public policies and national implementation of EU policies and programmes;</p> <p>– documents (e.g. acts, programs and strategies that regulate specific issues in HE system related to e.g. students’ standard, evaluation and accreditation processes, strategic decisions for specific HE fields – e.g. internationalisation, study programmes, QA, R&D, recognition policy)</p>
Means of monitoring and control	<p>publication of cross-national and comparative educational statistics and indicators – e.g. <i>Education at a Glance</i>)</p> <p>No direct sanctions in HE but possible difficulties with funding or absence of particular regional or national programmes in HE field or related policy fields</p>	<p>reports and comparative data – e.g. Bologna process implementation reports for ministers’ conferences; EURIDICE data)</p> <p>No direct sanctions in HE but possible:</p> <ul style="list-style-type: none"> – economic and political sanctions in the case of not following economic-led policies which can influence HE (e.g. EU directives on employment of young people) – consequence of particular courts’ verdicts (e.g. European Court of Justice; see e.g. <i>Françoise Gravier v. City of Liège</i> (1985) Case 293/83) – difficulties in getting EU funding if national implementation of EU is missing 	No direct sanctions in HE.	<p>– soft sanctions (e.g. publication of figures and data on particular progress of national HE system can indirectly influence the government political stability and the level of voter support)</p> <p>No sanctions in HE but possible:</p> <ul style="list-style-type: none"> – consequence of particular Supreme / Constitutional Courts verdicts – difficulties with EU funding programs (insufficient use of EU funds) 	<p>– national monitoring, control (e.g. non-funding sanctions in line with the national law or partially funding; stakeholders exclusion from the relevant policy decision processes)</p>

DELPHI RESEARCH AMONG HE EXPERTS – WORK IN PROGRESS

→ preparation of a *Delphi* method research started in January 2016

- Literature review
- Delphi – steps, current state of the art

Literature review

- **articles published in the period 1999 to 2016 in *Higher Education* and *Journal of Studies in International Education***
- most scholars focus on describing and analysing one or two terms (usually a combination of ‘globalisation’ and ‘internationalisation’)
- few scholars attempt to link the definitions of these terms in the education science with general definitions (e.g. Knight, 1994, 2004, 2007, 2013; Altbach and Knight, 2007; Van der Wende, 1997, 2001, 2004; Teichler, 2004)
- **literature on higher education mostly examines the ‘internationalisation’ of higher education, but concepts of ‘globalisation’ and ‘internationalisation’ are usually not clearly distinguished (Teichler 2004)**

Table 2: The number of articles in two scientific journals (Higher Education and Journal of Studies in International Education) which include the listed key words (1999–2016)

KEY WORD	NUMBER OF ARTICLES	
	HE	JSIE
GLOBALISATION	326	314
INTERNATIONALISATION	320	382
EUROPEANISATION	17	31
GLOBALISATION, INTERNATIONALISATION	169	233
GLOBALISATION, EUROPEANISATION	9	20
INTERNATIONALISATION, EUROPEANISATION	11	26
GLOBALISATION, INTERNATIONALISATION, EUROPEANISATION	8	20

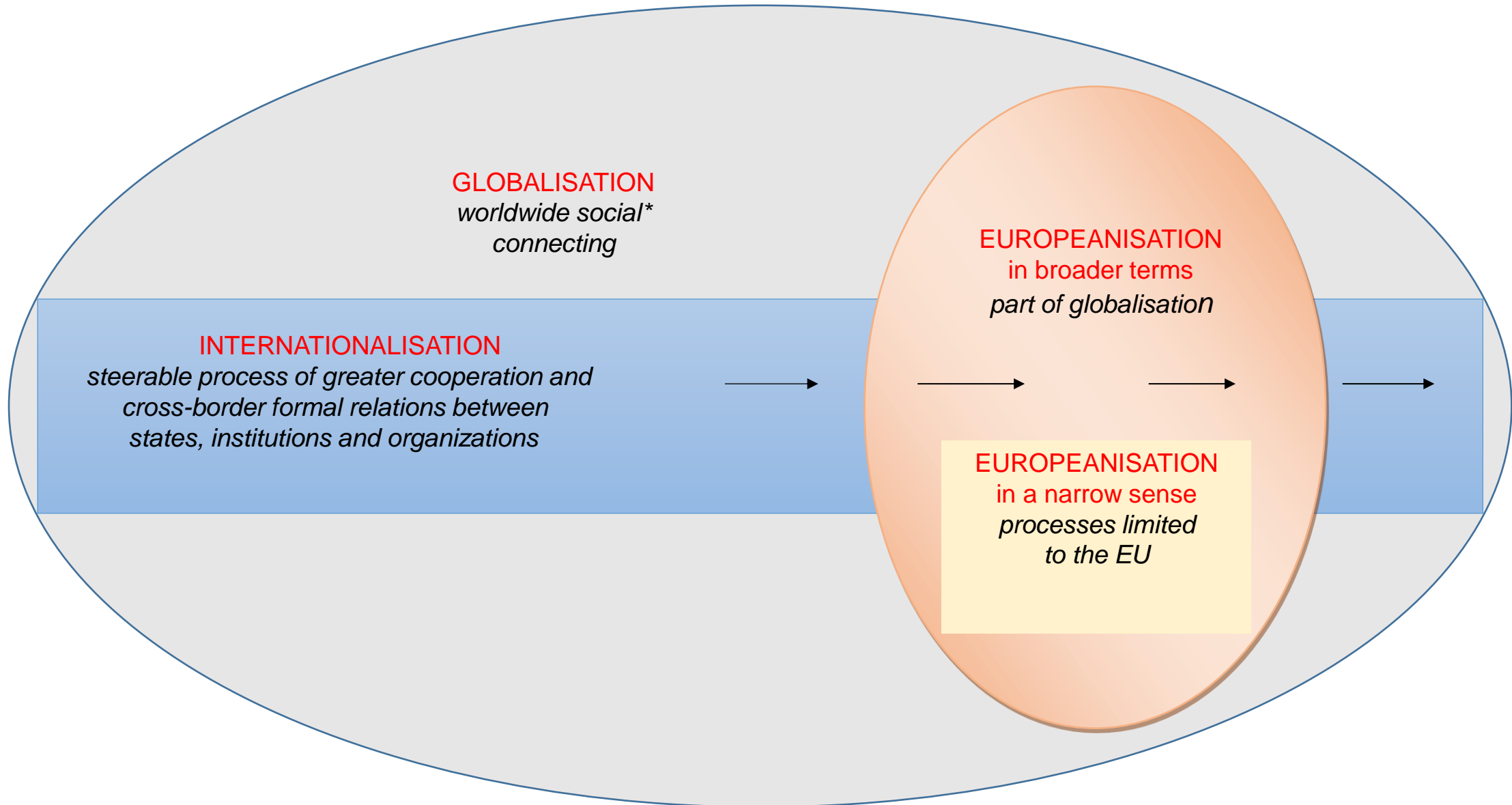
(Source: Fink-Hafner, D., & Dagen, T. (2017) Globalisation In Higher Education Policies: Multidisciplinary Insights. Teorija In Praksa, 54

The basis for the current minimal definitions

- *Delphi* method survey - two waves of research among experts in HE field
 - first questionnaire (launched in December 2016):
 - 150 experts worldwide were invited to participate in the survey (based on the *snow ball* method, additional 25 more experts got the invitation)
 - experts rated the importance of elements for definitions (general and in the HE field) and indicators of globalisation and internationalisation in HE (scale 0-10)
 - open for experts' comments
 - second questionnaire (launched in April 2017):
 - 57 experts that participated in the first wave of the survey were invited
 - experts validated working versions of consensual definitions and indicators
 - open for experts' corrections and comments
 - 36 experts participated

PICTURE 1: Minimal general definitions of globalisation, internationalisation and Europeanisation

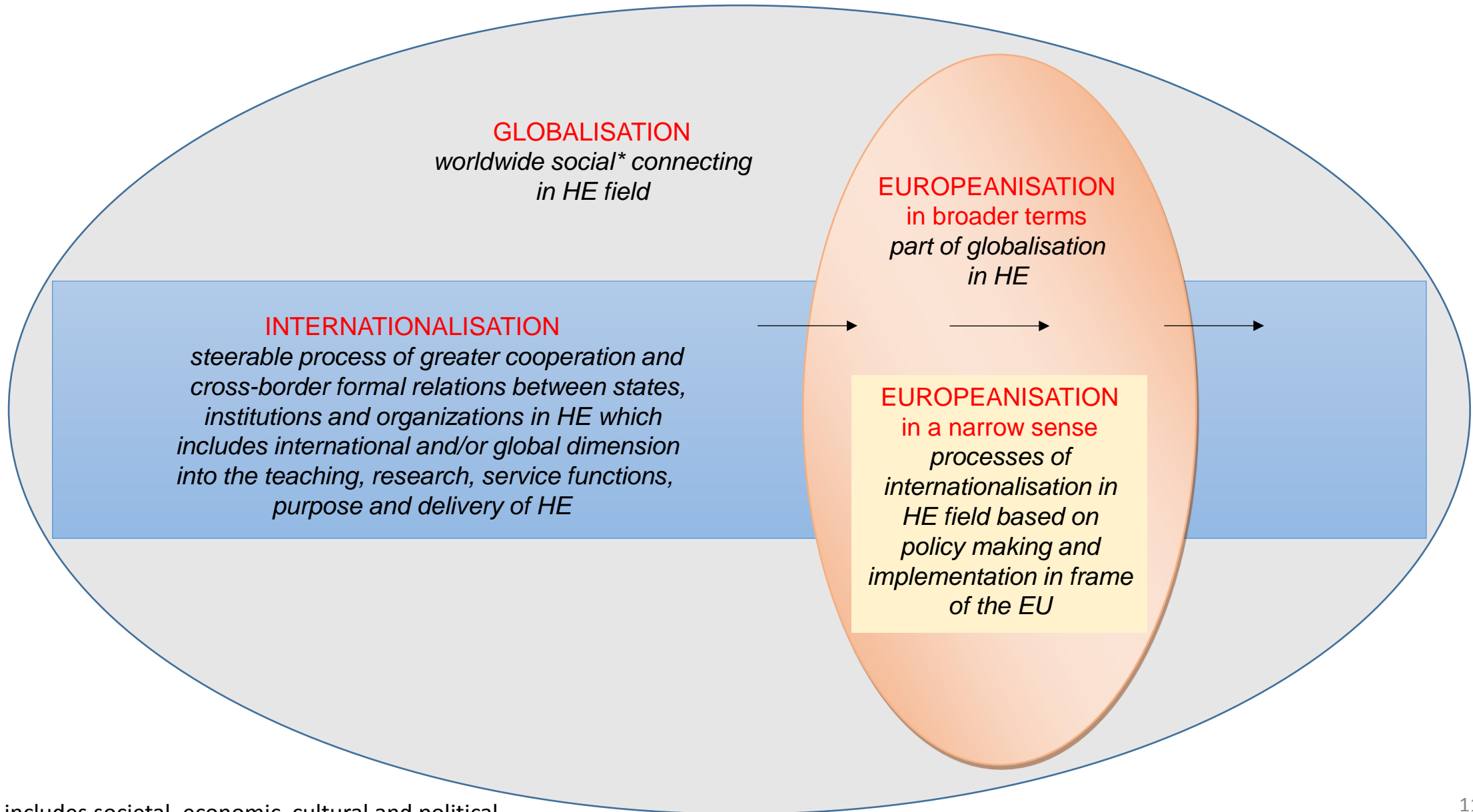
(Dagen, Fink-Hafner, Hafner-Fink, Novak, Doušak, 2017)



*Social includes societal, economic, cultural and political.

PICTURE 2: Minimal definitions of globalisation, internationalisation and Europeanisation in HE

(Dagen, Fink-Hafner, Hafner-Fink, Novak, Doušak, 2017)



*Social includes societal, economic, cultural and political.

CONCLUDING THOUGHTS

- Multidisciplinary view: a fruitful approach
- Delphi research among HE experts:
 - Search for a consensus: minimal definitions
 - various additional aspects/schools?
- Constructive feedback appreciated