

Enhanced Internationalisation of Danish Education and Training

Policy Paper to Parliament

April 2004

The Danish Ministry of Education

The Danish Ministry of Science, Technology and Innovation

October 2004

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Preface

This publication represents our joint policy paper to Parliament. The policy paper contains our proposal for a coherent plan for enhanced internationalisation of Danish education and training.

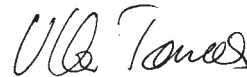
Intensified global competition is a reality that demands a proactive response. Denmark has a strong base to start from. Knowledge is one of the most important factors in global competition, and education is the key to progress and welfare for both the individual and society.

It is therefore important to accept the challenge at every level and across the board within the scope of the education system. This will increase both our production of knowledge and our ability to attract knowledge. One of the prerequisites for this to happen is that schools and educational institutions must have opportunities to develop on an international basis, i.e. partly to develop teaching and education of international standards, and partly to develop as players in international cooperation and on the international education market.

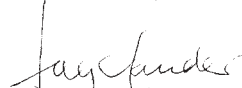
The attitude and role of the Government are clear. We must first and foremost set targets and create a good framework for internationalisation work, while the players in the education system must meet the targets and utilise the framework. The decentralised Danish education system is a strength in this respect, but we have to agree on the strategy for achieving the set targets.

We hope that the policy paper will help to bring focus and perspective to the debate, enabling us to develop and enhance our shared visions, our intentions, our ability to innovate and our utilisation of existing resources. Therefore, our concern is to strengthen and target a process that is already under way.

April 2004



Ulla Tørnæs, Danish Minister of Education



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1. Internationalisation of Danish education

Overall, the internationalisation of education must help to ensure that:

- Danish education programmes can measure up to the best in the world, and Danish research programmes can meet the highest international standards;
- Danish programmes are up-to-date and attractive enough to avoid a brain drain;
- Europe by 2010 will be the most competitive knowledge-based economy in the world, with Danish enterprises in the vanguard of this development.

The main points in the Government's strategy for enhanced internationalisation of education are as follows:

- to ensure that programmes provide Danish pupils, students and workers with the qualifications to succeed in international environments;
- to support Danes studying, researching and working abroad;
- to attract qualified foreign students, researchers, teachers and labour;

- to give both students and educational institutions more and better ways of taking part in international cooperation and competing on the global education market;
- to ensure the quality of the Danish education system through participation in transnational cooperation and international comparisons.

1.1 Why internationalise education?

The world is becoming smaller, but also more complex. Globalisation is intensifying economic, political and cultural integration at a global level, and this is influencing conditions at national and local level. International competition is increasing, and the economic basis for a democratic welfare state cannot be taken for granted. The options for individuals when it comes to working, exercising influence and living a rich and interesting life have always been dependent on their ability to bring relevant skills and knowledge into play. This is now being dictated by globalisation, and is presenting the Danish education system

with a challenge at every level and across the board in its sphere of activity, with education being the key to growth and welfare for individuals, enterprises and society alike.

Mobility on the international labour and education markets will increase in the next few years. Growth in Denmark is dependent on our ability to attract qualified staff, students and researchers in those areas where they are needed, and to give our own citizens the wherewithal to succeed in the face of intensified competition, regardless of whether they choose to remain in Denmark or go abroad.

Danish enterprises are now often organised on a transnational basis. They draw on education and research as well as knowledge and skills development across frontiers. Their business is carried out around the globe, depending on the most appropriate location from an overall financial and practical point of view. Staff with different national backgrounds are recruited. In many cases the group language is not Danish, and it needs to be possible to communicate and work together efficiently on this basis.

In order to ensure the prosperity and welfare of Denmark, we must exploit our potential in the international division of labour, and we must be in the vanguard when it comes to obtaining new knowledge and trying out new possibilities.

The development pattern of globalisation looks promising for business, citizens and institutions, but there is also a risk that some will be left behind, giving rise to new barriers between nations and between social groups within individual countries. In particular, young people must not be left high and dry. A special effort must therefore be made to ensure that young people have a good starting point in a globalised world.

1.2 What is internationalisation of education?

For the individual pupil, student, researcher or teacher, internationalisation is typically associated with physical mobility in the form of time spent abroad for study-related purposes. Or tradesmen may have their qualifications recognised so that they can work or train abroad. Thanks to information technology, mobility can also be virtual, with a person being in one place in an education situation, but being in electronic contact with pupils, students and teachers somewhere else.

Internationalisation is also a dimension in the content of education, most obviously in the mediation of foreign languages for both private and professional purposes. But it is also about understanding the relationship between local, national and international matters and the background to them – this approach to internationalisation is relevant in many fields.

There are differences between the international dimension of individual education programmes. For engineers it is vital that their programme is of a high international standard or they will be outcompeted by foreign engineers. For teachers at primary and lower secondary education level, quality is also important, but the subject matter of primary and lower secondary schooling and teacher training is also anchored in Danish culture and tradition. In this case internationalisation is chiefly about teachers being able, through their teaching, to impart knowledge and attitudes that will enable their pupils to get on in a globalised society without losing their national and personal identity.

A strategy for the internationalisation of education must make allowances for the purpose and level of individual programmes, with quality being a crucial criterion. Sending students abroad is not a goal in itself, for example. If the foreign programme lacks quality and relevance, it is better to stay at home.

For educational institutions, internationalisation means cooperation and competition with institutions beyond Denmark's frontiers. Citizens can now choose education programmes all over the world – and do so. The position of Danish institutions on the international education market can also be enhanced through purely Danish cooperation.

At national level, internationalisation means first and foremost that we are responsible for developing the Danish education system in the best possible way.

Internationalisation means involvement in international cooperation on education, comparisons and surveys, and therefore access to inspiration and quality development. But cooperation is also about a shared understanding of questions of education policy, the development of joint strategies, common rules and mutual recognition of qualifications.

1.3 How far have we come?

In 2002 Denmark – in the form of central government, county councils and local authorities – invested a total of DKK 110.9 billion in education. A significant part of this sum was spent on internationalisation. In other words, we are not faced with cultivating a new area – our concern is to give direction, provide focus and support processes that are already under way.

The following table provides an estimate of the funds being set aside by central government, i.e. the Ministry of Education (UVM) and the Ministry of Science, Technology and Innovation (VTU) for internationalisation in a narrow sense together with an estimate of the Danish share of international education programmes. The 2002 financial year has been taken as a basis¹:

UVM	VTU	Nordic programmes	EU-programmes
Approx. DKK 107 m	Approx. DKK 80 m	Approx. DKK 15 m	Approx. DKK 70 m

The world of education has a long tradition of working for internationalisation. The overall strategy for internationalisation in general, including education, has been tackled with implementation of the Government’s “Vækst Med Vilje” (Determined Growth) strategy, the “Bedre Uddannelser” (Better Education Programmes) action plan, the new Danish Universities Act, the Government’s plan for “Vækst Gennem Globalisering” (Growth through Globalisation) and, most recently, the supplementary government platform entitled “Vækst, Velfærd og Fornyelse II” (Growth, Welfare – Renewal II). Among other things, “Vækst Gennem Globalisering” also makes it clear that the Government aims to increase the supply of well-qualified labour by entering into more bilateral agreements with third countries on the mutual recognition of qualifications.

¹ The table shows the expenses relating to international activities such as exchange of students, but does not comprise expenses relating to teaching foreign languages or international matters. It should also be remembered that municipalities, counties, schools and institutions set aside significant amounts on their own accounts for internationalisation.

In order to support internationalisation, the Danish Ministry of Education set up the Danish Centre for International Cooperation and Mobility in Education and Training (Cirius) and Danish Centre for Assessment of Foreign Qualifications (CVUU) in 2000. The Government is also working to improve the overview of internationalisation throughout the education system and to assess the extent to which the opportunities are being exploited. A working group has been set up under the auspices of Cirius to analyse the scope of current mobility statistics and suggest improvements. The European Commission has also appointed a working group to make recommendations for improving the European mobility statistics.

But otherwise internationalisation is more about attitudes, visions, innovation and better utilisation of existing resources rather than making new appropriations.

1.4 Existing legislation and internationalisation

The education system has differentiated tasks and there are specialised areas of education, which is reflected in legislation. The statutory framework for continued internationalisation is generally in place. On the other hand, the financial framework is not the same for all comparable education programmes. These differences will have to be ironed out in connection with new legislative initiatives, and

there is a need to increase the opportunities for institutions on the international education market.

Globalisation was of major importance in the drafting of the new Danish Universities Act, the creation of centres for higher education (CVUs) and the creation of legislation on vocational training and business academies. The Danish Medium-Cycle Higher Education Act and the introduction of the *professional bachelor degree* have improved the opportunities for enhancing Denmark's international profile².

² The report of the Higher Education Council, "Internationalisering af MVU-uddannelserne" (Internationalisation of medium-cycle higher education programmes) (2003) and the report of the Danish Rectors' Conference "Internationalisering af de danske universiteter" (Internationalisation of Danish universities) (2004) contain a large number of recommendations.

2. The Government's strategy for internationalising education

The Danish education system is decentralised and largely based on a fundamental confidence that the given framework and opportunities are utilised locally and at the individual school/institution to create the best quality for pupils and students. The Government's primary task is to set targets and establish a framework for this work. This is also reflected in the main points of the strategy for internationalisation that the Government is putting forward here. This strategy includes:

- The international dimension of the content of education and training programmes;
- Mobility of pupils, students and teachers;
- Use of IT as an internationalisation tool;
- Opportunities for institutions to cooperate and compete internationally;
- Danish involvement in international cooperation forums for education – including international comparisons of education systems;
- Follow-up and assessment.

2.1 The international dimension of the content of education and training programmes must be enhanced

Motivation

Danish pupils, students and workers must be qualified to succeed in international environments. The international dimension will therefore have to be integrated into the content of education and training programmes, the legislative framework and executive orders, and – where appropriate – in descriptions of targets, curricula, syllabuses and guidelines. Not all subjects need the same level of internationalisation. Some subjects are international by definition, e.g. languages, while other subjects will have to be assessed with regard to the need for internationalisation. The work on internationalisation at school and institution level should also be publicised, both in teaching and in institutions' relations with the outside world, so that citizens can exercise their freedom of choice on a qualified basis in this area too.

Action

- *The Government will ensure that the international dimension is taken into account when the statutory basis for an area of education is amended and implemented, as happened with the upper secondary school reform and the Universities Act.*
- *Educational institutions, local authorities and county councils will be encouraged to include the international dimension in their objectives and planning, and to publicise their work on the international dimension in teaching.*
- *The Government will focus on increased use of English as the teaching language in higher education with a view, among other things, to attracting highly qualified foreign students and researchers.*
- *The Government is supporting a pilot project entitled “Min første Sprogportfolio” (My First Language Portfolio) as part of its focus on language skills.*

Status

Generally speaking, the international dimension is well integrated in the majority of education programmes. The importance of the international dimension is underlined in the most recent multi-annual agreements for vocational and higher education programmes. But there are differences, partly owing to the special nature of individual education programmes and partly because the content of some

education programmes has not been revised for some time.

Cross sectoral initiatives

Language, culture and communication skills are a prerequisite for internationalisation. Sufficient attention must therefore be paid to them throughout the education process, not least in foreign language teaching in basic education. Schools and institutions should formulate a policy for language and communication in accordance with the report entitled “Sprogpolitik i de danske universiteter” (Language Policy in Danish Universities) of March 2003 by the Danish Rectors’ Conference.

Basic School

At basic school level the focus is on developing language and culture skills, including through early language teaching and increased use of information technology. The curricula and study guidelines for subjects provide the basis for the international dimension to be included in local planning.

The Danish Evaluation Institute has evaluated the international dimension as an interdisciplinary topic in primary and lower secondary education. In order to enhance the international dimension in teaching, the report recommends that the Ministry should set precise standards.

Local authorities and schools should also set common targets for this interdisciplinary work. On the basis of the policy paper the Government will produce an inspiration booklet on how internationalisation work can be tackled appropriately in local authorities and schools.

Example:

The 33 schools taking part in UNESCO's Associated Schools Project have an international and intercultural dimension to their teaching that goes beyond the language subjects, with the activity being relevant to history and social subjects, for example.

A so-called "Language Portfolio" was launched as part of the European Year of Languages in 2001. In 2004 a pilot project involving a total of around 15,000 pupils in Year 3 is being implemented. The project is based on the language skills that children in this age group have. Danish is the starting point, but with a focus on other language skills. Among other things, the pilot project will reveal whether pupils have skills in English before being taught it at school. The portfolio is also a tool that can be used at all levels of education.

General upper secondary education

Increased professionalism and quality measured by international standards will require an enhancement of the international dimension of upper secondary education. International problems and perspectives must be integrated

into teaching, so that young people acquire the skills to succeed in an international world. With the upper secondary school reform that will take effect in 2005, the Government will ensure that the international dimension is brought into focus by drafting new curricula.

Example:

The internationalisation policy of Køge Business College (Higher Commercial Examination):

Our strategic goals:

- to enhance the global orientation and image of Køge Business College
- to identify trends at an international level that can be turned into definite project ideas
- to enhance the intercultural skills of the organisation
- to integrate the global dimension into teaching at all levels
- to involve all staff groups in the internationalisation process

What are we doing?

- maintaining, anchoring and expanding international networks
- taking part in international activities that will help enhance organisational skills
- involving pupils, trainees and students in international activities in areas such as:
study trips to other countries, specially adapted programmes with the emphasis on export, culture and language, teaching in English, guest teachers from abroad, work-experience placements in other countries, further training abroad, cooperation projects with pupils in other countries, cross sectoral projects with the emphasis on the international dimension, international theme events, involvement of all staff groups in the internationalisation process, exchange of experiences with staff from institutions abroad, specially adapted

programmes at partner schools abroad, programmes abroad and job shadowing.

Example:

The number of upper secondary schools offering the International Baccalaureate is growing rapidly. In 2004 there will be nine in total: Birkerød Gymnasium, Copenhagen International School, Grenå Gymnasium, Hasseris Gymnasium, Herlufsholm Skole, Kolding Amtsgymnasium, Nyborg Gymnasium, Nørre Gymnasium and Struer Gymnasium.

Vocational education and training

The vocational education and training sector is continuing a long-standing tradition of dealing with international matters and engaging in international cooperation and transnational development projects on the content of education and training programmes, methods, etc.

Example:

In a strategic cooperation project between the Danish Ministry of Education and the US Department of Education, collaboration initiatives concerning the development and benchmarking of vocationally oriented programmes have been undertaken. This Danish-American cooperation on education is taking place within the framework of a Memorandum of Understanding signed by the governments of the two countries and funded by grants from the DK – USA Programme. In the area of IT, a comparison of

programmes at vocational schools with similar IT programmes at American community colleges has been initiated. This is a model that can serve as inspiration for other areas of education.

Higher education

All executive orders now require programmes and teaching to be related to similar international programmes. As recommended by the Higher Education Council, the focus should be on the international dimension in medium-cycle programmes, but that focus should be differentiated according to the content of the programme and students' future professions.

Example:

The Engineering College of Copenhagen has developed three international semesters worth 30 ECTS³ points each where teaching is in English. One of them is the European Project Semester. This semester has been offered at the Engineering College since 1995, and a total of 420 engineering students from 24 nations have taken it. The European Project Semester is offered to third-year engineering students and consists of project work in teams of between four and six students. At the beginning of the semester Danish and foreign professors and senior lecturers teach classes.

More programmes conducted in foreign languages, particularly English, must be offered in higher education.

³ European Credit Transfer System

This is a prerequisite when it comes to attracting foreign students, and it benefits Danish students, giving them the opportunity to develop language skills in a professional context. This strategy must be seen in conjunction with the Government's conscious endeavour to enhance the Danish language without giving English or other relevant foreign languages a lower priority, as set out in the language policy paper of December 2003, which states that: "In order to avoid losing ground, the Government wants doctoral theses, including PhD theses, written by Danish researchers in a foreign language to be accompanied in future by a more detailed summary in Danish than is currently required. Similarly, theses written in Danish should be accompanied by a more detailed summary in the relevant main language than is currently required."⁴ Therefore, increased use of English will not alter the fact that Danish is the language of the Danish education system.

The majority of programmes will continue to be anchored in the Danish language, but English has achieved the status of "lingua franca", a neutral platform that can be used and developed whenever people with different national and cultural backgrounds need to communicate. Experience shows that foreign students want to get to know the local language

⁴ Language policy report, Danish Ministry of Culture, 2003, p 3

and culture when they have the chance. The meeting of cultures provides an opportunity for mutual enrichment. Therefore strategies must be developed for integrating foreign students without relinquishing Danish values.

Example:

The universities have developed programmes conducted in English in all subject areas at bachelor, postgraduate and masters levels. There are, for example, 59 programmes held in English in business economics, technology and IT, while 28 programmes are offered in English in the remaining areas, including agronomics, veterinary science, medical science, social sciences and natural sciences. Examples include: Bachelor of Engineering/Mechatronics at the University of Southern Denmark, MSc in Horticulture at the Royal Veterinary and Agricultural University and MA in European Studies at Aalborg University.

2.2 The mobility of pupils, students and teachers must be enhanced

Motivation

Development of the European labour market will require increased mobility and access to education so as to make labour more mobile, which is essential for social development and economic growth. Danish students studying and training abroad and bringing international experience home with them is a good thing. In the same way, foreigners studying in Denmark are an enrichment. Once such students have

completed their studies, it also benefits society if they find employment in Danish enterprises and act as ambassadors for Denmark when they return home. On the other hand, it is inexpedient if large numbers of our best students and researchers go abroad permanently without a similar number of highly qualified foreigners making Denmark their home – a phenomenon known as the brain drain. In the report entitled “Vækst Gennem Globalisering” (Growth through Globalisation) of September 2003, the Danish Ministry of Economic and Business Affairs pointed out that there is an imbalance, though a modest one, to the disadvantage of Denmark in this respect.

Those Danish enterprises that are organised on a transnational basis are increasingly demanding manpower with different national backgrounds. The Board of Economic Advisors pointed out in a report of May 2003 that those countries that can train highly qualified manpower themselves, or are able to attract the highly educated, do best in international competition. In the report entitled “Samspil – nye veje mellem forskning og erhverv” (Danish Strategy for Public-Private Partnership on Innovation) the Minister for Science, Technology and Innovation also points to hitherto unexploited potential in the working relationship between research and the business community.

Action

- *The Government will establish an internationalisation taximeter for short-cycle higher education programmes and vocational education and training programmes.*
- *The Government will take the initiative to implement a targeted campaign for heads and tutors.*
- *The Government will promote the development of strategic partnerships, among other things with a view to joint degrees.*
- *The Government will maintain the option for students to use their student grant to study abroad.*
- *The Government will increase access to work experience abroad.*
- *The Government will enhance the international dimension in educational and vocational guidance.*
- *The Government will ensure that Denmark continues to play an active role in developing the EU's new education programmes from 2007 onwards.*
- *The Government will encourage institutions to set objectives and quantitative targets for the balance between Danish and foreign students on programmes.*

Status

Mobility in education covers a multiplicity of activities, and a wide range of different forms of financing and incentives has been established. This multiplicity is also reflected in the fact

that such activities are assigned very different priorities in the many branches and on the many levels of the education system. The following list provides an outline of the schemes that currently exist to encourage mobility for the purposes of education:

- Pupil and teacher exchanges as a component of international cooperation by local authorities and county councils with twin towns, for example.
- Programme applicants from within the EU have equal opportunities for being accepted on programmes throughout the EU. The opportunities for mobility cover both full programmes and exchanges of varying duration.
- The education programmes of the Nordic Council of Ministers and the EU support stays abroad, among other things. Since it started in 1988, the Erasmus Programme, the largest EU programme aimed at higher education, has been a catalyst for student exchanges and international cooperation on education and networks within the EU.
- The PIU (Work Experience Abroad) Scheme, which is financed by the Employers' Reimbursement System for Apprentices and Trainees, has been providing grants for students on vocational programmes to do work experience abroad since 1992.
- Bilateral cooperation between Denmark and the USA. The most recent agreement covers exchanges and work

experience in the vocational schools sector. Study and work experience in the USA is also supported by traditional schemes within the framework of the Denmark-America Foundation, Denmark's International Studyprogram (DIS) and the Fulbright Program.

- Cooperation between educational institutions – particularly in the university sector.

Denmark also has a tradition of voluntary education for adults that does not provide qualifications. These activities are offered by folk high schools, day high schools and adult education centres. The folk high schools in particular have shown an increased interest in internationalisation. This was apparent in connection with the Danish Presidency of the EU in the autumn of 2002, for example, when approximately 25 per cent of high schools took part in the Youth 2002 project. This involved a 2-week stay for 1000 young people from all over Europe, the result of which was a joint proposal for a new constitution for the enlarged European Union.

The majority of foreign students are in Denmark as part of exchange programmes, bilateral national agreements or agreements between institutions. The scope of exchanges cannot be calculated precisely, but during 2001 approximately 5.9 per cent of students at institutions of higher education were from abroad. By far the majority of foreign students are

in Denmark for short periods of study, but these must last at least 3 months if they want to obtain a programme credit.

Danish pupils, students and teachers often take part in exchanges and foreign trips as part of their programme (see appendix with mobility statistics). But Denmark lags behind in comparison with the other Nordic countries. Students typically take part in the EU's Leonardo, Socrates and Youth programmes, plus the Danish PIU Scheme. In 2002, a total of 4,735 students completed a full educational programme abroad (with a student grant).

Example:

- Upper secondary schools: In the region of 87 per cent go on study trips, typically for one week
- Vocational schools: Around 3 per cent go on work experience (typically 40 weeks) or study visits (2-4 weeks)
- Higher education: It is estimated that approximately 10 per cent study abroad during their programme. In the case of university programmes, around twice as many study abroad.

The number of research programmes is growing rapidly, and there are currently 500 foreign PhD students in Denmark, corresponding to 9 per cent of students. There are 250 Danes studying abroad with the aim of acquiring a PhD there.

Cross sectoral initiatives

Internationalisation taximeter

The Government will introduce an internationalisation taximeter for short programmes of higher education and vocational programmes so as to ensure that all programmes covered by the Bologna and Copenhagen Declarations are put on an equal footing with regard to financial incentives for internationalisation.

Preparing for mobility by establishing project support

The Government will implement a campaign in order to involve teachers, tutors and heads of schools and institutions in this task. The campaign will include a combined travel grant and project preparation scheme and is intended to ensure that the best possible use is made of the new opportunities for mobility provided by the initiatives in the Government's "Bedre Uddannelser" (Better Education Programmes) action plan. The aim is to establish contact and cooperation with other countries with a view to initiating joint projects and exchanges.

Strategic partnerships

The tradition of working in partnerships within research-based university programmes should be enhanced and disseminated throughout the education system by means of such measures as drawing up joint curricula, exchanging

pupils, students, teachers and researchers, and developing joint and double degrees. This will make it easier for Danes to access the international education and labour markets.

Example:

Within Øresund University there is growing cooperation on education, and several joint programmes have already been set up: A horticulture programme to both degree and postgraduate level, a degree programme in European Studies and postgraduate programme in Baltic Studies.

Example:

Three Danish universities are involved in European pilot projects for joint masters/postgraduate programmes: Aalborg University in European Construction Engineering, the Copenhagen Business School in International Management and Copenhagen University in International Health-Tropical Medicine.

Taking student grants abroad

The Government will maintain the option for students to use their Danish student grant to study abroad for up to 4 years. The Government will try to use international cooperation to get other countries to introduce similar opportunities. The first step was taken in connection with the Berlin Communiqué of September 2003 (see p. 32).

Increased access to work experience abroad

The Higher Education Council recommended that there

should be greater focus on the international dimension in medium-cycle programmes, which are typically professionally oriented. The focus must be differentiated in relation to the nature and aim of the programme. Access to quality-assured work experience abroad for teachers and educators should be maintained. Access should, however, be increased for other medium-cycle programmes of higher education. The EU's Leonardo Programme can be used for this expansion.

Educational and vocational guidance on the opportunities for mobility

Pupils and students should be given satisfactory knowledge of the existing opportunities through competent guidance. The new independent study guidance on the opportunities for mobility, including the options for getting credit for study trips abroad, will be enhanced by the Danish guidance reform of spring 2003.

New EU education programmes

The Government will ensure that Denmark continues to play an active role in developing the EU's Erasmus Mundus Programme and work to ensure that the new EU education programmes for 2007 and beyond will help to increase and improve mobility, while actively supporting the objectives of the Lisbon Strategy of 2000.

Publicising internationalisation and mobility

Danish and foreign students should have the opportunity to assess the international dimension at Danish institutions when they apply for admission. Educational institutions will be encouraged to publish their internationalisation policy on their website. They will also be encouraged to set objectives and quantitative targets for the balance between Danish and foreign students on programmes.

Basic school

Good examples need to be publicised, and local authorities and schools will be encouraged to take care of this. In particular, publicity should be given on how activities can help to develop linguistic and intercultural skills, as well as knowledge of other countries and cultures.

Example:

Taking twin-town cooperation as its point of departure, the Municipality of Århus has drawn up an overall plan of action for international work, which is also regarded as part of the municipality's integration policy. Among other things, the term "twinning cities" is used for cooperation with Julianehåb, Bergen, Gothenburg, Saint Petersburg, Turku and Harbin (China). Such cooperation involves inter-Nordic school camps, pupil exchanges and knowledge sharing by teachers and educators. Through international cooperation, employees develop new methods for intercultural teaching, new study guidance concepts, communicative foreign language teaching and evaluation tools.

The local education authority has produced inspiration material for work on internationalisation and integration in schools and made it available on its website.

Upper secondary education

The increased opportunities for study visits abroad should be exploited at general upper secondary level. More programme funding, relatively speaking, has been set aside for this level than the basic school sector, and greater importance is attached to trips abroad and intercultural understanding. In addition to this, language skills are supported by trips abroad. Nordplus Junior and Comenius cover general upper secondary education as well as the basic school sector, including Higher Preparatory Examination programmes and vocational programmes at upper secondary level (Higher Commercial Examination and Higher Technical Examination).

Example:

As an extension to the Government's "Bedre Uddannelser" (Better Education Programmes) action plan, a new grant model has been developed for young people under 18 years of age who go on exchange visits with approved voluntary organisations. The opportunity has also been created for ordinary upper secondary schools, Higher Preparatory Examination programmes and vocational programmes at upper secondary level (Higher Commercial Examination and Higher Technical Examination) to

give pupils the chance to complete part of their education abroad. Bilateral Danish-German general upper secondary cooperation has been established between the “St. Petri Line” in Copenhagen and the “European Class” in the border region (Tønder/Niebull).

Vocational education and training and labour market programmes

For vocationally oriented programmes the focus will be on increased work experience abroad, credit transfer and mutual recognition of professional qualifications. The number of vocational school pupils on exchanges currently stands at around 400 a year, to which can be added around 1,000 on work experience abroad (PIU). These numbers can be increased considerably through educational and vocational guidance and increased utilisation of the Leonardo Programme.

In 2000 Denmark and the USA signed a “Memorandum of Understanding” on vocationally oriented programmes. The decision was taken in September 2003 to extend the agreement, which covers, among other things, study visits by heads and teachers to the USA, college stays for students on metalwork-related vocational programmes and work experience for students enrolled on short-cycle programmes of higher education of a commercial nature. In the area of IT the objective is to create a basis for the mutual recognition of

IT qualifications across the Atlantic. New areas of cooperation will include methods for assessing and accrediting IT skills, including skills acquired outside the formal education system.

Adult education and adult liberal education

For adult education centres concerned with general adult education, language centres and special education for adults, international cooperation has made rapid strides only in recent years with the support of the EU’s Grundtvig Programme. Colleges can take up to 49 per cent foreign pupils with a taximeter contribution. Several colleges also include a study visit abroad as part of a Danish programme.

Higher education and research programmes

From a slow start with relatively few participants, the number of Danish students on exchanges in other European countries has risen steadily (see appendix 5). But there is still a need to enhance mobility in higher education, and the Danish share of projects and student mobility should be increased. Research skills are in increasing demand on the global market. Dynamism and mobility among researchers and PhD students is necessary if skills and knowledge are to be available where and when they are needed. Denmark must continue to help meet the increasing demand. The number of PhD students rose during the 1990s, but growth in the number of PhDs acquired has been higher in Sweden and Finland, for example.

There are well-developed cooperation relations with the USA at institution level. This secures places for Danish students at universities where it would otherwise be difficult for them to gain admission.

Example:

One particular model takes the form of agreements between some universities to make use of summer schools, with American students in particular spending three weeks in Denmark as part of an exchange. In such cases the exchange ratio is typically that three American students spending 3 weeks each in Denmark will provide the opportunity for one Danish semester student at an American university.

Example:

As an offshoot of the Danish-American Memorandum of Understanding, Danish IT students and teachers from short-cycle higher education programmes must go on credit-earning study exchanges to American community colleges, while American students come to Denmark on similar trips.

2.3 The use of IT as an internationalisation tool must be enhanced

Motivation

IT is playing a central role in the globalisation process. The Government will ensure that IT is integrated into teaching

so that pupils, students and teachers learn how to use state-of-the-art communications technology, which is a vital prerequisite for getting on in an international world. Investments in IT should help to secure a place for the Danish education system in the technological world elite.

IT should have a special place in the education system. The technology should be integrated into subjects at every stage and utilised at every level where it is relevant. Increased use of IT in the education system can contribute to increased professionalism and quality. Pupils must learn to exploit IT in specialist contexts as early as the primary and lower secondary education level. Knowledge and mastery of IT as a daily tool will give children and young people the best qualifications for getting on in working life and as a member of society in the future.

There is also an increasing amount of trade in education over the Internet. Denmark is only thinly represented on this market, so this area is a large, unused and potentially lucrative sphere of activity for educational institutions. The development opportunities are not just financial; involvement in competition will also contribute automatically to institutions' own skills development. Efforts must be made to ensure that we can continue to keep up with development.

Action

- *With a view to further integration of IT in primary and lower secondary education, the Government has set aside DKK 495 million for the purchase of computers, supplementary training for teachers and the development of new methods and materials.*
- *The Government will work to ensure that Denmark takes active part in and gains the greatest possible benefit from the EU's e-learning programme.*
- *The Government will work to ensure that Denmark plays an active role in the European SchoolNet (EUN) and ICT League cooperation organisations.*
- *The Government will investigate the possibilities for establishing an electronic teaching and education platform.*
- *The Government will encourage educational institutions to involve themselves either individually or in consortia in the market for electronic education services.*

Status

There have been several initiatives – both central and local – in past years, ensuring a good position for Denmark in the global IT landscape. An ICT league consisting of Canada, the Netherlands and the Nordic countries was set up in 1999, for example. The background to the cooperation is that this group of countries leads the way when it comes to integrating IT in education. The organisation shares knowledge of new

development trends, and there is cooperation on concrete development projects on a bilateral or multilateral basis. The development possibilities are far from exhausted, however.

Cross sectoral initiatives

The Government will work to ensure that IT is used to increase the opportunities for Danish children to receive tuition in Danish even when they are abroad. The Government will investigate the possibilities for opening an electronic education and teaching platform. The platform will be intended to ensure access to teaching materials and information on the Danish education system. This will mean that it will be easier for Danish children and young people abroad to receive tuition in Danish, and generally easier for Danes abroad to stay in contact with the Danish education system.

Example:

The European SchoolNet (EUN) is a cooperation organisation for 25 European education ministries. The organisation acts as a joint European network for IT activities in the education systems of the member countries. Among other things, the level of IT development of the countries in the area of education is analysed continuously. The member countries cooperate on the joint development of teaching content on the Internet, knowledge sharing with regard to innovative IT practices in education, and the development of cooperation platforms for teachers, heads of schools and pupils. A European network of IT-innovative schools (Years 1-12) has been

set up. Among other things, it helps test out new research and development results as part of the European Commission's research and development programmes. A wide range of activities aimed at children and young people with a view to increasing the European dimension and cooperation between pupils and schools at European level via the Internet is being implemented in close cooperation with the European Commission and the European Parliament.

Basic school

IT should be integrated into teaching at primary and lower secondary education level so as to prepare pupils for success in an international world. The Government has set aside DKK 495 million over 4 years (2004-2007) for "IT i Folkeskolen" (IT at primary and lower secondary education level). The money is to be used partly to buy new computers and partly to develop new forms of teaching and teaching materials.

Higher education

The educational institutions will be encouraged to become involved in the growing market for electronic education services. The EU's e-learning programme will offer new and improved opportunities for institutions to take part in development in this field in the area of higher education too.

2.4 Opportunities for institutions to cooperate and compete internationally must be increased

Motivation

From a global perspective there is a growing need for highly educated people with international skills, which makes mobility among students and employees of vital importance. Many people are already studying outside their home country, and the number is expected to rise in the coming years.

To fulfil the growing need for study places for those students choosing to study outside their own country, it can be shown that, alongside a national public education system, education services on the international education market are increasingly being offered, resulting in greater competition and commercialisation.

In many countries, the provision of privately paid-for education is increasing, contributing to greater competition and consequently higher expectations regarding the quality of the programmes on offer. The Danish education system should be equipped to participate in this development, as the increased international relations will enhance the quality of Danish programmes. This will benefit Danish students as well as attracting increasing numbers of foreign students.

Similarly, there has been an increase in the number of calls for tenders to carry out international analyses and comparisons issued by international cooperation forums⁵. Danish universities and institutions should, either individually or as partners in international consortia, secure their share of such tasks – not just for financial reasons, but also to allow them to participate in the skills development associated with the delivery of complex reviews with high knowledge content.

Action

- *The Government will discontinue taximeter contributions for students from countries outside the EU/EEC and establish a payment scheme (tuition fees) for such students.*
- *The government will, at the same time, establish a grant scheme targeting highly qualified students from third countries within Danish priority areas (e.g. high-technology areas, including natural sciences).*
- *The Government will establish a grant scheme in the university sector when the current cultural agreement programmes are restructured.*
- *The Government will work to extend university cooperation outside Europe, focusing on countries such as Canada.*
- *The Government will take the initiative to implement a professional marketing campaign for Danish programmes.*

⁵ Fx PISA-undersøgelsen eller ALL (adult literacy lifeskills survey).

- *The Government will, in collaboration with Rektorkollegiet (the Danish Rectors' Conference), investigate the possibilities of using the new supplementary and further training portal (<http://www.unev.dk/>) for marketing Danish higher education programmes.*
- *The Government will support participation by Danish institutions in international cooperation programmes relating to innovation and methodology development.*
- *The Government will create increased flexibility in the administration of the international education programmes to ensure that Danish activities derive the best possible benefit from the programme resources.*

Status

Since the beginning of the 1980s, Danish educational institutions have been in a position to sell specially organised programmes on the international market. Examples of such programmes include a range of short and medium-cycle programmes as well as masters programmes in English. These activities are offered as commercial services, where students' fees cover all the costs and the programmes receive no public financial support.

At the same time, there are also foreign students participating in ordinary programmes where these are offered in English to both Danish and foreign students. These foreign students can

redeem a full taximeter contribution, just like their Danish counterparts. It must be stressed that the content and overall aim of the ordinary programmes does not change to reflect the relative number of foreign students. In the university sector, students from countries outside the EU/EEC represent around one per cent of those studying on ordinary programmes. On short and medium-cycle ordinary programmes, there have been a large number of students from countries outside the EU/EEC. In the summer of 2003, this led to the Ministry of Education introducing a quota scheme for the uptake of foreign students from countries outside the EU/EEC for short and medium-cycle higher education programmes. No quota scheme was introduced in the university sector.

The aim of the quota scheme was to limit taximeter costs following the ascertainment that a fairly small number of programmes were experiencing a significant predominance of foreign students. The level of the quota, set at 15 per cent foreign students from countries outside the EU/EEC per programme, was determined by analysing the numbers of such foreign students on short and medium-cycle higher education programmes. The number of programmes affected by the quota scheme is limited, but the total number of foreign students from countries outside the EU/EEC at the time of analysis was in the order of just under 1000 students, and this

number was expected to rise. The scheme will be in temporary effect up to and including the winter 2004/2005 uptake.

In many other European countries, a debate is taking place on payments for students from countries outside the EU/EEC, including several of our neighbouring countries such as Sweden and Germany. Many countries are already demanding tuition fees from national students and therefore also from foreign students. These countries are highly attractive to foreign students, partly because payment of fees is associated with higher quality of programmes.

Cross sectoral initiatives

Increased emphasis on programmes subject to market terms for students from countries outside the EU/EEC

The Danish education system should be guaranteed the necessary means to participate in competition on the international education market on commercial terms. For this reason, the Government is proposing a proactive internationalisation measure, namely the introduction of a payment scheme.

In order to mitigate demand and achieve a balance between the desire to attract more foreign students and the desire to control the additional expenditure that this entails, taximeter contributions for students from countries outside the

Overview of tuition fee policies in selected European countries:

No tuition fees, either national or foreign	Denmark, Finland, Iceland, Luxembourg, Malta, Norway, Sweden and Germany
No tuition fees for national students, but for foreign students from outside the EU	Bosnia-Herzegovina, Estonia, Greece, Ireland, Latvia (75 per cent of nationals pay no tuition fees, while 25 per cent do so), Poland, Romania (limited number of non-fee-paying students; the remainder pay), Slovakia, Slovenia, Czech Republic (tuition fees for programmes taught in English) and Hungary
Tuition fees both for national and foreign students (the rates are often lower for national students)	Belgium, Bulgaria, France, Netherlands, Italy, Lithuania, Portugal, Spain, Switzerland and United Kingdom

Source: Cirius

EU/EEC will be discontinued. At the same time, institutions will be permitted to charge these students fees.

The Government's proposal to discontinue the taximeter system and introduce participants' fees will affect students who do not have the right to equality of treatment with Danish citizens according to EU law (including the EEC agreement), etc. Such students are referred to as "students from countries outside the EU/EEC". As a new measure, participants' fees must be available as an option for individual students accepted under general admission terms and conditions for ordinary programmes, where the basis for their stay is education. Therefore the payment scheme does not cover people who are already staying legally in Denmark for reasons other than education.

The introduction of a payment scheme will not affect Denmark's position in the current World Trade Organisation (WTO) negotiations on trade in services. In this matter, Denmark shares the position of the other EU member states, i.e. that publicly managed education is a public service area that is not covered by the General Agreement on Trade in Services (GATS).

From 2005 the payment scheme will replace the existing previously mentioned quota scheme, as this is incompatible with the desire for increased mobility. In the university sector, which is not currently subject to quotas, there will be a gradual phasing-in of the payment scheme until 2008.

It should be noted that the proposal does not contain changes

to conditions for foreign students in higher education programmes who are participating in shorter exchange visits. There will therefore still be a need to utilise and strengthen the use of the existing exchange programmes and agreements, in which students “swap” study places with each other for short periods. The number of foreign students on exchange visits to Denmark is far greater than the number affected by the current quota scheme and the upcoming payment scheme.

Establishing a grant scheme.

The introduction of the payment scheme (tuition fees) and the discontinuation of the taximeter grant will happen concurrently with the establishment of a grant scheme that, subject to greater restrictions, will be targeted at highly qualified students from countries outside the EU/EEC. The grants are to finance tuition fees through the allocation of spare places and contribute towards living costs.

Together these three changes will form the basis of a proactive and expansively targeted education policy. The Government has plans to establish a grant scheme in the university sector when the current cultural agreement programmes are restructured.

The scheme will mean that in future the state will make the

following financial framework available to students within higher education programmes in Denmark:

- Danish students can study for free and at the same time receive a study grant.
- Students from EU/EEC countries can study for free, but as a rule cannot obtain a study grant.
- Highly qualified students from countries outside the EU/EEC can study for free through allocation of spare places and receive a grant for living costs at least equivalent to the Danish study grant level. The selection of these students will follow criteria that will be specified in more detail.
- Other students from countries outside the EU/EEC must finance themselves, both in terms of tuition fees and living costs.
- Students from developing countries may receive a grant to cover living costs from the Danida Scholarship programme, which allocates around DKK 40 million annually, as education is regarded as a key element in the fight against poverty and a precondition for sustainable growth. Therefore the aim of Danida’s programme is different from that of the proposed grant scheme.
- Moreover, highly qualified students from countries outside the EU can receive grants (1600 euros a month) to cover tuition fees etc. for transnational postgraduate and masters programmes through a new EU grant

programme entitled “Erasmus Mundus”. A total of DKK 230 million has been allocated for this purpose in the period 2004-2007.

The grants are offered to highly qualified students from prioritised countries studying on prioritised programmes. Every four years or so a list is drawn up of the prioritised programmes eligible for grant funding. The scheme will not affect grant activities operated by Danida, which treats education as a key element in the fight against poverty and a precondition for sustainable growth; cf. the Government plan “En verden til forskel” (A World of Difference) of June 2003.

Before the European mobility programmes were established, student mobility was assured by means of reciprocal exchanges governed by cultural agreements between Denmark and European and other countries. The Government will integrate these agreements into a single grant programme for highly qualified foreign university students. Other countries have undertaken similar restructuring.

Marketing Danish higher education programmes abroad.

For Denmark to be successful on the international education market, its profile must be raised through marketing campaigns.

The Ministry of Education and the Ministry for Science, Technology and Innovation will take the initiative to launch a pilot project to provide coordinated marketing of Danish programmes, from short-cycle higher education programmes to university programmes. Marketing can help to ensure that Danish educational institutions stand out as quality providers for foreign students as well as attractive cooperation partners for foreign institutions, both in relation to higher education programmes and research. As a significant element in the marketing campaign, it will be clarified whether collaboration can be established with the universities’ portal for adult and continuing education. It will also be investigated whether a portal can be established according to the Swedish model, which allows foreign students to obtain specialist and practical information about studying in Sweden.

Steps must be taken to identify which parts of the education system are relevant to include in an international profile and consider which countries and segments of the population should be targeted by the marketing campaign in order to attract the type of students and offer the type of programmes that have the most useful effect. Steps must also be taken to identify which other Danish interested parties could contribute. The inclusion of other interested parties should also contribute to the solution of any necessary follow-up tasks.

Support participation by Danish institutions in international cooperation programmes relating to innovation and methodology development.

The Government will support participation by Danish institutions in European development projects. Support will be given in the form of analyses of the relevance of projects in relation to the European political agenda for education or in the form of advice for schools and institutions whose experience of participation in transnational partnerships is either non-existent or limited in scope. In this way, schools and institutions will receive help in developing mature projects, thus reducing the risk of rejection or poor returns from projects undertaken. It is equally possible, through greater flexibility in planning and budgeting, to ensure that programme resources set aside for Danish activities are fully utilised.

2.5 Danish involvement in international cooperation forums for education, including international comparisons of education systems, must be enhanced.

Motivation

Education is no longer a purely national matter, but also a common concern for Europe. This is expressed in the

Bologna Process for higher education programmes, in the Copenhagen Process for vocational education and training, and in the efforts to turn Europe into the most dynamic knowledge-based economy by 2010 that were instigated at the European Council meeting in Lisbon in March 2000. This target also implies that cooperation outside of Europe, not least with North America, Australia and Asia, must be extended.

Denmark's political interests in education are being furthered in several international forums, namely the EU, the OECD, UNESCO, the Council of Europe and the Nordic Council of Ministers, as well as in bilateral cooperation. The work in these forums is intended to create a common understanding of the issues of education policy, to formulate common rules for transfer of credit and mutual recognition of programmes, and to collaborate on quality development.

We must ensure that the Danish education system is able to measure up to the best in the world, so Denmark must participate in education system comparisons, assessments and surveys developed and implemented by the OECD. It is a prerequisite that the results are utilised in developing Danish education policy and in the development of methods and education theory and practice at school and institutional level.

Action

- *The Government will ensure that Denmark continues to play an active role in international comparisons, surveys and qualitative assessments of the education system.*
- *The Government will ensure that Denmark continues to play an active role in the expert groups supporting the work on the Objective Report within the European Commission's framework. Recommendations will be formulated and benchmarks defined.*
- *The Government will ensure that Denmark continues to make an active contribution towards the implementation of the objectives of the Copenhagen and Bologna Declarations, including:*
 - *continued development and extended utilisation of the qualification key for higher education programmes;*
 - *follow-up of the recommendations on the establishment of “joint” and “double degrees”;*
 - *enhancement and further development of quality assurance in the field of education;*
 - *enhancement of mobility and mutual recognition, including the recognition of practical skills.*
- *The Government will take the initiative to establish cooperation agreements to further the possibilities for establishing research cooperation with governments, businesses, universities and research institutions outside Europe.*

- *The Government will initialise pilot projects in which two or three universities form a network with a university outside Europe.*
- *The Government will consider the possibilities for modernising the Danish marking scale.*

Status

Some of the formal barriers for transfer of credit, mutual recognition of exams and transparency are being removed by implementing the principles of the Lisbon convention (see appendix 4). The Bologna Declaration (see appendix 1), the Copenhagen Declaration (see appendix 2) and the EU's Objective Report (see appendix 3) are of importance for the Danish internationalisation process, especially at the central level. Denmark is participating in a range of activities initiated by the OECD, e.g. PISA, and reviews, e.g. the evaluation of universities and the current OECD review entitled “Pilot Review to Examine Quality and Equity of School Outcomes”. It should also be mentioned that Denmark has a leading role in cooperation between Asian and European countries (ASEM) in lifelong learning, working on a project basis to develop a common system of concepts and create partnerships.

In follow-up to the EU's Objective Report, Denmark is actively striving to turn Europe into the most dynamic region

in the knowledge-based economy. This involves long-term work up to the year 2010, by which the objective report's aims should be achieved. There are three main aims:

- To improve the quality and efficiency of the education and vocational training systems in the European Union;
- To facilitate access to the education and vocational training systems for everyone;
- To make the education and vocational training systems more open to the outside world.

These main aims are specified in 13 subsidiary aims. There are nine expert groups with Danish participation. The groups are working on formulating initiatives and defining indicators. In spring 2004, the EU's Council of Ministers and the Commission delivered a mid term report to the European Council on the results achieved.

Cross sectoral initiatives

Denmark must play an active role in formulating measures such as the OECD's education policy working programme and participate in the development of a system of concepts for individual surveys/analyses, and Danish universities and institutions must participate in finding solutions to the tasks. Denmark must also participate in relevant qualitative assessments that can highlight the correlations between the practices of the education system and the results achieved.

Example:

The PISA survey discovered that pupils' school outcomes are more dependent on their social back-ground in Denmark than in countries we otherwise compare ourselves with. Therefore it was decided to participate in the OECD review entitled "Quality and Equity of School Outcomes", which in reference to Finland and Canada aims to highlight the causal correlations between pupils' school outcomes and their social background. The results of the review are relevant for delimiting areas of policy initiative, and can also uncover methodical and organisational correlations of significance to schools and teachers.

The Government will consider the possibilities for modernising the Danish marking scale, partly in the light of international experience and with a view to improving international comparability. At present, a commission has been set up with the intention of discovering problems and making proposals for changes. Its considerations will form part of the work with a common discussion paper on the modernisation of tests, exams and marking schemes, which the government has initiated against the background of the supplementary government platform.

Basic schools

Denmark is also participating in the upcoming PISA surveys. In December 2004, the results of the maths survey from 2003 will be published, and in 2006 PISA will focus on natural

sciences. A plan will be established to ascertain how the survey result can be utilised at school level.

Vocational education and training

There is a continued need for major action in relation to the follow-up on the Copenhagen Declaration of November 2002, in which European ministers agreed, under the Danish EU presidency, to enhance their cooperation on vocational training. In the next few years this will make it easier for students to take part of their training abroad and obtain recognition of their training on the European labour market. This cooperation includes:

- Development of various common methods and tools for improving transparency;
- Easier comparison and recognition of vocational training across countries;
- Guaranteed credit for training carried out in another country, etc.;
- Cooperation on quality assurance with a view to promoting mutual trust between the European education systems.

Higher education and research

With the Bologna Declaration of June 1999 and the subsequent communiqués of the ministerial meetings in Prague in 2001 and Berlin in 2003, a total of 40 European countries have committed themselves to establishing the

European Higher Education Area, which should be fully implemented by 2010. The Declaration has the overriding aim, in consideration of the common democratic system of values and fully respecting the differences in culture, language and national education systems, of promoting:

- Citizens' mobility and employment opportunities;
- The competitiveness of European higher education programmes, including increased attractiveness of European higher education institutions for students and researchers.

Denmark will make a particular contribution to quality assurance, the development of joint European programmes as well as “joint” and “double degrees”, and the further development of the qualification key for higher education programmes.

2.6 Internationalisation initiatives must be followed up and assessed

With this report, the Government brings into focus the internationalisation of programmes and setting out a strategy for future work. The Government will ensure that the strategy is realised and that the necessary steps are taken in this regard. Work connected with the administration of and information on Denmark's participation in international education programmes and the assessment of foreign programmes must

be further enhanced. This will be achieved by gathering all problem solving activities into a new and effective national/international education administration by merging Cirius and CVUU (see page 9). The Government will also follow international developments with a view to taking further necessary initiatives. As part of the implementation of the Government's strategy, the Ministry of Education will be allocated a framework of DKK 15 million for use in special initiatives. There does not appear to be any further need for major readjustments, as a well-developed legal, professional, curricular and financial basis for the internationalisation of education already exists:

- *The Government will take the initiative to develop methods for following up and discussing the longterm effects of internationalisation. For example, the Government will improve the statistics to make it easier to highlight internationalisation, including mobility. In the long term, it will be possible to establish concrete quantitative targets for internationalisation.*
- *The government will ensure that the work on internationalisation forms part of both national and international quality assessments, and by summer 2007 at the latest, an assessment of the internationalisation work across the entire education sector will be carried out in order to provide a basis for further work. For example, external*

assessments can be carried out, as EVA has just done in the primary and lower secondary education sector and the OECD in the university sector.

- *A national/international education administration will be established when Cirius, CVUU, etc. are merged. The administration will contribute to the enhancement of internationalisation in programmes in general.*
- *As part of the implementation of the Government's strategy, a framework of DKK 15 million over and above the grant schemes and IT resources will be allocated for use in special initiatives.*

3. Appendices

Appendix 1: The Bologna Declaration on higher education

The Bologna process refers to the broad European cooperation on higher education initiated by the Bologna Declaration of 19 June 1999. This was approved by the European ministers responsible for higher education.

The aim of the Bologna Process is to create a common European area for higher education by 2010, with free mobility of students, teachers and fully qualified individuals, and to make European higher education attractive for students from other parts of the world. Currently, 40 European countries are participating in the cooperation. So far, ten aims have been established that will lead to the creation of a European area for higher education.

Aim 1: Easily legible and comparable examinations

Mutual recognition of education programmes, whether as a basis for further education or for employment/labour market,

is key to the endeavours to achieve free student mobility and the creation of a European labour market.

Aim 2: Higher education at two levels

A study or exam structure that is if not identical then at least transparent is a broad precondition for the optimum functioning of mobility and mutual recognition of qualifications across borders.

Aim 3: A credit system that promotes mobility

Measuring the scope of programmes and their elements has until recently been a confused area. Without a measuring system in place, accreditation of previous education for a new programme is completely arbitrary. The Bologna Declaration demonstrates the necessity of a measuring system and recommends ECTS (European Credit Transfer System).

Aim 4: Promoting mobility

As European higher education is founded in national systems,

there are of programme a range of barriers to mobility that need to be overcome.

Aim 5: European cooperation on quality assurance

Cooperation on quality assurance with the aim of developing comparable criteria and methods is a priority of the Bologna Process.

Aim 6: The European dimension of higher education

This target is particularly directed at common content development for programmes, cooperation between educational institutions, exchange schemes and joint programmes.

Aim 7: Lifelong learning

The development of lifelong learning has become an independent element of the Bologna Process. The motivation partly originated from the demands of international competition and partly from the contribution to social cohesion, equal opportunities and better quality of life.

Aim 8: Higher education institutions and students

The Bologna Process builds on the basic assumption of the value of education institutions' autonomy, as expressed in the Magna Carta of European universities. For the Bologna

Process, this means that the influence of institutions and students in the process and their contribution to it is of vital necessity.

Aim 9: Promote the attractiveness of European higher education

One of the tenets of the Bologna Declaration was the recognition of the fact that European higher education was no longer attractive in competition with the education offers found in other parts of the world.

Aim 10: Higher education must be more closely linked to research

The European Area for Higher Education must be more closely linked to the European research sector. For this reason, research programmes (PhD level) are included as the third level in the cooperative process.

Relevant links: <http://www.bologna.dk/> and <http://www.bologna-berlin2003.de/>

Appendix 2: Copenhagen Declaration on the vocational education and training sector

On 30 November 2002, education ministers from 30 European countries, consisting of EU member states, EU accession countries and EEA countries, signed the Copenhagen Declaration on enhanced European cooperation in the vocational education and training sector.

The aim was to increase voluntary cooperation in the vocational education and training sector with a view to promoting mutual trust, transparency and the recognition of skills and qualifications, and thus to establish a basis for increased mobility and easier access to lifelong learning. The following four areas are prioritised:

The European dimension

- Strengthening the European dimension of vocational training in order to promote closer cooperation with a view to facilitating and promoting mobility and the development of inter-institutional cooperation, partnerships and other transnational initiatives with the overall aim of raising the profile of the European education sector in an international context, enabling Europe to be recognised as a global reference for applicants to education programmes.

Transparency, information and guidance

- Increasing transparency in the vocational education and training sector by implementing and rationalising information tools and networks, including the integration of existing instruments such as the European CV, supplements to examination and qualification certificates, the common European reference framework for languages and EUROPASS into a single framework.
- Strengthening policies, systems and practices that support information, guidance and advice in member states at all levels of education and employment, namely with a view to queries relating to access to learning, vocational training and the options for transfer and recognition of skills and qualifications in order to support citizens' mobility within Europe in terms of both employment and geography.

Recognition of skills and qualifications

- Investigating how transparency, comparability, transfer possibilities and recognition of skills and/or qualifications between different countries and at different levels could be furthered by developing reference levels, common certification principles and joint schemes, including a scheme for transferring credits between vocational training programmes.
- Increasing support for the development of skills and

qualifications at sector level by strengthening cooperation and coordination, particularly by involving labour market parties. This approach is illustrated by a range of EU initiatives as well as bilateral and multilateral initiatives, including initiatives already in place in various sectors with the aim of mutually recognising qualifications.

- Developing a set of common principles for validating informal learning with a view to ensuring better correspondence between models in various countries and at various levels.

Quality assurance

- Promoting cooperation on quality assurance, paying particular attention to the exchange of models and methods as well as promoting common criteria and principles for quality in vocational training programmes.
- Emphasising the educational needs of teachers within all forms of vocational training.

Relevant link:

<http://presse.uvm.dk/nyt/pm/deklaration.htm?menuid=0515>

Appendix 3: Objective report: Different systems, common aims for 2010

With a view to contributing to the strategic aims for Europe set out at the meeting of the European Council in Lisbon in 2000, EU education ministers approved three strategic aims for the next ten years at the Council meeting of 12 February 2001. The three strategic aims are divided into 13 subsidiary aims:

Aim 1: Improve the quality and efficiency of the education and vocational training systems in the European Union

- 1.1 Improve the education of teachers and lecturers
- 1.2 Develop skills for the knowledge society
 - *Improve literacy and numeracy skills*
 - *Adapt the definition of basic skills for the knowledge-based society*
 - *Maintain the ability to learn*
- 1.3 Ensure access to information and communication technology for all
 - *Computers for schools and learning centres*
 - *Involve teachers and lecturers*
 - *Use of networks and resources*
- 1.4 Increase access to scientific and technical studies
- 1.5 Make optimal use of resources
 - *Improve quality assurance*
 - *Ensure efficient use of resources*

Aim 2: To facilitate access to the education and vocational training systems for everyone

- 2.1 Open learning environment
- 2.2 Making education more attractive
- 2.3 Support for active citizenship, equal opportunities and social cohesion

Aim 3: To make the education and vocational training systems more open to the outside world

- 3.1 Strengthening contacts with working life, research and society as a whole
- 3.2 Development of a spirit of enterprise
- 3.3 Improving teaching in foreign languages
- 3.4 Increasing mobility and exchanges
- 3.5 Strengthening European cooperation

Appendix 4: Lisbon Convention

On 20 March 2003, Denmark ratified the Council of Europe/UNESCO convention of 11 April 1997 on the recognition of qualifications concerning higher education in the Europe Region (Lisbon Convention).

The Lisbon Convention relates to mutual recognition of entrance examinations, study periods and examination certificates within higher education. The Convention is based on the following two overriding considerations:

- 1) Every applicant must have proper access to having an assessment made of their foreign education.

- 2) Foreign programmes must be recognised unless significant differences can be shown in their duration, subject content, etc.

As a follow-up to the Lisbon Convention, the signatory countries to the convention approved the recommendation of 6 June 2001 on criteria and procedures for the assessment of foreign qualifications.

The Lisbon Convention, together with the associated recommendation, was implemented in Danish legislation as the Assessment of Foreign Qualifications Act, cf.

Consolidation Act no. 74 of 24 January 2003. The Centre for the Assessment of Foreign Qualifications (CVUU) is designated to fulfil the function of a national information centre, the establishment of which was stipulated in the Convention for each signatory country.

Relevant link:

<http://cvuu.uvm.dk/vurderinger/aftaler.htm?menuid=2025>

Appendix 5: Mobility statistics

The report provides the basis for a general improvement in the internationalisation statistics, making it easier to highlight internationalisation in future.⁶ The existing mobility statistics do not provide an adequate overall picture of mobility. In some cases, data is based on different sources that cannot be directly compared, and in other cases there is no data available for certain sectors. The following tables, which provide an insight into the scope of mobility, are based on statistics from Cirius, the State Educational Grant and Loan Scheme Agency, the Ministry of Science, Technology and Innovation, and the Ministry of Education.

Example:

- Upper secondary schools: In the region of 87 per cent go on study trips, typically for one week
- Vocational schools: Around 3 per cent go on work experience (typically 40 weeks) or study trips (2-4 weeks)
- Higher education programmes: It is estimated that approximately 10 per cent study abroad during their programme. In the case of university programmes, around twice as many study abroad.

⁶ A working group has been set up under the auspices of Cirius to analyse the scope of current mobility statistics and suggest improvements. The European Commission has also appointed a working group to make recommendations for improving European mobility statistics.

Table 1: Danish students completing a full programme abroad with a study grant, 1992-2001

Grant year	Total number of students	Of which in Nordic countries	Of which in England	Of which in other EU countries	Of which in USA	Of which in other countries
1991	1,726	548	507	340	234	97
1992	2,031	569	647	394	285	136
1993	2,524	616	852	509	358	189
1994	2,765	661	949	566	386	203
1995	2,981	704	1,033	648	390	206
1996	3,581	755	1,283	791	490	262
1997	4,164	783	1,522	910	574	375
1998	4,465	836	1,698	931	601	399
1999	4,455	825	1,778	890	538	424
2000	4,370	772	1,843	838	496	421
2001	4,375	850	1,800	831	450	444

Source: SU-styrelsen (State Educational Grant and Loan Scheme Agency) and Cirius

Mobility within higher education programmes

Table 1 gives an overview of the numbers of Danes completing a full programme abroad with the benefit of a study grant. One of the conditions for receiving a study grant for a full programme abroad is that it must be a publicly recognised programme with a vocational orientation.

Table 2: Number of Danish students abroad by host country, 2001

	Nordic countries	Signatories to Bologna	EU	Other countries	Total
Soc.	29	647	682		725
Hum.	12	140	629		647
Tech.	3	12	138		140
Sci.	0	82	43		43
Agron.	1	43	11		12
Health	21	710	73		83
Paed.	8	184	179		184
No data	850		2,933	894	4,375
Total	924	1,818	4,688	894	7,189

Source: SU-styrelsen (State Educational Grant and Loan Scheme Agency) and Cirius

Table 2 shows that in 2001, a total of 7,189 Danes attended foreign higher educational institutions. This corresponds to 3.9 per cent of the total number of Danish students. The figures for shorter periods of study abroad are categorised by subject area, which is not recorded for full educational programmes abroad, and are therefore shown under “No data”.

The table shows that the majority of Danish students studying abroad went to other EU countries, a total of 65 per cent. It

should be noted that for shorter periods of study, only stays in European countries are recorded, while for full educational programmes it is not possible to distinguish countries that are signatories to the Bologna Declaration. The programmes are not categorised by cycle length, as these figures are not available.

Table 3 (p. 43) shows the number of foreign students at Danish educational institutions by country of origin. The groupings of Nordic, EU, Bologna and other countries should not be interpreted as mutually exclusive categories, as a given country (e.g. Sweden) might well appear in all four groups. The Bologna column covers the 32 countries that had signed the Bologna Declaration at the time in 2001.

In 2001, a total of 11,498 foreign students were studying at Danish higher educational institutions. This figure corresponds to 5.9 per cent of the total and includes both shorter study periods and full programmes. On Danish short-cycle higher education programmes (KVU), foreign students represented 7.7 per cent of the total. On medium-cycle higher education programmes (MVU), the proportion was 4.2 per cent, and for university programmes (LVU) it was 6.7 per cent.

With respect to the exchange of researchers, under the fifth EU framework programme for research in the period 1999-2002, the following mobility grants were awarded:

Table 3: Number of foreign students at Danish educational institutions in 2001 by cycle length (KVU, MVU and LVU)

		Total number studying in Danmark	Of which Danes	Total from abroad ⁷	Of which from Nordic countries	Of which from EU countries	Of which from signatories to Bologna
KVU	Soc.	7,399	6,791	608	67	61	221
	Hum.	4,011	3,669	342	123	99	177
	Tech.	7,941	7,327	614	110	86	222
	Agron.	975	937	38	7	10	20
	Health	1,427	1,350	77	15	12	24
	KVU Total	21,753	20,074	1,679	322	268	664
MVU	Soc.	10,031	9,781	250	40	66	114
	Hum.	1,900	1,776	124	38	37	59
	Tech.	8,505	7,807	698	204	95	278
	Health	13,630	12,815	815	376	117	481
	Paed.	40,271	39,063	1,208	239	311	554
	MVU Total	74,337	71,242	3,095	897	626	1,486
LVU	Soc.	30,545	28,634	1,911	397	288	759
	Hum.	35,331	33,376	1,955	509	504	999
	Tech.	9,001	7,848	1,153	207	115	316
	Sci.	11,858	11,345	513	109	157	261
	Agron.	2,673	2,421	252	75	54	133
	Health	8,720	7,851	869	505	244	574
	Paed.	2,184	2,113	71	27	23	48
	LVU Total	100,312	93,588	6,724	1,829	1,385	3,090

Source: Ministry for Science, Technology and Innovation

⁷ The total from abroad covers students included in the three subsequent columns (Nordic countries, EU and signatories to the Bologna Declaration) as well as students from other countries such as the USA, Canada, Brazil, China, Japan and Australia.

- Individual grants: A total of 37 Danish researchers have received grants relating to stays abroad, and 71 grants were awarded to foreign researchers with a view to spending time in Denmark. By far the majority of these individual grants were awarded to young researchers with a PhD degree or similar research experience.
- Host-based grants with selected university institutes and companies being hosts to primarily PhD students, but also more experienced researchers: Denmark is a net importer here as well, with 43 Danish PhD students/researchers having spent time abroad, while Danish host institutions have opened their doors to 132 foreign students/researchers.
- Grants linked to what is known as the research education network: The individual networks, typically consisting of 5-10 European research environments, select the grant recipients themselves, including both PhD students and slightly more experienced young researchers. There is no easily available information about the number of grants and mobility patterns. However, it is estimated that the degree of mobility corresponds approximately to the individual and host-based grants put together.

It is worth adding that the EU research framework-programmes also support short-term mobility in connection with access to the large European research institutions, participation in summer programmes, etc.

Comparison with other countries

Denmark is above the OECD average for the proportion of foreign students attending higher education – see Table 4 (p. 45). In 2000, a total of 12,900 foreign citizens were enrolled in a higher education programme in Denmark, corresponding to 6.8 per cent of the total number of students.

The highest proportions of foreign students are found in Switzerland (16.6 per cent), Australia (12.5 per cent), Great Britain (11.0 per cent), Austria (11.6 per cent) and Belgium (10.9 per cent). Despite the USA having by far the highest number of foreign students, the number of national students is also high, so the proportion falls to 3.6 per cent.

The actual number of students abroad is probably somewhat higher, as many of the short stays abroad are not registered. Students who are not citizens of a given country but are permanently resident there count the opposite way, as they are not considered to be foreign students.

In 2000 there were 1.52 million foreigners (foreign citizens) enrolled at higher education institutions in the OECD countries. A total of 70 per cent of these students were studying in only five countries. The USA hosted 28 per cent, by far the biggest number of foreign students hosted by any

Table 4: Exchange of students in higher education (2000) – selected countries

	Foreign students as a percentage of all students enrolled in higher education in the country ⁸	Foreign students from OECD countries as a percentage of all students enrolled in higher education in the country ⁹	Citizens in higher education in other OECD countries as a percentage of all students enrolled in higher education in the country ⁹	Net intake of students from other OECD countries (column 2 less column 3)
Denmark	6.8	2.6	3.5	-0.9
Finland	2.1	0.7	3.6	-2.9
France	6.8	1.9	2.6	-0.6
Italy	1.4	0.2	2.3	-2.1
Japan	1.5	0.6	1.5	-0.9
Norway	3.7	2.2	7.0	-4.8
Great Britain	11.0	6.0	1.4	4.6
Spain	2.2	1.4	1.5	-0.1
Sweden	6.0	4.3	4.4	-0.1
Germany	9.1	4.5	2.6	1.9
USA	3.6	1.8	0.3	1.5
OECD average	4.9	2.9	4.1	-1.2

⁸ Reported directly by the individual countries, includes all countries.

⁹ These figures were calculated on the basis of the OECD and non-OECD countries that have specified citizenship in their reported education system intake. The following OECD countries submitted no report: Luxembourg and Slovakia. The following non-OECD countries submitted a report: Argentina, Chile, India, Indonesia, Jamaica, Jordan, Malaysia, The Philippines, Russia, Tunisia and Uruguay. Source. The table is an extract of Table C3.1 Exchange of students in tertiary education (2000), Education at a Glance, pp. 243, OECD, 2002.

one country. The UK hosted 14 per cent, Germany 12 per cent, France 8 per cent and Australia 7 per cent.

The last column in the table gives an impression of student exchange within a group of countries consisting of OECD and a few non-OECD countries, cf. note 1 to the table above. The difference between 6.8 per cent and 2.6 per cent shows that Denmark hosts many foreign students from non-OECD countries and that it is not possible to determine the nationality of a large number of the foreign students in Denmark.

Subtracting the number of foreign students in a country from the proportion of that country's citizens studying abroad gives a measure of the exchange of students. The number is positive if the country is a net recipient of students, i.e. more students enter the country than leave it.

The large host countries are Great Britain (4.6 per cent), Germany (1.9 per cent) and the USA (1.5 per cent). The fact that these countries are large host countries is due to the number of people speaking the language of those countries, the size of their markets and the reputation of their educational institutions. As the table shows, Denmark sends out more students than it hosts (-0.9), but we are closer to achieving a balance than e.g. Norway (-4.8), Finland (-2.9)

or the OECD as a whole (-1.2). We are not as close to achieving a balance as Sweden, however, (-0.1).

Mobility programmes

Most of the programmes coordinated within Cirius comprise contributions to the mobility of pupils, students and teachers in various areas of education. A total of 4,993 pupils, students, teachers and workers spent time abroad for education or work experience in the 2000/2001 academic year. A more detailed description of the purposes, target groups, etc., of these programmes can be found at <http://www.ciriusonline.dk/>

Table 5: Outbound mobility from Denmark, 2000-2001.

The statistics comprise stays of at least five days for the purpose of teaching or receiving education or work experience

	Total	Youth	Comenius	Leonardo mobility	Work experience abroad	Erasmus	Cultural agreements
Total	4,993	588	1,061	564	840	1,755	185
Women	2,744	267	496	316	455	1,094	116
Men	2,169	246	565	248	385	656	69
No data	80	75				5	
Levels of education							
Young people outside formal education	492	492					
Pupils at basic school level	325		325				
Pupils at upper secondary level	1,545		424	281	840		
Students in higher education	2,056			116		1,755	185
Programme planners/teachers, etc.	535	96	298	141			
Workers	26			26			
No data	14		14				
Country of origin							
Europe	4,926	568	1,061	564	833	1,755	145
Asia and the Middle East	21	10					11
Africa	1						1
South America	5	5					
No data	40	5					
Duration (total in weeks)	85,581	2,344	771	3,961	34,940	39,929	3,637
Average duration (in weeks per person)	17	4	1	7	42	23	

Source: Cirius

Table 6: Inbound mobility to Denmark, 2000-2001. The statistics comprise stays of at least five days for the purpose of teaching or receiving education or work experience

	Total	Youth	Erasmus	Cultural-agreements
Total	3,633	698	2,572	363
Levels of education				
Young people with no formal education	698	698		
Pupils at basic school level				
Pupils at upper secondary level				
Students in higher education	2,935		2,572	363
Programme planners/teachers, etc.				
Workers				
No data				
Country of origin				
Europe	3,582	691	2,572	319
Asia and the Middle East	41	10		31
Africa	8			8
No data			5	
Duration (total in weeks)	70,965	2,939	62,535	5,491
Average duration (in weeks per person)	20	4	24	15

Source: Cirius

Appendix 6: Enhanced Internationalisation of Education – Summary of strategy and actions

Strategy

Overall, the internationalisation of education must help to ensure that:

- Danish programmes can measure up to the best in the world, and Danish research programmes can meet the highest international standards;
- Danish programmes are up-to-date and attractive enough to avoid a brain drain;
- Europe by 2010 will be the most competitive knowledge-based economy in the world, with Danish enterprises in the vanguard of this development.

The main points in the Government's strategy for enhanced internationalisation of education are as follows:

- to ensure that programmes provide Danish pupils, students and workers with the qualifications to succeed in international environments;
- to support Danes studying, researching and working abroad;
- to attract qualified foreign students, researchers, teachers and workers;
- to give both students and educational institutions more

and better ways of taking part in international cooperation and competing on the global education market;

- to ensure the quality of the Danish education system through participation in transnational cooperation and international comparisons.

Action

The international dimension in the content of education must be enhanced

- *The Government will ensure that the international dimension is taken into account when the statutory basis for an area of education is amended and implemented, as happened with upper secondary school reform and the Universities Act.*
- *Educational institutions, local authorities and county councils will be encouraged to include the international dimension in their objectives and planning, and to publicise their work on the international dimension in tuition.*
- *The Government wishes to focus on increased use of English as the teaching language in higher education with a view to, among other things, attracting highly qualified foreign students and researchers.*
- *The Government is supporting a pilot project entitled "Min første Sprogportfolio" (My First Language Portfolio) as part of its focus on language skills.*

The mobility of pupils, students and teachers must be enhanced

- *The Government will establish an internationalisation taximeter for short programmes of higher education and vocational training.*
- *The Government will take the initiative to implement a targeted campaign for heads and tutors.*
- *The Government will promote the development of strategic partnerships, among other things with a view to joint degrees.*
- *The Government will maintain the option for students to use their student grant to study abroad.*
- *The Government will increase access to work experience abroad.*
- *The Government will enhance the international dimension in educational and vocational guidance.*
- *The Government will ensure that Denmark continues to play an active role in developing the EU's new education programmes from 2007 onwards.*
- *The Government will encourage institutions to set objectives and quantitative targets for the balance between Danish and foreign students on programmes.*

The use of IT as an internationalisation tool must be enhanced

- *With a view to further integration of IT at primary and*

lower secondary education level, the Government has set aside DKK 495 million for the purchase of computers, supplementary training for teachers and the development of new methods and materials.

- *The Government will work to ensure that Denmark takes part actively in and gains the greatest possible benefit from the EU's e-learning programme.*
- *The Government will work to ensure that Denmark plays an active role in the European SchoolNet (EUN) and ICT League cooperation organisations.*
- *The Government will investigate the possibilities for establishing an electronic teaching and education platform.*
- *The Government will encourage educational institutions to involve themselves either individually or in consortia in the market for electronic education services.*

Opportunities for institutions to cooperate and compete internationally must be increased

- *The Government will discontinue taximeter contributions for students from countries outside the EU/EEA and establish a payment scheme (tuition fees) for such students.*
- *The government will, at the same time, establish a grant scheme targeting highly qualified students from third countries within Danish priority areas (e.g. high-technology areas, including natural sciences).*
- *The Government will establish a grant scheme in the*

university sector when the current cultural agreement programmes are renewed.

- *The Government will work to extend university cooperation outside Europe, focusing on countries such as Canada.*
- *The Government will take the initiative to implement a professional marketing campaign for Danish programmes.*
- *The Government will, in collaboration with Rektorkollegiet (the Danish Rectors' Conference), investigate the possibilities of using the new adult and continuing education portal (<http://www.unev.dk/>) for marketing Danish higher education programmes.*
- *The Government will support participation by Danish institutions in international cooperation programmes relating to innovation and methodology development.*
- *The Government will create increased flexibility in the administration of international education programmes to ensure that Danish activities derive the best possible benefit from the programme resources.*

Danish involvement in international cooperation forums for education, including international comparisons of education systems, must be enhanced

- *The Government will ensure that Denmark continues to play an active role in international comparisons, surveys and qualitative assessments of the education system.*
- *The Government will ensure that Denmark continues to*

play an active role in the expert groups supporting the work on the Objective Report within the European Commission's framework. Recommendations will be formulated and benchmarks defined.

- *The Government will ensure that Denmark continues to make an active contribution towards the implementation of the objectives of the Copenhagen and Bologna Declarations, including:*
 - *continued development and extended utilisation of the qualification key for higher education programmes;*
 - *follow-up of the recommendations on the establishment of "joint" and "double degrees";*
 - *enhancement and further development of education quality assurance;*
 - *enhancement of mobility and mutual recognition, including the recognition of practical skills.*
- *The Government will take the initiative to establish cooperation agreements to further the possibilities for establishing research cooperation with governments, businesses, universities and research institutions outside Europe.*
- *The Government will initialise pilot projects in which two or three universities form a network with a university outside Europe.*
- *The Government will consider the possibilities for modernising the Danish marking scale.*

Internationalisation initiatives must be followed up and assessed

With this report, the Government is setting the focus on internationalisation of programmes and setting out a strategy for future work. The Government will ensure that the strategy is realised and that the necessary steps are taken in this regard. Work connected with the administration of and information on Denmark's participation in international education programmes and the assessment of foreign programmes must be further enhanced. This will be achieved by gathering all problem solving into a new national/-international education administration. The Government will also follow international development with a view to taking further necessary initiatives.

- *The Government will take the initiative to develop methods for following up and discussing the long-term effects of internationalisation. For example, the Government will improve the statistics to make it easier to highlight internationalisation, including mobility. In the long term, it will be possible to establish concrete quantitative targets for internationalisation.*
- *The government will ensure that the work on internationalisation forms part of both national and international quality assessments, and by summer 2007 at the latest, an assessment of the internationalisation work*

across the entire education sector will be carried out in order to provide a basis for further work. For example, external assessments can be carried out, as EVA has just done in the primary and lower secondary education sector and the OECD in the university sector.

- *A national/international education administration will be established when Cirius, CVUU, etc. are merged. The administration will contribute to the enhancement of internationalisation in programmes in general.*
- *As part of the implementation of the Government's strategy, a framework over and above the grant schemes and IT resources will be allocated for use in special initiatives.*