

# A Snapshot of National Policies for Internationalisation in Europe Today

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### **Welcome & Introductions**



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## **Session agenda**



#### **Overview**

ACA-EAIE National Policies for Internationalisation Project (NAP)

#### Reflections

Internationalisation policies/approaches as seen from national expert perspectives – examples from Austria and Estonia

#### **Conversation**

Questions and commentary - please join in!



**Inspiration:** 2023 conversations with national (funding) agencies

#### Aims:

- Provide an up-to-date overview of national-level internationalisation strategies/policies in HE
- Identify recurring priorities, gaps, and emerging practices across countries
- Support policymakers and stakeholders by presenting how strategic direction and support structures for internationalisation are framed at the national level



**Scope:** European Higher Education Area (EHEA)

#### **Methodology:**

- desk research
- document analysis
- targeted country expert interviews and consultations

**Oversight:** Independent project (no external funding)

**Duration:** 2024–2025



#### **Overall:**

- Challenging task!
- 14 countries with:
  - Stand-alone national strategies/policies
  - o Explicitly focused on the internationalisation of higher education
  - Adopted and in force in 2025
- Notable variety in scope and focus, as well as geography
- Much activity also in countries without stand-alone internationalisation strategies/policies in HE



# Chapter 1: contextual framework and a retrospective on the emergence of strategies/policies within the EHEA and the evolution of policy dynamics.

- European frameworks and funding set shared goals and tools, but national policies mainly drive internationalisation creating both commonalities and diversity.
- Early documents (e.g., Sorbonne, Bologna Declaration) didn't call for national internationalisation strategies but created a supportive policy environment, alongside growing education cooperation in the EU.
- Key elements included, mobility, automatic recognition, increased access and participation in HE and mobility etc., many of which are now central to national strategies.
- First generation internationalisation strategies: Early 2000s to mid-2010s.



#### **Chapter 2: brief country-specific information of the EHEA countries**

- Factsheets for 14 countries with dedicated strategies for internationalisation of HE
- Paragraphs for 34 countries pursuing other forms of national-level policy engagement
- Concise summaries of key documents and main characteristics, with links to full sources
- Diverse approaches across EHEA; the existence of a formal national strategy does not automatically indicate a more advanced or effective approach to internationalisation.



#### Chapter 3: key trends and future implications

Global developments increasingly influence national strategies, bringing new challenges and opportunities, alongside national-level impact:

- **External factors:** geopolitical and health-related crisis, shifting political contexts (the US) and perceived security risks of cooperation (China). Positive impact of the EU policies and initiatives: e.g., Erasmus+ mobilities, the EUI and the European Degree.
- **Internal factors:** political shifts, budgetary constraints (impacting both national and institutional levels, including areas like development cooperation), alongside efforts with more positive impact, such as addressing skills gaps in some national contexts.

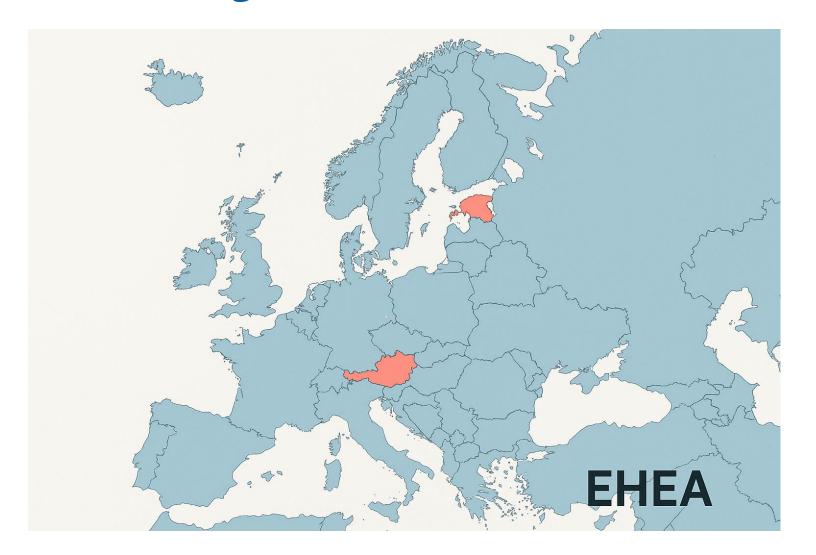


#### **Main takeaways:**

- Current strategies often don't reflect current national debates or realities, given growing uncertainty and recent crises.
- Strategies are evolving from fixed policy documents to flexible living frameworks, subject to change and adaptation.
- Recent strategies (vs. 3-4 years ago) are more expansive, with broader vision, reaffirming core internationalisation values, emphasising flexibility, agility and crisis management, with less focus on detailed implementation (e.g., priority countries, resource allocation).
- Continued commitment to internationalisation, with greater caution and adaptability in today's context.

## **Countries at a glance**











# A view from Austria



#### A view from Austria



- Austria's National Mobility and Internationalisation Strategy for Higher Education 2020–2030 ('HMIS 2030')
- Emphasises 'internationalisation of the curriculum' as a core guiding principle
- Openness to diverse approaches in achieving the strategy's overarching goals
  - Subtitle: 'Many routes to internationalisation'
- 5 main goals, supported by 37 clear-cut objectives for implementation
  - 1. Promote an all-encompassing culture of internationalisation at higher education institutions.
  - 2. Promote mobility for all members of higher education institutions.
  - 3. Develop and implement innovative digital forms of mobility.
  - 4. Facilitate effective skills improvement and institutional learning.
  - 5. Strengthen the global mindset and international position of Austria's higher education institutions.





# A view from Estonia



#### A view from Estonia

- No stand-alone national strategy exclusively focused on internationalisation in higher education.
- Overarching Education Strategy 2021–2035 includes:

I a sub-goal on "Promoting internationalisation and learning mobility" with a need to:

- o increase the mobility of teaching staff, particularly within the EU;
- facilitate greater inclusion of international academic staff;
- o create opportunities for short-term mobility of Estonian students;
- o provide foreign language learning and education in foreign languages;
- o market Estonian education and its success story

II a sub-goal "Supporting the development of competences that create more added value" with a need to:

- o make Estonia an attractive environment for Estonians who have completed their education abroad and for foreign nationals who have completed their education in Estonia.
- promote the inclusion of international school and university students in Estonian society as well as the transition of graduates to the labour market
- increase openness to innovation and improve national and international cooperation between educational institutions and the labour market in relation to innovative development activities

## Let's talk!





#### What's next?



Report to be published in week of **24 November 2025** 

**LinkedIn webinar** scheduled to take place in December to share the main takeaways from the report.

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