

Internationalisation of Swedish Higher Education Institutions



SUMMARY OF THE REPORTS SOU 2018:3
AND SOU 2018:78 BY THE INQUIRY ON
INCREASED INTERNATIONALISATION OF
HIGHER EDUCATION INSTITUTIONS (U 2017:02)



SWEDISH GOVERNMENT
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Swedish Government Official Reports
SOU 2018:78

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*Summary of the reports SOU 2018:3 and SOU 2018:78
by the Inquiry on increased internationalisation
of higher education institutions (U 2017:02)*

Stockholm 2018



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

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1 Introduction

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

Furthermore, countries, regions, municipalities and higher education institutions all compete to attract knowledge, competences, and investments, in order to improve their position and stimulate their economic development. In this competition higher education, research and innovation are key factors. However, higher education institutions, countries and regions are both competitors and collaborative partners. Sweden is one of the countries that are making significant efforts to attract competences and investments but Sweden is lagging behind in the competition.

Many higher education institutions find their most important strategic partners abroad, and many countries have taken clear steps towards achieving a greater international presence by becoming established abroad or through education export. That universities would primarily be working in a national context is too narrow an image. The development of knowledge-based economies, requiring the expansion of higher education and research is under way in large parts of the world. The map of important research nations is growing, requiring of Swedish higher education institutions to look further afield when developing academic cooperation. However, the Swedish position in view of these developments is restrained.

This changing environment presents both challenges and opportunities. If Sweden is to take advantage of these challenges, efforts are needed to develop initiatives, education and cooperation, and to brand Sweden as a knowledge nation. In order to be able to establish partnerships and attract essential resources, it is crucial that Sweden and Swedish actors within research and higher education have international visibility, and that cooperation between Swedish and international actors is legally and administratively uncomplicated.

In its first report (Internationalisation of Swedish Higher Education and Research – A Strategic Agenda), the Inquiry proposed that all international activities at higher education institutions should aim to improve the quality of higher education and research and should contribute to sustainable development, both nationally and globally.

These objectives should also guide the work to strengthen Sweden's attractiveness as a knowledge nation and a study destination. By attracting high quality students, doctoral students, researchers and other staff to Swedish higher education institutions, the quality of education and research can be strengthened. Establishing long-term links with foreign students and alumni is extremely valuable for Sweden. This is the case whether students are given the opportunity to work in Sweden, thereby contributing to the skills supply here, or whether they return to their home country or somewhere else where they can provide good links to Sweden later in life. Correspondingly, Sweden's ability to attract foreign investment in research and innovation collaboration is dependent on having a high degree of expertise here in Sweden and the ability to cooperate internationally, and on knowledge of this being developed abroad. Swedish higher education institutions must also develop their global presence and responsibility in view of global common challenges.

1.1 About the Inquiry

The Swedish Government established the Inquiry on increased internationalisation of higher education institutions (U 2017:02) in March 2017. Dr Agneta Bladh was appointed Inquiry Chair and Ms Maria Wilenius and Mr Albin Gaunt were appointed secretaries of the Inquiry. Mr. Gaunt was replaced by Ms Helena Lejon during September 2018.

The Inquiry has been tasked to:

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

On 31 January 2018, the Inquiry reported on the remits of objectives, strategy and the international perspective in education in its first report “Internationalisation of Swedish Higher Education and Research – A Strategic Agenda” (SOU 2018:3).

On 31 October 2018, the Inquiry reported on the remit of Sweden’s attractiveness as a study destination and a knowledge nation in its final report “Increasing the Attractiveness of Sweden as a Knowledge Nation” (SOU 2018:78), thereby concluding its work.

In this publication, summaries in English of the Inquiry’s two reports are presented together with a translation of the proposed national strategy for increased internationalisation of higher education and research. A summary in English of the Inquiry’s remit from the Government is available in the *Appendix*.

2 Summary of the first report Internationalisation of Swedish Higher Education and Research – A Strategic Agenda (SOU 2018:3)

2.1 The need to integrate internationalisation in the management of higher education institutions

The intensity and depth of internationalisation of higher education institutions have increased. Internationalisation of higher education can be defined as “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society”¹

The Inquiry considers this a good definition of internationalisation of higher education, but it refers mainly to tertiary education. The Inquiry’s remit covers all activities at higher education institutions, both tertiary education, research and societal interaction. The Inquiry also believes that an international perspective must imbue all core activities. The Inquiry has therefore chosen to work with the concept of “comprehensive internationalisation”, which is defined as follows:

¹ de Wit, H., Egron-Polak, E., Howard, L., & Hunter, F. (2015). *Internationalisation of Higher Education*. European Parliament.

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

Comprehensive internationalisation influences all of campus life as well as the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it.²

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

2.2 Reasons for internationalisation

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

Higher education prepares students for working life. The labour market and society in general are increasingly experiencing the influence of globalisation and internationalisation. Consequently, intercultural and international perspectives are important to preparing all students for the labour market and society of today and the future.

² Hudzik, J. K. (2015). *Comprehensive internationalization – Institutional pathways to success*. New York: Routledge.

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

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

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

2.3 International development

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

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

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

2.4 Mobility to and from Sweden

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

One third of teaching and research staff were internationally mobile for at least one week in 2015. International researcher mobility is lower in Sweden than in other strong research nations. The proportion of internationally recruited teaching and research staff was

slightly below 20 percent in 2014. However, the number of international co-authored publications is fairly high in Sweden. 65 percent of the publications in Sweden were written by two or more authors and based on international cooperation, compared to 25 percent globally.

2.5 The Inquiry's proposal

2.5.1 New provision in the Swedish Higher Education Act

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

2.5.2 A new internationalisation strategy

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

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

The primary target groups are the Government, higher education institutions and other related government agencies. The Inquiry proposes that the strategy should apply to the period of 2020 to 2030.

Summary of the first report

The strategy has been designed to relate to policy in other areas, such as the trade policy, development assistance policy and migration policy.

Within the framework of the strategy, the Inquiry is developing a number of measures required to attain each of the objectives and presents numerous suggestions and recommendations for the Government, the higher education institutions and government agencies.

The full strategy is presented in the following chapter.

3 A proposal for a Swedish national strategy for internationalisation

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

3.1 Fundamental premises

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

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

3.2 Vision

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

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

3.3 Objectives

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

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

Objective 1: Internationalisation characterises the management of higher education institutions

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

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

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

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

To obtain the objective the following are necessary:

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

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

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

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

high level and to supply Sweden's knowledge-based society with highly qualified staff and knowledge.

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

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

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

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

To obtain the objective the following are necessary:

- Foreign students, teaching and research staff and other employees are welcomed, able to settle and encouraged to stay in Sweden or maintain long-term contact with Sweden. Cooperation between higher education institutions, various government agencies and the rest of society must be strengthened to achieve this.
- Swedish areas of advance are highlighted and marketing of Sweden as a knowledge nation is intensified.
- The Government, government agencies and higher education institutions closely and frequently cooperate to generate interest and opportunities for foreign establishment of education or research activities at Swedish higher education institutions and other knowledge-intensive activities in Sweden.

- Sweden can offer attractive scholarships to international students.
- Efforts within the Nordic countries are developed in order to create closer collaboration among Nordic higher education institutions and further develop an internationally competitive knowledge region in northern Europe.

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

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

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

Double or joint degrees in first, second and third-cycle education are particularly effective ways to increase internationalization throughout the education and research environment. International research partnerships can also strengthen the internationalisation at all levels.

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

Mobility among Swedish students needs to increase, especially in areas currently characterised by very low mobility. New forms, needs

and patterns for international mobility are arising among students and at higher education institutions. Student mobility can also be supported by the institutions' other international collaborations within research and other forms of partnerships. It is important that national-level initiatives to support mobility also support this growing flora of activities and destinations.

To obtain the objective the following are necessary:

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

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

International collaboration is essential to providing teaching and research staff experience and networks that further the development of education and research, as well as intercultural competence, at the higher education institutions. Conditions for staff, including doctoral students, to initiate, complete and return from international mobility should be as good as possible. Research quality is predicated largely on international collaboration, which may also be a natural way to

improve the quality of education. Internationally active researchers should be encouraged to bring their international experience into their teaching. Many doctoral students establish international networks in the course of their education that are also useful in the future.

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

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

To obtain the objective the following are necessary:

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

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

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

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

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

Through development assistance cooperation in higher education and research, Sweden builds good relationships in several countries. When development assistance is phased out, it can often be worthwhile to continue building and widen partnerships within education and research. This is also important as these partnerships can inspire renewal of our own knowledge system with insights about new methods and business models that may strengthen our society. The

financing arrangements and the legal form of these types of partnerships need to be developed so that higher education institutions are better able to participate.

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

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

To obtain the objective the following are necessary:

- Sweden works actively to develop Nordic and European cooperation and benefit from its advantages, not least importantly with regard to collaboration outside Europe.
- Support structures and funding are available for partnerships in higher education and research in countries where Sweden has phased out or is about to phase out development assistance cooperation and where the cooperation needs to be bridged to new forms.
- Arrangements are made for more structured consultation with higher education institutions and research funders to identify Swedish needs and interesting areas of cooperation when bilateral agreements within higher education and research are negotiated between Sweden and other countries.
- Environmental scanning and analysis of international issues with regard to higher education, research and innovation are coordinated and strengthened.

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

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

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

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

Higher education institutions defend academic freedom and social responsibility. In this area, many institutions have long been committed to supporting vulnerable students and teachers forced to abandon their academic studies or careers by offering education, work experience places or workplaces. This is an extraordinarily worthwhile effort that should be further developed.

To obtain the objective the following are necessary:

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

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

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

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

To obtain the objective the following are necessary:

- A structure exists for regularly identifying barriers to the internationalisation of higher education institutions and recommending solutions. Participating government agencies and organisations have clear mandates to act and participate.
- Coordination is enhanced to support the inter-sectoral efforts related to the internationalisation of higher education institutions, either through the Government Offices or as mandated responsibility for several government agencies.

- The Government promotes Swedish higher education and research strategically and operationally together with the institutions in relation to the countries where this is deemed desirable.

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

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

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

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

To obtain the objective the following are necessary:

- The internationalisation strategy is evaluated and revised every five years to ensure that the strategy is current and still provides effective guidance even when the conditions for internationalisation change.
- Separate evaluations are performed to assess various fields of research from an international perspective.
- The institutions have the opportunity to seek voluntary certification of internationalisation through the Swedish Higher Education Authority or another national or international organisation.
- More full-coverage statistics on internationalisation are compiled based on the needs of the Government, higher education institutions and other government agencies. The statistics should be made available on an ongoing basis and as quickly as possible.

A proposal for a Swedish national strategy for internationalisation

- Special evaluations are performed to monitor prioritised areas, such as the management of the migration process, bilateral agreements or digital partnerships.

4 Summary of the final report Increasing the Attractiveness of Sweden as a Knowledge Nation (SOU 2018:78)

4.1 Branding of Sweden as a knowledge nation

Creating favourable conditions for higher education, research and innovation policy neither begins nor ends at our national borders. On an overall level, the complex world situation makes it increasingly important to reinforce Sweden's image and relations abroad. It is also important to strengthen the brand of Sweden as a knowledge nation, especially as more and more countries are also aspiring to be knowledge driven societies. Sweden leading the way within research and higher education is an essential element of the broader picture of Sweden.

The responsibility that Sweden takes on the global stage should also include higher education institutions and research actors. It is essential for the quality and relevance of higher education and research that there are favourable conditions for higher education institutions to form international long-term mutual cooperation within these fields. Therefore, it is also essential that actors on the national level coordinate their efforts to internationalise higher education and research. The international partnerships of higher education institutions strengthen the links between countries, and can therefore also have an important, positive diplomatic impact.

There is a strong mutually reinforcing connection between the quality, the internationalisation and the visibility or attractiveness of higher education institutions. Even though the quality of Swedish research and higher education is high, Swedish higher education

institutions are not very visible in many other countries. As a result, the quality of higher education and research cannot fully contribute to internationalisation by attracting students and researchers. Highly internationalised research and education environments tend to feature a high level of quality, which also makes them visible internationally. Conversely, inadequate internationalisation risks leading to lower quality and thus poorer visibility. A lack of awareness of Sweden is therefore a significant problem if Swedish higher education institutions are to remain attractive and Sweden is to continue to be a leading knowledge nation. To enhance the conditions for Sweden to be an attractive and relevant collaborative partner abroad, ambitions need to be raised when it comes to the external analysis that Swedish higher education institutions and other government agencies and organisations can benefit from.

The Inquiry therefore makes a number of proposals in order to increase awareness in other countries of Sweden as a knowledge nation and a study destination.

- It is proposed that the international presence of Swedish higher education and research should be increased through a developed organisation abroad. The current Offices of Science and Innovation that are organised within the Government Offices and have a presence at six Swedish embassies should have their assignments adjusted to improve their relevance to the needs of Swedish higher education institutions. It is therefore proposed that the offices should be strengthened and expanded.
- Alongside these offices, a pilot project should be launched in which two new international offices are established specifically to meet higher education's need for international cooperation, hosted by an agency outside the Government Offices. According to the Inquiry, these pilot offices will be better placed to provide the necessary link to operations in Sweden than the current organisation, which is partly limited by being organised within the Government Offices. The Inquiry also proposes that the international offices including the pilot offices should be jointly evaluated in order to provide data for decisions on future organisation and expansion to additional countries.
- The Swedish Institute's remit to promote and market Sweden as a *study destination* should be expanded. It should also be given a

new remit to provide information about Sweden as a *knowledge nation* abroad, which would involve providing basic information and supporting Sweden's missions abroad. This remit should be carried out in dialogue with the internationalisation platform proposed by the Inquiry.

- A programme for Swedish research and higher education ambassadors should be established within the Swedish Institute, in cooperation with the Association of Swedish Higher Education Institutions. Swedish researchers and teachers with doctoral degrees who work at higher education institutions abroad should be able to apply to become Swedish education and research ambassadors at their respective institutions and help to raise awareness of Sweden as a knowledge nation.
- A pilot project for a five-year period should be initiated for post-doctoral appointments within the humanities, with the appointees simultaneously serving as Swedish senior lecturers abroad.
- A variable resource for a five-year focus on contacts with a specific country should be created to facilitate a coordinated gathering of strength.
- The coordinated Team Sweden groups within the framework of Swedish trade promotion abroad should include higher education institutions and research funding bodies in their work. In addition, a special Team Sweden Knowledge group should be created to enhance international cooperation within higher education and research and the visibility of Swedish higher education and research.
- The Swedish Council for Higher Education, the Swedish Higher Education Authority, the Swedish Institute, Sweden's Innovation Agency, and the Swedish Research Council should be tasked with supporting the internationalisation of Swedish research, higher education and research-linked innovation by way of providing continuous and in-depth information and analysis of international developments that are relevant to these areas.

4.2 Agency coordination

The Inquiry believes the internationalisation of higher education institutions should be integrated into all relevant policies at national level. This involves a significant need for cooperation between policy areas. Increased cooperation between government agencies can promote such integrated internationalisation at national level.

Agency coordination is needed in several different areas in order to support the internationalisation of higher education and research, and to ensure that the rest of society benefits from this:

- cooperation for strategic internationalisation,
- cooperation to provide information about Sweden as a knowledge nation and to promote building relations,
- cooperation on international external monitoring and analysis, and
- cooperation on improving the conditions for mobility.

Within all these areas, different government agencies have specific roles. The Inquiry therefore makes the following proposals for the agencies' various roles and activities to be coordinated for a more effective, coordinated whole:

- The Government should task the Swedish Institute, the Swedish Higher Education Authority, the Swedish Council for Higher Education, the Swedish Research Council and Sweden's Innovation Agency with setting up an internationalisation platform to coordinate issues affecting internationalisation within higher education, research and research-linked innovation.
- The Government should appoint the directors of the above agencies, a representative for other research funding bodies and two representatives from higher education institutions as a steering group for the platform. The remit for the steering group should be to jointly devise and lead the work within the internationalisation platform.
- The work within the internationalisation platform can then be organised into several different working groups, in which government agencies, organisations and student representatives can participate.

4.3 The process of coming to Sweden as a fee-paying student

A well-functioning and easy process of applying and moving to a new country is a very important part of international competition for internationally mobile students. Coming to Sweden as a student is currently a complicated process in several respects. There are many stages from applying for a study place through to registering for a course, and the system is fragmented in some respects with information that must be obtained from and submitted to several different government agencies and organisations.

How an applicant perceives the process of applying to study in Sweden affects the student's choice of study destination. It is therefore important that the process in Sweden works well and is perceived as straightforward, modern and accommodating. An effective process also gives an important positive impression to the majority of those applicants who ultimately do not come to Sweden to study. The possibilities to become established in the local labour market is also a key factor for many students when choosing a study destination. The Inquiry therefore makes a number of recommendations:

- The internationalisation platform proposed by the Inquiry should ensure that the process of coming to Sweden as a fee-paying student is made more effective. One possibility that the Inquiry believes should be considered is to develop a joint web-based cross-agency interface for foreign students to apply to higher education institutions and to deal with their applications for higher education studies, scholarships and residence permits.
- The higher education institutions and the Swedish Council for Higher Education should analyse the reasons why a large proportion of applicants are deemed to be ineligible and to take actions to reduce this proportion.
- The higher education institutions and the Swedish Council for Higher Education should review the possibility of shortening both processing times and application times.
- The higher education institutions should investigate the possibility of using separate admission of fee-paying students to a

greater extent than is currently the case. This involves greater flexibility in the institutions' admission of these students, and could for example allow admission notifications to be issued earlier. Few higher education institutions currently make use of this possibility.

- The Swedish Council for Higher Education and the Swedish Higher Education Authority should be tasked with investigating how fee-paying students can be monitored from application to graduation via regular statistics or specific monitoring. A greater understanding is needed of what happens during the different stages of the process in order to make the process of coming to Sweden as a fee-paying student more effective.
- Higher education institutions should take more responsibility for increasing foreign students' contact with Swedish society and employers. The Inquiry recommends that higher education institutions and employers should work more closely in partnership on individual education programmes to create opportunities for internships and professional mentoring. The Inquiry recommends that higher education institutions should arrange their English-language programmes so that they include elements of work experience.

4.4 Migration law aspects

Swedish migration policy emphasises regulated immigration, while education and research policy highlights operational quality regardless of the origin of those who work within higher education. The Inquiry has tried to identify a way to bring these different aspects together. It is very important that higher education institutions understand how migration policy works, in the same way that the Swedish Migration Agency and other government agencies need an understanding of higher education institutions' objectives and operations. The Inquiry believes that the parties involved have a joint responsibility to create constructive cooperation. This work has already begun to some extent.

In its proposals, the Inquiry has been inspired by the model applied in the Netherlands for dealing with residence permits. This

model involves Dutch higher education institutions with the status of recognised sponsor being entitled to apply for residence permits on behalf of applicants, and it is the higher education institutions that are in contact with the Dutch migration authorities.

The Inquiry proposes that:

- Higher education institutions should assess the intention to study in preparation for the Swedish Migration Agency's decision on granting a residence permit for studies. With this model, the higher education institutions' assessment of the intention to study – just like the admission notification today – would form the basis for the agency's decision on a residence permit for studies. The Swedish Migration Agency would continue to review other residence permit conditions.
- In the long term, the Government should appoint an inquiry on certifying higher education institutions for dealing with applications for residence permits for studies and research, and for work permits.
- The Government should review the conditions for the award of residence permits to foreign doctoral students conducting part of their studies in Sweden (visiting doctoral students) and consider how the conditions can be improved.

The Inquiry also recommends that:

- Higher education institutions should draw up guidelines for ensuring effective admissions in harmony with the migration process.
- The Swedish Migration Agency should strengthen and further develop the work to shorten processing times, both for students and doctoral students, and for employees.
- The Swedish Migration Agency should review and change the current three-month limit for bank deposits for first-time applications.
- The higher education institutions should ensure that routines are in place to notify the Swedish Migration Agency immediately if students end their studies.

4.5 Application and tuition fees

4.5.1 The application fee should not be changed

The Inquiry is of the opinion that the application fee for third-country students should remain at the current level of SEK 900, and should continue to be set by the Government. Even if an applicant applies for multiple courses, only one fee should be charged as is currently the case.

4.5.2 Tuition fees

Size of the fees

The Inquiry notes that full cost coverage, which is the model currently used to determine the size of tuition fees, is a well-established model for higher education. Full cost coverage should be achieved for operations financed by tuition fees in their entirety, which allows for a degree of flexibility in pricing. The Inquiry has considered whether there is a need to propose a clarified regulation of how the size of tuition fees should be determined and what can be included. The conclusion is that national regulation should not be introduced in this area. The Inquiry is of the opinion that the distinction should be made at the individual higher education institution based on the institution's operations and its desired profile. Higher education institutions should therefore establish principles for full cost coverage of tuition fees.

Information to students

Students who pay tuition fees have an entirely legitimate right to know what is included in tuition fees and why these may differ from the state contribution levels. Students therefore need clear information that is tailored to suit the target group, about both the structure and content of the education and the support or services available.

- Higher education institutions should therefore report clearly to applicants and students on what is included in tuition fees.

4.5.3 Greater flexibility in setting fees and clearer rules about repaying fees where applicable

Since the Ordinance on application fees and tuition fees at higher education institutions came into force in 2010, it has been amended a few times. However, no general review of the provisions has been carried out. Higher education institutions have pointed out the need for changes on a number of occasions. The Inquiry therefore makes the following proposals:

- The point at which liability for fees begins to apply should be clarified to make it clear that this point is when the course starts.
- The requirement that tuition fees should be the same for all fee-paying students studying the same programme at the same time should be withdrawn. The Inquiry emphasises that the basic principle should be that tuition fees are set based on factual decisions for each programme, and should initially apply to all admitted students. However, it should then be possible to reduce tuition fees or grant scholarships, based on objective, transparent grounds.
- It should be compulsory for a higher education institution to repay tuition fees in full or in part if the student is prevented from taking part in studies due to a residence permit not having been granted or pro-longed or for personal reasons, such as the student or a family member being ill. Higher education institutions may also repay tuition fees in full or in part for other specific reasons. What constitutes personal or other specific reasons should be determined by the higher education institutions.
- The provisions on exclusion due to non-payment should be abolished. Instead, it should be established that a student who has not paid tuition fees for a course may not register for the course until these fees have been paid.

4.6 Scholarships to fund third-country students

Many countries worldwide are investing heavily in international scholarships to address social problems and to develop diplomatic international relations. Scholarships are an important tool for recruiting students, and many Swedish higher education institutions have pointed out the need for more scholarship opportunities as well as a scholarship programme for highly qualified students. The lack of Swedish scholarships has also been highlighted as one of the main barriers to the recruitment of foreign students.

A system financed by tuition fees needs to be supplemented with various types of scholarships. Flexibility also needs to be created for higher education institutions in dealing with tuition fees when it comes to more long-term strategic cooperation. According to the Inquiry, the current scholarship system is insufficient. Today, the system includes scholarships aimed at students from certain low- and medium-income countries, as well as funding allocated to higher education institutions so that they can reduce fees for certain students whom they want to recruit. The Inquiry therefore proposes how it should be possible to devise a more comprehensive scholarship system so that all fee-paying students can have the opportunity to apply for Swedish scholarships for tuition fees and living costs.

- The scholarship funding available to higher education institutions after allocation to higher education institutions by the Swedish Council for Higher Education should be doubled from today's SEK 60 million to SEK 120 million. It should be possible to use these scholarships, which are intended for particularly highly qualified students regardless of their country of origin, to reduce tuition fees and to award grants for living costs.
- A new SEK 50 million scholarship programme for flagship scholarships, should be created. It is proposed that these scholarships should be awarded to highly qualified students studying for a master's degree in connection with prominent research environments, and should cover both tuition fees and living costs.
- A new SEK 50 million scholarship programme for national bilateral cooperation should be created. It is proposed that this funding should be allocated to scholarship programmes created as part of bilateral agreements between Sweden and another

country. The funding should be set aside in connection to the signing of an agreement.

- Higher education institutions should be given the opportunity to use up to 0.3 percent of the funding for education at first- and second-cycle levels to reduce tuition fees for third-country students in special cases. Within the framework of the higher education institution's strategic focus, each higher education institution should decide whether funding shall be used to reduce tuition fees for certain students, if so to what extent (up to the set limit), and on what grounds.

The Inquiry is also of the opinion that:

- A tax deduction entitlement for donations to scholarships for fee-paying students in order to encourage industry to contribute towards meeting the skills supply requirement should be investigated.
- It should be possible to expand the scholarship programme targeted at students from countries that receive development aid from Sweden. SEK 150 million is currently allocated from the development cooperation budget to two scholarship programmes for studies at second-cycle level, called Swedish Institute Study Scholarships. The Swedish Institute has proposed an increase of SEK 50 million. The Inquiry backs such an increase, but believes that the increased funding should primarily be directed towards student and teacher exchanges.

4.7 Student influence

The right of students to participate in decision making in higher education institutions is important for both Swedish and foreign students and vital for the governance of the institutions. It is important for the development of higher education institutions that foreign students' perspectives are taken into account generally. Furthermore, integrated internationalisation requires the perspectives of foreign students to be taken into account. By making it easier for these students to participate in decision making processes, higher education institutions can also contribute towards the dissemination

of practical knowledge and experience of participation in democratic governance.

The Inquiry notes that the student unions have a real desire to work for the greater inclusion of foreign students in student influence. However, language is a main barrier to involvement. Other barriers can include international students wanting to complete their studies quickly while active involvement in student union activities is often based on students spending longer time at the higher education institution.

The Inquiry therefore makes a number of recommendations to strengthen student influence for foreign students. Higher education institutions should:

- work together with the student unions to develop ways for foreign students to have an influence;
- actively inform incoming students about student influence opportunities and the work of the student unions, both before arriving in Sweden and during introduction periods, as well as during their actual studies;
- work to improve opportunities for English-speaking students to take on student representative roles and clarify the conditions for participation in various forums, as well as the opportunities for linguistic support; and
- offer the student unions support with translating their steering documents, such as statutes, operational plans and policy documents, and
- clarify their expectations as well as the financial terms placed on the unions' undertakings for supporting foreign students.

Clarified student status

The rights and obligations that students in Sweden have in accordance with the Higher Education Act and the Higher Education Ordinance are based on students being formally admitted for studies. These include the right to student influence, healthcare, course evaluation and appeals, as well as the opportunity for the higher education institution to take disciplinary action. The student status also affects

the right to join student unions, as well as the right to student accommodation and student discounts.

The regulations mean that those who have not been formally admitted for studies are also not formally regarded as students. This affects exchange students and students within contracted courses, who are students at their home institutions. In a strict legal sense, these individuals do not therefore have the same formal rights or obligations as other students. In practice, this has not been a significant problem, as most exchange students are treated as having been admitted for studies. As a matter of principle, however, equivalent rights and obligations should be conferred upon exchange students and students within contracted courses.

The Inquiry therefore proposes that the Higher Education Act (1992:1434) should be clarified so that the term 'student' also refers to those studying at a higher education institution within the framework of an exchange agreement with a foreign higher education institution, or within an agreement on contracted courses with another Swedish or foreign higher education institution.

4.8 Contracted courses and contract education

The Inquiry also makes certain other proposals regarding contracted courses and contract education.

Contracted courses, i.e. education that higher education institutions commission from other higher education institutions, is governed not by legislation or ordinance but only in brief in the appropriation documents for state higher education institutions. This creates a lack of clarity in terms of what applies for contracted courses, e.g. when it comes to participants' status and which higher education institution is responsible for examining and registering study credits, particularly within international cooperation. The Inquiry therefore proposes that rules for contracted courses should be established in the Higher Education Ordinance.

A higher education institution can also provide contract education on payment of a fee for those who have been appointed by the client (for example, a company or an organisation purchasing education for employees). It is not currently possible for non-state organisations to purchase contract education needed for foreign aid

policy reasons. The Inquiry therefore proposes that higher education institutions should be allowed to provide contract education needed within international development cooperation or humanitarian aid to non-public clients.

Appendix

Summary of the Inquiry's remit: “Internationalisation of higher education institutions” (dir. 2017:19)

The remit in brief

By Government decision on 16 February 2017, with the aim of increasing the internationalisation of higher education institutions, an Inquiry Chair will:

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

The part of the remit focusing on proposing new objectives and a new internationalisation strategy, and proposing how more students can gain an international perspective in their education, is to be presented by 31 January 2018. The other parts will be presented by 31 October 2018.

Facilitating and increasing internationalisation of higher education institutions

Higher education institutions are crucial for the international exchange of knowledge.

The need for knowledge and expertise is increasing and constantly changing in the labour market, while the world is becoming increasingly global and digitalised, and cooperation is extending across borders and continents. The way forward is to further strengthen Sweden by developing knowledge exchanges with other countries. While this concerns Sweden's competitiveness, it is equally a matter of the positive development of society and an openness to the rest of the world. Exchanging knowledge benefits both individuals and society.

Higher education institutions play a key role in advancing the exchange of knowledge. They act on a global arena, where students, doctoral students, teachers and researchers have worldwide contacts and where national borders are increasingly irrelevant for the content of their activities. At the same time, international competition for students, staff and research grants is intensifying. The internationalisation of higher education institutions helps enhance the quality and relevance of higher education and research. Students, doctoral students, teachers and researchers from other countries or with international experience are an asset to the development and quality of educational and research environments. It is therefore important to increase mobility. In addition, the increasing international focus of working and community life places greater demands on those entering the labour market to have strong international competences.

International cooperation can also contribute to new perspectives and approaches in higher education and research. Major advances in research are often the result of cooperation and the exchange of ideas between researchers in different parts of the world. Like other countries, Sweden is dependent on international cooperation in research. Therefore, it is very important that Swedish researchers have the best possible opportunities to cooperate internationally and that Sweden has a good reputation as a knowledge nation.

Internationalisation of higher education institutions is of great importance to other sectors of society and must be increased

Internationalisation of higher education institutions is also of great importance to activities in other sectors of society. Sweden's economy is very much built on access to high-quality education, research and innovation environments, Swedish companies having a presence in other countries and people abroad having an awareness of Sweden as a knowledge and innovation country. In addition, the recruitment of women and men with advanced skills is crucial to society's development. International contacts enhance understanding for other countries and circumstances, and thus form an important basis for democracy and tolerance. The international mobility of individuals also helps strengthen the image of Sweden abroad.

Accordingly, increased internationalisation of higher education institutions is necessary for Sweden's ability to better meet national and global social challenges, increase its competitiveness and strengthen its position as a knowledge nation.

There are differences in the degree of internationalisation both between and within higher education institutions. Still, all higher education institutions must be given good prerequisites to take their responsibility to increase internationalisation. It is therefore important to both remove obstacles to internationalisation and improve the conditions for all higher education institutions to prioritise mobility and internationalisation.

The conditions and the need for internationalisation of Swedish higher education institutions have changed. At the same time, many obstacles remain. Accordingly, it is time to conduct a broad examination of how to facilitate and increase internationalisation of higher education institutions.

The Inquiry Chair will therefore assess and, where applicable, propose measures aimed at:

- promoting the adoption of new objectives in the Higher Education Act and a new and coherent strategy for internationalisation;
- encouraging more students, teachers and researchers to gain international experience; and
- developing internationalisation at home.

The Inquiry Chair will also:

- conduct a comprehensive review of the system for application and tuition fees, recruitment and processing of residence permits;
- consider whether the registration fee should be more flexible;
- consider how the tuition fee can be more transparent – and possibly more flexible;
- consider how to facilitate grant-based financing of students, particularly with regard to strategic cooperation;
- consider how the grant system for students required to pay tuition fees can be developed;
- consider how awareness of Sweden as a knowledge nation and study destination can be increased – and how international monitoring and analysis carried out by Swedish actors can be strengthened;
- consider whether there is a need to enhance student influence on incoming students; and
- consider how to strengthen coordination among government agencies.

The Inquiry Chair may also propose other measures aimed at increasing internationalisation of higher education institutions.



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