



The OBSERVATORY
on borderless higher education

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The European Higher Education in a Global Setting: up to 2010 and beyond

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CENTRE FOR
EDUCATIONAL POLICY STUDIES

1. Introduction

2. European Higher Education Global Strategy

3. Implementing the Strategy

4. Open issues and further challenges

2.1 Europe between its “attractive potential”, “cooperation” and “competitiveness”

1998: “An open European area for higher learning [...] requires [...] to develop a framework [...], which would enhance mobility and an **ever closer cooperation**. [...] The international recognition and **attractive potential** of our systems are directly related to their external and internal readabilities.” (Sorbonne Declaration, 1998)

1999: “We need to ensure that the European higher education system acquires a **world-wide degree of attraction**”. [...] We must in particular look at the objective of increasing the **international competitiveness** of the European systems of higher education.” (Bologna Declaration, 1998)

2.2 The Strategy and its “five core policy areas”

European Higher Education in a Global Setting. – A strategy for the External Dimension of the Bologna Process (May 2007).

“The idea is that all actors at the European, national and institutional levels need to pursue the strategy together.”

Guiding principles:

- European heritage and values
- Stakeholder participation
- Geographical scope (does not exclude any region)

Core policy areas:

- (A) Improving information on the EHEA
- (B) Promoting EHE to enhance its attractiveness & competitiveness
- (C) Strengthening cooperation based on partnership
- (D) Intensifying policy dialogue
- (E) Furthering recognition of qualifications

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3.1 Promoting own higher education? The BFUG point of view

“Conclusions

It is clear that the Bologna Process has enhanced the cooperation between countries, organisations and higher education institutions inside and outside Europe. However, while considerable progress has been made in the fields of information and promotion, most countries seem to promote their own higher education systems internationally and very few promote the EHEA.”

Bologna Process Stocktaking Report, 2009

3.2 Promoting own higher education? The institutional point of view

“The Bologna Process has had multiple and positive impacts on European higher education identity within Europe and beyond. The growing European identity in the world – while strong at policy level – still seems to leave practical aspects of institutional behaviour unaffected. There is little joint European cooperation outside Europe, with each European country pursuing its own internationalisation strategy despite the ‘Global dimension strategy’ adopted at the 2007 Bologna Ministerial meeting. In addition, the question as to whether European cooperation will not be diluted in internationalisation will require monitoring in future years.”

3.3 “Looking out”: the EHEA countries’ priorities

Priority regions for attracting students (46 EHEA countries’ responses, 2010)								
T = 16	T = 16	T = 16	T = 13	T = 7	T = 14	T = 11	T = 6	T = 2
OEU = 9 NEU = 2 WEu = 3 EEu = 2	OEU = 5 NEU = 5 WEu = 1 EEu = 5	OEU = 3 NEU = 6 WEu = 0 EEu = 7	OEU = 5 NEU = 4 WEu = 0 EEu = 4	OEU = 3 NEU = 3 WEu = 0 EEu = 1	OEU = 7 NEU = 4 WEu = 0 EEu = 3	OEU = 6 NEU = 1 WEu = 0 EEu = 4	OEU = 4 NEU = 1 WEu = 0 EEu = 1	OEU = 1 NEU = 1 WEu = 0 EEu = 0
All are of equal priority	EU Europe	Non-EU Europe	Middle East	Africa	Asia	USA, Canada	Latin America	Australia, New Zealand
<p>Total = 46 EHEA countries (as of before March 2010)</p> <p>OEU (“old” EU) = AT, BE, DK, DE, FI, FR, EL, IE, IT, LU, NL, PT, ES, SE, UK (15)</p> <p>NEU (“new” EU) = BU, CY, CZ, EE, HU, LV, LT, MT, PL, RO, SK, SI (12)</p> <p>WEu (West Europe; non-EU) = AD, CH, IS, LI, NO, VA (6)</p> <p>EEu (East Europe ; non-EU) = AL, AM, AZ, BA, HR, GE, MD, MK, ME, RU, RS, TR, UA (13)</p>								

Source: Eurydice, 2010

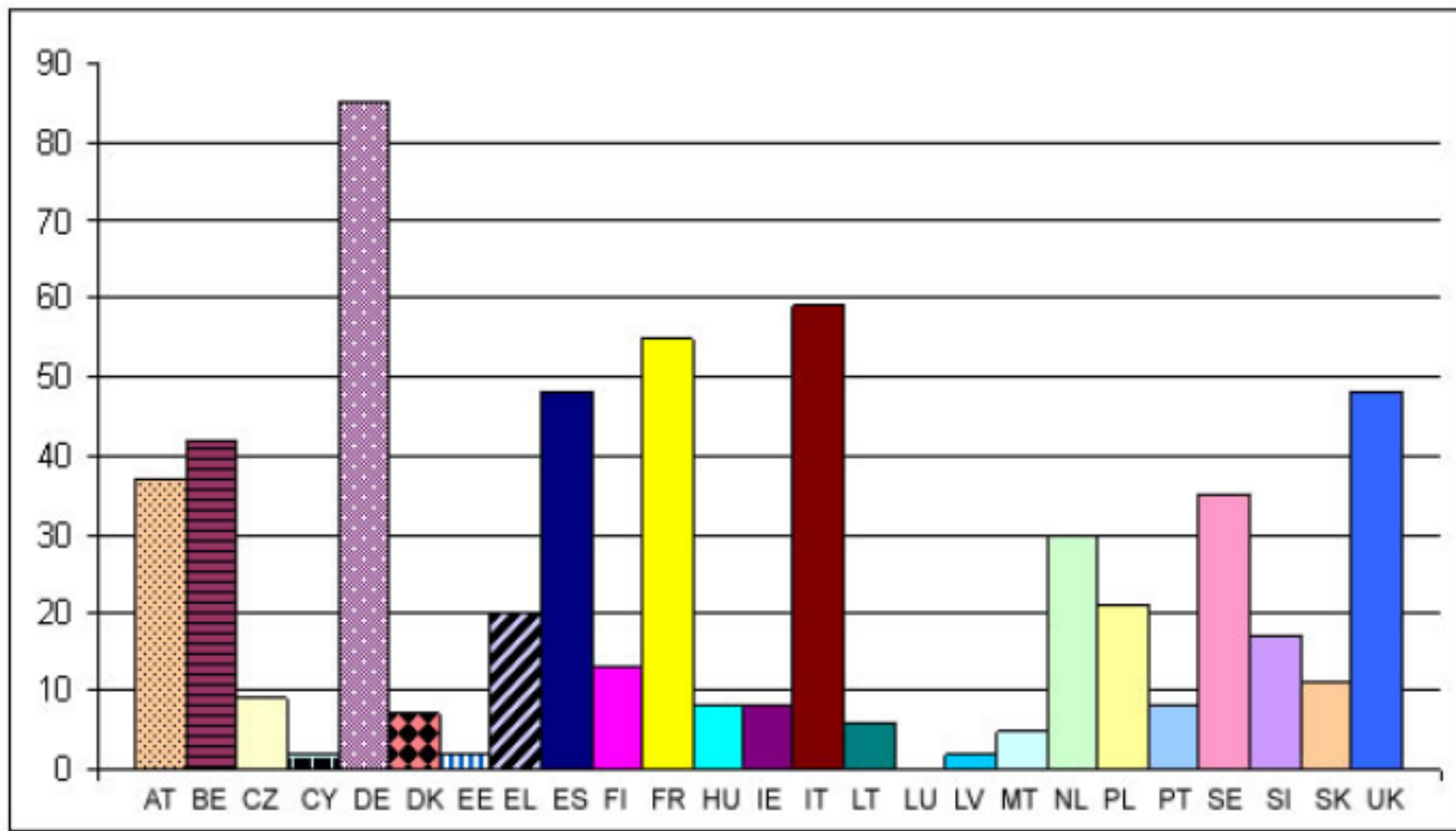
3.4 “Looking out”: the EHEA HEIs’ priorities

International regions of interest for the European HEIs				
<i>Q: “In which areas would your institution most like to enhance its attractiveness?”</i>				
Regions	“Trends 3” (2003)	“Trends 5” (2007)	“Trends 2010” (6)	+ vs. –
EU	92	86	86	–
Eastern Europe	62	62	65	+
Asia	40	59	60	+
US/Canada	57	50	53	–
Latin America	32	31	32	o
Africa	24	26	25	o
Arab world	16	21	22	+
Australia	23	20	14	–

Source: Trends 2010 (EUA)

3.5 Cooperation EU vs. 27 Tempus countries (2003-2006; CEPS 2008 survey)

Chart 6: Involvement of EU member states in the SM projects



3.6 And how *they* see us?

Does “Europe” exist in the perception of international students?

“There is a perception of Europe as an “entity” in general terms and as an **economic union**. However, when it comes to **cultural aspects** and higher education, most students rather see Europe as a range of very different countries.”

The survey confirms this perception of a ‘**reduced Europe**’: most students only had considerable knowledge about higher education in the United Kingdom, Germany and France; smaller groups about Spain, Portugal and Italy (Latin-Americans), Sweden, Switzerland, the Netherlands and Austria [...] The number of students who were well informed about other [EU] countries was negligible.”

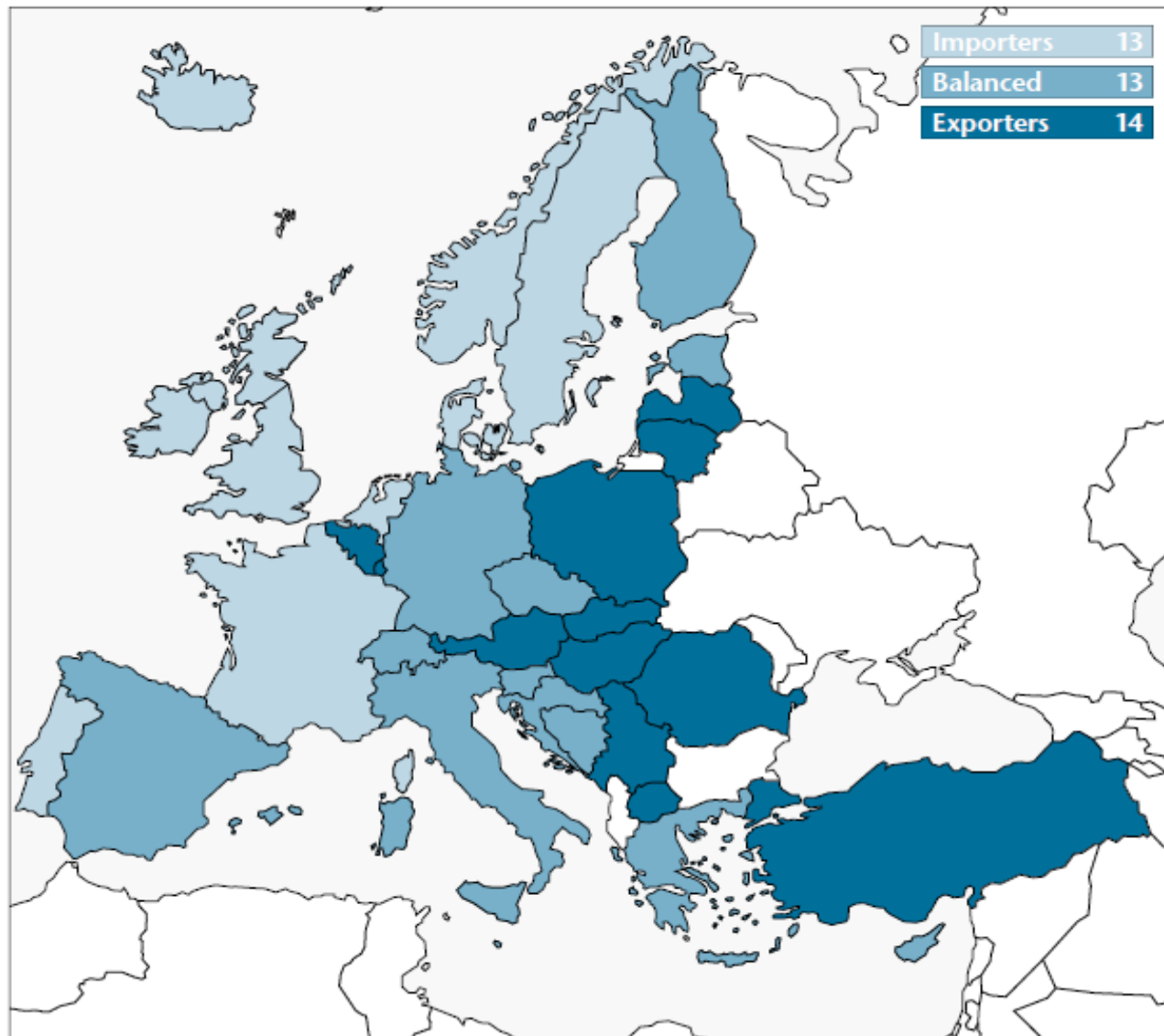
ACA Survey, 2006

3.7 The attractiveness of the EHEA?

Foreign students and total enrolment by host region (2002/03)				
	‘Europe 1’*	‘Europe 2’*	USA	Australia
All students	19.430.382	18.916.234	12.853.627	1.012.210
Foreign students	1.117.735	600.634	583.323	179.619
Foreign in %	5.8	3.2	4.6	17.7
* - ‘Europe 1’ = EURODATA and non-EURODATA Origins - ‘Europe 2’ = non-EURODATA Origins only				
Source: ACA Report, 2006				

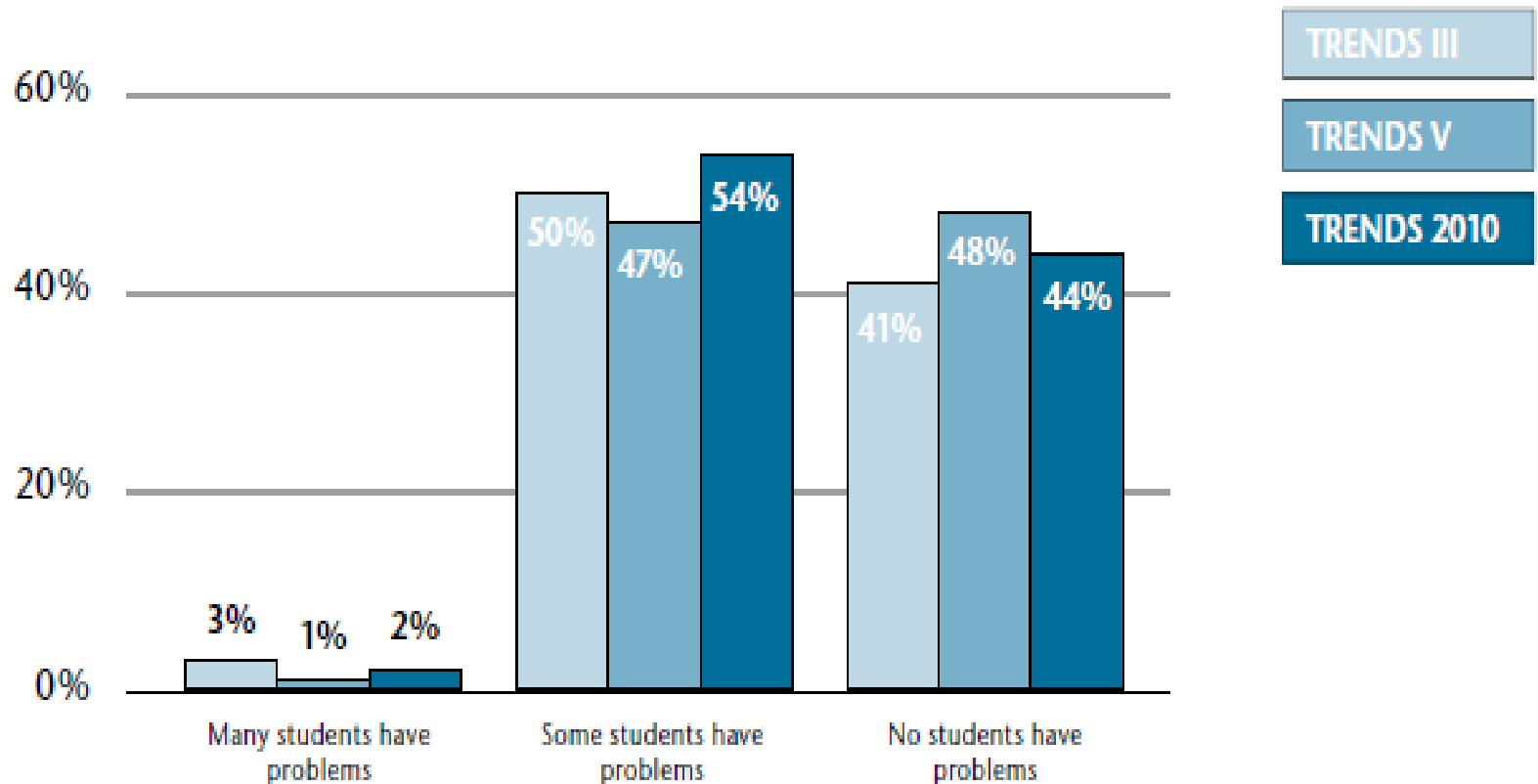
3.8 Intra-EHEA student flows (Trends 2010)

Map 13 — Trends 2010 (2010)
Comparing students flows by largest group of respondents



3.9 Easy recognition of credits? (Trends 2010)

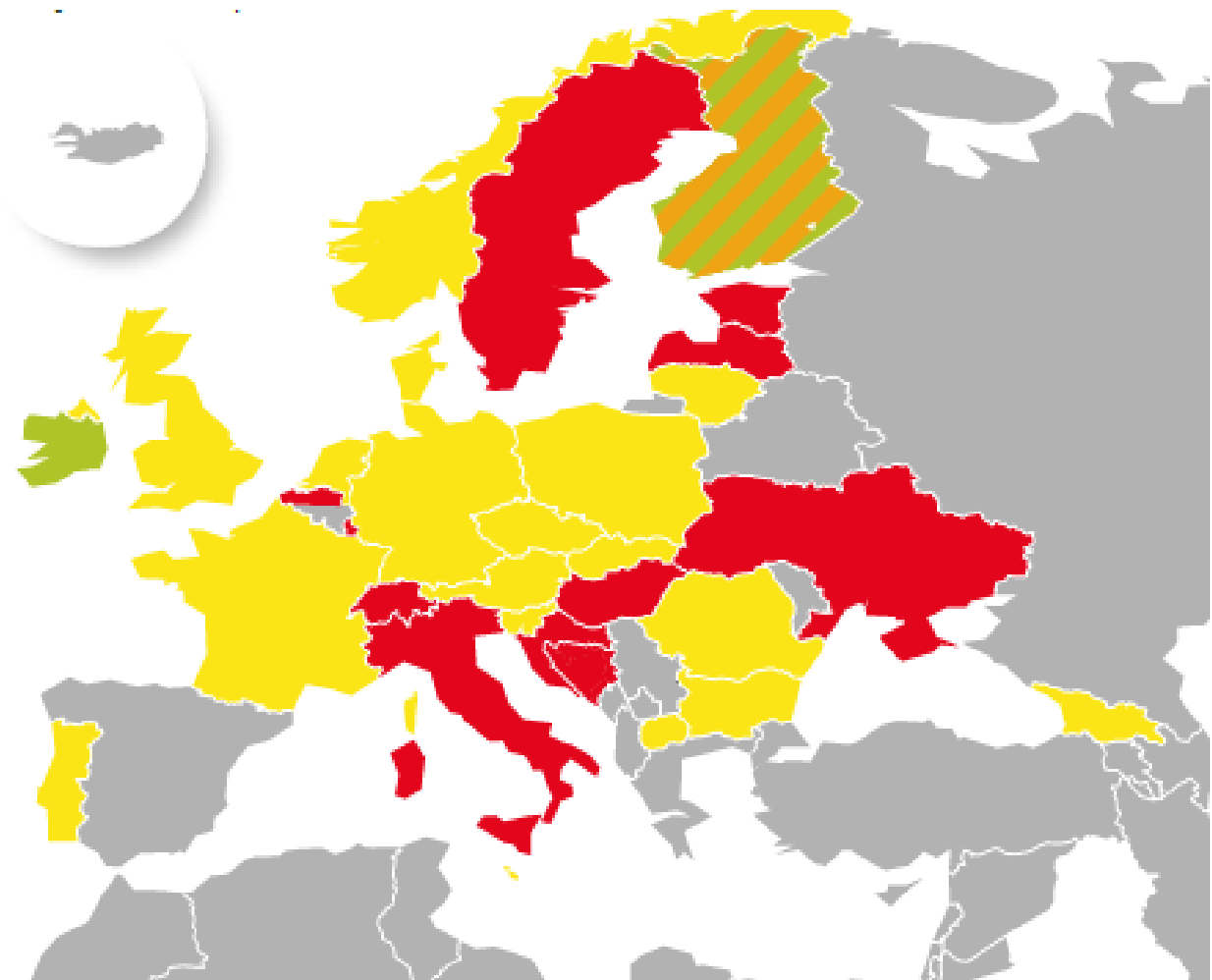
Table 29. Q28. Do students returning to your institution from study abroad encounter problems with the recognition of their credits?



3.10 Easy recognition of credits? (BAFL 2010)

fig. 2—Situation of national students returning from a period of study abroad encountering problems with the recognition of their credits

- None or almost none have problems
- Some students have problems
- Depends on where they were studying
- Many students have problems



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4.1 Open issues and further challenges

- (a) EHEA has been constructed: systems are now more compatible, cooperation and mobility have increased.
- (b) “Global Strategy”: an opportunity for a global higher education policy dialogue – but not a tool to increase “attractiveness and competitiveness of the EHEA”.
- (c) EHEA – a loose association of national HE systems; no central body; diverse (contradictory?) interpretations.
- (d) Huge heterogeneity within the EHEA: EU (27) vs. non-EU (20); West vs. East; North vs. South, etc.
- (e) Attractiveness – cooperation – competition: “external” as well as “internal” point of view.
- (f) The present crisis as a challenge to the “European idea”: a challenge also to European Higher Education (Area).

Thank you!