

# The European Strategy for Internationalisation of Higher Education

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# About EURASHE



- **The voice of the professional HE Sector in Europe** – representing more than 1200 HE institutions from 47 countries, which offer professionally oriented programmes and are engaged in applied and profession-related research within the Bologna cycles
- **Developing professional Higher Education** – in collaboration with partners, creating recognition and regulatory tools to empower professional HE in Europe
- **Reinforcing the European Area of Higher Education and Research (EHERA)** – by contributing to policy development, specifically in the area of profession-oriented Higher Education
- **Capacity Building for professional HE Institutions** - by providing information, training opportunities and sharing of good practice
- **A holistic approach to Higher Education** - policy work in lifelong learning, international openness, employability, social dimension and quality assurance

# EURASHE workprogramme

Umbrella association of national rectors conferences, National Associations of University Colleges, Individual HEIs, professional associations & stakeholder organisations

- Sector representation (policy formulation+ development)
- Events organising: Annual Conference, Pre-Ministerial Convention of professional HE (prior to the Bologna Ministerial summits), Annual Lifelong Learning seminar, Seminars on 'Bologna' topics and Tailor-made Workshops at members' request
- Internal Thematic working groups
- Involvement in projects
- Policy studies
- Providing information via emails, newsletters, publications, websites...
- Providing services to the members (advice, guidance support)



# HE in Europe

- Diversity is increasing education (4.000 institutions of Higher Education, of which 3.300 in th EU)
- Global competition is growing
- Still high drop-out rates, still low graduation rates
- Curricula and admission procedures are getting more rigid
- Expenditure per students is higher in the USA than in Europe, in many cases double or nearly triple than in European countries.
- The US and Canada invest in higher education around 3,5% of their GDP of which 2% publicly funded, compared to the EU at present less than 2%, of which 1.8% publicly funded
- Brain drain exists within Europe

# HE in Europe

- The Bologna Process and the Lisbon Agenda to make Europe a competitive knowledge economy were meant as an answer to these characteristics
- The financial and economic crisis have created a tension though, between short term budgetary constraints and long term requirements for higher education
- “A shift in paradigms of internationalisation from cooperation to competition” (Van der Wende, 2001)

# Internationalisation of HE in Europe

- **50s:** International dimension was rather marginal, mainly national programmes as part of foreign policy.
- **60s and 70s:** more emphasis on technical assistance/development cooperation, scholarships for students and staff for training in Europe
- **80s and 90s:** Active role by European Commission, stronger emphasis on exchange and cooperation in continental Europe. Institutions gradually develop a more pro-active instead of reactive attitude/strategy to internationalisation. Erasmus (1M students in 15 years), pilot development of ECTS.
- **From 2000 on:** Integration/mainstreaming of international in overall management of higher education, regional focus broadened from EU to the whole of Europe, resulting in the Bologna Process and the Lisbon Agenda

*(adapted from De Wit, 2010)*

# Lisbon agenda

- Setting the framework:
- In 2000 in Lisbon the EU decided upon an ambitious agenda to become the most competitive and dynamic knowledge-based economy in the world by 2010 (*later reduced to 'become a competitive, etc.'*)
- Education and Research are key factors in that process: The European Higher Education and Research Area (EHERA)

# Bologna Process

The Bologna Declaration was signed in 1999 by 29 countries in Europe  
At present 47 countries have signed

Main aim: to create a European Higher Education Area by 2010

Adoption of a system of easily readable and comparable degrees

Adoption of a system of two main circles: undergraduate and graduate, later expanded to three cycles, including PhD

Establishment of a system of credits (ECTS)

Promotion of mobility by overcoming obstacles

Promotion of European cooperation in quality assurance

Promotion of necessary European dimensions in higher education

Making the European Higher Education Area more attractive outside Europe:  
introducing competitiveness

# Bologna Process Impact

Lifelong learning has to become part of the EHEA

Employability

Social dimension

There has to be more link with the emergence of a European Research Area:  
the Europe of Knowledge

Global Context – International openness

# Open Challenges

- The Bologna process is an evolving experiment with different national stages of implementation
- Keep the Bologna Process open, involving all stakeholders, including students and faculty representatives
- Emerging protests against HE cuts, lack of student loan systems, work load
- Trends to use Bologna experiences are present in the Mediterranean region, Africa, Asia, Australia, Canada and Latin America
- Move towards “open wats” of international academic cooperation, involving North-South and South-South schemes

# Possibility for Int'l Cooperation

- **Erasmus Mundus (students mobility and joint masters)**
- FP7 (research cooperation projects)
- Marie Curie (researchers mobility)
- LLP programme (in all LL sectors)
- ACP calls for proposals

# Newest developments

- **EUROPE 2020 – European strategy** for smart, sustainable and inclusive growth (**June 2010**)

education specifically mentioned

educational targets

*(at least 40% of 30-34-year-olds completing third level education)*

# Newest developments

- **MoHE** – Modernisation of European Higher Education Agenda - 3.4- Supporting the internalisation of European HE (SEP 2011)

Intention of development of specific strategy for internalisation of HE

- Promote the EU as a study and research destination for top talent from around the world, by supporting the establishment and development of internationalisation strategies by Europe's higher education institutions.
- Develop **relations** on higher education with partners beyond the Union, aiming to strengthen national education systems, policy dialogue, mobility and academic recognition, including via the Enlargement strategy, the European Neighbourhood Policy, the Global Approach to Migration, and the Bologna Policy Forum.
- Make use of existing **Mobility Partnerships** to enhance and facilitate exchanges of students and researchers.
- Consider proposing amendments to the **students and researchers Directives**<sup>38</sup>, to make the EU even more attractive to talent from non-EU countries, and examine whether the processes and the accompanying rights should be facilitated and/or strengthened. .
- Strengthen the tracking of non-EU doctoral students as a percentage of all doctoral students, as indicated in the **Performance Scorecard for Research and Innovation** to measure the attractiveness of EU research and doctoral training to the rest of the world.

# Newest development

## ERASMUS FOR ALL (NOV 2011)

- **Erasmus for All** is the new EU programme for education, training, youth and sport proposed by the European Commission on 23 November 2011
- This programme would bring together all the current EU and international schemes for education, training, youth and sport, replacing **seven existing programmes with one from 2014 onwards.**
- The new programme for education, training and youth would allocate €19.5 billion (+ 70%) over seven years.
- **target:** International students - 135 000 students ( increase of 15%)

[http://ec.europa.eu/education/erasmus-for-all/index\\_en.htm](http://ec.europa.eu/education/erasmus-for-all/index_en.htm)

# Thank you



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