

# The EHEA in a global context - the role of Europe's universities

---

Lesley Wilson  
Secretary General  
European University Association (EUA)

EAIE Antwerp 2008

# I. Who is to drive Europe's internationalisation?

- One of the greatest strengths of the Bologna Process is that governments have joined forces with institutions of higher education and their national and European associations, as well as with students and staff and international organizations and institutions. A successful (Global Dimension) Strategy must be based on the same model.

*Global Dimension Strategy, London Ministerial Meeting 2007*

## II. Where are universities coming from?

---

- Universities embedded mainly in a national environment
- International partners & cooperation as a 'side activity', not integral to the institutional mission...
- 'new' internationalisation in response to new challenges –to enhance visibility and attractiveness
- Impacts the different missions of the university
- Increasingly involves the development of targeted institutional strategies

## **II. 2 International interest in Bologna**

- Enhancing or maintaining compatibility with Europe: North Africa
- answers for own domestic reforms: Australia - adoption of a Diploma Supplement
- convergence of higher education systems, increased mobility, driven by political and economic considerations: Australia, ASEAN, Africa, Latin America:
- competition for students and researchers, also from developed countries, such as US, Australia



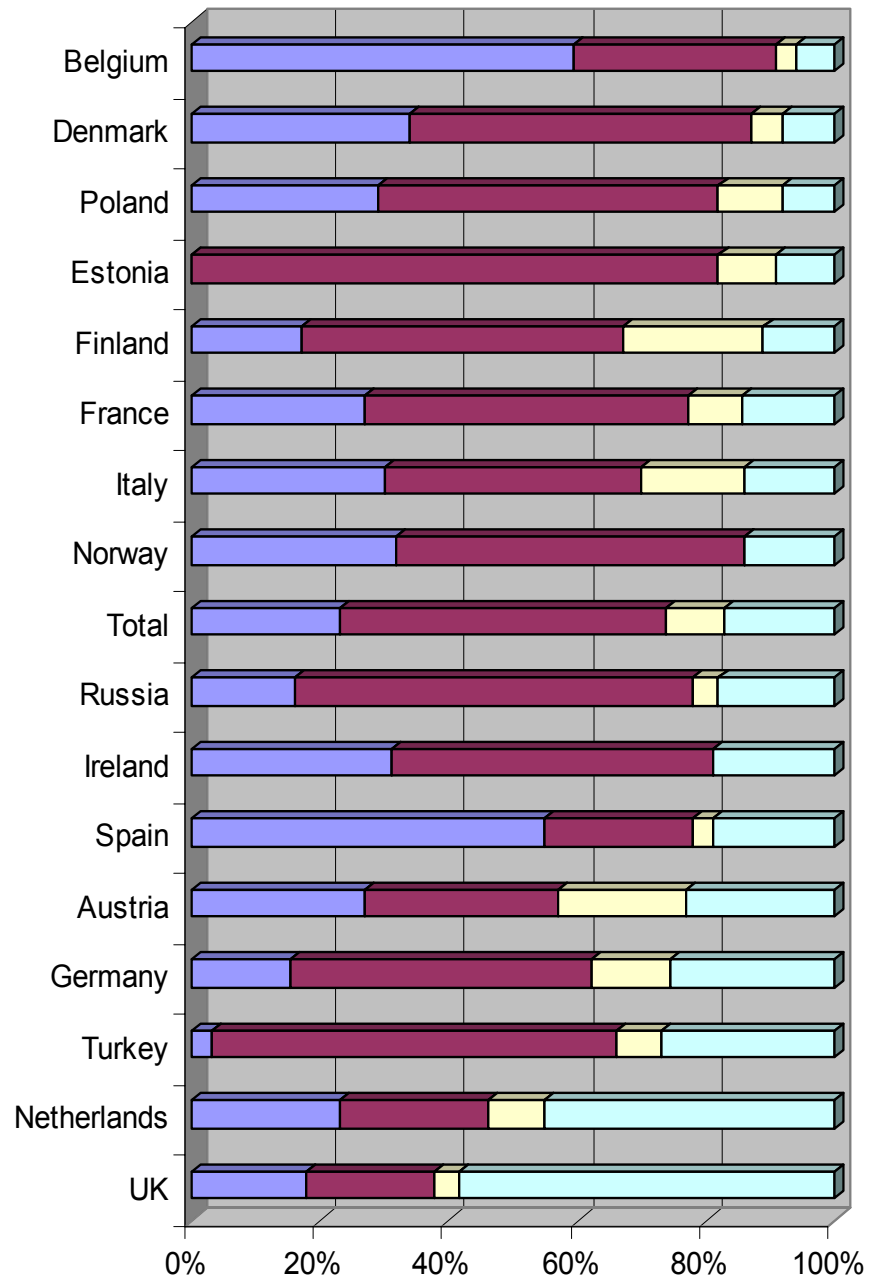
**EUA**

European University Association

## Institutions & countries yet at different stages

**“Which community do you see your institution primarily as serving?”**

**Source: TRENDS V Report, 2007**



### III. Internationalisation for Europe's universities

- Universities have to adapt to changes
- University networks and associations as well
- From Bologna cooperation inside Europe to building a global 'European trademark'?

## III.1. Core issues for Institutions

---

- Establish a clear profile for institutional attractiveness:
  - ✓ Define priorities
  - ✓ Consider internal policies & conditions for attracting & retaining international students/researcher (staff development, language policies etc..)
  - ✓ Use the Bologna reforms to promote internationalisation
  - ✓ Provide appropriate services (incl info on mobility issues, e.g. portability of grants & pension rights)
  - ✓ Develop the potential of graduate education to link teaching and research

## **III. 2. Role of EUA & National Rectors' Conferences**

---

- Facilitate exchange of best practices in international HE
- establish policy dialogue with higher education organisations in different world regions
- Promote and explain the Bologna Process to international partners
- Develop tools and infrastructure, such as a joint portal for European HE, guidelines etc.
- Contribute to development and implementation of enhanced frameworks for internationalisation

### III. 3 EUA's contribution

---

- **Policy development:** EUA has its own strategy; contributes to the Bologna WG)
- **Policy Dialogue:** thro' high level meetings with counterparts elsewhere (Transatlantic Dialogue, Latin America, Doctoral Education summits)
- **Cooperation based upon partnership:** thro' thematic conferences with International Partners (increasingly joint HE issues)
- **Improving Information** on HE in Europe – EUA Bologna brochure; Bologna & Internationalisation Handbooks
- **Promoting attractiveness of European universities:** thro' projects EUA/ASIA HE Platform; study visits etc..

### **III.4. Issues for EC and national governments**

- Facilitate and support universities in their international processes (in the context of the ERA/EHEA)
- Provide incentives – funding tools enabling institutions to implement sustainable international strategies and actions
- Adapt immigrant laws and visa regulations to support the international mission of universities,
- Extend the benefits of the EHEA to international students, graduates and scholars
- Address the mobility issues, e.g. portability of grants/pension rights etc.

## IV. The ‘new’ European Internationalisation?

- Universities: 2<sup>nd</sup> wave of internationalisation shares some of the features of 1st Internationalisation (Intra-European cooperation and exchange – 1980’s)
- But also a new ‘European Internationalisation’ with distinct features

## IV. 2 Changes in European university culture

- Cooperation and competition in the global student market place
- Marketing - once a taboo word...
  - ✓ International promotion and visibility of the institutions + collective national campaigns
  - ✓ European collective marketing: « Study in Europe » + European Study Fairs in Asia and Latin America
  - ✓ Role of rankings
- Language: Courses and Marketing in English
- Fees
- TNE

## Some questions

- Internationalisation, not commercialisation – the mission and role of European universities? How to maintain democratic and academic values?
- Nevertheless European universities are expected to underpin economic growth and competitiveness
- How to respond and balance the push and pull of different forces?
- What is the European Trademark – Bologna in a global setting?

**Thank you for your  
attention**

***European University Association  
13, Rue d'Egmont,  
1000 Brussels, Belgium  
[www.eua.be](http://www.eua.be)***





**European Association for  
International Education**

**10 – 13 September 2008,**

**Antwerp, Belgium**

**„European Higher Education Area  
(EHEA)  
in a Global Context:  
the „external dimension“ priorities  
of the Bologna Process“**

**Barbara Weitgruber**

**Austrian Federal Ministry of Science and  
Research and Chair of the Bologna Working  
Group „EHEA in a Global Setting“**

# Context: Bologna Process (BP)

## Overarching aim:

- to create a EHEA, internationally competitive, attractive for students and staff from Europe as well as from other parts of the world;
- by facilitating greater comparability and compatibility between the diverse HE systems and institutions across Europe and by enhancing their quality;
- in close cooperation of governments, HEI, students and other stakeholders.

# EHEA in a Global Context

## Berlin Communiqué in 2003:

- **Ministers welcome the interest shown by other regions of the world in the development of the European Higher Education Area and . . .**
- **encourage the co-operation with regions in other parts of the world by opening Bologna seminars and conferences to representatives of these regions.**

# EHEA in a Global Setting

## Bergen Communiqué in 2005:

- We see the EHEA as a partner of higher education systems in other regions of the world, stimulating balanced student and staff exchange and cooperation between higher education institutions.
- We look forward to enhancing the understanding of the Bologna Process in other continents by sharing our experiences of reform processes with neighbouring regions. We stress the need for dialogue on issues of mutual interest.

# EHEA in a Global Setting

## London Communiqué in 2007:

- **We are pleased that in many parts of the world, the Bologna reforms have created considerable interest and stimulated discussion between European and international partners on a range of issues. These include the recognition of qualifications, the benefits of cooperation based upon partnership, mutual trust and understanding, and the underlying values of the Bologna Process.**

# EHEA in a Global Setting

## London Communiqué in 2007:

- **We adopt the strategy "The European Higher Education Area in a Global Setting" and will take forward work in the core policy areas: improving information on, and promoting the attractiveness and competitiveness of the EHEA; strengthening cooperation based on partnership; intensifying policy dialogue; and improving recognition.**

# **Challenges for the Strategy: “The EHEA in a Global Setting”**

- **EHEA: 46 countries and all their HE Institutions (different pace of implementation)**
- **Many objectives to be implemented in a coherent way**
- **Growing interest in the Bologna Process/EHEA in many parts of the world**
- **No standardized information on the BP/the EHEA until June 2008**

# Implementation of the Strategy

## Working Group “EHEA in a Global Setting” (2007-2009)

- Focus on priorities defined by the ministers (improving information on and promoting the attractiveness and the competitiveness of the EHEA; improving recognition)
- The work ought to be seen in relation to the OECD/UNESCO “*Guidelines for Quality Provision in Cross-border Higher Education*”.
- Report to Ministers in April 2009

# Improving Information

- **Bologna Website: up-date & extension (e.g. information for international students & researchers already available for all 46 countries on country pages; information on thematic issues)**
- **Bologna leaflet**
- **Bologna slides: available on website**

# **Promoting Attractiveness & Competitiveness**

- **Overview of existing activities  
(marketing and promoting)**
- **Challenge: what is the message  
(balance between national and EHEA-  
wide interests)**
- **Challenge: promotion not yet  
widespread; no network of contact  
points**

# Cooperation Based on Partnership

- **Already common practice in HE and research**
- **Based on mutual understanding**
- **Joint action and mutual benefit**

# Policy Dialogue

- **Two-way process at all levels**
- **HE reforms or specific thematic issues**
- **Making best use of existing fora  
(Challenge: EU 27 - EHEA 46)**

# Recognition – Special Role in BP

- **The only legally binding commitment in the BP (Lisbon Convention)**
- **National Action Plans to improve the recognition of qualifications (ENIC and NARIC Networks)**
- **Relevant topic for policy dialogue (ASEM, EU LAC)**

# Report

**Report to Ministers in April 2009 on the overall developments at the European, national and institutional levels:**

- **National level: stocktaking (national reports)**
- **European level: working group, EC and all consultative members**
- **Institutional level: EUA, EURASHE, ESU**
- **Conclusions from Seminar on Transnational Education**

**For Further Information:**

**European Bologna Website:**

**[www.bologna2009benelux.org](http://www.bologna2009benelux.org)**

**Thank you for your attention!**

**[barbara.weitgruber@bmwf.gv.at](mailto:barbara.weitgruber@bmwf.gv.at)**

# **THE EHEA in a Global Context: Marketing & Promotion**

EAIE Annual Conference 2008

**Bernd Wächter**  
**ACA**

# To pick up from Barbara...



**Five priorities set by ministers, i.e.**

- **Improving information**
- **Improving recognition**
- **Intensifying policy dialogue**
- **Strengthening cooperation based on partnership**

**AND**

- **Promoting the attractiveness and competitiveness of the EHEA**

## Two objectives

- **To take stock of policies and activities in international HE promotion and marketing**
- **To define future needs and measures**

# **Stocktaking: state of international HE marketing in the EHEA (1)**

- **Most important: no overview of institutional activities available.**
- **A problem: it is ultimately the HEIs which must be the drivers of promotion**
- **In the absence of knowledge on institutional activities, the stocktaking focusses on national and European-level marketing**

# **Stocktaking: state of international HE marketing in the EHEA (2)**

## **National-level marketing / elements of a campaign**

- **National higher education BRAND**
- **Central WEBSITE (plus other electronic + printed INFO MATERIAL**
- **Events (HE fairs, road shows, etc)**
- **MEDIA CAMPAIGNS (in the press, on TV)**
- **INFORMATION OFFICES**
- **Use of RECRUITMENT AGENTS**
- **MARKET RESEARCH**

# **Stocktaking: state of international HE marketing in the EHEA (3)**

## **Levels of national-level marketing in EHEA**

- **Promotion and marketing very unevenly distributed over the EHEA**
- **3 country groups**
- **Group 1 (UK, FR, DE, NL): apply (almost) the whole arsenal of above measures**
- **Group 2 (SWE, FIN, DK, AT, CH, PL, IE, ES, IT, HU) are active with some of the above measures)**
- **Group 3 (the majority of EHEA countries) are not active at all (or to a very small degree)**

# **Stocktaking: European-level marketing initiatives (1)**

## **The Global Promotion Project**

- **A European Commission initiative under Erasmus Mundus (Action 4: Enhancing attractiveness)**
- **2007-2009**
- **Partly inspired by the ACA studies Perceptions of European HE in Third Countries and EURODATA.**
- **Implemented by Mostra Communications (and ACA)**

# **Stocktaking: European-level marketing initiatives (2)**

## **Global Promotion project (cont.)**

- **Element 1: Study in Europe webportal (plus logo and key messages = European brand).**

**See: [www.study-in-europe.org](http://www.study-in-europe.org) .**

- **Element 2: feasibility study for European information offices; try-out of network of European HE promoters; study on European presence in global transnational education**

# **Stocktaking: European-level marketing initiatives (3)**

## **Global Promotion Project (cont.)**

- **Element 3: promotional skills training sessions for HE representatives; development of a 'tool kit'**
- **Element 4: organisation of 2 HE fairs (Russia, Mexico)**
- **Element 5: European media campaign + dev of information and promotion materials**

# **Stocktaking: European-level marketing initiatives (4)**

## **Other European-level initiatives**

- **European Higher Education Fairs/EHEFs (Asia Link, 2006-2008): 8 fairs in 7 Asian countries)**
- **EU-Asia Higher Education Platform (2008-2009): 4 workshops, 2 round tables and 2 European higher education fairs)**

# **Future needs and measures**

- **Map institutional-level marketing in the EHEA based on a sample survey**
- **Organise knowledge and best practice transfer in national-level marketing from advanced to 'abstentious countries'**
- **Secure sustainability of European-level activities after the end of current projects (2009)**
- **Regularly monitor student mobility flows inside, into and out of the EHEA (successor project to EURODATA)**
- **Maintain and extend the European database of English-taught programmes**

**To finish off...**

**Thank you for  
your kind attention.**