

EUROPEAN HIGHER EDUCATION IN THE WORLD

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THE STARTING POINT

Over 25 years that the European Union is active in internationalising European Higher Education, it has not had a written strategy though so far

For more than 25 years the European Commission has been active in stimulating international cooperation of education and research through a great variety of programmes.



Until the Maastricht Treaty of 1992, education was even not included in the roles and functions of the European Community

RATIONALES

The programmes were driven by social, political, economic and educational rationales, and did not look only at cooperation within the European Union but also of the EU with other countries and regions in the world.

Resulting in a rather creative and open way of approaching the international and European dimension in education.



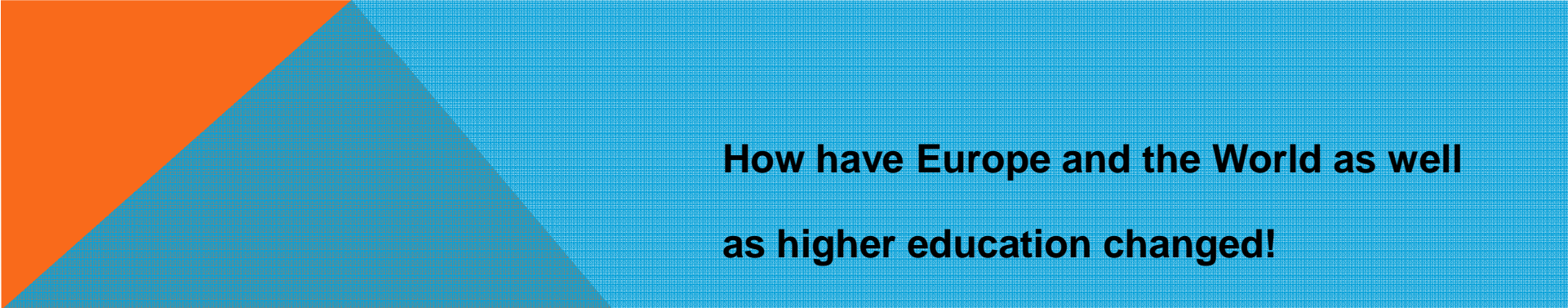
Driving Rationales:

European Competition with the rest of the World, and

Stimulation of a *European Citizenship* in addition to national citizenships

A VERY DIFFERENT ENVIRONMENT THAN NOW!

- * Cold War thinking still dominated world views
- * The European Community had 12 member countries compared to the current 28 of the European Union
- * The Euro had not yet been introduced as a common currency
- * Latin America, like Asia and Africa, were considered more as Third World than New World able to challenge Old Europe
- * *Trade in education, cross-border delivery and branch campuses were not such a central part of the discourse and policies in higher education as they are now.*
- * *(Inter)national rankings of universities were unheard of.*
- * *Bologna was only a city and Italy's oldest university, not a 'Process'.*
- * *Cooperation prevailed with commercialisation and competition considered obscure Anglo-Saxon phenomena that would never reach the Continent.*



**How have Europe and the World as well
as higher education changed!**

WHAT HAPPENED IN THE 1970S AND 1980S?

The European Community had launched a pilot for '*Joint Study Programmes*' in 1976, building on some earlier national exchange initiatives and a gradual shift began to take place from South–North to North–North mobility.

This paved the way for more substantive international education initiatives in the 1980s, in particular the '*European Action Scheme for the Mobility of University Students*' (Erasmus)

And



The predecessors of the Research Framework Programmes

A HIGH POINT IN EUROPEAN INTEGRATION!

Looking back, the late 1980s and early 1990s appear as a high point in European integration, a period in which the later failure of the plans for a European Constitution and the current sentiments against further integration would have been unimaginable.

Student mobility as an integrated part of study, widening of scope to other regions (third countries in Western, Central, and Eastern Europe as well as beyond Europe), development cooperation and European research became central pillars of internationalisation strategies at European, national and institutional level.

The increasing importance of international education in Europe was given concrete form in a range of EC programmes such as a second phase of Erasmus (which came under the new Socrates Programme with the introduction of institutional contracts and European Policy Statements),

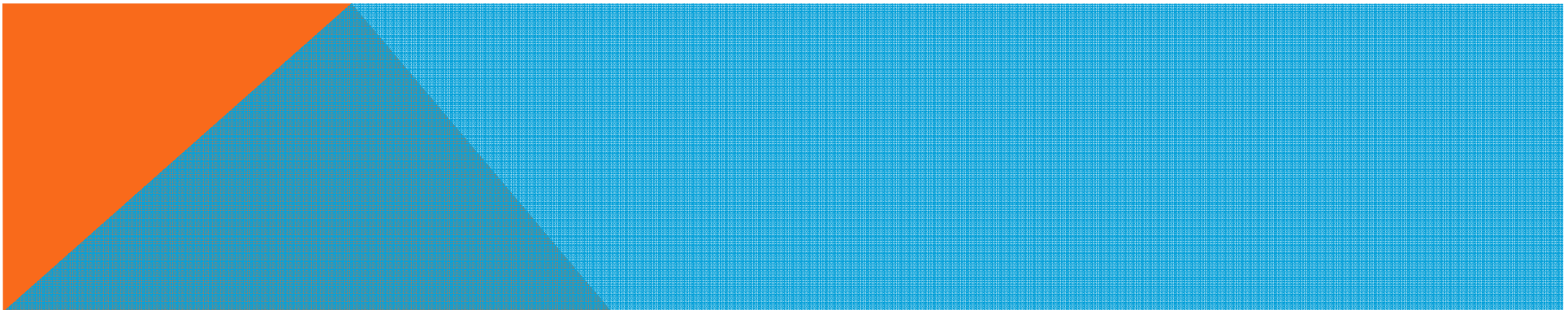
Tempus (which opened up to a broader range of countries beyond Central and Eastern Europe), the first external dimension programmes and the early predecessors of the framework programmes for research.

For Latin America, Alfa and Alban are concrete examples

KEY CHALLENGES IN EUROPEAN HIGHER EDUCATION WERE NOT ADDRESSED THOUGH

The quality of European higher education is under pressure by :

- Its diversity,
- Global competition for both staff and resources
- High drop-out rates
- Low graduation rates
- Rigid curricula and admission procedures
- Funding constraints
- A required investment in technology and innovation to stimulate productivity growth, etc



THREE MODELS OF HIGHER EDUCATION

The Humboldtian model: universities as factories of science; state-dependent, public funding; professors as civil servants, but independent

The Napoleonic model: universities as factories of professionals; state-dependent, public funding; professors are civil servants, members of national bodies

The British model: universities focused on individual development; autonomous, but with public funding

KEY CHARACTERISTICS

In Many European countries access to higher education, even for the youngest generation, is still poor

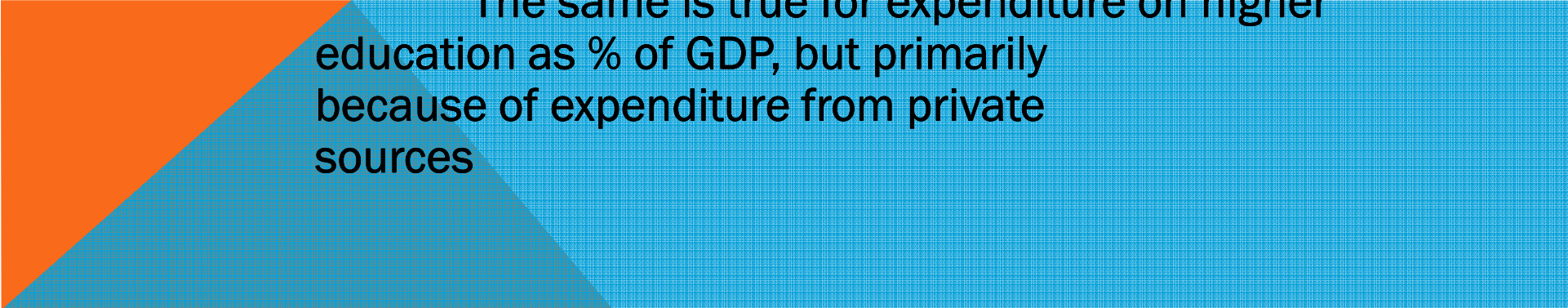
The US and Japan invest in research around 3% of their GDP (objective for the EU for 2010 but not reached), compared to the EU at present 1.93%.

The number of researchers per 1000 employed is lower in the EU (5.8) than in the US (8.6) and Japan (10.2).

KEY CHARACTERISTICS

The number of Nobel Laureates is much lower in Europe than in the USA, for instance in physics in 1969-1984: 12 versus 22 and in 1985-2004: 4 versus 32, and in economics resp. 9 versus 12, and 5 versus 28. Before 2nd WW 11% of laureates came from outside Europe, after then 75% from American universities (although increasingly going to non-Americans)

Expenditure per students is higher in the USA than in Europe, in many cases double or nearly triple than in European countries.



The same is true for expenditure on higher education as % of GDP, but primarily because of expenditure from private sources

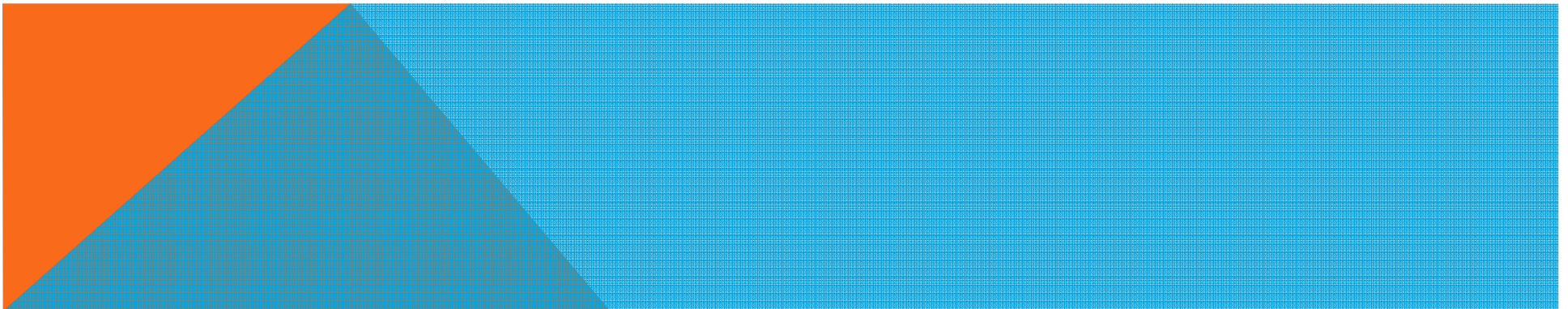
Origin of Exp. % of GDP	Public Finance	Private Finance	Total 2000	Part of 2000 Private
USA	0,9	1,8	2,7	67%
UK	0,7	0,3	1	30%
NL	1	0,2	1,2	17%
DL	1	0,1	1,1	10%
FR	1	0,1	1,1	9%
FL	1,7	0	1,7	0%
Japan	0,5	0,6	1,1	55%
Aust	0,8	0,7	1,6	44%

KEY POINTS TO TAKE ACTION ON

Increased Public and Private investments in Higher Education and Research

Governance of Higher Education

Quality assurance, accreditation, classification and centres or networks of excellence



THE TURN OF THE CENTURY. NEW BEGINNINGS AND NEW CHALLENGES

1999 may have marked the last year of a millennium but it also signalled new beginnings in European higher education.

It was the year in which the *Bologna Declaration* was signed against a backdrop of what appeared to be an ever-stronger Europe.

The European Union extended its membership from 15 to 27 countries and the Euro was introduced as a single currency.

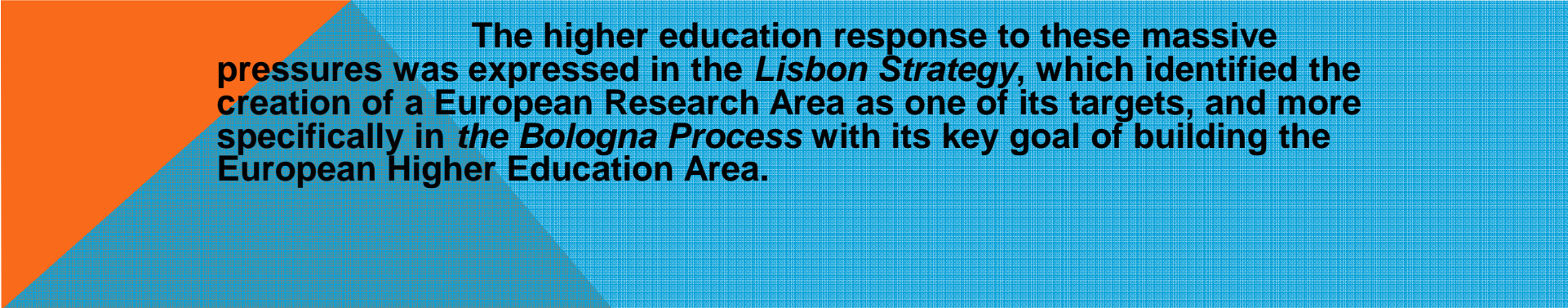
HOWEVER, the sense of integration and related economic and political security of a single European space would soon come under threat, first by the tragic attack on the Twin Towers in New York on 11 September 2001, then the rejection of the European Constitution by Dutch and French voters in 2005, and more recently the global and European economic problems, triggered by the 2008 world financial crisis.

NEW INITIATIVES

The 2000 Lisbon Strategy of the European Council strived, perhaps over-ambitiously, to make the EU the most competitive and dynamic knowledge-based economy in the world.

Global rankings began to impact on the way universities thought about themselves and on how their role was perceived by society and industry at large.

Globalisation and the emergence of the knowledge economy, shifts in economic balances and demographics, and an accelerating IT revolution were putting powerful pressures on higher education institutions, requiring them to change at an unprecedented pace.



The higher education response to these massive pressures was expressed in the *Lisbon Strategy*, which identified the creation of a European Research Area as one of its targets, and more specifically in *the Bologna Process* with its key goal of building the European Higher Education Area.

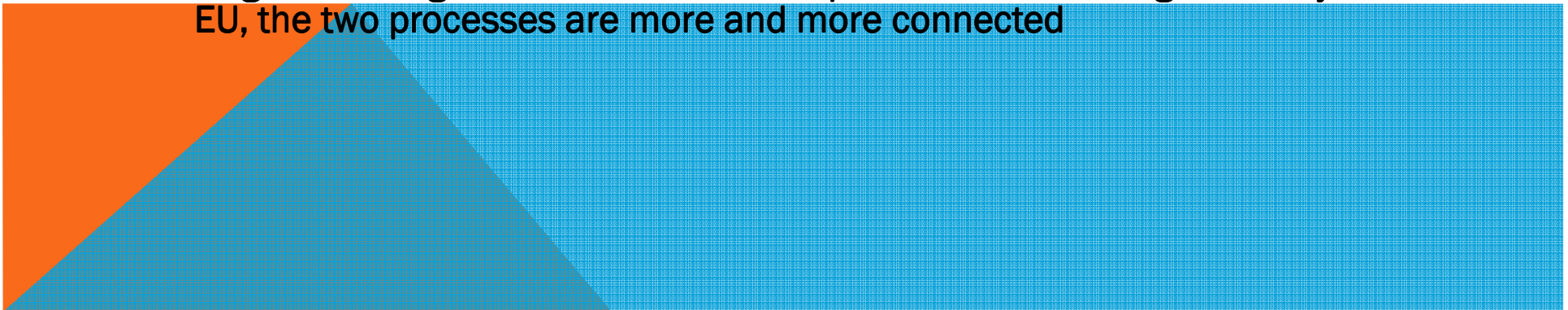
THE LISBON AGENDA

Europe discovered that it is lacking behind in the competition with in particular the USA in the area of innovation and technology.

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)

Although the Bologna Process covers Europe and the Lisbon Agenda only the EU, the two processes are more and more connected



GOALS OF BOLOGNA PROCESS

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

BOLOGNA GOALS, CONTINUED

PROMOTION OF EUROPEAN COOPERATION IN QUALITY ASSURANCE

PROMOTION OF NECESSARY EUROPEAN DIMENSIONS IN HIGHER EDUCATION: IN PARTICULAR THE DEVELOPMENT OF JOINT AND DOUBLE DEGREES

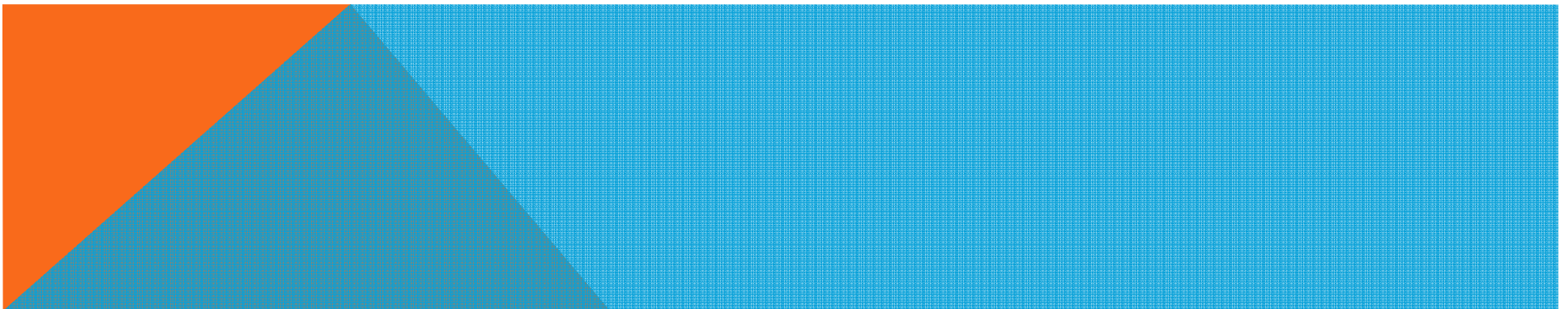
MAKING THE EUROPEAN HIGHER EDUCATION AREA MORE ATTRACTIVE OUTSIDE EUROPE: INTRODUCING COMPETITIVENESS

(PROGRAMMES LIKE ERASMUS MUNDUS ARE CREATED TO STIMULATE THAT)

BOLOGNA GOALS, CONTINUED

**LIFELONG LEARNING HAS TO BECOME PART OF
THE EHEA**

**THERE HAS TO BE MORE LINK WITH THE
EMERGENCE OF A EUROPEAN RESEARCH AREA:
THE EUROPE OF KNOWLEDGE**



THE BOLOGNA PROCESS

- * The Bologna Process was conceived and developed thanks to the extremely positive experience and influence of cooperation under Erasmus, hailed as one of the most successful European initiatives ever.
- * Initially the principal focus of the Bologna Process was on the internal dimension of putting the European House in order through greater commonality in degree structures, credit systems and quality assurance, but it quickly acquired an external dimension. Convergence of structures and tools was aimed not only at increasing mobility and cooperation within Europe, but also to make Europe more competitive and more attractive to the rest of the world.
- * The external challenges meant that shared problems now called for shared solutions and the Bologna Process developed very quickly into an unprecedented landmark reform, achieving in 10 years what many national governments had failed to achieve in decades.
- * The emerging European Higher Education Area not only created an external identity for European higher education institutions, but it also generated a strong interest for the new instruments and models in other world regions.

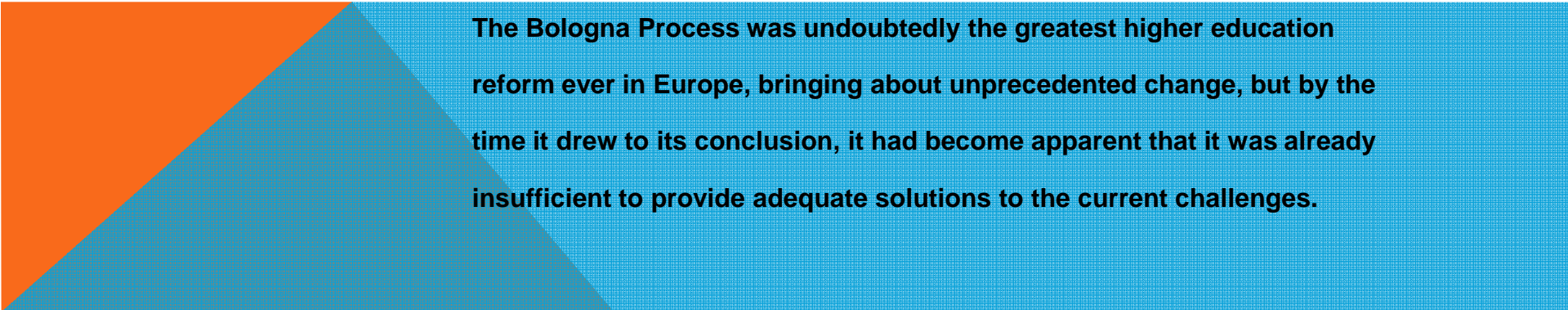


The current economic and political crisis in Europe has meant that many of the necessary national reforms to complete the process have been put on hold, but nevertheless, a solid foundation in European Higher Education Reform was laid and the European Higher Education Area emerged as a reality

NEW CHALLENGES

Three years into the post-Bologna phase, the world has changed dramatically yet again. The decade that lies ahead of Europe is one of uncertainty, as it finds itself in the grips of a global economic crisis. The issues have become bigger, the climate tenser, and in some areas less cooperative.

The European dream, which so greatly influenced the creation of the EAIE 25 years ago is being seriously challenged. The creation of European citizenship, a key objective in European programmes, seems to be slipping into the distance.



The Bologna Process was undoubtedly the greatest higher education reform ever in Europe, bringing about unprecedented change, but by the time it drew to its conclusion, it had become apparent that it was already insufficient to provide adequate solutions to the current challenges.

NEW GLOBAL AND EUROPEAN CHALLENGES AND TRENDS

In the global environment, competition for talent and knowledge becomes fiercer and the race to rise in the rankings becomes more intense. When people or institutions compete for prestige, talent or income, there will not only be winners but also losers. Not all are in the same position to take advantage of the new environment, not all are willing to take the risk.

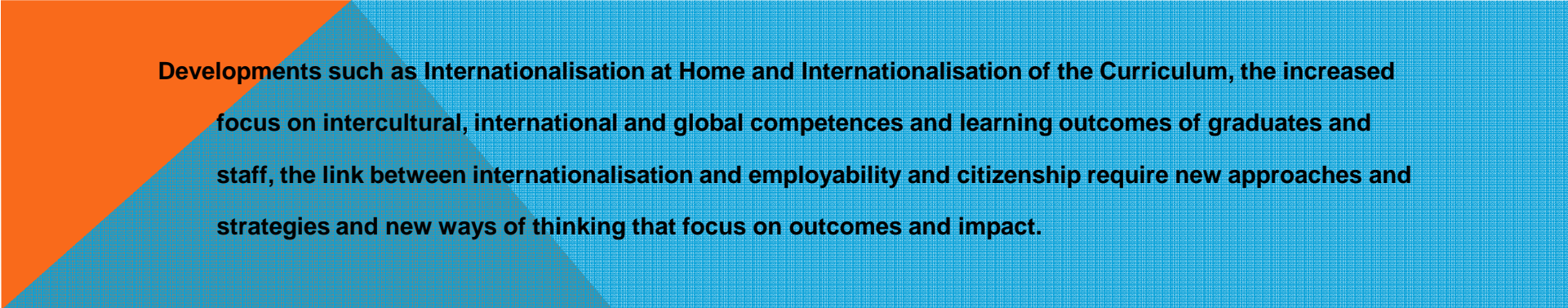
New providers of higher education emerge challenging traditional university models. The rapid rise of private higher education, both non-profit and for-profit, has become a global phenomenon with 30% of the global student population in this sector. New forms of higher education appear, such as the latest explosion of MOOCs, currently hailed as the new game changer.

NEW OPPORTUNITIES

Many see only challenges and threats. However, in crisis there is always opportunity. Universities are expected to become key players in the global knowledge economy and internationalisation is identified as the key response to globalisation.

This has radically altered the understanding of internationalisation in universities as it shifts from being a marginal to mainstream activity, no longer located exclusively in the international offices but an integral part of university strategy.

This requires significant re-thinking and each university must interpret what internationalisation means in the specific context of its own mission.




Developments such as Internationalisation at Home and Internationalisation of the Curriculum, the increased focus on intercultural, international and global competences and learning outcomes of graduates and staff, the link between internationalisation and employability and citizenship require new approaches and strategies and new ways of thinking that focus on outcomes and impact.

SO, WHY NOW AN EU STRATEGY?

Although the EU by its activities had strategies and approaches to internationalise its higher education sector, a comprehensive and pro-active strategy was lacking until the publication of the communication on “European Higher Education in the World” on July 11, 2013.

Faced with increasing competition from the rest of the world, European universities need to overhaul the way in which they operate internationally, but also in providing their domestic graduates with the skills for an international labour market.



Institutions of higher education cannot do that on their own. It requires national and EU strategies which complement each other.

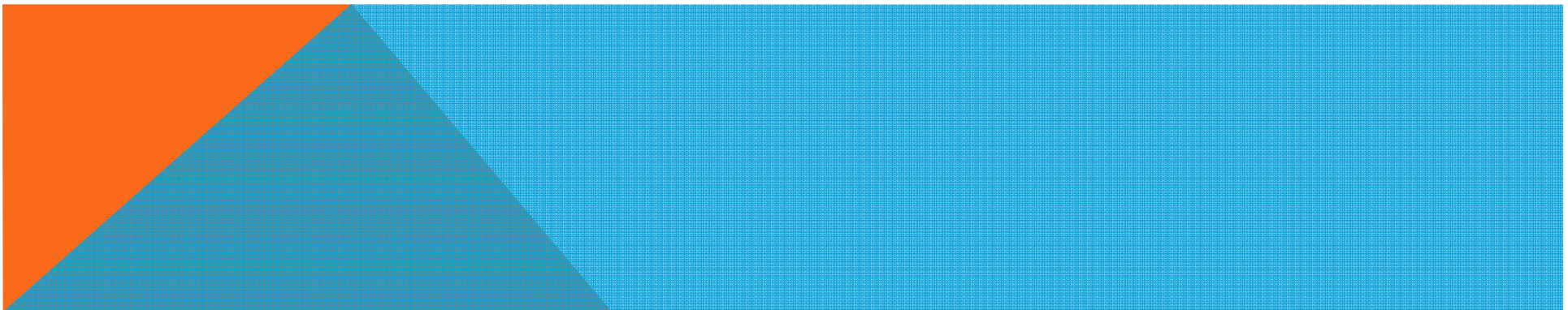
ERASMUS+

Current funding programmes run by the European Commission in the area of education, training, youth and sport, such as the Lifelong Learning Programme, Youth in Action and other international programmes, will cease at the end of 2013.

A new programme, called Erasmus+, has been proposed to replace these programmes, and will begin on 1 January 2014.

The Erasmus+ programme is intended to support activities in education, training, youth and sport in all sectors of lifelong learning (Higher Education, Further Education, adult education, schools, youth activities etc).

It includes also previous external programmes like ERASMUS Mundus

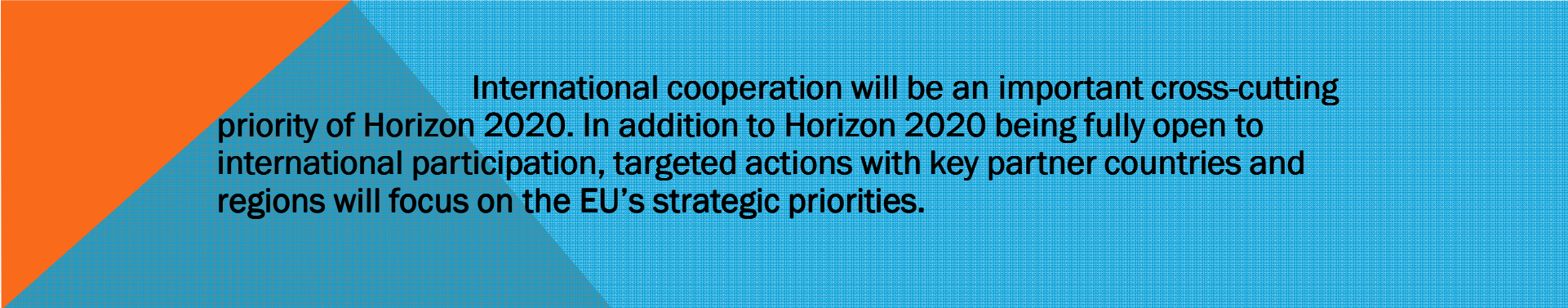


HORIZON 2020

Horizon 2020 is the financial instrument implementing the Innovation Union, aimed at securing Europe's global competitiveness.

Running from 2014 to 2020 with a budget of just over €70 billion, the EU's new programme for research and innovation is part of the drive to create new growth and jobs in Europe.

Horizon 2020 will tackle societal challenges by helping to bridge the gap between research and the market by, for example, helping innovative enterprise to develop their technological breakthroughs into viable products with real commercial potential. This market-driven approach will include creating partnerships with the private sector and Member States to bring together the resources needed.



International cooperation will be an important cross-cutting priority of Horizon 2020. In addition to Horizon 2020 being fully open to international participation, targeted actions with key partner countries and regions will focus on the EU's strategic priorities.

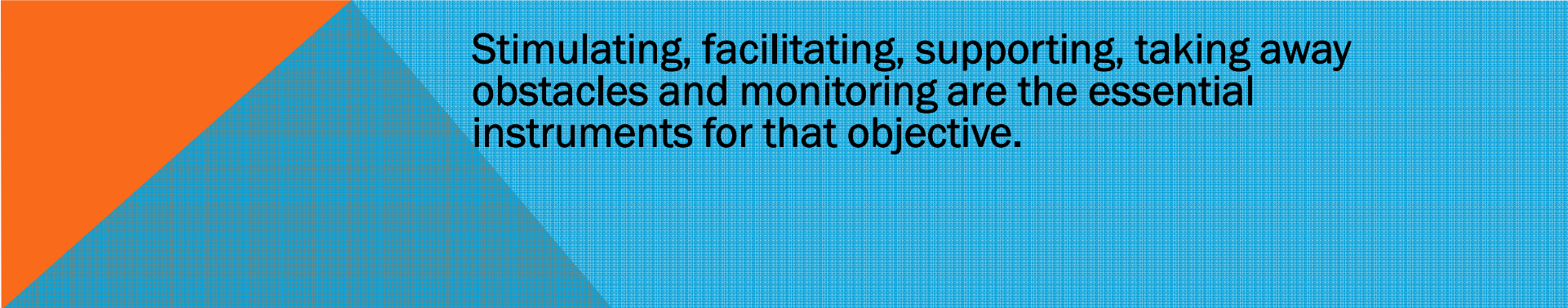
KEY PRIORITIES: EUROPEAN HIGHER EDUCATION IN THE WORLD

Mobility and the recognition which this requires

Internationalisation at home, including digital learning, and

Strategic cooperation and partnership, including capacity building.

These three priorities are in themselves not new ,but reflect in their comprehensiveness and recognition at the EU level a highly needed foundation to enhance the internationalisation of the European higher education sector in the current difficult and competitive times.



Stimulating, facilitating, supporting, taking away obstacles and monitoring are the essential instruments for that objective.

THANK YOU

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