

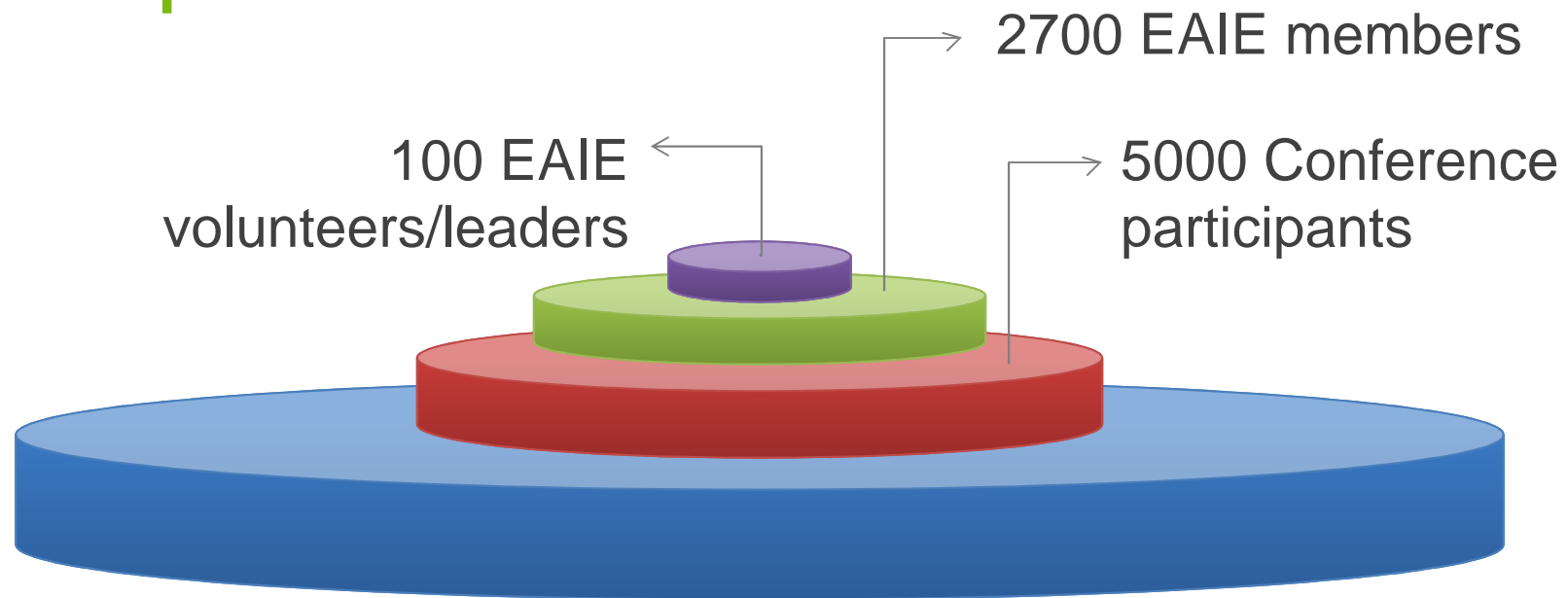
THE EAIE: FROM PIONEERS TO PROFESSIONALS

What is the EAIE?

The EAIE is the European centre for expertise, networking and resources in the internationalisation of higher education.

We are a non-profit, member-led organisation serving individuals actively involved in the internationalisation of their institutions.

International higher education in Europe



‘The field in Europe’

50-60 thousand people working in international higher education

How we are organised



Member-led organisation

General
Council

Board

Expert Community
Steering groups



Our members' areas of responsibility include:

- Admissions and accreditation
- Leadership and strategy
- Learning, teaching and curriculum
- Marketing and recruitment
- Mobility
- Partnerships and networks
- European programmes
- Student experience
- And more...

The EAIE's activities



Conference
and Exhibition



Professional
development



Publications



Involvement
in the field

Annual Conference

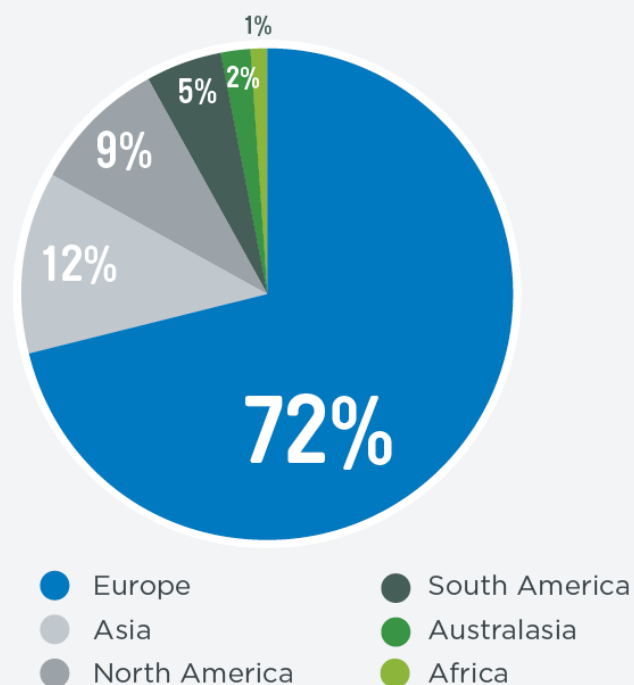


- Largest international education conference in Europe
- 5000 participants
- 90+ countries
- 240+ sessions and workshops
- 600+ exhibiting organisations

Our audience

International reach, European focus

TOP ATTENDING COUNTRIES



TOP COUNTRIES

1. Netherlands
2. Germany
3. United Kingdom
4. USA
5. France
6. Sweden
7. Czech Republic
8. Finland
9. Turkey
10. Norway
11. Denmark
12. Japan
13. Spain
14. Belgium
15. Canada

Professional development

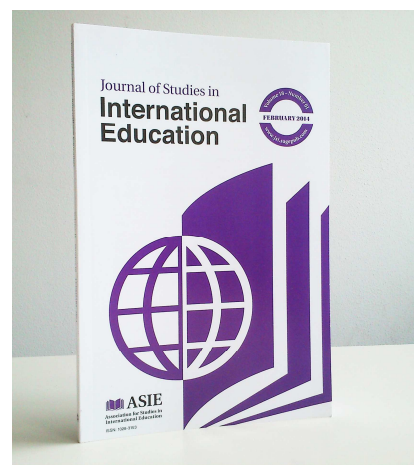


THE EAIE ACADEMY



- In the city (spring and autumn)
- Webinars
- In-house

Publications



EAIE active in the field



- EAIE Barometer:
internationalisation in Europe
- Digital Student Data Portability:
The Groningen Declaration
- EU projects
 - IRIS project
 - Linking Europe, the MENA and
the Gulf region

Contact details

Office

- **Postal address:**
PO Box 11189
1001 GD Amsterdam, the Netherlands
Tel +31-20-344 5100,
Fax +31-20-344 5119
- **Visiting address:**
Herengracht 487
1017 BT Amsterdam, the Netherlands

Social media

- www.linkd.in/eaiegroup
- www.twitter.com/theeaie
- www.facebook.com/eaie.org

Website

- www.eaie.org

Blog

- www.eaie.org/blog

The EAIE Barometer

#EAIEBarometer

Content

- The EAIE Barometer
- Aim of the EAIE Barometer
- Methodology
- Background characteristics
- First findings internationalisation trends
- First findings skill and knowledge needs
- Preliminary conclusions

What is the EAIE Barometer?

- Study conducted in the 47 countries of the European Higher Education Area (EHEA)
- Shows perceptions of individuals
- Maps the state of internationalisation on European and national level
- Reveals knowledge & skill needs and gaps

Why did we do this?

- Advance internationalisation through knowledge
- Provide the practitioner view - the missing piece in the puzzle
- Shed light on knowledge and skill needs
- Conduct comprehensive comparative European study on state of internationalisation

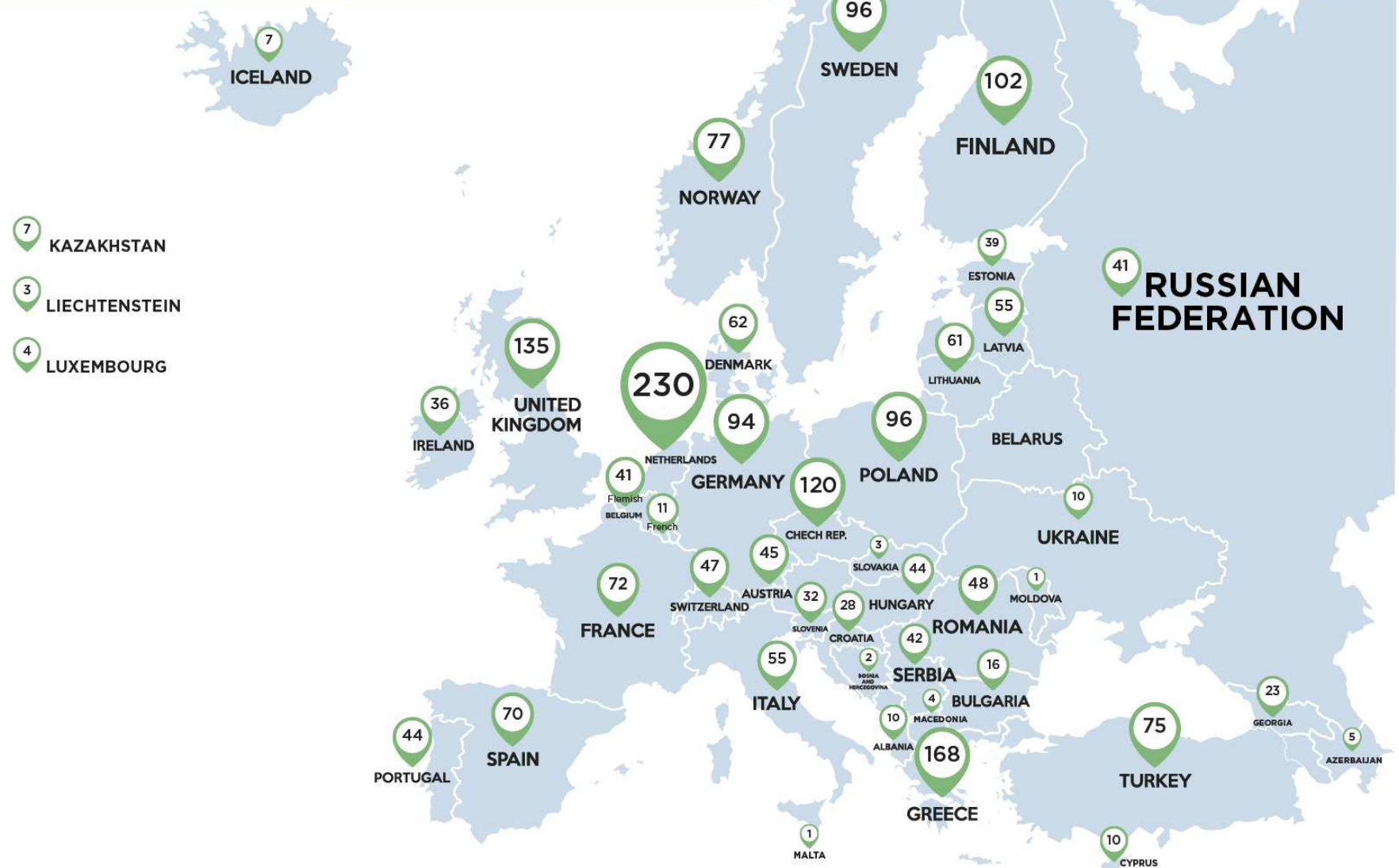
How did we do this?

- EAIE in cooperation with research and consultancy company Ecorys
- Input from practitioners in different countries, institutions and positions
- Respondents from 33 EHEA countries:
 - 26 countries with at least 30 respondents
 - 7 countries with at least 10 respondents
- Findings present perceptions of 2 093 staff working at HEI's

Part 2

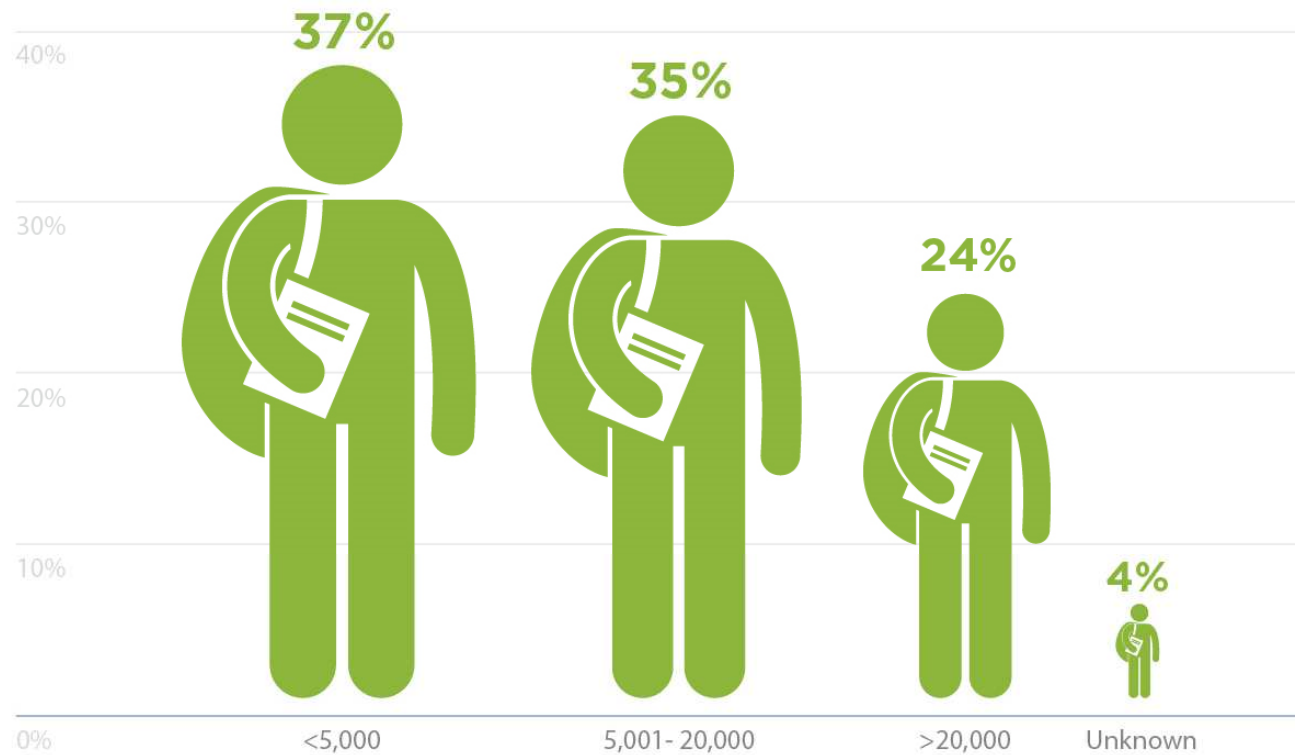
BACKGROUND CHARACTERISTICS

DISTRIBUTION PER COUNTRY



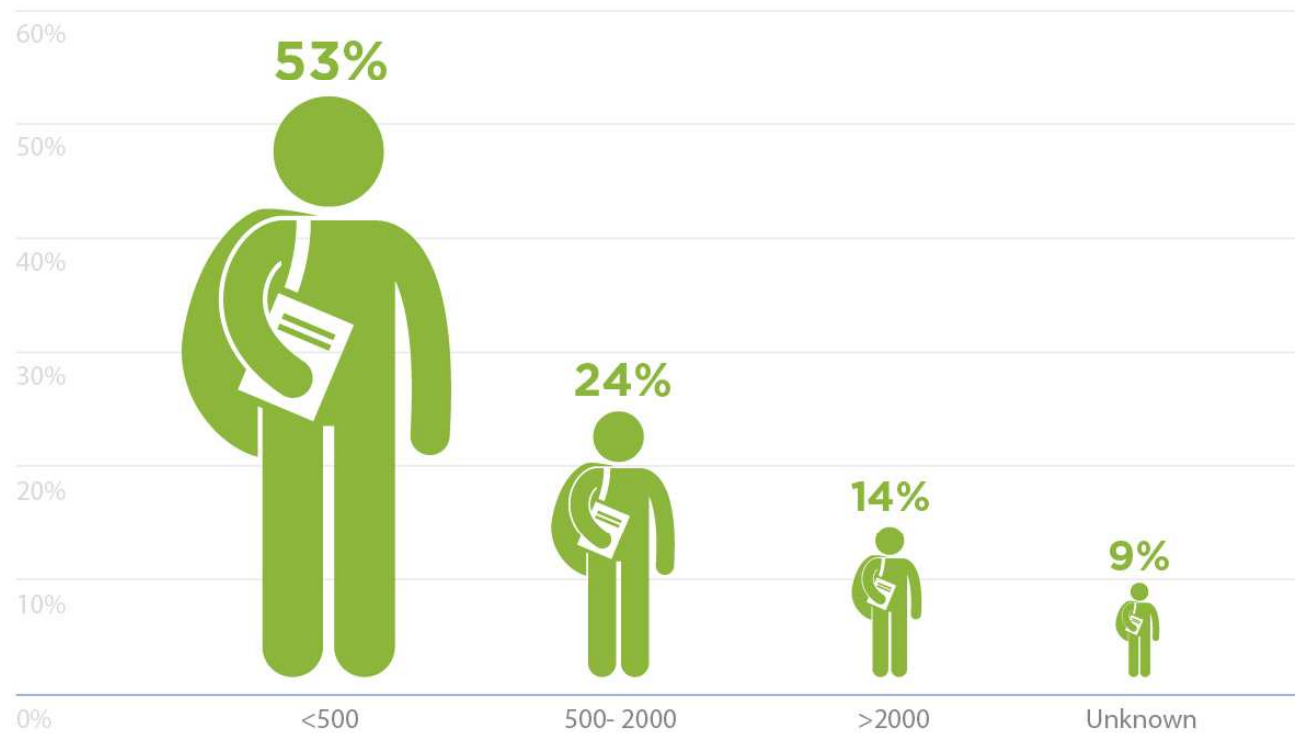
SIZE OF HEI

(Number of students incl phd students)



NUMBER OF INTERNATIONAL STUDENTS

(Degree & credit)



Our respondents

HEI's

- 3/4 work in HEI's with <20 000 students; majority has <500 international students
- Majority are publicly funded research HEI's

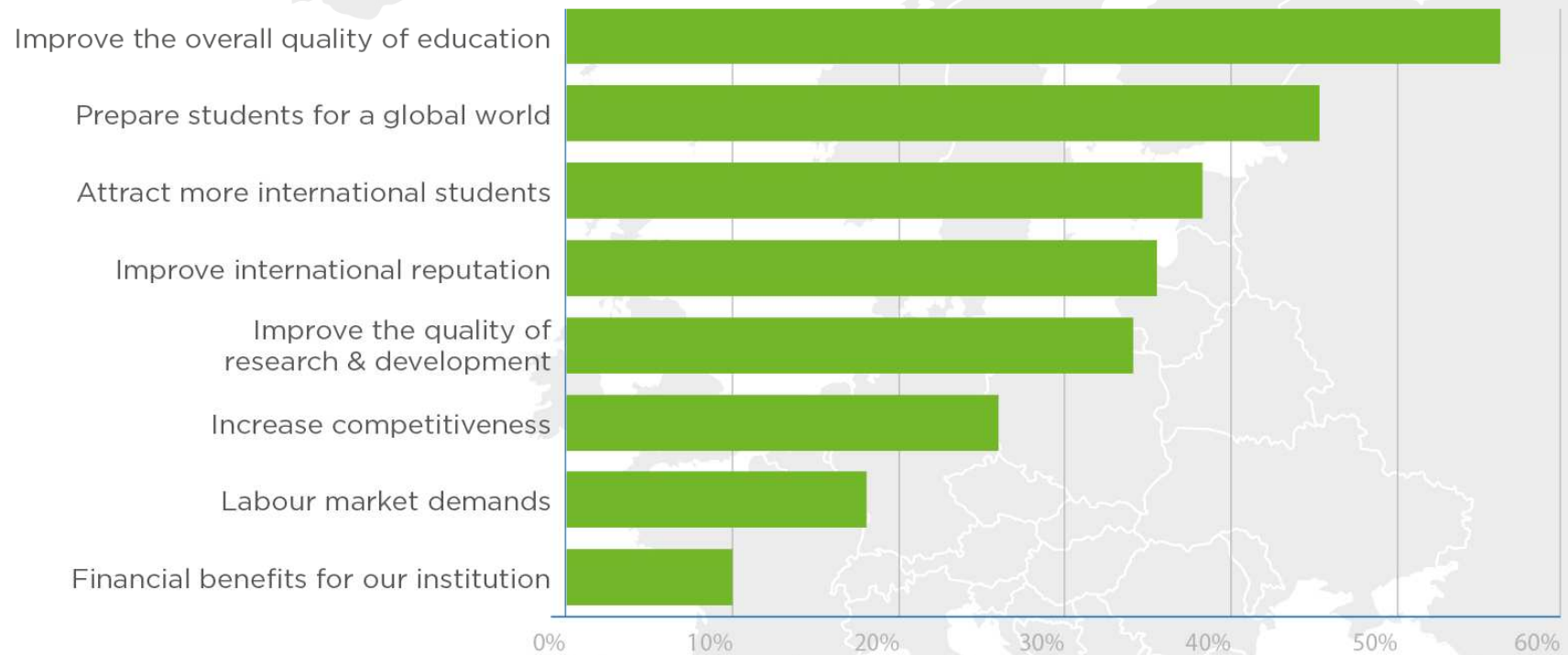
Practitioners

- SIO's
- 2/3 work at central and 1/3 at faculty level

Part 3

TRENDS

MOST IMPORTANT REASONS TO INTERNATIONALISE



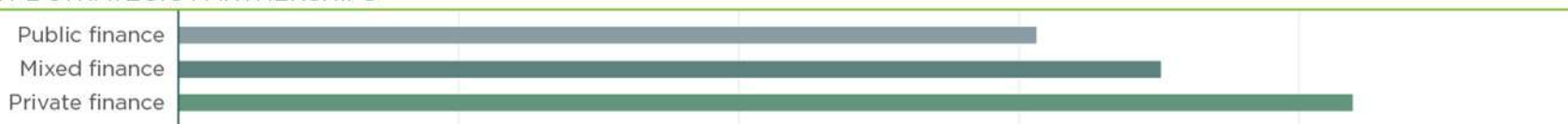
MAIN INCREASE IN ACTIVITY

- Strategic partnerships with foreign institutions
- Quality of services
- Incoming exchange students
- Outgoing students
- Courses/programmes
- Incoming international degree students
- English courses
- Quality of courses/programmes
- Outgoing staff
- No data

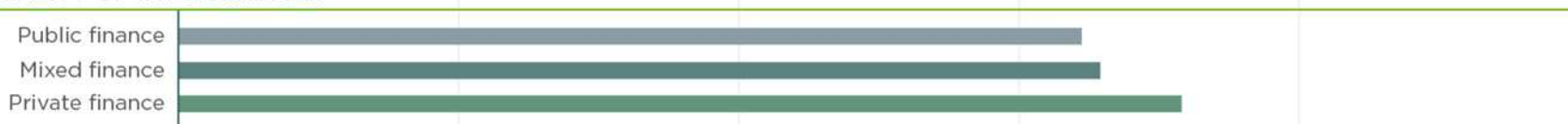


ACTIVITY INCREASE BY FUNDING SOURCE

INT'L STRATEGIC PARTNERSHIPS



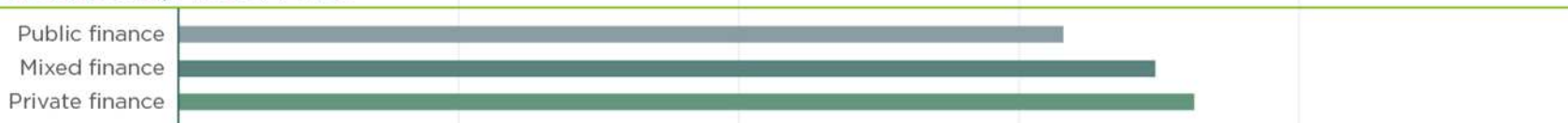
QUALITY OF INT'L SERVICES



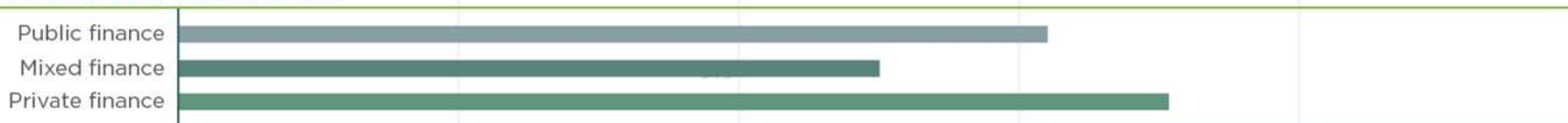
BRANCH CAMPUSES



INT'L COURSES/PROGRAMMES

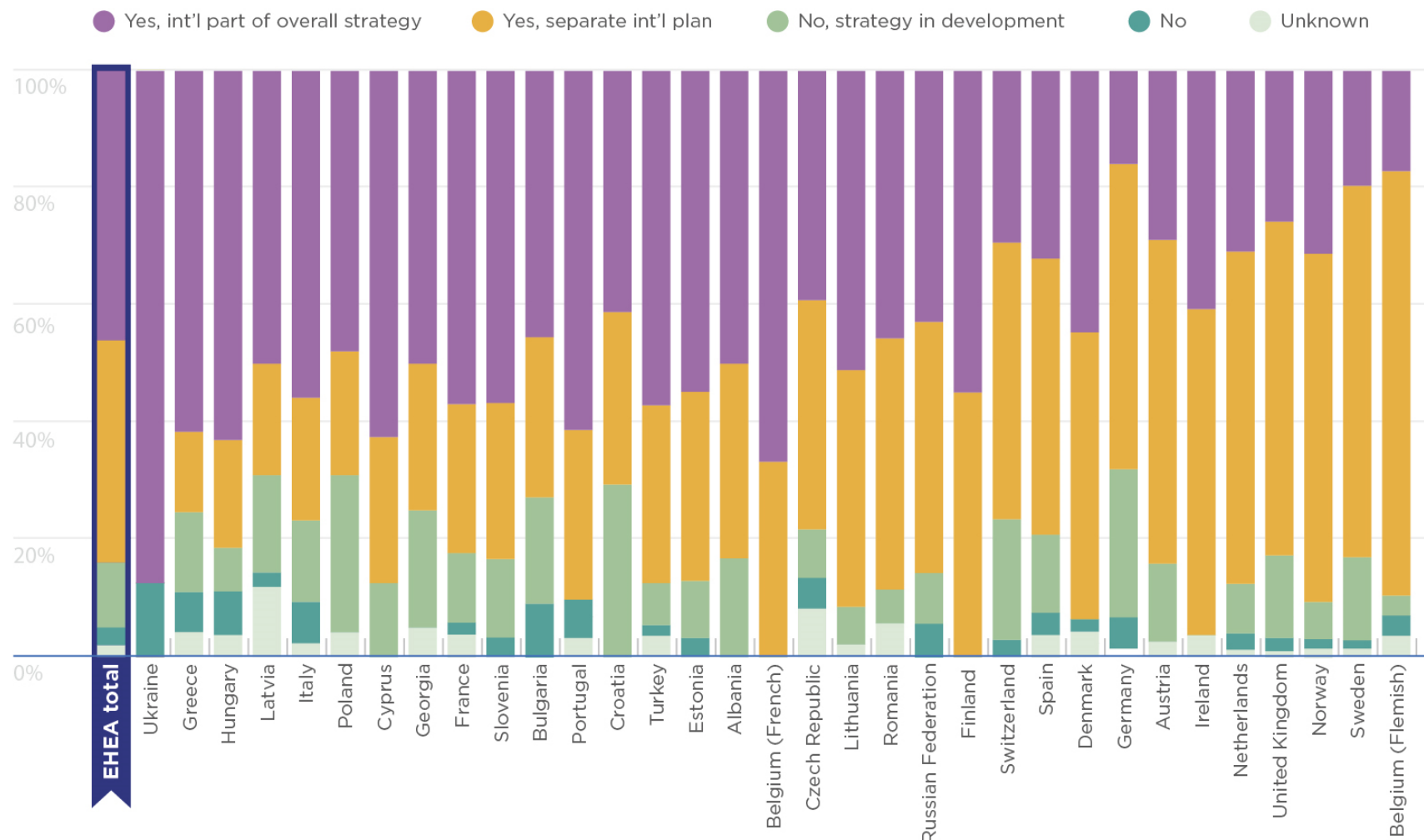


INT'L VISITS BY DELEGATIONS

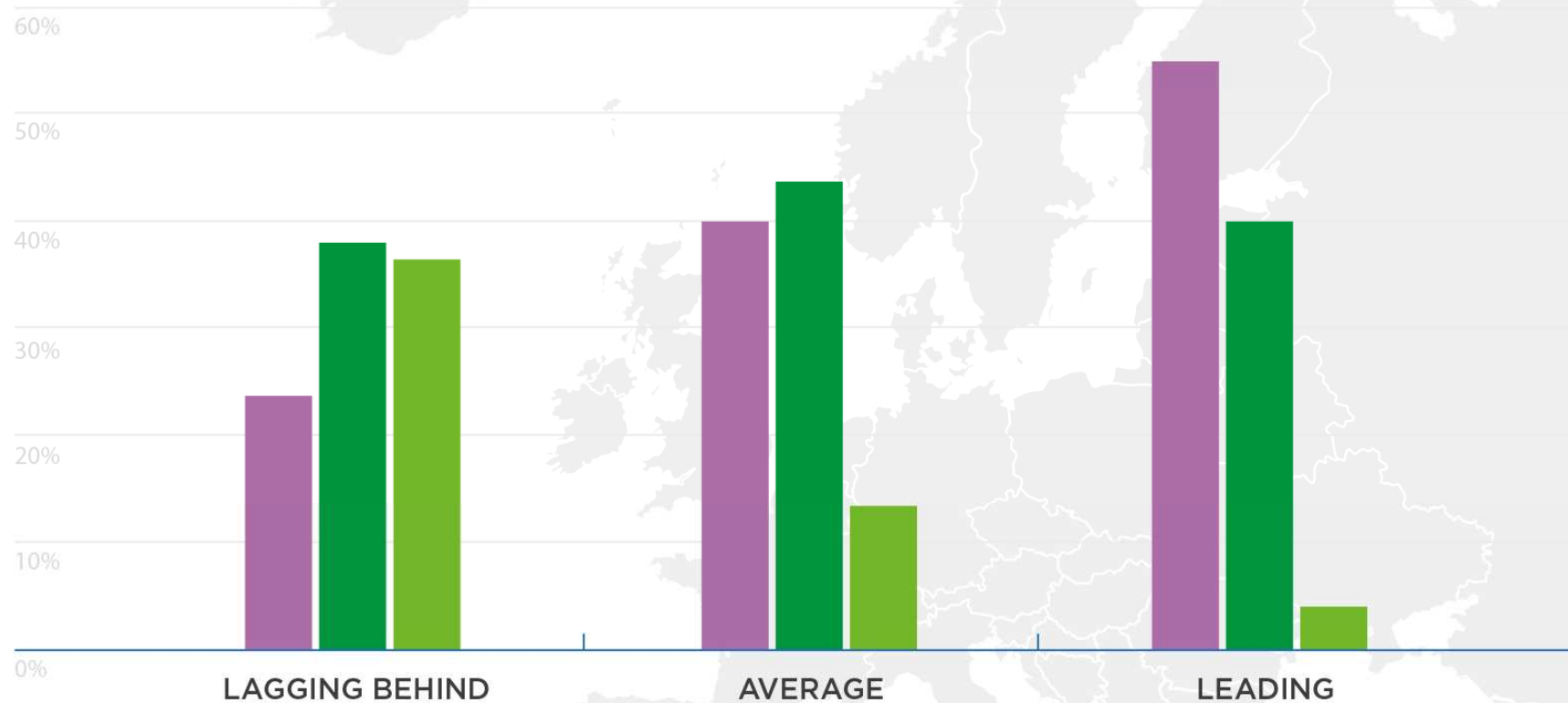


20% 40% 60% 80% 100%

INTERNATIONALISATION STRATEGY PER COUNTRY



INT'L STRATEGY BY LEVEL OF INTERNATIONALISATION



- The institution has a separate internationalisation
- Internationalisation is a priority area in the overall strategy
- No internationalisation strategy/strategy is being developed

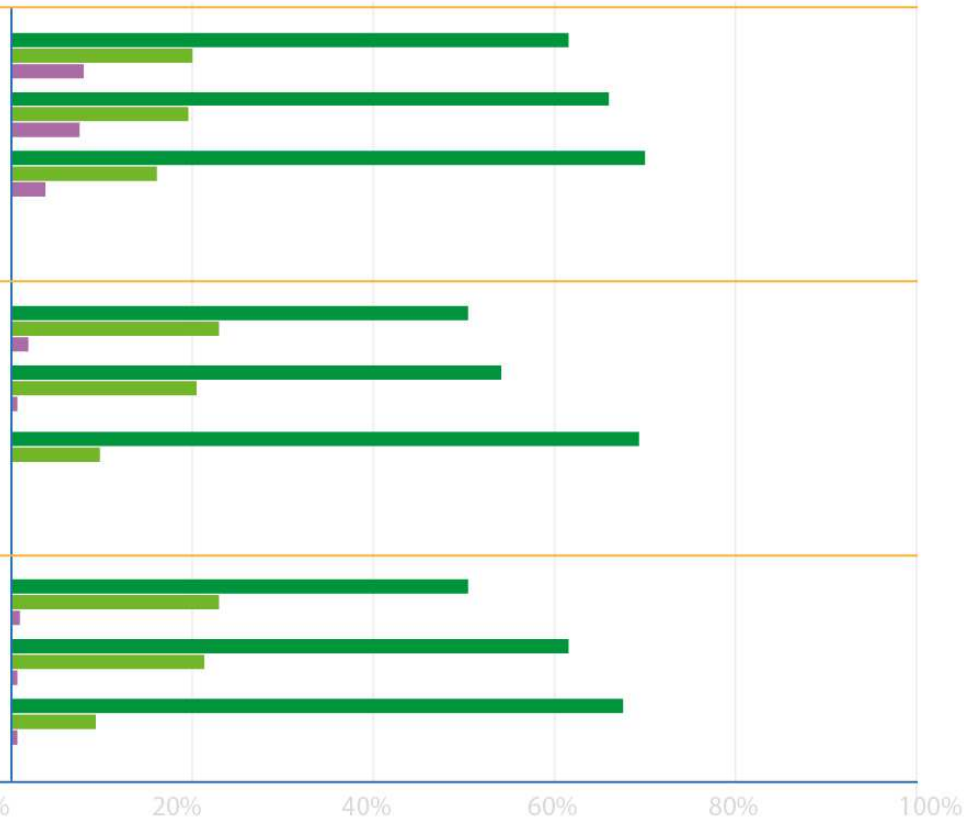
Strategy by level of internationalisation

- Lagging behind HEI's to a greater extent don't have a strategy or are developing one
- Leading HEI's to a greater extent have developed some type of int'l strategy
- Leading HEI's show highest occurrence of separate strategy
- Contrary to common perception integrated strategy most common in average HEI's

ACTIVITY BY INTERNATIONALISATION STRATEGY

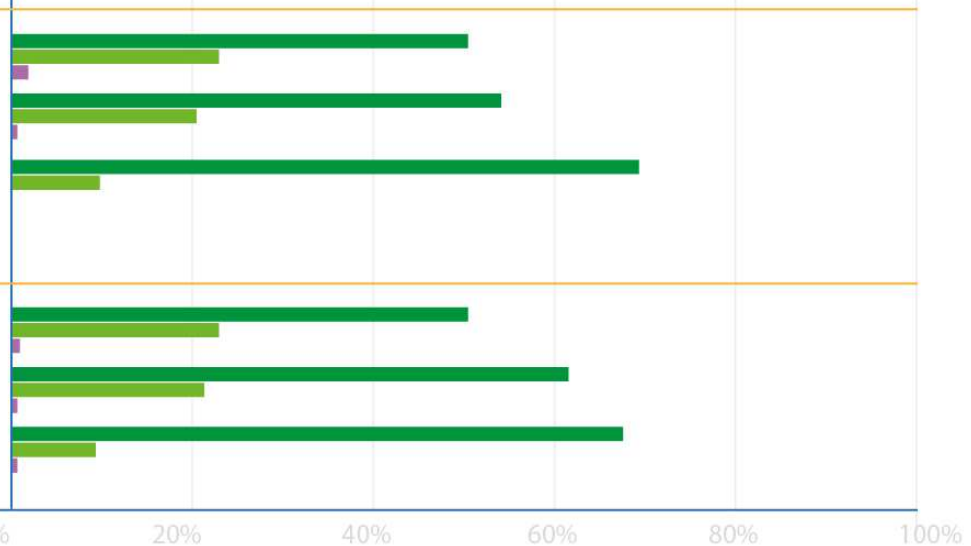
NUMBER OF INCOMING EXCHANGE STUDENTS

- No int'l strategy / Int'l strategy is being developed
- Int'l is a priority area in the overall institutional strategy
- The institution has a separate int'l plan



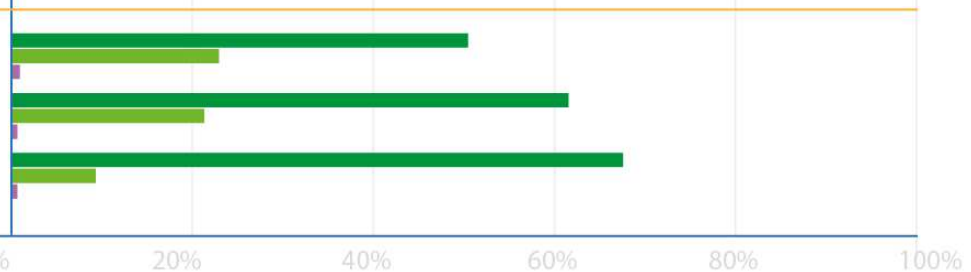
QUALITY OF INTERNATIONAL COURSES

- No int'l strategy / Int'l strategy is being developed
- Int'l is a priority area in the overall institutional strategy
- The institution has a separate int'l plan



IMPLEMENTING INTERNATIONAL STRATEGIC PARTNERSHIP

- No int'l strategy / Int'l strategy is being developed
- Int'l is a priority area in the overall institutional strategy
- The institution has a separate int'l plan

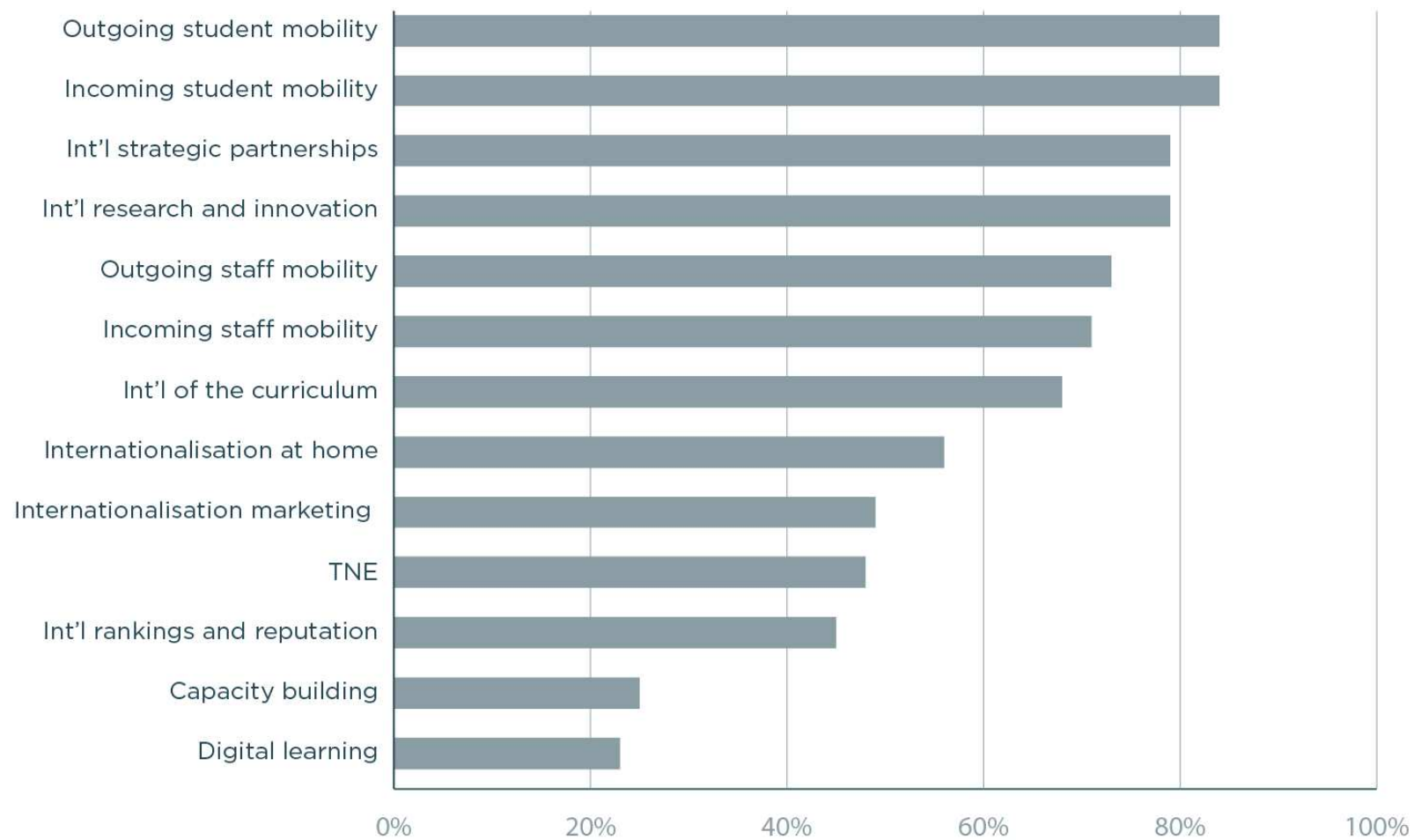


- Increase
- No changes
- Decrease

Activity by int'l strategy

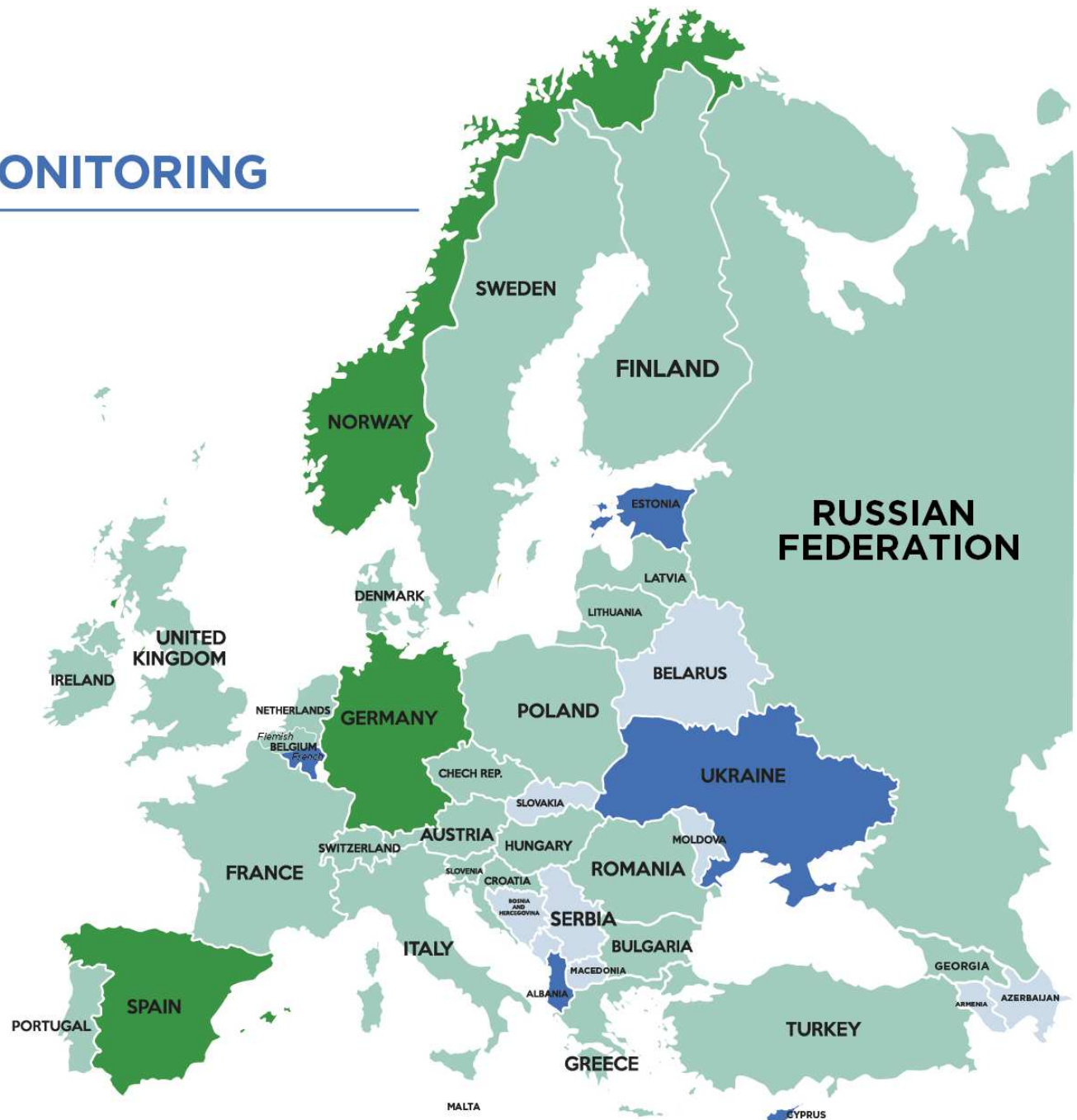
- Substantiates findings on relation between level of internationalisation and strategy
- HEI's with no/developing strategy have seen less increase in internationalisation activities
- HEI's with separate plan have seen most increase in activities
- Tendency can be noted across majority of activities

CONTENT OF INT'L STRATEGY



INSTITUTIONAL MONITORING

- 0-25% of respondents
- 25-50% of respondents
- 50-75% of respondents
- 75-100% of respondents
- No data



NATIONAL MONITORING

- 0-25% of respondents
- 25-50% of respondents
- 50-75% of respondents
- 75-100% of respondents
- No data



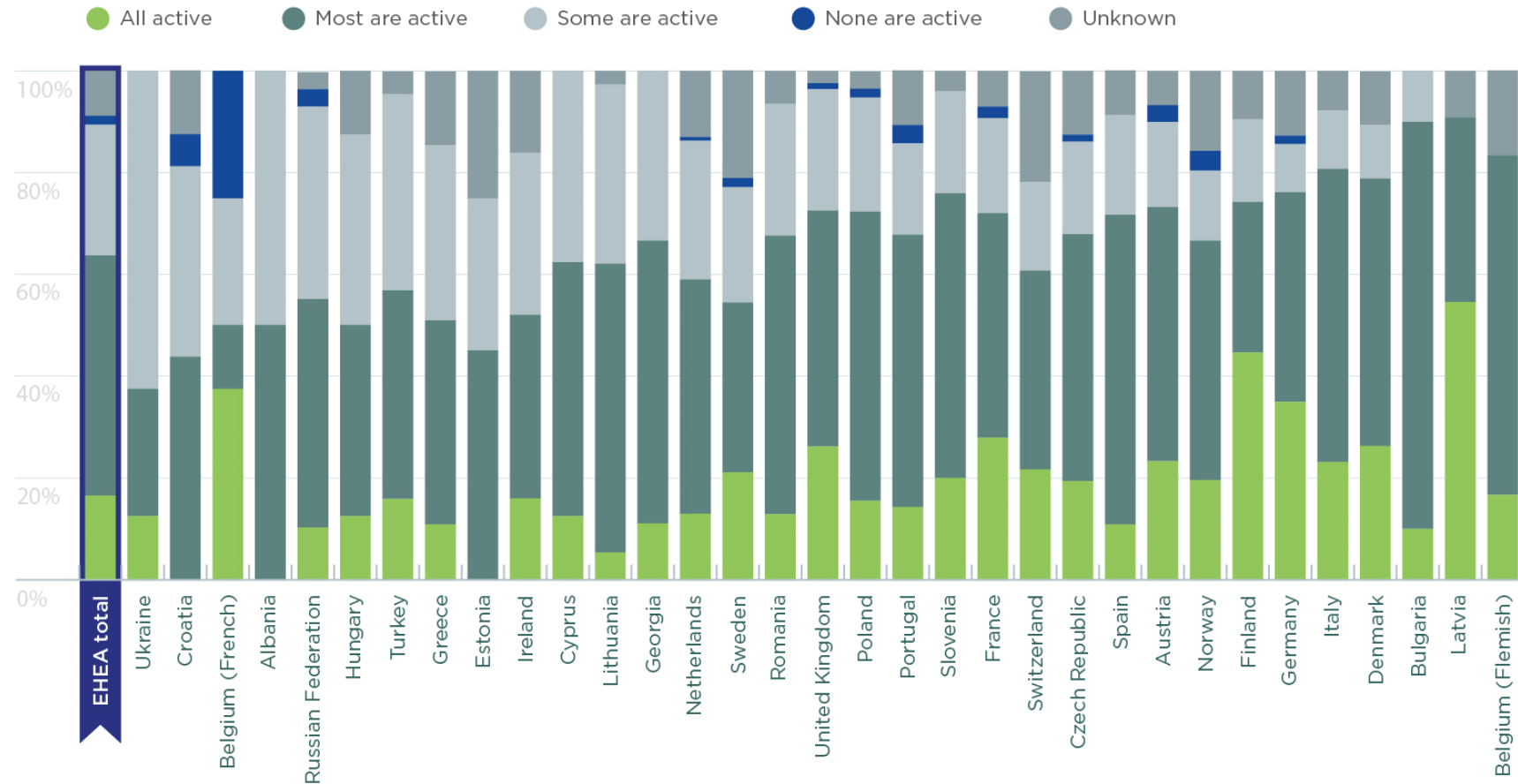
Part 4

STRATEGIC PARTNERSHIPS

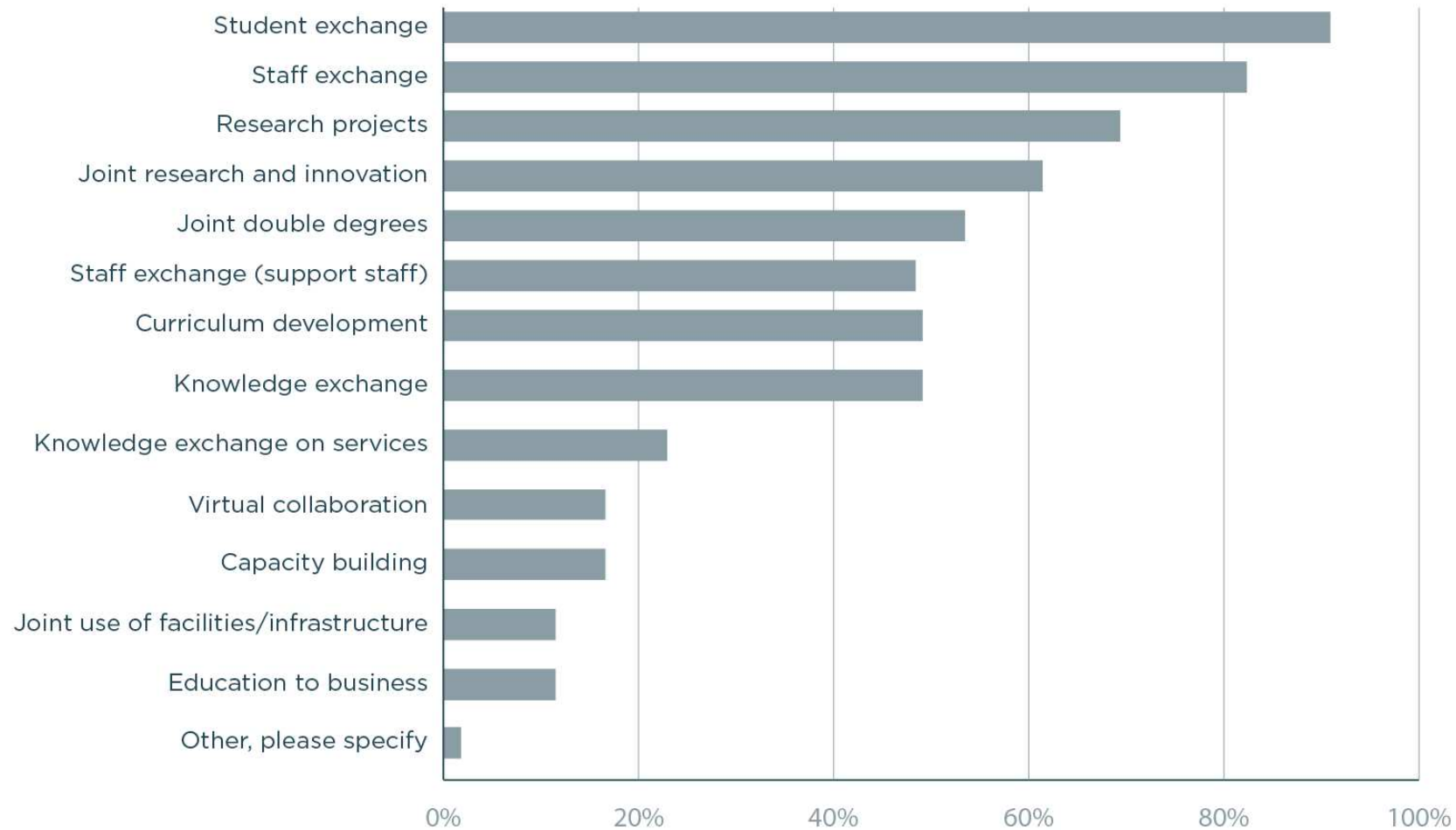
Part 4

INT'L STRATEGIC PARTNERSHIPS

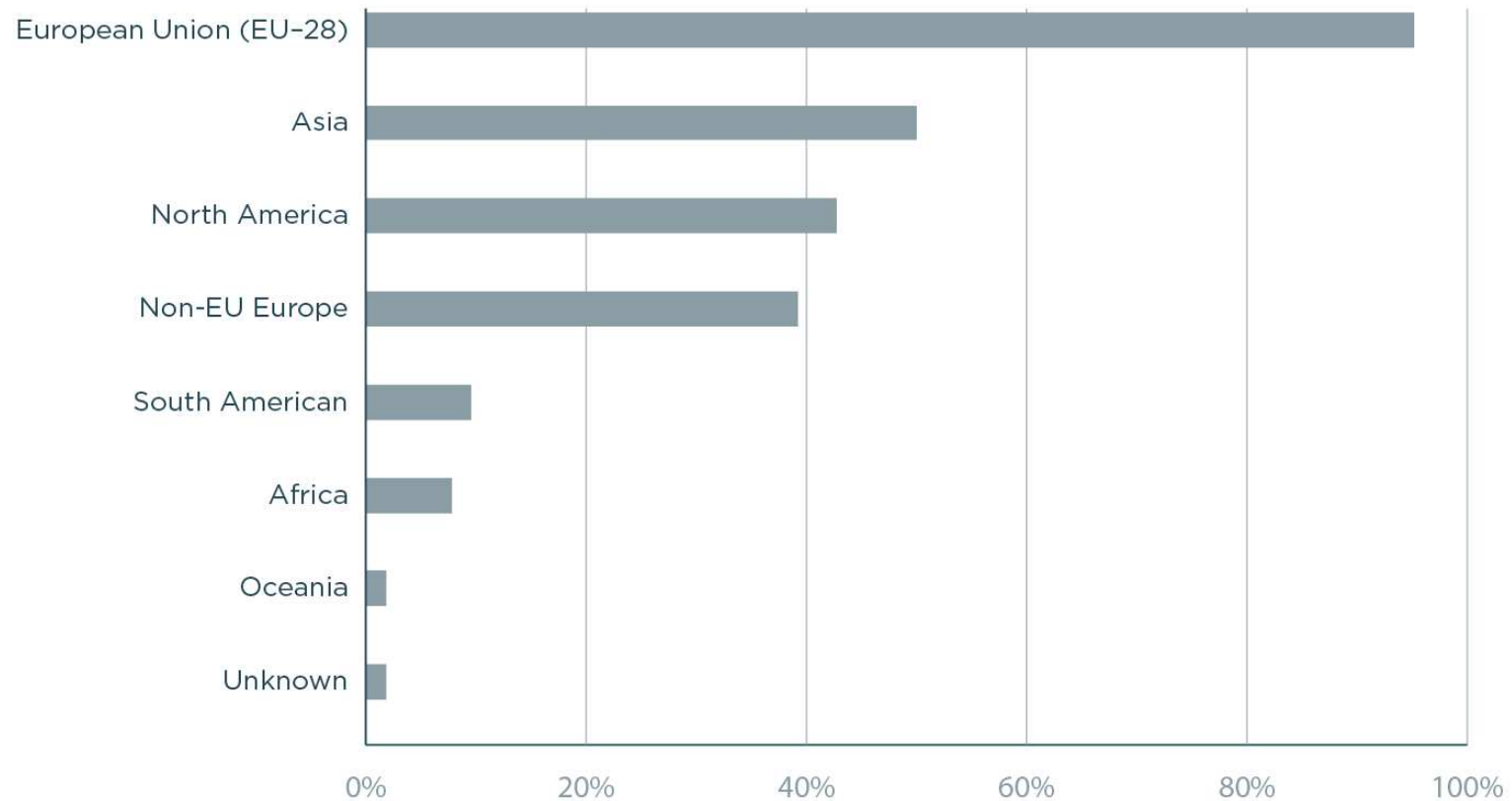
ACTIVE INT'L PARTNERSHIPS



CONTENT OF INT'L PARTNERSHIPS



MOST IMPORTANT PARTNERSHIP REGIONS



Part 5

KNOWLEDGE AND SKILLS

TOP CHALLENGE IN DAILY WORK



TOP KNOWLEDGE

IMPROVEMENT
NEEDED

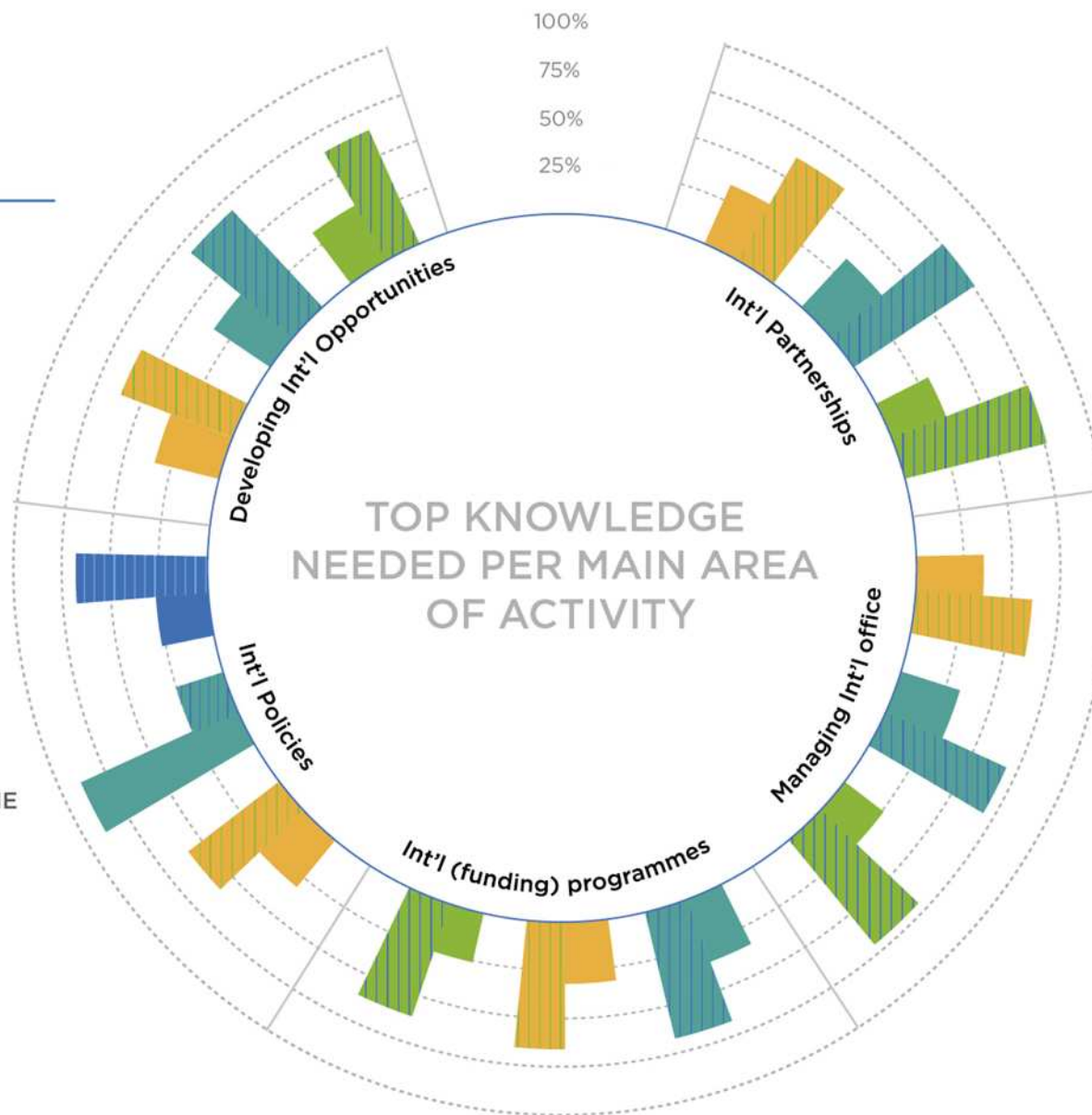
VERY
IMPORTANT

EXTERNAL FUNDING
PROGRAMMES

DEVELOPING AN
INT'L STRATEGY

INT'L TRENDS

EVALUATING INT'L
POLICIES/PROGRAMME



TOP SKILLS

IMPROVEMENT
NEEDED

VERY
IMPORTANT

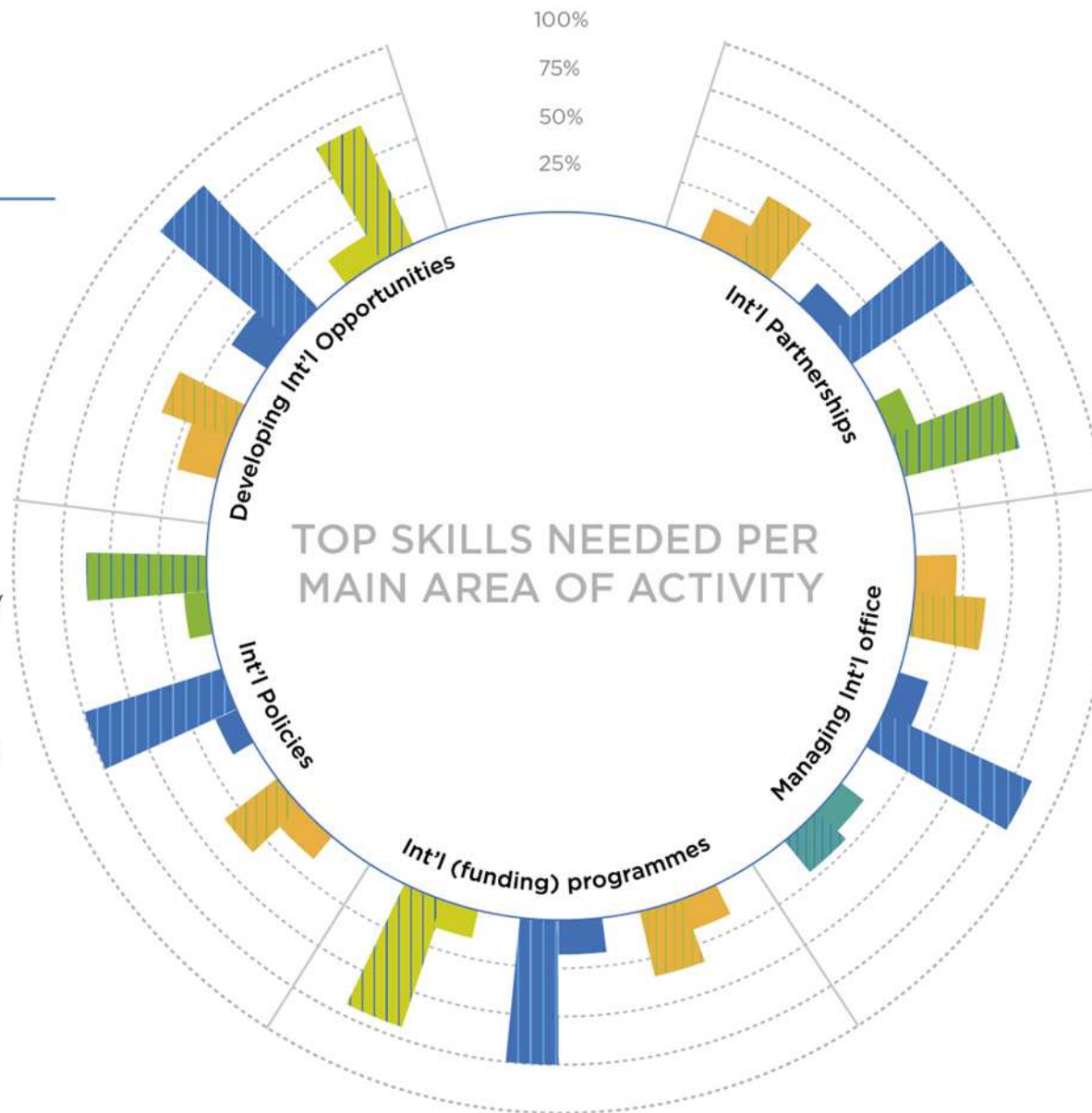
MARKETING
SKILLS

STAFF MANAGEMENT/
LEADER

PROJECT OR
PROGRAMME
MANAGEMENT SKILLS

DEVELOPING INT'L
PARTNERSHIPS

FOREIGN LANGUAGE
SKILLS



Part 6

CONCLUSIONS

Conclusions: trends

- The main reasons to internationalise are quality of education, preparing students for global world and attracting int'l students
- Leading HEI's show highest occurrence of separate strategy while integrated strategy is most common in average HEI's
- HEI's with separate strategy show most increase in int'l activities
- Institutional and national monitoring widespread

Conclusions: strategic partnerships

- For European HEI's Europe most popular region to partner with followed by Asia & North America
- Student and staff exchange followed by research projects most commonly covered by int'l strategic partnerships
- Almost half the respondents consider most of their int'l strategic partnerships to be active

Conclusions: knowledge & skills

- Top challenges across Europe: Improving int'l strategic partnerships, increasing outgoing student mobility & implementing int'l strategy
- Practitioners show bigger knowledge than skill needs
- Knowledge & skill needs vary by country and area of activity

Part 6

WHAT LIES AHEAD?

Next steps

- Full report launched in early April 2015
- Webinar on main findings in spring 2015



#EAIEBarometer