Internationalisation in European higher education: European policies, institutional strategies and EUA support

EUA
European University Association

Internationalisation in European higher education: European policies, institutional strategies and EUA support

Contents

I. Introduction

As internationalisation is of growing importance for universities, EUA has been actively contributing to the development of European internationalisation at both institutional and policy levels. In the context of its Annual Conference in Ghent (11-12 April 2013), which is dedicated to the issue, the following membership consultation was conducted in the period from 14 January to 26 February 2013.

The consultation asked:

- what the university would expect from the EU higher education internationalisation strategy that is to be launched in June 2013.

- whether and to what extent members participate in EUA's international activities, and what they would expect it to offer in the future.

In order to be able to validate the results, a few questions have also been asked regarding the state of internationalisation at EUA member institutions. In addition, a question on MOOCs (massive open online courses) has been included, as they are currently attracting a lot of attention and stimulating debate about internationalisation and course delivery in general.

The results of the consultation, which are presented in this report, will feed into the Ghent conference, in particular with regards to discussion on the European Commission's internationalisation strategy. It will also inform EUA's international work.[1]

Who participated?

- The online membership survey, from which the results are derived, has been sent to all of **EUA's full individual members**, i.e. 745 rectors' offices and 620 international offices at higher education institutions in the 47 countries of the European Higher Education Area.

- A total of **180 complete responses from 175 individual higher education institutions in 38 countries were received** (Figure 1), which corresponds to a quarter of EUA's individual full members. This includes institutions from **all European Union member states, with the exception of Cyprus, Luxembourg and Malta**.

- Within the institutions, 54% of the respondents were from **International Offices** and 40% from the **institutional leadership** (Figure 2).

- Usually there was **one respondent per institution**. However, from five institutions multiple responses (2-3) from different institutional representatives were received, and have been included.

- 89% of the respondents were from universities, 7% from **technical universities** and 4% from **specialised or other institutions** (Figure 3). A small number of universities of applied sciences/ university colleges have participated, however as no specific category has been offered, they identified themselves either as "other" or as "universities".

---

[1] It should be noted that "international" in the context of this consultation, while it includes intra-European cooperation and exchange, refers in first instance to global cooperation beyond European borders.

• Respondents were from 24 EU member states (132 respondents) and 14 non-EU member states (37 respondents) (Figure 1). For six responses, the country of origin could not be identified.

Figure 1: Number of responses received by country.

Figure 2: Responses reveived by position of the person filling out the survey.

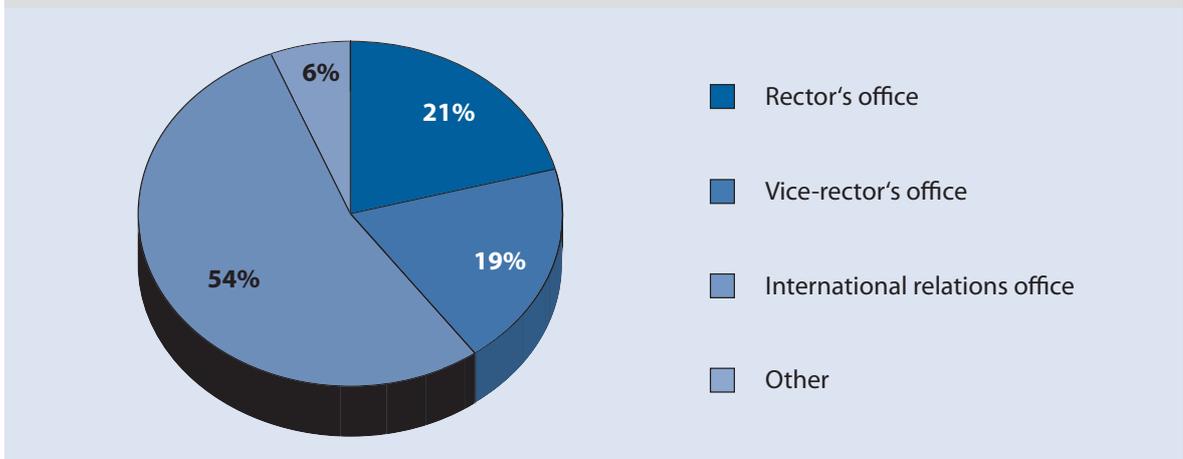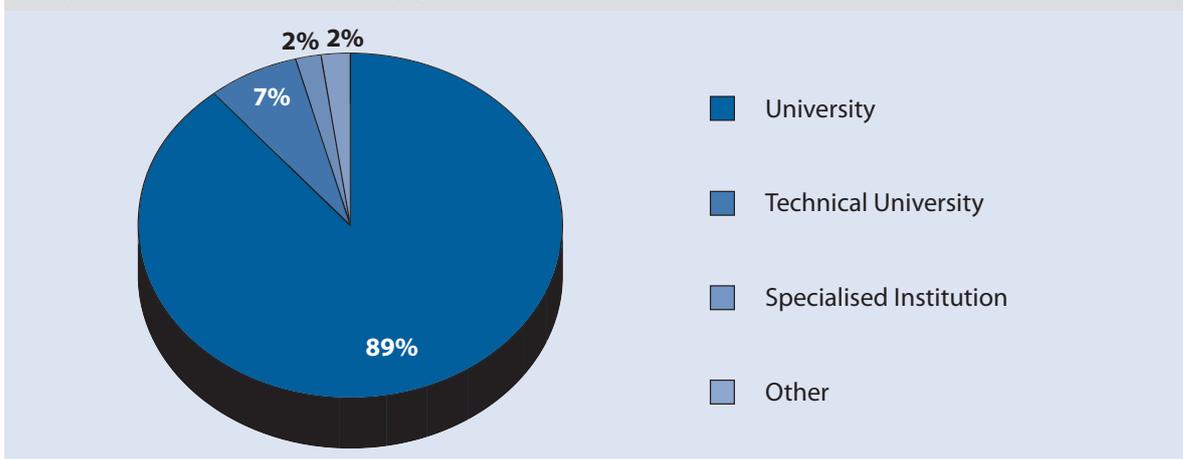- Rector's office — 21%
- Vice-rector's office — 19%
- International relations office — 54%
- Other — 6%

Figure 3: Responses received by type of institution.

- University — 89%
- Technical University — 7%
- Specialised Institution — 2%
- Other — 2%

II. Main Findings

The following main findings can be concluded from this survey:

- About one-third of the responding institutions indicate that they have an international student population above 10% of total students enrolled.

- 99% of institutions that replied to the survey either have an internationalisation strategy in place (56%), intend to develop one (13%), or have considered internationalisation in other strategies (30%).

- All but one institution state that their strategy has had a positive impact on their institution's internationalisation, particularly with regards to development of partnerships, outgoing student mobility, teaching in English, attraction of international students and development of staff mobility opportunities.

- 91% of respondents felt that there would be an added value to an EU strategy for internationalisation, particularly in promoting internationalisation to university leadership, national bodies and to the wider university community.

- Regarding the expected impact that the EU strategy would have at the institutional level, most frequently mentioned were funding opportunities for exchange and collaboration, support to the institution's internationalisation strategy development and enhancement of specific EU support measures for internationalisation (tools, programmes etc.).

- With very few exceptions, most institutions from non-EU countries felt that the EU strategy would have a positive impact on their institutions and countries. Overall, there was no significant difference in the answering patterns of respondents from EU and non-EU countries.

- When asked how to enhance the national level contribution to internationalisation, respondents identified three factors: increased funding, development of a national strategy for internationalisation, and relaxing the rigorous and bureaucratic procedures and regulations in place, e.g. for visa.

- The "open answers" from the respondents clearly indicate two aspects that can be improved at institutional level to stimulate and support internationalisation: language skills of students and staff, and increased funding.

- Only 58% of respondents had heard of MOOCs, though 88% would be interested to learn more about this topic.

- EUA's support to members' internationalisation was generally assessed positively. The majority of respondents believed this support should continue mainly through publications and workshops where good practice is shared and through shaping policy development at EU level. There was also a notable interest in receiving support for internationalisation strategy development, which is very interesting, given the fact that the majority of institutions state that they already have a strategy in place.
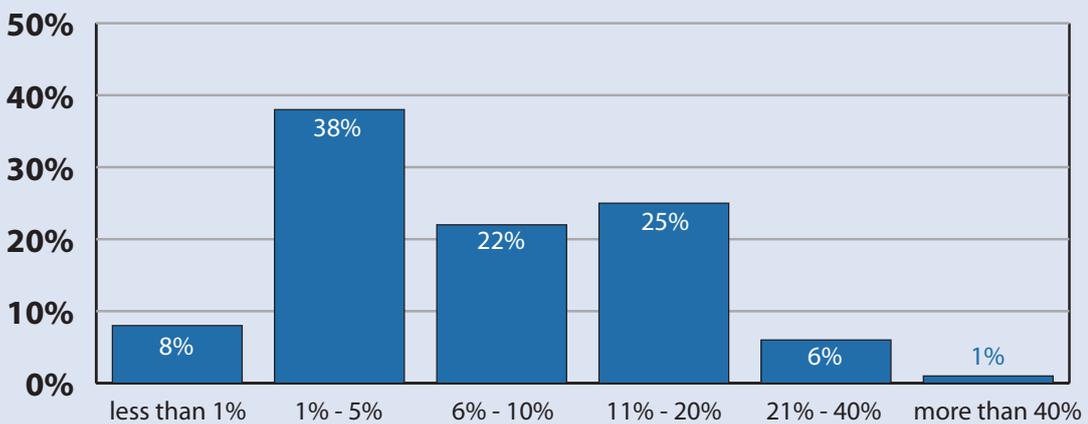
III. Internationalisation of institutions

Key points: These questions provided some background information on how international the universities that participated in the survey are. This information is important for assessing their responses to the following questions of the survey.

1. International students

What is the percentage of international students at your institution (both degree-seeking and credit-seeking students at Bachelor, Master and Doctorate level)?

Figure 4: Percentage of international students of total enrolled students at the institution.

About one-third of the respondents indicate that their institutions have an international student population (degree- and credit-seeking students at Bachelor, Master, and Doctorate level) above 10% of total students enrolled, and two-thirds below 10%.[2] Even though results suggest some geographical patterns with larger international student populations in northern and western, and smaller populations in eastern and southern Europe, the predominant characteristic seems to be large differences between institutions within the same countries.

[2] Respondents were asked to indicate percentage of total student population.

2. Institutional internationalisation strategies and their impact

Does your institution have an internationalisation strategy?

Figure 5: Existence of internationalisation strategy at institutions.

The existence of an internationalisation strategy represents another indicator for progression in institutional internationalisation. The vast majority of respondents indicated that their institutions either have a dedicated strategy in place (56%), or consider internationalisation in other strategies (30%) (Figure 5). Another 13% stated that they are developing a strategy. Only two institutions (1%) do not have an internationalisation strategy in place nor are they in the process of developing one.

How has this strategy affected your institution?

Figure 6: Impact of the internationalisation strategy at the respondent institutions.

The survey respondents were also asked how the strategy has affected their institution (Figure 6). As Figure 6 shows, the results clearly demonstrate the general perception that strategies have a significant impact, particularly on developing new partnerships with new regions and countries (73%), sending more students abroad (72%), growing the international student population (68%), offering international opportunities to staff (67%), offering more courses in English (67%) and developing double and joint degrees (61%).

Interestingly, the only choices that rank somewhat lower are rankings and the recruitment of international staff and researchers.[3] One assumption could be that international staff recruitment is not yet sufficiently prioritised in strategies, and that no clear policies have been developed to improve it.

Only one institution states that there has been no impact. It has to be taken into account that answers come from institutional leadership and staff of international offices, who are usually the initiators and supporters of the internationalisation strategy, and therefore could be positively biased. Nonetheless, the figures are rather telling. Four respondents indicated in the comment box that their strategies were relatively recent, and thus it was premature to already evaluate results.

3. Institutional priorities for internationalisation

What is your institution's top priority for internationalisation? (1ˢᵗ choice)

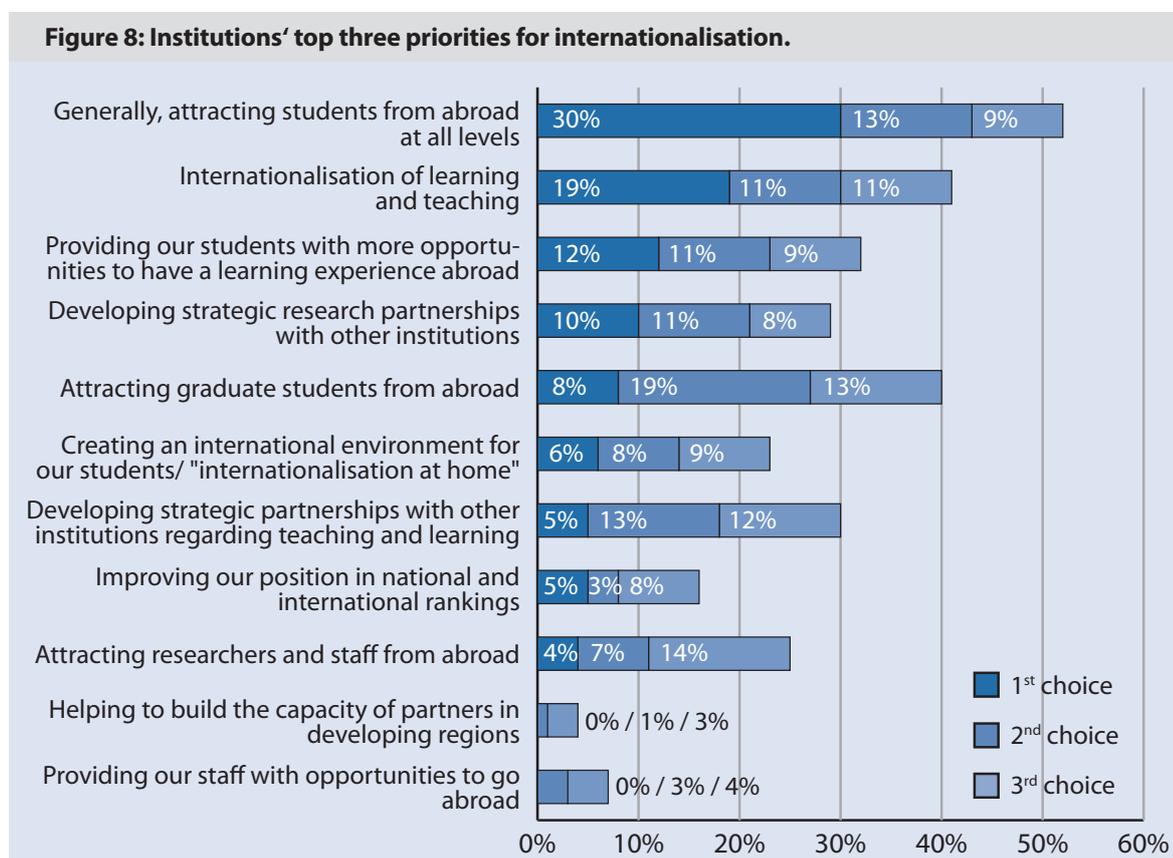Figure 7: Institutions' number one priority for internationalisation.

In order to have a better picture of institutional priorities for internationalisation, respondents were asked to rank the answer options between 1 (top priority) and 12 (less a priority). Interestingly, around 70% of respondents choose as their first priority either "attracting students from abroad" (30%), "internationalisation of learning and teaching" (19%), "providing our students with more opportunities to have a learning

---

[3] This attitude towards staff mobility has also been confirmed in a 2012 EUA study *Mobility: Closing the Gap between Policy and Practice*, which was the result of the MAUNIMO project, co-funded by the EC's Lifelong Learning Programme. http://www.eua.be/Libraries/Publications_homepage_list/EUA_Maunimo.sflb.ashx. Resource constraints (lack of funding incentives, difficulties with replacement of staff) and national regulations (including social security and pensions) were among the factors that were mentioned as consistently hampering staff mobility.

experience abroad" (12%) or "strategic research partnerships" (10%) (Figure7). It is notable that no institution chose staff mobility and capacity-building of partners in developing regions as the top priority, and only a few regard rankings (5%) and attraction of international researchers (4%) as the most important issue. However, these options do seem to gain some importance when one considers what institutions indicated as their top three priorities (Figure 8).

What are your institution's top priority for internationalisation? Top three choices

Figure 8: Institutions' top three priorities for internationalisation.

When the responses on the top three choices of the respondents are combined (Figure 8), the order of priorities does not change very much compared to Figure 7: "Attracting students from abroad at all levels" (52%), "Internationalisation of learning and teaching" (41%) and "Providing our students with more opportunities to have a learning experience abroad" (32%) are still among the four most frequently chosen answers. However, "Attracting graduate students from abroad" (40%) comes in third place – which suggests that while most institutions have a general interest in attracting students at all levels, there is a clear strategic focus on graduate students. While mobility of staff, for example, is none of the institutions' top priority, a number of institutions selected it as third priority, or subsequently as a fourth or fifth priority (not displayed in Figure 8).

Overall, the answers provided demonstrate that institutional internationalisation is diverse and multi-layered, with potentially competing and contradicting rationales. It may mean different things to different institutions in different contexts. This may to some extent explain the high importance that respondents allocate to strategy development.

Slightly astonishing is the fact that development cooperation is low in priority, also in view of policy and funding support provided by the EU and EU member states. It also stands in slight contradiction to the strong response of universities to EUA projects and events relating to the issue.[4] However, it has also been observed in one of the projects, that development cooperation is often not fully integrated
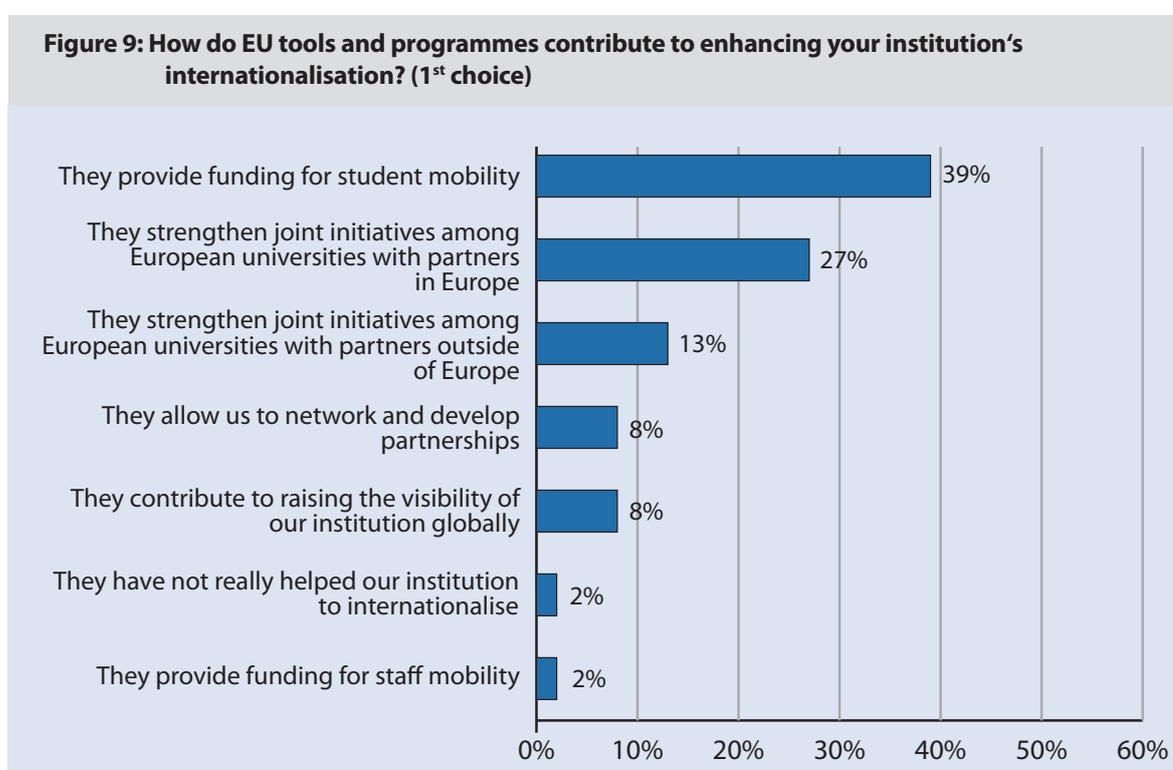
---

[4] For a list of projects, please refer to p. 22.

into the institutional international strategy, but driven by departments and individuals, which resulted in the recommendation to "integrate development cooperation into the institutional internationalisation strategy".[5]

4. General impact of EU measures on institutional internationalisation strategy

Respondents were also asked to rank which of the available EU tools and programmes contribute most to enhancing their institution's internationalisation. The most frequent "first choices" were providing funding for student mobility (39%), followed by joint initiatives among universities with partners in and outside Europe (27% and 13%, respectively) (Figure 9).

How do EU tools and programmes contribute to enhancing your institution's internationalisation? (1st choice)

Figure 9: How do EU tools and programmes contribute to enhancing your institution's internationalisation? (1st choice)
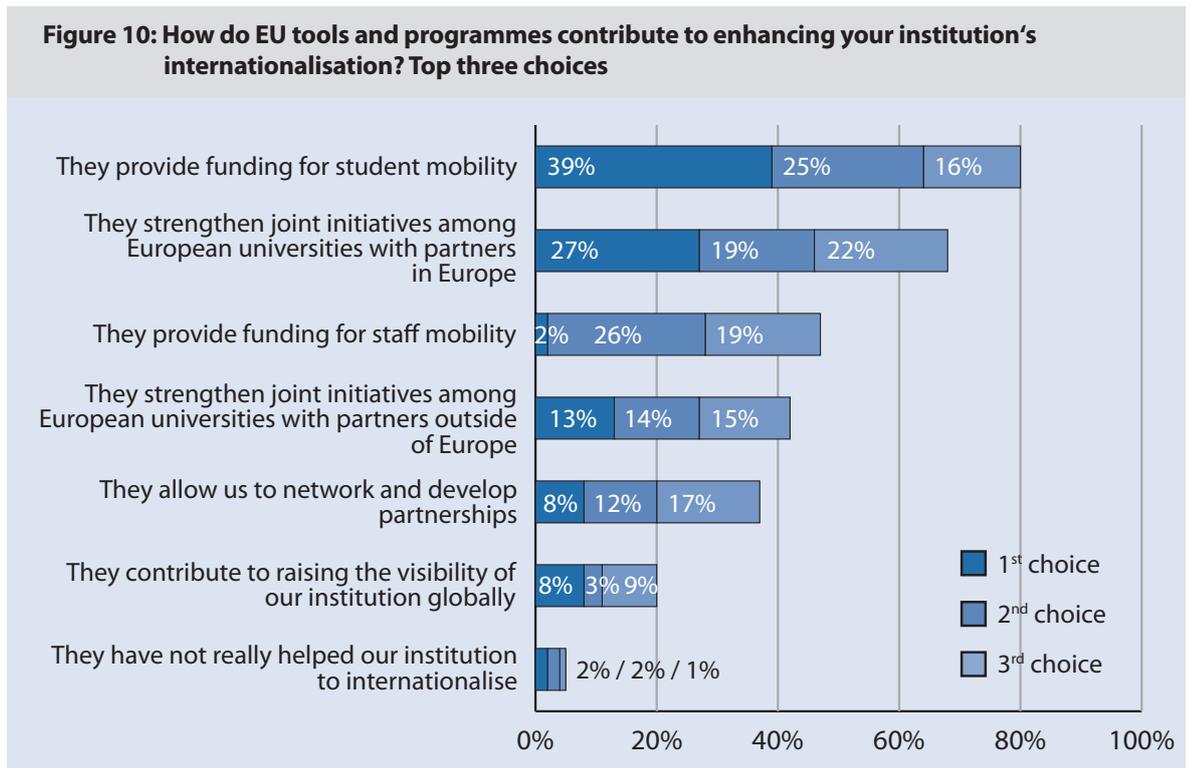
However, the result is quite different when the frequency of the first three choices is considered (Figure 10): Funding for staff mobility (42%), which only 2% of respondents had as a first choice, comes third place (47%) after the student mobility funding (80%) and joint initiatives among universities with partners in Europe (68%). Overall, responses confirm the high importance of EU funding for institutional internationalisation (very much in line with the results of the question on institutional priorities – Figure 8). Only 5% of respondents state that EU tools and programmes have not helped their institutions. This corresponds to the results of a 2012 EUA study,[6] in which respondents from 34 countries stated that their internationalisation would rely almost solely on the EU mobility programmes and funds, due to lack of institutional and national resources.

---

[5] White Paper: *Africa-Europe Higher Education Cooperation for Development: meeting regional and global challenges, Outcomes and recommendations of the project:* "Access to Success: Fostering Trust and Exchange between Europe and Africa" (2008-2010) http://www.eua.be/Libraries/Publications_homepage_list/Africa-Europe_Higher_Education_Cooperation_White_Paper_EN_FR.sflb.ashx
[6] *Mobility: Closing the Gap between Policy and Practice.* Result of the MAUNIMO project, co-funded by the EC's Lifelong Learning Programme. http://www.eua.be/Libraries/Publications_homepage_list/EUA_Maunimo.sflb.ashx

How do EU tools and programmes contribute to enhancing your institution's internationalisation? (Top three choices)

Figure 10: How do EU tools and programmes contribute to enhancing your institution's internationalisation? Top three choices

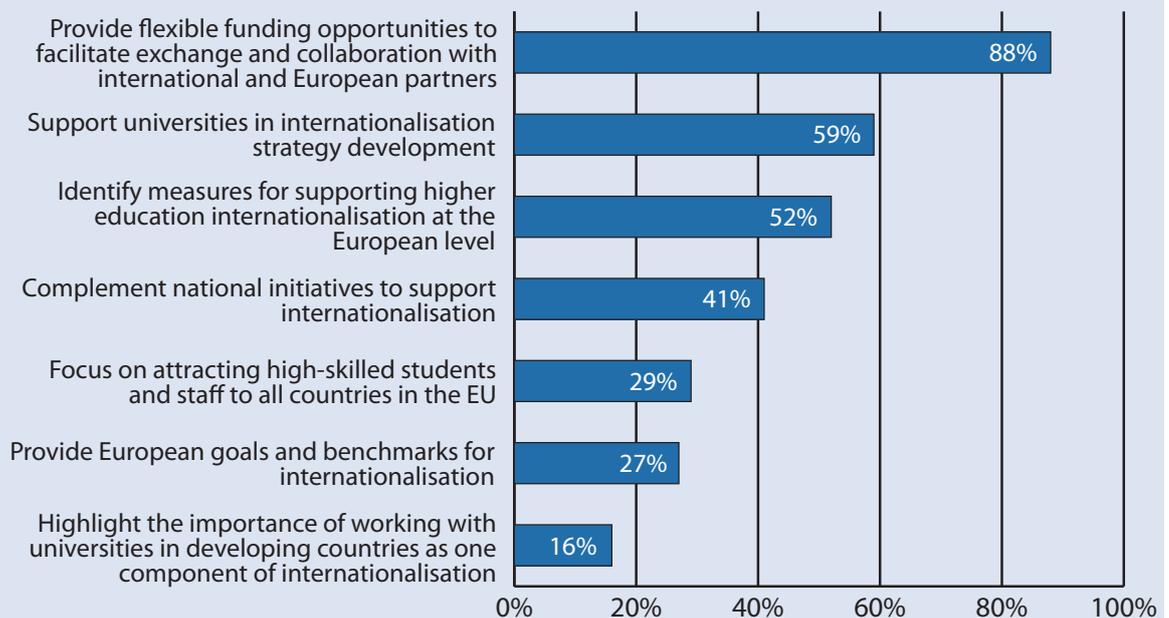|	1st choice	2nd choice	3rd choice
They provide funding for student mobility	39%	25%	16%
They strengthen joint initiatives among European universities with partners in Europe	27%	19%	22%
They provide funding for staff mobility	2%	26%	19%
They strengthen joint initiatives among European universities with partners outside of Europe	13%	14%	15%
They allow us to network and develop partnerships	8%	12%	17%
They contribute to raising the visibility of our institution globally	8%	3%	9%
They have not really helped our institution to internationalise	2%	2%	1%

IV. A European Strategy for higher education internationalisation

Key points: What would be the added value of an EU internationalisation strategy? How might an EU strategy reinforce national level strategies and developments in internationalisation?

5. EU internationalisation strategy and its added value for institutions

What would you expect the EU internationalisation strategy to do concretetely?
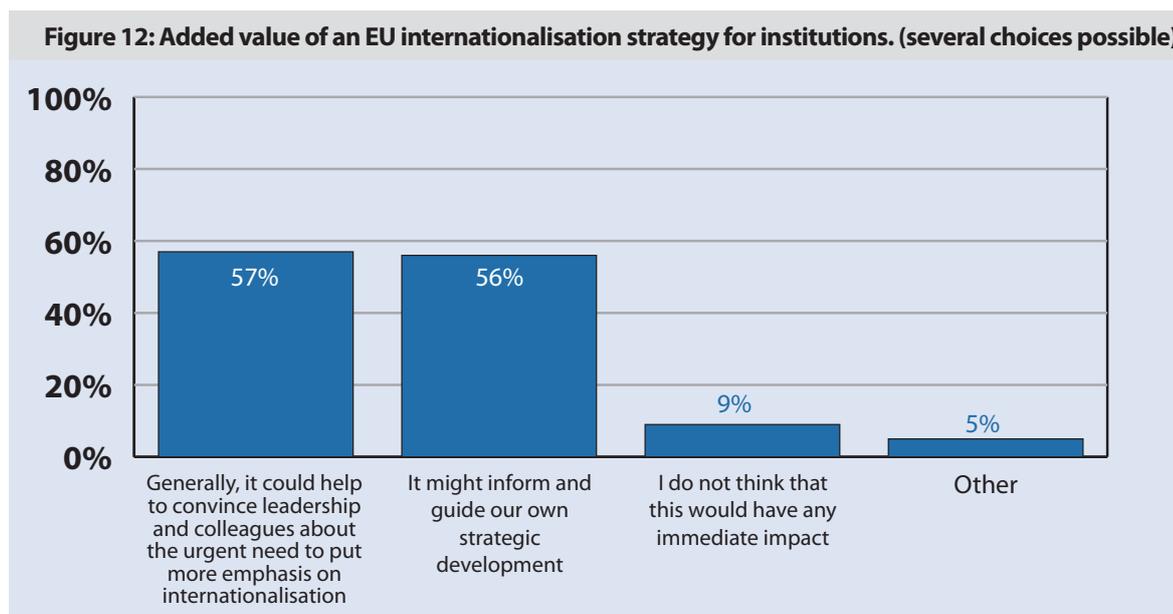
Figure 11: Expectations for an EU internationalisation strategy. (several choices possible)

Respondents were asked what the expected impact of an EU internationalisation strategy would be (Figure 11). Not surprisingly, provision of "flexible funding opportunities to facilitate exchange and collaboration with international and European partners" is the top choice (88%). The second most frequently chosen answer suggests that an EU strategy should support institutions in developing and implementing their internationalisation strategies (59%). This is particularly interesting as previous responses clearly indicate that most institutions already have a strategy (Figure 5); hence, there seems to be a strong need for further developing existing and forthcoming strategies. Enhancement of EU level measures and actions advancing internationalisation was the next frequently chosen response, followed by the expectation that it would complement national initiatives.

One can only speculate about the reasons why the last three options received less interest: it may be because they address specific aspects of internationalisation that do not meet the general interest of all institutions (for example, working with developing countries), or due to the fact that institutions may not require European support in these particular areas (as they have sufficient national support for example), or that they do not see the added value of a European dimension regarding the issue. The little attention given to "attract highly-skilled student and staff to all EU countries" could indicate that respondents do not imagine how the strategy could contribute to this, or that they do not welcome the idea of more competition for talent among European countries.

What do you think would be the added value of an EU internationalisation strategy for your institution?

Figure 12: Added value of an EU internationalisation strategy for institutions. (several choices possible)

91% of respondents have positive expectations regarding an EU internationalisation strategy, and only 9% doubt that it would bring any benefit (Figure 12). Interestingly, there is no significant difference between answering patterns of institutions within and outside the EU: the majority of institutions from non-EU countries have also stated that they would find an added value in an EU strategy, which suggests that the impact could reach beyond EU member states.

Most respondents agreed that the EU internationalisation strategy could have a positive impact on their institution's strategic development and/or contribute to general awareness building among their leadership and the academic community.[7] The importance of strategic development and general awareness building among leadership and the academic community is further exemplified by the answers listed in the comment box, which address the need to further enhance European instruments for internationalisation (joint degrees, knowledge alliances):

- Support strategic alliances in Europe.

- It will help generate more partnerships.

- It might support and complement our strategic development.

- Concrete measures associated with the strategy might convince leadership and colleagues to implement a comprehensive internationalisation concept.

---

[7] As multiple responses were possible (Figure 12), the answers do not add up to 100%.

• It would guide maturation of policy and national support practices.

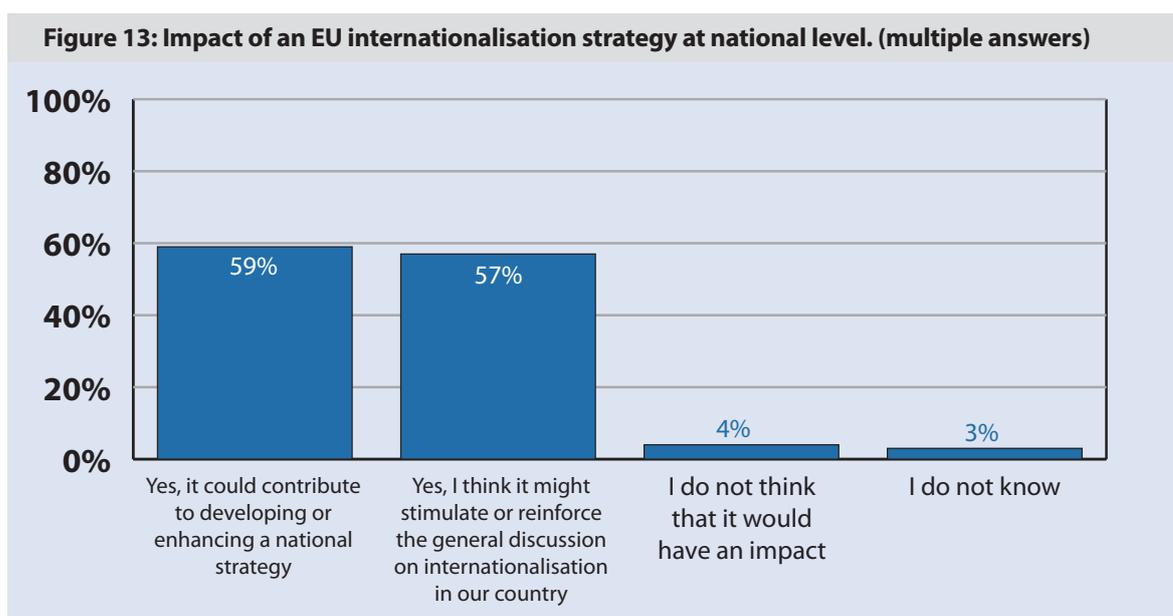• It will help to build joint programmes with partners.

6. "What can be improved at institutional level to stimulate and support internationalisation?"

Respondents were also asked to provide suggestions on how internationalisation could be enhanced at the institutional level. The most frequently mentioned areas for improvement were:

• **language skills of students and staff:** some respondents mentioned that more courses should be offered in English or in other foreign languages and that teaching staff and students should be given an opportunity to improve their language skills, which was also seen in the context of internationalising curriculum and classroom.

• **increased funding:** respondents suggested more funds to support student and staff mobility and international projects.

• **more comprehensive, strategic approaches to internationalisation:** respondents also noted the need for a more comprehensive and systematic approach to internationalisation that considers the "bigger picture"; they want internationalisation to be reflected in strategic goals and to be considered in staff recruitment and development, resource allocation, support services etc.

• also mentioned were internationalisation at home, the need for staff exchange opportunities, structured cooperation (e.g. joint degrees), and the need for more flexible curricula, to name a few.

7. EU internationalisation strategy and its potential impact at national level

Do you think that an EU internationalisation strategy might have an impact at national level?

Figure 13: Impact of an EU internationalisation strategy at national level. (multiple answers)

The majority of respondents think that an EU internationalisation strategy could have a positive impact by contributing to the development of national strategies (59%) and by stimulating the general discussion on

internationalisation (56%) in their countries. Only 7% are either negative or uncertain regarding the impact of the EU strategy at the national level. As for other questions, the answering pattern of institutions outside the EU is very much the same as those within the EU.

8. "Do you think that an EU internationalisation strategy might have an impact at national level?"

Respondents were asked to provide suggestions on how **internationalisation could be improved at national level.**

- Most of the respondents refer first and foremost to **funding**, and sometimes specify the purpose (improvement of incoming and outgoing mobility of students and staff, international projects, services and structures to support internationalisation).

- The second most frequently mentioned issue is the need to develop an **efficient, coordinated internationalisation strategy at national level,** which is expected to inspire institutional level strategies and internationalisation processes, and also to enhance international visibility and attraction of international students and staff.

- Many institutions commented that bureaucratic and rigid regulations for **visas** and **immigration** were harmful for their international activities.

- Supporting the improvement of **language competencies**, the **improvement of regulations governing joint and double degrees** or **quality of mobility** were also frequently suggested.

V. EUA support to institutional internationalisation

Key points: How useful are EUA's internationalisation activities to its members? What should EUA do in the future?

9. Institutional views on EUA support for internationalisation

How has EUA supported the internationalisation of your university?

Figure 14: Institutions' perceptions on EUA support for the internationalisation of their university.

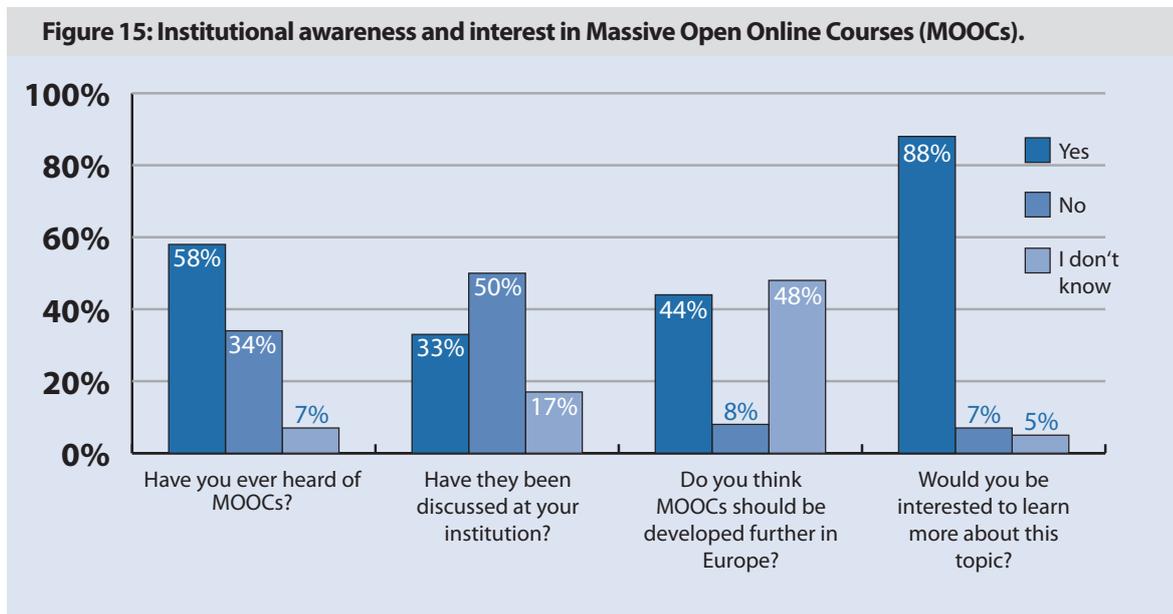|	
Through publications that provide good practice and approaches for internationalisation	69%
Through policy (governments and lobbying for EU support for internationalisation)	51%
Through workshops and trainings with other European universities	43%
Through workshops and trainings with universities in other world regions	13%
It has not, to my knowledge	10%
I don´t know	4%
Other	6%

Responses clearly confirm the appreciation of the work that EUA has done in internationalisation: only 14% of respondents state that there has been no benefit, or that they may not be aware of them (Figure 15). As publications are avaible on the EUA website free of charge for all members and the wider public, they naturally benefit a larger group of members than workshops, which are for a limited number of participants. While the number of institutions that participated in workshops and trainings with universities in other world regions appears to be relatively low (13%), it has to be recalled that so far only a relatively small number of such workshops have been organised (compared to a relatively large number of European workshops and events).

In an "open answer" question institutions also indicated that they had particpated in some of EUA's recent projects such as MAUNIMO (Mapping mobility), the EUA Council for Doctoral Education (EUA-CDE) and the Doc Careers project, Access to Success: Fostering Trust and Exchange between Europe and Africa, SIRUS (Lifelong learning strategies), TRACKIT (student and graduate tracking), Quality Culture and the Institutional Evaluation Programme.

1. Massive Open Online Courses (MOOCs) have recently been an issue of debate in higher education and are currently discussed by EUA leadership:

Massive Open Online Courses (MOOCs)

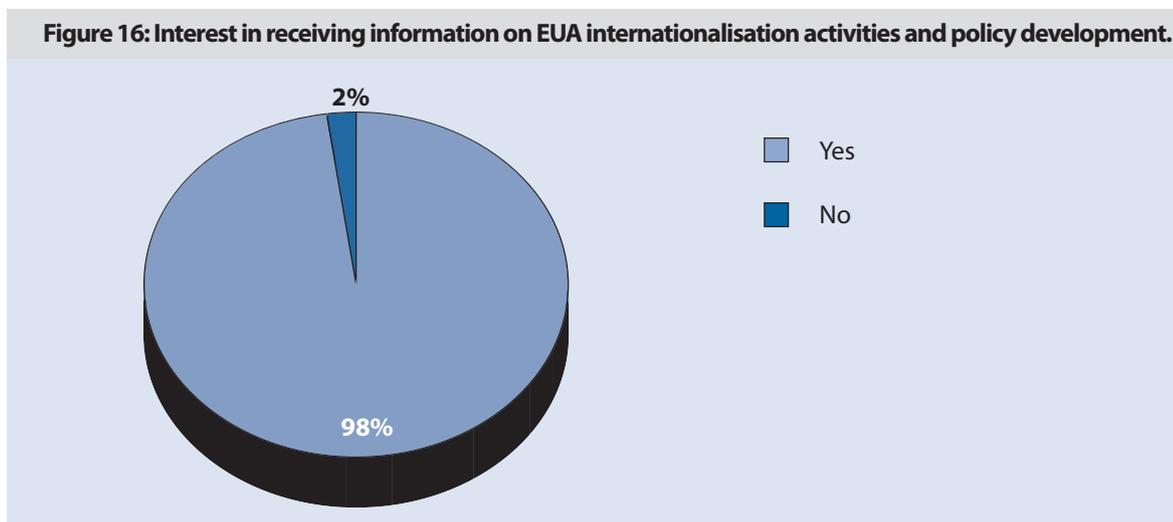**Figure 15: Institutional awareness and interest in Massive Open Online Courses (MOOCs).**

Initially a mostly North American phenomenon, MOOCs have recently caused much anticipation and speculation in the European higher education community. They have recently been discussed at the EUA Council and a Task Force has been established to further explore the issue.

Consequently, respondents were also asked about their awareness and interest in MOOCs (Figure 15). While many institutions have heard about MOOCs (58%), there is a need for reliable information (88%). This is further confirmed by the fact that almost half of respondents do not have a clear view on whether MOOCs should be developed further in Europe.
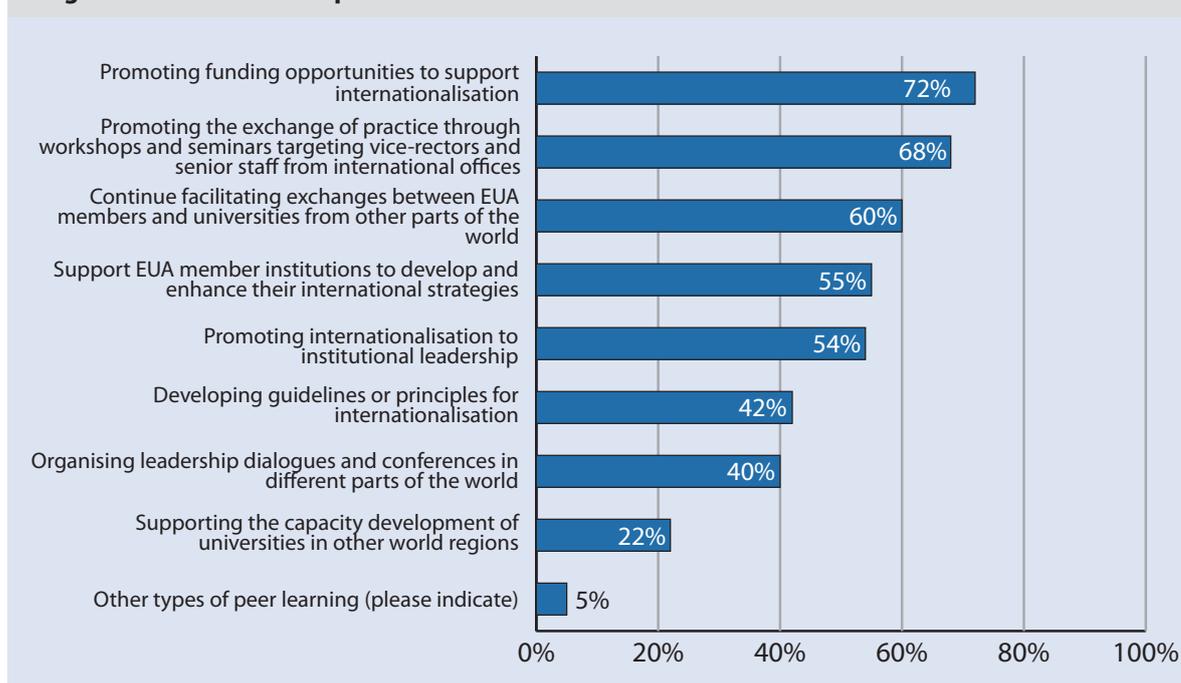
2. Demand for EUA measures for the future

Would you like to be contacted in the future regarding EUA internationalisation activities and policy development?

Figure 16: Interest in receiving information on EUA internationalisation activities and policy development.

What would you like to see EUA do in the future on this topic?

Figure 17: Institutions' expectations for EUA's future work in relation to internationalisation.

Category	Percentage
Promoting funding opportunities to support internationalisation	72%
Promoting the exchange of practice through workshops and seminars targeting vice-rectors and senior staff from international offices	68%
Continue facilitating exchanges between EUA members and universities from other parts of the world	60%
Support EUA member institutions to develop and enhance their international strategies	55%
Promoting internationalisation to institutional leadership	54%
Developing guidelines or principles for internationalisation	42%
Organising leadership dialogues and conferences in different parts of the world	40%
Supporting the capacity development of universities in other world regions	22%
Other types of peer learning (please indicate)	5%

When asked for their concrete suggestions for EUA's future work, not surprisingly, **promotion of funding opportunities** is on the top of the list, followed by **good practice exchange at workshops,** and **contribution to strategy development** (Figure 17). Again, given that a relatively low proportion of members have partipated in EUA projects and events that target other parts of the world, the indication that these kinds of events are important and should be continued is very useful (Figure 17). In addition, **98% responded that they would like to be kept informed on EUA's future activities on internationalisation** (Figure 16).

VI. Annex: EUA's international activities

EUA activities are inherently almost always international in nature, as they either involve universities from several European countries or provide a comparative international framework in which to consider national developments. In 2006, however, EUA launched a specific International Agenda in response to the rapidly growing international interest in the European Higher Education Area, and the development of (extra-European) internationalisation as a specific element of European higher education internationalisation. This strategy emphasises the importance of global dialogue, as well as the development of cooperation projects involving university associations and their university members from around the globe. At policy level in the context of the International Agenda, EUA has been active in the debate on European internationalisation, contributing to the "Global Dimension" of the Bologna Process, to the development of EU policies and funding programmes and to the EU's interregional partnerships.

The major internationalisation and global dialogue projects that EUA has undertaken in recent years are listed below.

Current Projects

Building Capacity of University Associations in fostering Latin-American regional integration (ALFA PUENTES) (2010-2013)

This project aims at strengthening the role of Latin American national and regional university associations as drivers of the HE system and institutional development at national level, and across borders. Designed to reinforce the Latin American Higher Education Area and the EU-LAC Common HE and Knowledge Area, the project targets three sub-regions and their specific priorities: a regional QA approach in the Andean Community, a regional Central American qualification framework for higher education and the enhancement of structured mobility exchanges in Mercosur. Each sub-regional project entails research, workshops, and focus groups, which European partners support by sharing experience regarding European higher education reform. The entire project is underpinned by the TRESAL, a pan-Latin American higher education survey, similar to the EUA TRENDS study, and two bi-regional university association conferences, which also provide networking opportunities for universities of both regions.

Partners: The project consortium consists of more than 23 university associations from Latin America and Europe (collective EUA members HRK, CRUE, CRUP, CPU and CRASP are project partners).

www.alfapuentes.org

Note the date: Second bi-regional University Association Conference, 2-4 December 2013, Cartagena de Indias, Colombia.

FRINDOC: Framework for the Internationalisation of Doctoral Education (2012-2014)

FRINDOC aims at facilitating the internationalisation of doctoral education in universities. It will consist of an online tool and a statement, which will present the elements of international doctoral education, allow university leaders to assess these elements in their own institutions and propose suitable instruments to build international research environments for doctoral education.

The project partners will seek to achieve the stated objectives by designing a template online tool and launching an open call for universities to participate in a pilot group and contribute to the finalisation of the tool template. Seminars will be organised for the pilot group to explain the process and critically evaluate the proposed tool. Based on this consultation process, the tool will be refined and a statement of good practice will accompany the launch of the final version. The project is co-funded by Erasmus Mundus.

Partners: EUA, the University of Hong Kong (HKU), Stellenbosch University (SU), Imperial College London (ICL), the University of Bergen (UiB) and the University of Camerino (UNICAM).

http://www.eua.be/ FRINDOC.aspx

Transatlantic Dialogue (bi-annual)

EUA maintains a strong relationship with both the American Council on Education (ACE) and the Association of Universities and Colleges of Canada (AUCC). Every two years, the three associations gather a diverse group of higher education institutional leaders from the three regions for a Transatlantic Dialogue. The most recent event took place in July 2012 in Salzburg, Austria, and focused on internationalisation.

The Mobility Mapping Tool (ongoing)

EUA is currently road-testing a Mobility Mapping Tool (MMT), which supports universities in developing strategic approaches towards mobility. Designed as an institutional self-audit, the tool provides a multilayered modularised questionnaire, through which an institution can engage staff and students to map and assess its existing mobility offer. The results can feed into the development or enhancement of a strategy that would take into consideration the specific needs and opportunities of the institution. The MMT will be made available to members in the course of 2013 via an open call for participation.

The initiative is based on the outcomes of the project Mapping University Mobility of Students and Staff (MAUNIMO, 2010-2012, funded by the EC's Lifelong Learning Programme), which has been implemented by EUA in collaboration with the University of Swansea, the University of Oslo, the University of Marburg and the University of Trento.

www.maunimo.eu

Past Projects

Access to Success: Fostering Trust and Exchange between Europe and Africa (2008-2010)

The first EUA initiative to collaborate with African partners, this Erasmus Mundus Action 4 project facilitated a series of workshops on issues of mutual interest for African and European universities. A resulting White Paper stresses the important role of higher education in the context of development cooperation and for a truly global response to the grand challenges. The paper provides recommendations to actors at different levels – universities, university organisations, donor organisations and governments of both regions. Through a joint statement, EUA and the Association of African Universities (AAU) also provided concrete suggestions for research and education cooperation in the framework of the official Africa-EU Strategic Partnership.

Partners: EUA, AAU, European Access Network (EAN), Norwegian Association for Higher Education Institutions (UHR), Flemish Rectors' Conference – University Cooperation for Development (VLIR-UOS).

www.accesstosuccess-africa.eu

Europe-Africa Quality Connect: Building Institutional Capacity through Partnership (Europe-Africa QA Connect) (2010-2012)

Following up on the Access to Success project (2008-2010), this Erasmus Mundus Action 3 project tested the EUA's Institutional Evaluation Programme's (IEP) methodology for institutional quality enhancement and capacity building on five African universities in different regions of sub-Saharan Africa as a pilot initiative. Based on project outcomes and feedback received from participating universities, AAU is currently exploring the possibility of launching a wider institutional evaluation programme for African universities. EUA and AAU will continue to maintain a dialogue on quality assurance trends in both regions.

Partners: EUA, Association of African Universities, the Irish Universities Quality Board (IUQB), University of Aveiro, Erasmus Mundus Alumni Association - Africa Chapter (associated partner)

www.qaconnect-africa.eu

Cooperation on Doctoral Education between Africa, Asia, Latin America and Europe (CODOC) (2010- 2012)

This project, supported by Erasmus Mundus Action 3, examined trends in doctoral education in Europe, Asia, Africa and Latin America. The point of departure was that while the crucial importance of doctorates for economies and societies has been acknowledged, universities from the global South tend to be underrepresented in the related debates. A survey was carried out on doctoral education trends in Latin America, Southeast Asia and Southern Africa and a workshop was held in each region. The resulting publication stresses three important convergences that were observed regarding the development of doctoral education: a convergence in discourse regarding the need to invest in doctoral education for growing knowledge societies, a convergence in the growing demand for doctorates; and a convergence in the interest shown in strategic collaboration. The report also stressed the importance of balanced cooperation and exchange in doctoral education and the need to foster a truly global research community that includes the South.

Partners: EUA, Centre for Development Research, University of Bonn, Germany; Observatory on EU-Latin America Relations (OBREAL), Spain; Karolinska Institutet, Sweden; the Inter American Organisation for Higher Education (OUI); Southern African Regional Universities Association (SARUA), South Africa; ASEAN University Network (AUN).

www.codoc-project.eu

EU-Asia Higher Education Platform (2008-2010)

The EU-Asia Higher Education Platform (EAHEP) aimed at promoting cooperation in higher education between Asian and European countries. The project consisted of a series of thematic, multi-stakeholder events across Asia and Europe, including round tables, workshops, European higher education fairs and symposia. Themes explored were university partnerships, student and staff mobility, university governance and management, developments in doctoral studies, and regional systems' convergence in Asia and Europe.

The project was an initiative under the EC's Asia Link Programme and was developed and implemented by EUA in cooperation with the German Academic Exchange Service (DAAD) and the NUFFIC.

www.eahep.org

The European University Association (EUA) is the representative organisation of universities and national rectors' conferences in 47 European countries. EUA plays a crucial role in the Bologna Process and in influencing EU policies on higher education, research and innovation. Thanks to its interaction with a range of other European and international organisations EUA ensures that the independent voice of European universities is heard wherever decisions are being taken that will impact on their activities.

The Association provides a unique expertise in higher education and research as well as a forum for exchange of ideas and good practice among universities. The results of EUA's work are made available to members and stakeholders through conferences, seminars, website and publications.

EUA
European University Association