



# Bologna Follow-Up Group

## International Openness Working Group

### - Report -

2009-2012



**BFUG Working Group “International Openness -  
The European Higher Education Area in a Global Context”  
Draft Final Report 2009-2012**

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## **I. Main recommendations of the International Openness Working Group for the Bologna Follow-Up Group**

In the context of the current economic crisis, the aim of “increasing the international competitiveness of the European system of higher education”<sup>1</sup>, while enhancing the cooperation with partners both inside and outside of the EHEA, has become paramount to ensure sustainable development of the European higher education. Providing adequate information and promoting the EHEA to the outside world should remain key objectives of the Bologna Process, while identifying the best ways for making this a reality, in line with the recommendations of the 2007 “EHEA in a Global Setting” strategy. A coherent strategy to widely emphasise the benefits of studying in the EHEA should be complemented by regional and global cooperation in the field of higher education.

As a result of the general and specific tasks undertaken, according to the revised Terms of Reference (endorsed by the BFUG in its Alden Biesen meeting in August 2010), the International Openness Working Group (IO WG) puts forward a number of **recommendations to BFUG**.

The IO WG could not properly assess the full implementation of the recommendations included the 2007 “EHEA in a Global Setting” strategy, since the 2009 – 2012 data collection exercise finalised with the integrated Report on the implementation of the Bologna Process did not include specific information on the topic of internationalisation. As no recent comparative data on the strategy implementation at national level is available, at this point the Working Group cannot provide guidelines for further policy developments at the EHEA level or implementation recommendations. **Therefore, the BFUG is encouraged to include internationalisation as one of the areas covered by the 2012-2015 Reporting exercise, for a proper evaluation to be performed in view of the 2015 Ministerial Conference. The IO WG should return to the 2007 “EHEA in a Global Setting” strategy, which may form the basis of a new EHEA internationalisation strategy, possibly in conjunction with the EU internationalisation strategy.**

Since internationalisation aspects are also present in the topics of other BFUG Working Groups, a **closer cooperation of the IO WG with the BFUG various structures should be encouraged in the future**. The IO WG could bring its perspective and acquired knowledge into the work of other Groups, while in turn benefitting from more comprehensive views when formulating specific future internationalisation policies. The Chairs of future BFUG Working Groups dealing with mobility, quality assurance, recognition or qualification frameworks should perhaps be permanently invited to the meetings of the BFUG structure dealing with internationalisation.

The first step that can be taken in this direction is to better link the Mobility and the IO Working Groups by **including mobility as a specific topic in the existing national internationalisation strategies at EHEA and national levels. A possible merger between the Mobility and the IO WG in the 2012-2015 BFUG workplan might be considered following the Bucharest Ministerial Conference. Yet policy dialogue, cooperation and recognition are specific challenges which should not to be forgotten in any follow-up structure which will be endorsed by the BFUG. The definition of internationalisation, as well as the working methods should be clearly defined in the Terms of Reference of any such future BFUG structure.** Numerous EHEA countries have already developed national internationalisation and/or national mobility strategies, but in countries where these have not yet been adopted, a joint approach could be envisaged, and a combined national strategy could be developed. Additionally, the IO WG would like to raise awareness that a significant part of the objectives mentioned within the draft EHEA Mobility Strategy have already been endorsed by the Ministers through the 2007 “EHEA in a Global Setting” strategy. A particular emphasis should be placed on balanced bilateral

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<sup>1</sup> The Bologna Declaration, 1999, [http://www.ehea.info/Uploads/Declarations/BOLOGNA\\_DECLARATION1.pdf](http://www.ehea.info/Uploads/Declarations/BOLOGNA_DECLARATION1.pdf)

and multilateral cooperation based on partnership, especially in the field of student and staff mobility.

According to the feedback received from the National Contact Persons, the current Bologna Policy Forum concept seems to be adequate as a political dialogue enabler, with a strong emphasis being put on its high-level nature and its role to inform the countries interested in the EHEA developments. Also, there were several contributions underlining the need for the Bologna Policy Forum to develop more as a mutual exchange high-level event, in which both EHEA and non-EHEA countries can explore good practices coming from all higher education areas. **The IO WG could be involved in the future definition of the BPF concept, while its implementation should be assigned to a different structure (such as a small ad-hoc Programme Committee), to be decided by the host country and the BFUG Chairs.** To this aim, an evaluation of the Third Bologna Policy Forum (Bucharest) should be organised immediately after the event, involving all participants.

In this context, it is clear that in order for the future editions of the high-level ministerial event to achieve their goals, various initiatives such as practitioners' thematic conferences, regional bilateral meetings (e.g. Europe-Asia Policy Forum, Europe-Africa Policy Forum etc.) and exchange seminars would be more than welcome in-between Fora. In this sense, various options were already put forward during the IO WG meetings or by the National Contact Persons and all of them should be supported and promoted by the BFUG under the 'Bologna Policy Forum' series of activities. A dedicated webpage will be made available on the permanent EHEA website, which will be continuously updated by the BFUG Secretariat with the events under the BPF umbrella. **The IO WG should take these ideas further and identify the thematic focus and the possible host countries for such initiatives in the next BFUG workplan.**

## **II. Main recommendations of the International Openness Working Group for the 2012 Bucharest Ministerial Communiqué and the Bologna Policy Forum Statement**

The IO WG recommendations for the 2012 Bucharest Communiqué are:

1. The IO WG underlines the importance of following-up the recommendations within the "The European Higher Education Area (EHEA) in a global context: Report on overall developments at the European, national and institutional levels", until their proper and full implementation is reached. The Ministers should reinforce their commitments from the 2007 "EHEA in a global setting" strategy, while additionally including mobility as a key component of national internationalisation strategies.
2. An overview of the implementation status of the strategy at the EHEA level should be made for the 2015 Ministerial Conference within the reporting on the Bologna Process implementation exercise. Depending on the implementation status of the "EHEA in a Global Setting" strategy, a new EHEA internationalisation strategy can be envisaged, taking into account the respective EU internationalisation strategies in higher education and research.
3. The IO WG welcomes the development of the European Area of Recognition (EAR) Manual as an important step aimed at enhancing future cooperation in the field of recognition both inside and outside of the EHEA.
4. The Bologna Policy Forum concept should be further developed by the IO WG, while the implementation of the concept should not be the task of the working group, but of those responsible for the organization of the event,

The IO WG recommendations for the 2012 BPF Statement are:

1. The BPF Ministers are invited to support various initiatives such as practitioners' thematic conferences, regional bilateral meetings (e.g. Europe-Asia Policy Forum, Europe-Africa Policy Forum etc.) and exchange seminars under the umbrella of 'Bologna Policy Forum' events.
2. The BPF ministers are invited to welcome and support the work in the framework of the Asia-Europe Meeting (ASEM) aimed at creating a legal bridge between the regional recognition conventions in Europe ("UNESCO/ Council of Europe Lisbon Convention") and Asia and the Pacific ("Tokyo Convention").
3. The BPF ministers are invited to enhance their support for the implementation of the UNESCO/ OECD guidelines on "Quality provision in cross-border higher education".
4. The BPF ministers should take note of the outcomes of the international conference on quality assurance co-organised by the Flemish Government and the European Commission (December 2011). Among the conclusions of the conference, it was concluded that despite the fact that different regions and countries have developed different approaches to quality assurance, all countries present at the BPF have similar challenges and interests. Therefore, there is a clear benefit in working towards solutions which, although they have to be adapted to various contexts, can share a common basis.
5. Internationalisation of higher education is a highly collaborative process, which should rely on the support of the higher education institutions, their faculty, students and staff. In this light, the BPF ministers should continue to support the involvement of stakeholders in developing internationalisation strategies, as well as support various peer exchange initiatives at national, regional and international level.

### **III. The International Openness Working Group background**

The Bologna Declaration (1999) sets out "the objective of increasing the international competitiveness of the European system of higher education" and points out the need "to ensure that the European higher education system acquires a world-wide degree of attraction", a goal which has been further pursued in the Ministerial meetings of Prague, Berlin and, in particular, Bergen. This has also been an important issue in a European Union context, as reflected in the European Council Conclusions of Lisbon (2000), Barcelona (2002) and more recently, the Council request for the European Commission to propose a EU strategy for the internationalisation of Higher Education, which they are currently drafting in conjunction with the recently launched modernisation agenda. In the Bergen Communiqué (2005), the Ministers described the European Higher Education Area (EHEA) as a partner to higher education systems in other regions of the world, stimulating balanced student and staff exchange and cooperation between institutions of higher education. They also asked the Bologna Follow-up Group (BFUG) to elaborate and agree on a strategy for the External Dimension of the Bologna Process.

With the 2009 Leuven/Louvain-la-Neuve Communiqué, the Ministers responsible for higher education in the countries participating in the Bologna Process identified that one of higher education priorities for the coming decade was international openness.

"We call upon European higher education institutions to further internationalise their activities and to engage in global collaboration for sustainable development. The attractiveness and openness of European higher education will be highlighted by joint European actions. Competition on a global scale will be complemented by enhanced policy dialogue and cooperation based on partnership

with other regions of the world, in particular through the organisation of Bologna Policy Fora, involving a variety of stakeholders<sup>2</sup>.”

Following the recommendation from the “The European Higher Education Area (EHEA) in a global context: Report on overall developments at the European, national and institutional levels”, approved by the BFUG at its meeting in Prague on 12-13 February 2009, the BFUG endorsed the Terms of Reference (ToR) of the International Openness Working Group which was set to further the work carried by the BFUG Working Group “European Higher Education in a Global Setting”. The main purposes and the specific tasks of the IO WG are thus outlined in **Annex 1**.

The present report focuses on the activities of the IO WG within the 2009-2012 timeframe, based on the specific tasks underlined in the ToR and further grouped according to the two main areas of work: information provision and promotion of the EHEA (through the Information and Promotion Network), preparation of the Second and Third Bologna Policy for a (chapters V and VI of the present report) and discussions on the future activities related to the implementation of the 2007 “European Higher Education in a Global Setting” strategy.

#### **IV. Overview of the International Openness Working Group activities according to the Terms of Reference 2009-2012**

For the 2009-2012 timeframe, the Terms of Reference for the International Openness Working Group include a list of **specific tasks**, which were tackled by the IO WG as follows.

- ***To cooperate with the Bologna Secretariat regarding the further development of the Bologna Website for a global audience.***

Following the setting up of the permanent official EHEA Website ([www.ehea.info](http://www.ehea.info)) and in accordance with the specific task from the IO WG Terms of Reference, various activities have been performed to develop the Website.

Parts of the thematic presentations from the “Work Programme” area were updated according to the latest EHEA Communiqués. The “Working groups and networks” area has been developed, including a news area and a presentation of the thematic area under which the WG / network has been established.

The EHEA calendar was made more visible and is constantly updated with a large number of events on higher education and internationalisation, based on the requests received from BFUG members, international organisations or other interested parties. The calendar has five categories of events: international seminars and conferences, BFUG working group / network meetings, BFUG and BFUG Board meetings, extraordinary events and other relevant events. With this dynamic approach, it keeps both the EHEA members and the general public permanently informed about the latest events of interest.

The “News” section of the EHEA Website regularly provides information on events and activities that are of interest to a wider public, with the BFUG Secretariat receiving texts from the EHEA members that are published right away.

In the “Events” section, an “All events” tab was added. Also, the possibility to export the events from the EHEA calendar to a Google or Outlook calendar was created. The option to register an event was also implemented.

The country pages were updated and the “National Contact Persons (NCP) for the Bologna Policy Forum” has been introduced as a separate information field.

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<sup>2</sup> Paragraph 26 from the Leuven/Louvain-la-Neuve Communiqué. All communiqués from the Ministerial Conferences are available here: <http://www.ehea.info/article-details.aspx?ArticleId=43>

Given the fact that one of the EHEA website objectives is “information”, in order to increase the transparency and the visibility of the WG / Networks and Bologna Secretariat activity, a new “Attended events” menu item was created. Based on a template provided via e-mail, the BFUG Secretariat can upload information about all the relevant events in which BFUG members have taken part, at their request.

- Statistics were compiled using web ranking tools to monitor the EHEA Website’s visibility. For the period 1 January 2011 – 29 February 2012, 80,182 persons visited the EHEA website, with 116,605 actual visits in which 280,964 pages were viewed. The visits came from 192 countries/territories, using 147 languages. 16.9% traffic sources came from direct traffic, 60.9% from referring sites and 22.2% from search engines. ***To set up a pool of experts across the EHEA countries in order to support the Bologna Secretariat in facilitating coordinated information visits to and from non-EHEA countries; [compromise between pool of experts and ad-hoc arrangement agreed by Madrid BFUG]***

Sometimes the Bologna Secretariat or the EHEA countries received requests (from within the EHEA and increasingly also from outside) for experts who could, for instance, advise on specific Bologna-related issues or who could speak at different types of events. In 2009, the IO WG considered that having a database of experts, a list of those willing to speak on certain topics, with a description of their fields of expertise, prior experience, language skills, willingness to travel etc. would help to address the growing interest and to widen the currently rather small circle of speakers and advisers that are regularly drawn upon. As the IO WG members had different views on the type of experts to be included, the selection criteria used, the entity making the selection, the size of the pool, the public / restricted regime or the possible remuneration, a discussion paper was prepared for the BFUG. The document aimed to raise awareness within the BFUG and to outline the different options with their advantages and disadvantages.

The BFUG discussed the paper and agreed on the following compromise: „Whenever a request comes in, the Secretariat will send it to the entire BFUG. The information submitted by the BFUG members in response to the call will be forwarded to those looking for expertise but it will also be collected by the Secretariat, thus forming the start of a list. After a while, the arrangement will be evaluated to see whether it works or a more sophisticated arrangement would have to be found“<sup>3</sup>.

For the current mandate of the IO WG, the number of requests for experts was rather low, with less than five such demands received by the BFUG Secretariat. The suggestion of names was made either by direct reference to relevant WG/ network Chairs or by issuing a call to the BFUG. Although the number of requests was lower than initially anticipated, the Secretariat will continue to respond with appropriate suggestions of names in the future, should other similar requests be received.

- ***To facilitate a first meeting of the network for better information on and promotion of the Bologna Process outside the EHEA;***

The IO WG agreed that the idea behind the Network was to foster the promotion of the EHEA as a whole and to encourage countries to put their national promotion in a European context. With these in mind, the IO WG supported the preparations for the EHEA Information & Promotion Network kick-off meeting in Vienna (28 May 2010). Furthermore, it provided feedback and guidance whenever the IPN was struggling to more clearly identify its purpose and the adequate means of achieving it.

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<sup>3</sup> BFUG\_BE-AL\_21\_3\_BFUG\_Madrid\_draft\_outcome\_of\_proceedings19-03-2010

- ***To support the Bologna Secretariat in convening a round table (with the participation of the European Commission and other main actors in higher education promotion in Europe) to devise a “road map” and to identify opportunities and actions for enhancing European-level promotion.***

More information about this topic can be found in part VI of the present report (the section on the Information and Promotion Network) as well as in the IPN Report (Annex 5).

- ***To provide information on policy dialogue events relevant to the Bologna Process, taking place in various frameworks and at various levels, through the Bologna Website***

On the EHEA official Website, the calendar function was enhanced significantly to reflect a larger number of conferences and other Bologna related events, thus raising awareness and interest for a large audience. The “Attended events” section also provides information about events relevant in the policy dialogue process and their main outcomes.

- ***To support the host countries Hungary and Austria in preparing the Second Bologna Policy Forum with regard to both the organisational aspects and the content – involving the non-EHEA countries that participated in the First Bologna Policy Forum by way of electronic consultation.***

Following the success of the First Bologna Policy Forum (BPF), held in Leuven/Louvain la Neuve in 2009, it was decided that a second edition of the event would be organised in conjunction with the Bologna Ministerial Anniversary Conference, hosted by Austria in 2010.

Throughout the first two meetings of the IO WG (28 October 2009 / 25 January 2010) the members supported the organisational preparations for the Second BPF, by drafting the event programme, deciding on the language regime, the countries to be invited (with assistance from UNESCO), the invitation to be sent out to the ministers, as well as the composition of the delegations. All Working Group members were invited to submit proposals for the follow-up to the second Bologna Policy Forum, while the non-EHEA countries participating in the Leuven BPF were consulted in regard to various aspects of the Forum, as well as encouraged for delivering feedback after the event.

- ***Other activities***

The International Openness WG also had several other initiatives, apart from the specific activities included in the Terms of Reference. After receiving the preliminary drafts of other BFUG WGs/ network reports, the IO WG members analysed which part of these BFUG structures’ activities have an internationalisation component and it integrated some of their conclusions in the drafting process of the BPF Statement and in the recommendations of the IO WG to the BFUG and the ministers.

Another concern of the IO WG was the continuity of the BFUG work on internationalisation matters. In this regard, it was concluded that the IO WG could be more involved in the follow-up activities of the Bologna Policy Forum (BPF) and engage the participants in this event in organising more activities in-between BPF editions. It is clear that in order for the future editions of the high-level ministerial event to achieve their goals, various initiatives such as practitioners’ thematic conferences, regional bilateral meetings (e.g. Europe-Asia Policy Forum, Europe-Africa Policy Forum etc.) and exchange seminars would be more than welcome in-between Fora. Various options were already put forward during the IO WG meetings or by the National Contact Persons and all of them should be welcomed and promoted by the BFUG under the ‘Bologna Policy Forum’ series of activities. A dedicated webpage will be made available on the permanent EHEA website, which will be continuously updated by the BFUG Secretariat with the events under the BPF umbrella.



Similarly, the IO WG recommended that in the next Reporting on the Bologna Process implementation exercise, data is also collected on the implementation of the 2007 “European Higher Education in a Global Setting” strategy. The IO WG should return in its future activities to the 2007 “EHEA in a Global Setting” strategy, which may form the basis of a new EHEA internationalisation strategy, possibly in conjunction with the EU internationalisation strategy.

## **V. Bologna Policy Forum (BPF)**

### ***The Second Bologna Policy Forum***

In accordance with the Terms of Reference, for the first part of its mandate (2009-2010), the IO WG focused on supporting the preparations for the Second Bologna Policy Forum, which took place in Vienna. It provided assistance to the organisers throughout the preparatory stages of the event and collected the feedback received on both logistical and content aspects, which later on established the background for preparing the Third BPF.

For the Second BPF, positive feedback was received regarding the involvement and active role of various organisations in the preparations of the Forum and within its proceedings, as well as the existence of an information session. It was considered that more time for questions and answers could be provided in the future.

The consultation of all BPF participants beforehand on the adoption of the Bologna Policy Forum Statement was welcomed. Since this democratic procedure worked well, it was recommended to be kept for the Third Bologna Policy Forum and enhanced by sending the BPF Statement draft earlier to the participants.

The bilateral meetings were also considered an achievement, therefore the recommendation was to keep and even enhance their number for the next edition of the event. The interactive working group sessions were also appreciated by the participants.

The number of three delegates for non-EHEA countries’ delegations was not considered sufficient to ensure adequate participation of student and higher education institutions representatives and therefore the suggestion was to increase the number to five for the Third BPF.

The countries and organisations participating in the BPF (as well as those who had reacted positively to the invitation, but in the end could not attend) were invited to nominate one contact person for follow-up. These contacts were kept informed of ongoing activities related to the Bologna Process events and achievements, as well as actively involved in the preparatory stages of the next BPF. Moreover, it was suggested to engage them in the consultation process, with emphasis on two major steps: feedback on the Second BPF and brainstorming on the next BPF edition, as well as feedback on the future thematic discussion paper and the agenda draft.

With intense discussions on the Second BPF within the IO WG, all the above mentioned proposals were taken into consideration later on, while engaging in the preparations of the next edition of the international policy event.

### **The Third Bologna Policy Forum**

Based on the experience from the Second Bologna Policy Forum, one of the main tasks of the International Openness Working Group was to assist the BFUG and the Romanian Ministry of Education, Research, Youth and Sports in organising the third edition of the Bologna Policy Forum.

For the IO WG meeting of October 2010, the concept paper was based on the feedback provided by the WG members, the BFUG members (during the Alden Biesen BFUG meeting) and the feedback received via electronic means from the national contact persons.

In order to identify the main challenges and the specific actions to address them, the Concept paper focused on introducing the main actors involved in the organisational process (content preparations and logistics), a draft timeline for the Third BPF, possible selection mechanisms for future participants, the language regime, a first draft of agenda, but also a summary of the organisational input received from within and outside the EHEA.

The initial possibility of setting up a BPF International Programme Committee was largely discussed within the IO WG, based on the idea emerging from the debates within the group following the Second BPF. However, the WG members acknowledged that such a structure would have difficulties arranging face to face meetings with non-EHEA participants, while also encountering major logistic and organisational challenges. As a result, the IO WG undertook the role of BPF International Programme Committee, while ensuring a comprehensive consultation process with the National Contact Persons nominated following the Vienna Bologna Policy Forum by the participant countries, both via e-mail and the EHEA online Forum.

### **Draft programme and language regime**

A first version of the draft programme for the joint Bucharest Ministerial Conference and BPF, lasting for two full days, had been proposed by Romania and circulated to the IO WG members in October 2010. This proposal aimed at increasing the interaction between EHEA and non-EHEA ministers and the attractiveness of the event through joint activities.

However, the first version of the programme was amended, since the IO WG members agreed that a two days event was not feasible, since the ministers might not be able to stay throughout the entire period. Following various consultations, the general format and schedule of the MC and BPF was endorsed by the BFUG (see **Annex 2**). This format will be the basis for the finalisation of the MC and BPF full programme.

The language regime for the BPF proposed by Romania was agreed, namely English, French, German, Spanish and Russian plus the language of the host country (Romania) and the two languages of the BFUG Chairs (Danish and Azeri), should they express their desire in this sense.

### **Selection of countries and international organisations to be invited at the Third Bologna Policy Forum**

For the selection mechanism of countries and international organisations to be invited at the BPF, UNESCO declared its willingness to assist the host country and the BFUG Chairs in the selection of countries participating in the BPF, by offering a pre-selection of ten countries from each UNESCO region (also including the countries which have been invited at the two previous BPF editions).

Moreover, the IO WG members supported the proposal of inviting not just countries, but also international or regional organisations. A list of organisations active in the higher education debates which are relevant for the third BPF was thus elaborated by the group members and endorsed by the BFUG.

The size of the attending delegations was decided upon, according to the feedback given following the Second Bologna Policy Forum: five members would be present on behalf of the participant countries, while the non-EHEA international/ regional organisations would be represented by one person.

The final list of BPF countries and organisations was finalised by the host country, with the assistance of the IO WG and the endorsement of the BFUG.

## **National Contact Persons (NCPs)**

As the aim of the BPF is to enhance the policy dialogue between countries interested in the developments of the EHEA and the EHEA members, all the countries and organisations which were invited in the Second BPF were invited to nominate one contact person each for the follow-up. Currently the National Contact Persons list includes 17 nominations from non-EHEA countries and 36 from EHEA countries. Moreover, for those EHEA countries which have not sent a specific nomination, the BFUG members are considered as fulfilling this role. At present, the total number of national contact persons (NCPs) is 51 from 48 countries and organisations.

The network of national contact persons has been engaged in all preparatory stages of the Third BPF, so as to ensure a high level of ownership of the Third BPF overall theme and programme structure also from the side of non-EHEA countries and relevance of the BPF programme.

In order to evaluate the success of the Second BPF, the Bologna Secretariat collected feedback from the participating countries in the 2010 Budapest and Vienna event. A number of replies were received, commenting both on the format and content of the Second BPF, as well as putting forward topics considered of interest for the 2012 BPF. From the content point of view, NCPs appreciated the topics raised and the presentations delivered, as well as the roundtable sessions which enabled participants to exchange valuable opinions. As a minus, some NCPs expressed their disappointment for the low attendance rate of EHEA Ministers at the BPF. From the logistical perspective, the event was considered a success, although some concerns were raised about the protests held outside the meeting venue, which took place at that time.

In regard to the topics of interest for the third edition of the BPF, the NCPs indicated:

- Employability in the context of the Bologna process;
- Quality/ Accreditation and mutual recognition of studies and qualifications;
  - Meeting the Brain Drain Challenge through Establishing and Nurturing Centers of Research Excellence;
- Aligning the Interests of Students and Institutions for Higher Education - Mechanisms of Cooperation, Checks and Balances;
- Resistance to Bologna principles by higher education systems characterised by multidimensional diversity, in particular where American style universities are present;
- How can Bologna principles inspire other cross-regional processes in the modernisation agenda of higher education;
- Qualification frameworks within and beyond Bologna (complementarity of qualifications frameworks and how this can help countries within and beyond the Bologna family);
- Mobility;
- Learning Outcomes: Definition, acquirement and its measurement.

As the discussions within the IO WG progressed, the NCPs have been constantly informed about the amended roadmap for preparing the BPF, the draft programme or the proposed themes. Moreover, their input was requested and their contribution weighted while making the final decision for each of the above mentioned preparatory stages. The draft programme was submitted for feedback prior to its BFUG endorsement. Once it was decided that the Third BPF will have an overarching theme and a number of sub-themes, the Bologna Secretariat circulated the information and various responses were received with regard to the preferred options. The NCPs had the

opportunity to also comment and provide feedback on possible suggestions for the structure and content of the BPF background paper, main speakers and the content of the BPF Statement.

Based on the IO WG members' suggestion, the BFUG Secretariat established the EHEA online Forum (<http://forum-bologna.uefiscsu.ro/>), where both the national contact persons and the IO WG members were invited to join and engage in policy dialogue. Its aim was to generate a platform for critical debating and ease the interaction between members on a range of topics that are steering the European Higher Education Area, thus streamlining the communication process between people manifesting an active interest towards Higher Education, from both inside and outside the EHEA. Unfortunately, this platform was not extensively used by the National Contact Persons, who seem to prefer communication via e-mail.

### **BPF overarching theme and sub-themes**

Based on the proposals made by the IO WG in cooperation with the National Contact Persons, the BFUG members endorsed the overarching theme for the 2012 Bucharest Bologna Policy Forum ("***Beyond the Bologna process: Creating and connecting national, regional and global higher education spaces***"), as well as the general sub-themes for the four parallel sessions:

- "Global academic mobility: Incentives and barriers, balances and imbalances";
- "Global and regional approaches to quality enhancement of higher education";
- "Public responsibility for and of HE";
- "The contribution of HE reforms to enhancing graduate employability".

In regard to the organisational aspects of the Forum, for the parallel sessions the group decided in favour of a co-chairing system comprised of an EHEA and a non-EHEA minister.

### **Third BPF background paper**

On the issue of BPF content, the IO WG decided to establish a link between the four sub-themes by drafting a single background paper with chapters for each sub-theme and an introduction linking the sub-themes to the overarching one. The overall paper was designed to be homogeneous and short, having no more than ten pages, with maximum three political questions at the end of each chapter. The relevant BFUG Working Groups were also consulted regarding the chapters pertaining to their area of work, with the Bologna Secretariat facilitating the communication in this sense.

The IO WG members with a relevant experience on the sub-themes expressed their willingness to draft the chapters of the background paper. The organisations assuming this task were ACA ("*Global academic mobility: Incentives and barriers, balances and imbalances*"), the E4 ("*Global and regional approaches to quality enhancement of higher education*"), the Council of Europe and IAU ("*Public responsibility for and of higher education*"), EURASHE ("*The contribution of HE reforms to enhancing graduate employability*").

### **Keynote speakers and BPF Statement**

For the BPF keynote speaker, a number of proposals were mentioned in the IO WG meetings. The IO WG underlined that the keynote speaker should be someone who would introduce the overarching theme, by giving a stimulating speech on this topic and preferably branching into other topics of interest. The IO WG members and the NCPs were invited to submit their feedback on this matter via e-mail and a short list of names was agreed upon by the BPF host country (Romania) and BFUG Chairs (Denmark and Azerbaijan).

With regard to the BPF Statement, it was decided that the document will have a more political focus than a very operational outlook. A roadmap for the drafting of the BPF Statement was

elaborated and the final version of the BPF Statement will be sent to the National Contact Persons for consultation before the BPF.

## **VI. Information and Promotion Network (IPN)**

With the Leuven/Louvain-la-Neuve Communiqué (2009), the ministers responsible for higher education in the countries of the Bologna Process convened to set up a network within the BFUG, “for better information on and promotion of the Bologna Process outside the EHEA, while making optimal use of the existing structures”.

With this as a starting point, the Information and Promotion Network (IPN) was set up, aimed at focusing on provision of clear and consistent information on the Bologna Process and the European Higher Education Area in countries outside the EHEA, enhancing the international promotion of the EHEA together with putting the promotion of national higher education systems in a European context. In addition to this purpose, the BFUG endorsed a series of specific information and promotion related tasks for the IPN, such as:

- to develop an overview of existing initiatives/activities in the field of promotion of national higher education systems & the EHEA;
- to support the Bologna Secretariat and the Working Group “International Openness: European Higher Education in a Global Context”;
- to enhance the promotion of the EHEA and of national higher education systems as part of the EHEA;
- to foster the exchange of good practice and know-how;
- to advise/support the Working Group “International Openness: European Higher Education in a Global Context” in convening a round table (with the participation of the European Commission and other main actors in higher education promotion in Europe) to devise a “road map” and to identify opportunities and actions for enhancing European-level promotion.

At first sight, the objectives of the Information and Promotion Network seemed achievable within the 2010-2012 timeframe. However, when tackling each IPN task as specified in the ToR, the network members repeatedly faced serious challenges, which slowed further advancement.

The root causes from which these challenges stem are diverse, such as: differences in understanding the terminology used in the original ToR, unspecified framework conditions for the work of the group (open questions such as the target audience of any IPN activity), the voluntary nature of the network, the complicated online interaction of an intergovernmental network structure, the lack of financial support and the extremely diverse situation and needs of the EHEA members with regard to HE information provision/promotion. Also, the mixed backgrounds of the IPN members sometimes caused a mismatch between the expertise needed for addressing the specific tasks and the available know-how and time resources (also pointed out in a members re-nomination call).

Due to the group’s on-going struggle with the IPN’s objectives and framework conditions, the set-up of the network was adopted accordingly. Starting out with a sub-working group structure along specific tasks proved difficult to manage. Consequently a network-wide approach was re-adopted.

The members of the IPN turned to the IO WG in search for answers which would help them move further in accordance to the specific workplan. Based on the feedback received, the Information and Promotion Network advanced the topic of information and promotion of the EHEA and developed several support documents which reflect these two aspects. One of IPN’s deliverable is

the **IPN Survey** with its **Report**<sup>4</sup>, developed by DAAD (the German Academic Exchange Service), where the objective was to take a snapshot of what activities were being undertaken in the field of HE promotion at the national and institutional level, who was involved in higher education marketing, what tools were being used, and if any marketing was being done that related specifically to the EHEA.

The results of the survey underline the diversity of European higher education systems, as well as different reactions to a quickly changing world in which global competition, shifting demographics and student flows, international rankings and increasing professionalisation have begun to impact on the day-to-day business of universities across Europe. The **key findings**<sup>5</sup> from the survey regarding the international higher education marketing in the EHEA are as follows:

- International marketing is widespread across the EHEA, but it takes different forms, has different focuses and varying degrees of intensity from country to country.
- Most HEIs or countries focus on a handful of key geographic target markets for their international marketing efforts.
- At national level, many EHEA countries have national agencies focused on higher education marketing as well as departments in one or more federal ministries.
- A broad range of marketing tools are used by HEIs and the most popular are familiar tools such as leaflets/brochures, fairs and websites.
- There is a large degree of participation in pan-European marketing and promotional efforts such as the European Higher Education Fairs (EHEFs) or activities as part of EU-funded programs such as Erasmus Mundus.
- There seems to be broad agreement on key messages about the EHEA, such as quality of higher education institutions, diversity, and quality of life/culture. There is less agreement about the benefit of EHEA-wide marketing efforts versus national or institutional undertakings.
- There is not yet a common language about marketing within the EHEA and terms can have very different meanings when put in different national contexts.

The DAAD Report also advances a number of recommendations<sup>6</sup> for *providing better information on the EHEA*:

- creating a student-facing EHEA website, as the existing website is very much focused on policy and is not intended for prospective students;
- providing information packages about the EHEA that are targeted towards students and can be used by the press and online student portals;
- distributing information about how to market HEIs within the context of the EHEA to higher education marketing professionals within the EHEA.

Concerning the *market research*, it was considered worthwhile to identify if there are meaningful messages about the EHEA or the “European context” that could be used effectively in national and institutional marketing materials or campaigns.

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<sup>4</sup> <http://www.ehea.info/Uploads/presentations/IPN%20Survey%20Report%2025%20March%202011.pdf>

<sup>5</sup> The IPN survey elaborated by DAAD,

<http://www.ehea.info/Uploads/presentations/IPN%20Survey%20Report%2025%20March%202011.pdf>

<sup>6</sup> Idem

In order to *increase cooperation between European level organisations with the outside world*, the DAAD Report identified certain possible measures:

- hosting conferences and seminars tackling big issues faced by societies and HEIs around the world;
- helping to build networks of EHEA marketing professionals from HEIs and national agencies;
- actively participating in existing international education conferences;
- addressing EHEA marketing at forums that bring together many of the key decision makers in EHEA countries, such as IPN, BFUG or ACA meetings.

In accordance to the Terms of Reference for both the IO WG and the IPN a roundtable meeting was organised on 10 March 2011 in Vienna. Although it was initially planned for devising a “road map” and identifying opportunities and actions for enhancing European-level promotion, the meeting was not as fruitful as initially intended. One effective result was the IPN Steering Committee coming up with concrete proposals for the IPN future steps, namely:

- the primary aim of the IPN is to promote the EHEA as both a strong competitor and an attractive partner;
- the primary target groups of the IPN in all its activities are non-EHEA students and young researchers.

When tackling the information aspect of the EHEA, the IPN came up with an “**information package**” document where Recognition, Quality, European Dimension and Diversity are being presented as several EHEA key features fit for promoting the EHEA. Moreover, the IPN concluded that the efforts for furthering the enhancement of the EHEA international promotion should be shaped in the frame of **a project commissioned to design a possible EHEA Promotion Strategy**. In this respect, the OeAD (Austrian Agency for International Cooperation in Education and Research) elaborated a draft project proposal to devise an EHEA-encompassing, politically-backed, forward-looking Promotion Strategy with the aim to enhance visibility and prestige of the EHEA worldwide.

The IPN elaborated a number of **recommendations for the BFUG** in order to ensure an increased promotion of the EHEA to the outside world in the future:

- Considering the IPN purposes and its specific tasks in the frame of “*Provision of clear and consistent information on the Bologna Process and the European Higher Education Area (EHEA) in countries outside the EHEA together with enhancing the international promotion of the European Higher Education Area*” (IPN ToR), the BFUG members should consider a financial commitment backed up by the participation of promotion and marketing experts for the fulfilment of these broad political goals in a bid to achieve progress along this contested key issue of European higher education positioning.
- As stated in the *Strategy for the European Higher Education Area in a Global Setting*,<sup>7</sup> “To increase the attractiveness and the competitiveness of the EHEA, providing information on the Bologna Process will not itself be sufficient. Europe must also make concerted efforts to increase its international attractiveness to students, teachers and researchers across the world”. In this context and based on the conclusions from previous IPN meetings, the IPN

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<sup>7</sup> The strategy was adopted at the Ministerial conference in May 2007 in London, by Higher Education Ministers and is accessible here: <http://www.ehea.info/Uploads/Global%20context/Strategy-for-EHEA-in-global-setting.pdf>

recommends that the efforts for furthering the enhancement of the EHEA international promotion should be shaped in the frame of a project commissioned to design a possible EHEA Promotion Strategy<sup>8</sup>, to be endorsed by the BFUG.

- Should the BFUG and the EHEA ministers support the launch of such a project, the IPN will act as a consultative body for the project team. Otherwise, the IPN has reached its organisational limits and part of its task of fostering peer learning for enabling EHEA level information/ promotion could be done in the frame of trainings.
- It is further recommended that the BFUG should take the expertise factor into consideration when nominating group or network members since particular tasks require expert input.
- In addition to the above recommendations, the IPN calls upon the BFUG to be more supportive towards the participation and the organisation of European Higher Education Fairs.
- Finally, the IPN recommends the wide dissemination of the IPN survey results, as well as the use of the EHEA key messages and key data in all national and institutional level information provision or promotional activities.

The IPN members concluded that the IPN report prepared for the BFUG and its annexes, along with the follow up recommendations, will provide the basis for future cooperation of the EHEA with its partners.

**The IO WG submitted these recommendations during two consecutive BFUG meetings. Since there was no BFUG agreement that a project to design an EHEA promotion strategy is the way forward at this point in time, the IO WG agreed to withdraw this point from the recommendations made to the EHEA Ministers and to the BFUG, according to the proposal made by IPN members themselves, and endorsed by the BFUG. This means that the activity of the Information and Promotion Network will have come to an end with the report. The results of the IPN work shall continue to be made available to all those interested through the permanent EHEA website.**

## **VII. Relevant internationalisation projects and activities**

Internationalisation at the national and institutional level is becoming increasingly important nowadays, this being outlined by a number of initiatives developed in the recent years by various stakeholders. The present section of the IO WG Report aims to highlight the main conclusions resulting from some these projects.

The Academic Cooperation Association (ACA) has recently released its study, “**Mapping mobility in European higher education**”, analysing international student mobility trends and data collection practice in 32 European countries. Among others, it puts forward a number of **recommendations**<sup>9</sup> on how to improve student mobility into and out of Europe in the future, out of which some prove highly relevant for the IO WG activity.

- *Recommendation 10: Restart marketing Europe as a study destination*

While acknowledging strong differences in the ability of individual countries and HEIs to effectively inform about and promote their higher education offer in the international arena and particularly outside of Europe as well as the prime competence of national governments to perform these tasks, the study emphasises the need for European-level measures to support and complement such efforts. This initiative could particularly benefit many smaller European

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<sup>8</sup> The EHEA Promotion Strategy project proposal is included as annex 5 to the IPN report.

<sup>9</sup> The original numbering of recommendations has been kept for an eased reference in the original study.



countries which are less clearly perceived outside of Europe and which would benefit from a European “umbrella” campaign. Therefore, the authors propose to re-launch the effort to consistently promote Europe as a study destination for students from outside of Europe (building on the Global Promotion Project messages), as well as to integrate in this new initiative a peer-learning element in which countries experienced in international marketing would act as mentors of countries still at the beginning in this regard.

- *Recommendation 11: Boost teaching in widely spoken languages*

As a means to attract more incoming students, the study recommends that European countries with less-often-spoken national languages and low numbers of incoming degree students create a strong provision of programmes taught in internationally frequently spoken languages (such as English), particularly at the postgraduate level. It further recommends that a European-level support mechanism be put in place for institutions in countries where the provision of programmes in internationally often spoken languages is low.

- *Recommendation 12: Attract high achievers in critical subject areas*

Attracting higher numbers of non-European students to Europe is important, the study shows. It is as crucial, in many cases, to target students with a high potential, and more concretely, to attract foreign students in disciplines of special strategic importance and where Europe has shortages. Therefore the study recommends a sizeable increase in the budget for the third phase of the ERASMUS MUNDUS Programme, in order to be able to attract more high achievers into European higher education. It also proposes that the present subject-neutral approach be at least slightly modified in favour of a positive bias for certain subject areas, particularly the STEM subjects<sup>10</sup>. This recommendation could be mirrored by similar approaches at the national level.

- *Recommendation 17: Securing a minimum of mobility to emerging academic and economic leader countries*

Statistical evidence presented in this study shows very low study abroad numbers of European students outside of Europe and, in particular, in single large countries of increasing importance, such as China and India. Nevertheless, it is desirable, the authors argue, that a minimum number of future European leaders be knowledgeable about the academic and societal realities in the world’s fastest growing economies (and academic systems). As a result, the study recommends that existing mechanisms be strengthened and possibly additional ones created for the support of degree and temporary study of European students at selected high class institutions in key countries, of the BRIC<sup>11</sup> sort.

The full study is available at: [http://ec.europa.eu/education/erasmus/doc922\\_en.htm](http://ec.europa.eu/education/erasmus/doc922_en.htm)

The second project of impact, coordinated by CHE Consult<sup>12</sup> with ACA as partner and funded by the European Commission (Lifelong Learning Programme) is „**Indicators for Mapping and Profiling Internationalisation (IMPI)**“. The project encourages European cooperation and mutual learning between HEIs in Europe with different internationalisation approaches and objectives. IMPI ultimately aims to help higher education institutions within Europe make themselves more visible internationally.

This initiative aims at developing a comprehensive set of indicators (a toolbox) which European HEIs could use to evaluate and improve their internationalisation strategies and activities. The

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<sup>10</sup> STEM subjects: science, technology, engineering and mathematics

<sup>11</sup> Brazil, Russia, India and China

<sup>12</sup> Centre for Higher Education Development (<http://www.che.de/cms/?getObject=302&getLang=en>)

project does not wish to produce a 'recipe book' for internationalisation, i.e. an ultimate set of indicators which all HEIs should use in order to measure their internationalisation efforts. Acknowledging the variety of institutional contexts, types and approaches to internationalisation, it aims for (and has by now put forward, in a testing form) a very broad set of internationalisation indicators, from which different higher education institutions can choose, depending on their strategic objectives and focus. The IMPI set of indicators can be used for self-assessment as well as for benchmarking purposes, involving higher education institutions from other European countries.

Further information on the IMPI project is available on the project website [www.impi-project.eu](http://www.impi-project.eu). The set of indicators (still in testing mode) can be accessed at [www.impi-toolbox.eu](http://www.impi-toolbox.eu).

Another important project developed by the European University Association is "Mapping University Mobility of Staff and Students (MAUNIMO)". Since staff and student mobility depends ultimately on institutional strategy, the intention of the project is to support HEIs in making better strategic decisions about internationalisation and about mobility in particular. Such decisions are difficult at present, since the nature and extent of mobility are often not completely known. The most concrete output of the MAUNIMO project will thus be a Mobility Mapping Tool, to help institutions understand better who is moving where, and for what purpose. The project aims at developing and testing a Mobility Mapping Tool. The first phase will develop the project; the second will test it in 30 selected universities; and the third phase will be devoted to its dissemination to a broader audience. More information can be found on the project website at: <http://www.maunimo.eu/>.

The *IAU 3<sup>rd</sup> Global Survey Report – 'Internationalisation of Higher Education: Global Trends Regional Perspectives'* – published in 2010 analyses this process at the global and regional levels.

Among numerous findings of the report, the following are included<sup>13</sup>:

- Internationalisation is seen as more central to institution's future planning, and is of greater and growing importance to HEI leaders than ever before;
- At the global level, students and their preparation for life in a globalised world are the main focus of internationalisation within HEIs policies and activities;
- Institutions are quite single-minded in their approach to internationalisation – at the aggregate level there is a close alignment between HEIs' rationales for pursuing internationalisation and the expected benefits they hope to gain from it;
- Why and how internationalisation is pursued by institutions differs between regions. HEIs in Africa and the Middle East seek to develop and strengthen their research capacity while in all other regions the focus is on students' learning;
- There is a strong pattern of intra-regional cooperation in internationalisation activities conducted by HEIs, although Europe remains of highest geographic interest at the global level;
- Student mobility, although central to many internationalisation policies, remains an opportunity reserved for the privileged few;

- The economic crisis is having a marked impact on internationalisation, with lack of funding seen by HEIs worldwide as the most important internal and external barrier to internationalisation.

In this context, the balanced approach put forward by the 'EHEA in a Global Setting' strategy, which balances cooperation and competition is the most sustainable approach to reach the aims of the internationalisation processes, which continue to mainstream both in the EHEA and beyond.

## VIII. Conclusions

According to the specific tasks included in the IO WG ToR (see Annex 1), most of activities underpinning the fulfilment of these tasks and the envisaged overall IO WG objectives were fulfilled. Details about the chronological progress of the IO WG and IPN activities are included in the detailed overview in **Annexes 3 and 4**.

As strengths, the IO WG functioned well as a Programme and Organising Committee for the Third BPF through its involvement in all stages of the preparation process. Furthermore, the IO WG based its activities on an inclusive consultation process both with the BFUG and its structures, as well as with the network of National Contact Persons and international organisations.

As future challenges, the IO WG needs to be able to refocus its activities on the proposals for action within the 2007 'EHEA in a Global Setting' and identify areas for future action, while taking into account the relevant EU activities for internationalisation. It should in future not act as a Programme Committee for the BPF

Finally, monitoring the implementation of the 'EHEA in a Global Setting' strategy at the national level was not possible due to the lack of data collection on this topic in the overall BFUG reporting on the Bologna Process implementation exercise. Some data on the EHEA comparative situation at the national level with regard to information provision and promotion of the EHEA was gathered through the IPN survey. The results showed that there is a lot of willingness to pursue national level promotion in the field of higher education, but that without additional support, there is little drive in promoting the EHEA together with the national HE systems<sup>14</sup>.

**The IO WG should continue its activity in the new 2012-2015 BFUG workplan, while being mainly focused in taking further the policy work related to internationalisation of higher education. In the next work plan, the IO WG should mainly aim at:**

- **return to the 2007 "EHEA in a Global Setting" strategy, which may form the basis of a new EHEA internationalisation strategy, taking into account the EU internationalisation strategies in higher education and research;**
- **cooperating closer with the BFUG various structures, especially the Mobility WG, and providing a nexus for coordination of thematic recommendations with impacts on internationalisation of higher education;**
- **Identifying the thematic focus and the possible host countries for future events in-between the editions of the Bologna Policy Forum, while enhancing the cooperation with the National Contact Persons. A dedicated page on the EHEA permanent website should be built so that the events under the Bologna Policy Forum umbrella can be disseminated to all those interested;**

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<sup>14</sup> The IPN survey elaborated by DAAD, <http://www.ehea.info/Uploads/presentations/IPN%20Survey%20Report%2025%20March%202011.pdf>

- **The IPN will not continue its activity, but end with its report and recommendations. The results of its work will of course be a basis for future work in the 2012 – 2015 BFUG workplan in the field of internationalisation.**

#### **IX. Annexes**

The International Openness Working Group report is accompanied by the following documents as annex:

1. 1. The IO WG Terms of Reference
2. The Draft Programme for the Bologna Ministerial Conference 2012 and Third Bologna Policy Forum (version post-BFUG endorsement)
3. The IO WG meetings and main outcomes
4. The IPN meetings and main outcomes
5. The IPN Report

## International Openness Working Group Terms of Reference

*Approved at the Stockholm BFUG meeting (28-29 September 2009) and updated at the Alden Biesen BFUG meeting (24-25 August 2010)*

<p><b>Name of the working group</b></p> <p><b>International Openness: The European Higher Education Area in a Global Context</b></p>
<p><b>Contact person (Chair)</b></p> <p>Since 1 July 2010: Luminița NICOLESCU – Romania (luminicolescu@yahoo.com)  Until 30 June 2010: Barbara WEITGRUBER – Austria (barbara.weitgruber@bmwf.gv.at)</p>
<p><b>Composition</b></p> <p>Armenia, Austria, Belgium/Flemish Community, Belgium/French Community, Cyprus, France, Germany, Holy See, Hungary, Norway, Slovenia, Spain, UK, European Commission, Council of Europe, EI, ENQA, ESU, EUA, EURASHE, UNESCO, ACA, ENIC-NARIC networks, IAU</p>
<p><b>Purpose and/or outcome</b></p> <ul style="list-style-type: none"> <li>➤ To take forward the recommendations of “The European Higher Education Area (EHEA) in a global context: Report on overall developments at the European, national and institutional levels”.</li> <li>➤ To support the preparations of the 2010 Bologna Policy Forum. ✓</li> <li>➤ To support the follow-up to the 2010 Bologna Policy Forum and the preparations of the 2012 Third Bologna Policy Forum</li> <li>➤ To set up a network, making optimal use of existing structures, for better information on and promotion of the Bologna Process outside the EHEA. ✓</li> <li>➤ To monitor the development of the EHEA Information and Promotion Network</li> </ul> <p><i>If needed, the mandate of the group for the period until 2012 will be adjusted in line with the decisions taken by the Ministers in Budapest and Vienna in March 2010. ✓</i></p>
<p><b>Reference to the Leuven/Louvain-la-Neuve Communiqué</b></p> <p>Paragraphs 16 and 26.</p> <p>Additional reference: Vienna Bologna Policy Forum Statement</p>
<p><b>Specific tasks</b></p> <ul style="list-style-type: none"> <li>• To cooperate with the Bologna Secretariat regarding the further development of the Bologna Website for a global audience;</li> <li>• To set up a pool of experts across the EHEA countries in order to support the Bologna Secretariat in facilitating coordinated information visits to and from non-EHEA countries; ✓  <i>[compromise between pool of experts and ad-hoc arrangement agreed by Madrid BFUG]</i></li> <li>• To facilitate a first meeting of the network for better information on and promotion of the Bologna Process outside the EHEA; ✓</li> <li>• To support the Bologna Secretariat in convening a round table (with the participation of the European Commission and other main actors in higher education promotion in Europe) to devise a “road map” and to identify opportunities and actions for enhancing European-level</li> </ul>

promotion.

- To provide information on policy dialogue events relevant to the Bologna Process, taking place in various frameworks and at various levels, through the Bologna Website.
- To support the host countries Hungary and Austria in preparing the Second Bologna Policy Forum with regard to both the organisational aspects and the content – involving the non-EHEA countries that participated in the First Bologna Policy Forum by way of electronic consultation. ✓
- To support the host country Romania in preparing the Third Bologna Policy Forum with regard to both, the organisational aspects and the content – involving non-EHEA countries that nominated a contact person for the follow-up to the Second Bologna Policy Forum by way of electronic consultation.

### **Reporting**

Minutes of working group meetings will be made available by the Bologna Secretariat.

BFUG should also receive regular reports and updates.

To allow for good communication with BFUG as a whole and for the necessary consultations, progress reports should be submitted at least two weeks before each BFUG meeting. In between BFUG meetings, updates can be circulated by the Bologna Secretariat via e-mail.

**The final report / conclusions will be presented and discussed no later than the BFUG meeting in the second half of 2011.**

### **Meeting schedule**

First meeting: Vienna, 28 October 2009

Second meeting: Vienna, 25 January 2010

Third meeting: Vienna, 27 May 2010 (to set up a detailed work plan for the period 2010-2012 to be presented to the BFUG meeting in August 2010, taking into account the results of the Budapest/Vienna Ministerial Meeting)

Fourth meeting: Bucharest, 28 October 2010

Fifth meeting: Vienna, 18 January 2011

Sixth meeting: Brussels, 19 May 2011

Seventh meeting: Bucharest, 9 November 2011

Eight meeting: Rome, 10 February 2012

Ninth meeting: May / June 2012 (evaluation of the third BPF)

*(if necessary, some meetings can be coupled with other Bologna events taking place at other locations)*

### **Liaison with other action lines**

Cooperation with the working group "Reporting on the implementation of the Bologna Process" will be organised with the chairs of that group so that it meets the needs of both groups.

Cooperation with other elements of the work programme will be sought where appropriate.

### **Additional remarks**

**Bologna Ministerial Conference 2012 & Third Bologna Policy Forum**

**Bucharest**

**26-27 April 2012**

**Draft Programme<sup>15</sup> - version post-BFUG endorsement**

**25 April 2012**

20:30 Cocktail and Welcome Buffet Dinner (Victoria Palace)

**26 April 2012, Palace of the Parliament**

09:00 – 12:00 Bilateral meetings (optional)

09:00 – 11:00 BFUG meeting

11:00 – 12:00 Arrival and registration

12:00 – 13:30 **EHEA Ministerial Conference**

Official Opening – Plenary Session

13:30 – 15:00 Luncheon

15:00 – 16:30 **EHEA Ministerial Conference (MC participants)**

Parallel Sessions

Discussion on the MC Communiqué

15:00 – 16:30 **Bologna Policy Forum** (non-EHEA delegations)

Plenary Session – Information and mutual exchange session 1

16:30 – 17:00 Coffee Break

16:45 – 17:00 Family photo EHEA heads of delegation

Family photo EHEA and non-EHEA heads of delegation

17:00 – 18:30 **EHEA Ministerial Conference (MC participants)**

Plenary Session

Discussion on the MC Communiqué

17:00 – 18:30 **Bologna Policy Forum** (non-EHEA delegations)

Plenary Session – Information and mutual exchange session 2

18:30 – 19:00 Transfer to the hotels from the Palace of Parliament

20:00 – 20:30 Transfer to the Festive Evening Event from the hotels

**20.30** Festive Evening Event / Official dinner (The Romanian Athenaeum)

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<sup>15</sup> **Note:**

1. Colour scheme: the agenda items in red are exclusively targeting the EHEA delegations, the ones in blue are targeting the non-EHEA delegations and finally, the text in green represents the EHEA and non-EHEA joint agenda items and activities for all invited delegations.
2. Rooms for bilateral meetings will be available during the duration of the event, in addition to the explicit bilateral meetings' timeslots already inserted in the agenda. Scheduling in advance is required.

## **27 April 2012, Palace of the Parliament**

08:00 - 09:00	Transfer from the hotels to the Palace of Parliament Bilateral meetings (optional)
09:00 – 10.30	<b>Bologna Policy Forum</b> <b>Official Opening - Plenary Session</b> Keynote speech
10:30 – 11:00	Coffee Break
11.00 – 12.30	<b>Bologna Policy Forum</b> Thematic parallel sessions
12:30 – 12:45	Transfer from the parallel sessions rooms to the plenary hall
12:45 – 12:50	<b>Adoption of MC Communiqué</b>
12:50 – 13:00	<b>Presentation of the 2015 EHEA Ministerial Conference</b>
13:00 – 14:00	<b>Discussion and adoption of the BPF Statement</b> <b>Plenary session</b>
14:00 – 15:00	Press conference <sup>16</sup>
14:00 – 15:30	Luncheon <sup>17</sup>
15:30	Departure of participants

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<sup>16</sup> The press conference is an invitation only event.

<sup>17</sup> For the participants with early flights, shuttles will be available for transfer to the Bucharest airport.



**BFUG Working Group “International Openness - The European Higher Education Area in a Global Context”**

**Annex 3 – International Openness Working Group meetings and main outcomes**

No.	IO WG Meeting	Topics on the agenda	Main outcomes
1	<b>28 October 2009, Vienna</b>	IO WG Terms of Reference	The Chair presented the Terms of Reference of the group as they had been approved by the BFUG at its meeting in Stockholm (28-29 September 2009)
	Austria as Chair	2009-2012 IO WG workplan	A <b>discussion paper on the pool of experts</b> would be drafted for the BFUG Board meeting on 28 January 2010; ACA, EI, ESU, EUA, EURASHE, Austria and Romania would prepare proposals on how to facilitate the first meeting of the information and promotion network; Chair and Secretariat would draft a letter, asking the BFUG members to nominate a contact person for the information and promotion network.
		Second Bologna Policy Forum	<p>The <b>outline of the Second BPF programme</b> was presented, as well as the countries to be invited (the ones invited at the First Bologna Policy Forum, plus additional ones, yet to be decided upon).</p> <p>UNESCO would provide the hosts of the Second Bologna Policy Forum with suggestions on which additional countries to invite from the different UNESCO regions.</p> <p>More information on the Second Bologna Policy Forum (programme, practical information etc.) would be provided after the meeting of the organisational committee.</p>
2	<b>25 January 2010, Vienna</b>	Preparation of the first meeting of the network for better information on and promotion of the Bologna Process outside the	<p>17 responses had been received to the first call for members' nominations.</p> <p>The idea behind the network was to foster the promotion of the EHEA as a whole and to encourage countries to put their national promotion in a European context.</p> <p>The network should meet at least twice a year to create and keep a certain momentum.</p>

		EHEA (IPN)	The members of the network should not act as individuals but the activities and decisions of the network should have an impact on the organisations they are representing. The network would also need funding, and the Erasmus Mundus programme was mentioned as one possible source of funding. It was agreed that Austrian IO WG Chair and Secretariat would draft the mandate of the Information and Promotion Network.
	Austria as Chair	Updates to the IO WG work plan	The work plan will be adjusted to include the mandate of network. The round table on higher education promotion foreseen in the work plan should be convened in consultation with the IPN, only after the network has produced a first overview of existing promotion activities.
		Second Bologna Policy Forum	<p>The draft programme of the Second Bologna Policy Forum was presented.</p> <p>The Forum would have to result in a document and a roadmap or action plan, listing concrete follow-up actions to be taken was supported. Countries and/or consultative members would need to come up with concrete proposals and volunteer to organise such follow-up activities.</p> <p>A de-briefing discussion on the Bologna Policy Forum was planned for the following IO WG meeting, which could then also serve as input for the next Bologna Policy Forum, if it was decided to have one. The preparations should then be a joint activity of EHEA and non-EHEA countries and could again be supported by the Working Group (possibly enlarged with some members from non-EHEA countries).</p> <p>The WG members were invited to submit proposals for the follow-up to the second Bologna Policy Forum.</p> <p>Romania was asked to confirm whether or not the Minister was ready to host the third Bologna Policy Forum and/or to co-organise it with a non-EHEA country.</p>
3.	<b>27 May 2010, Vienna</b>	“Pool of experts”	The BFUG agreed on the following in its February meeting: „Whenever a request comes in, the Secretariat will send it to the entire BFUG. The information submitted by the BFUG members in response to the call will be forwarded to those looking for expertise but it will also be collected by the Secretariat, thus forming the start of a list. After a while, the

			arrangement will be evaluated to see whether it works or a more sophisticated arrangement would have to be found.“
	Austria as Chair	IPN	The terms of reference for the EHEA Information and Promotion Network (IPN) proposed by the working group were approved by the BFUG. The IPN kick-off meeting will take place on May 28 <sup>th</sup> , hosted by Austria, and will be based on the approved ToR.
		Feedback on the Second Bologna Policy Forum	For the Second BPF, positive feedback was received regarding the active role of various organisations in the preparations of the Forum and within its proceedings, the existence of an information session, the bilateral meetings interactive working group sessions. The consultation of all BPF participants beforehand on the adoption of the Bologna Policy Forum Statement was welcomed. The number of three delegates for non-EHEA countries was not considered sufficient to ensure adequate participation of student and higher education institutions representatives therefore the suggestion was to increase the number to five for the Third BPF. The countries and organisations participating in the BPF were invited to nominate one contact person for follow-up. These contacts should be kept informed of on going activities related to the Bologna Process events and achievements, as well as actively involved in the preparatory stages of the next BPF.
		Work plan 2010-2012	The working group agreed with the proposed adjustments to the ToR that would be put forward to the BFUG for approval at its meeting in August. The adjustments included the already agreed handover of the Working Group chairing mandate to Romania as well as the organisation of the next BPF in Bucharest. The items that are already achieved have been ticked off and the list of WG meetings has been updated.
		Roundtable	It was proposed to convene a small WG composed of the IO WG chairs, some WG members and some IPN members (timeline: summer-autumn 2011). The question of the financial support for the roundtable would still need to be clarified.
4.	<b>28 October 2010, Bucharest</b>	Revised ToR for the IO WG	The Chair announced that the revised ToR and Working Plan were approved by the BFUG in its Alden-Biesen meeting.

	Romania as Chair	BPF draft agenda	A first version of the BPF agenda was drafted, which was revised throughout the meeting. A 1.5 days programme was accepted as feasible, to increase the interaction between EHEA and non-EHEA ministers and the attractiveness of the event.
		Selection mechanism for countries to be invited at the 3 <sup>rd</sup> BPF	It was recommended to use the UNESCO regions breakdown for deciding which countries to invite to the BPF.
		Possible themes for the Third BPF	The most frequent topics of interest based on the feedback received were quality assurance, mutual recognition and qualification frameworks. The IO WG members also proposed other relevant: employability, mobility, student centered learning, social dimension, internationalisation.  IAU and EUA volunteered to consult their partners and members and to provide further input, particularly on themes of the next BPF.
		National Contact Persons (NCPs)	It was debated how to involve more efficiently the national contact persons in the BPF. Electronic consultation was suggested as means of communication and support, with social media and a forum as additional tools. Countries that have not yet nominated a contact person should be reminded to so by the Bologna Secretariat.
		International Programme Committee	In case a decision would be taken to set up an International Programme Committee, it should be of manageable size, in order to bring added value. However, such a structure would have difficulties arranging face to face meetings with non-EHEA participants, while also encountering major logistic and organisational challenges. No final conclusion on this point was drawn at that point.
		The transition from the Bologna Process to the EHEA / the EHEA Website	Both BP and EHEA terms should be used simultaneously, with an attempt to eventually shift towards the latter.  The EHEA website needs to become more visible, and support from all members will be requested in order to achieve this objective, by means of Bologna Secretariat sending an e-mail to all parties involved to reference the EHEA permanent website on their own web

			pages.
5.	<b>18 January 2011, Vienna</b>	NCPs	The NCPs list was considered complete and no more attempts to nominate NCPs will be made. An online Forum was set up by the Bologna Secretariat, to encourage discussions on the BPF between NCPs and IO WG members.
	Romania as Chair	Selection mechanism for countries to be invited at the 3 <sup>rd</sup> BPF	It was proposed to invite not just countries, but organisations, possibly from regions with similar to the Bologna Process initiatives. The consultative members, the Holy See and IAU would provide a list of other organisations active in the higher education debates which are relevant for the Third BPF.
		BPF draft agenda	The two versions of the BPF agenda (to be endorsed at the BFUG meeting on 17-18 March 2011): one version similar to the one 1.5 days proposal, with small amendments including bilateral meetings in the late evening of the first day or in the morning of the second day, if possible, and a second version which is shorter – from 26th April lunchtime to 27th April lunchtime.
		International Programme Committee	The IO WG should act as the International Programme Committee, while ensuring an effective and interactive consultation process with the NCPs through the EHEA Forum
		IPN	<p>A presentation of the IPN status quo and the difficulties encountered in the IPN work was given by the Estonian Co-Chair of the IPN.</p> <p>The IPN members, who come from different backgrounds, should be re-nominated by the BFUG so as to increase their participation in the IPN work plan activities.</p> <p>A mid-term promotion strategy should be designed, as a complement to the national and HEIs promotion strategies, although it is difficult to have one single campaign for 47 countries and their HEIs.</p> <p>The experts' roundtable foreseen in the IO WG ToR could be organised as a meeting between ACA, the European Commission, the IPN Steering Committee, the IO WG Chair and the Bologna Secretariat in conjunction with another Bologna meeting.</p>

		BPF overarching theme and sub-themes	For the third BPF theme, it was agreed to have an overarching theme and several sub-themes, such as: Global mobility (including recognition issues), HE system Governance in national vs. regional approach, International social responsibility (North – South partnerships), Public responsibility and social dimension of HE, Employability and the three degree structure, Quality and excellence, Quality assurance, Social dimension
		Language regime	The language regime will be discussed in the next IO WG meeting.
6.	<b>19 May 2011, Brussels</b>	BPF sub-themes	The fourth sub-theme and the titles for all parallel sessions: <i>“Global mobility: Incentives and barriers, balances and imbalances”</i> ; <i>“Global and regional approaches to quality enhancement”</i> ; <i>“Public responsibility for and of HE within national and regional context”</i> ; <i>“Are HE reforms improving graduate employability?”</i>
	Romania as Chair	BPF background paper	For the BPF, a background paper, composed of four chapters on the 4 sub-themes will be drafted. The authors of the BPF background paper chapters: ACA (mobility), E4 (quality enhancement), IAU and Council of Europe (public responsibility), EURASHE (employability);
		Language regime	The proposed language regime for the 3rd BPF: English, French, German, Spanish and Russian plus the language of the host country (Romania) and the two languages of the BFUG Chairs (Danish and Azeri), should they express their desire in this sense.
		Logistical aspects for the Third BPF	The EHEA Communiqué will be introduced shortly to the non-EHEA guests in the final adoption plenary by the host Romanian Minister.  For the parallel sessions, a co-chairing system comprised of an EHEA and a non-EHEA minister will be used, with their roles to be further refined.  The keynote speaker will be decided by means of further consultations within the IO WG and with the NCPs.

		Selection of countries and organisations to be invited at the BPF	UNESCO will assist the host country and the BFUG Chairs in the selection of countries participating in the BPF, by offering a pre-selection of countries from each UNESCO region. Ten international organisations will also be invited. After the list of countries and organisations is finalised, they will all be invited at the same time.
		BPF statement	The BPF Statement should focus more on political declarations rather than action lines.
		Possible initiatives to be organised in-between BPFs	The EC mentioned a proposal to organise a training session on Bologna issues in connection with the Bologna Experts Seminars, particularly designed for the NCP, pending the BFUG endorsement.  The EC circulated via e-mail the revised proposal to the IO WG members.
		Endorsement of the structure of the IO WG report for the BFUG meeting in Cracow	The structure of the IO WG report will focus on the main activities and outcomes included in the Terms of Reference, both for the IO WG and the IPN.
7.	<b>9 November 2011, Bucharest</b>	BPF possible speakers	The IO WG members agreed on a short list of names for possible BPF keynote speakers. The final decision will be taken by Romania, as host country, in consultation with the BFUG Chairs for the second semester of 2012, Denmark and Azerbaijan.  The NCPs will be consulted once more on possible BPF keynote speakers, through e-mails circulated by the BFUG Secretariat.
	Romania as Chair	Information sessions' format	The members of the IO WG endorsed the structure of the BPF Information sessions. The first session would focus on information on the Bologna Process developments and interregional exchanges, while the second one would focus on encouraging meaningful discussions on EHEA core topics (recognition, QA, etc.).  Proposals for possible speakers of the information sessions will be sent to the BFUG Secretariat via e-mail. The structure of the information/ regional exchange sessions and their purposes will be circulated to the NCPs for feedback.

		BFP background paper	<p>The paper should be shortened to ten pages overall, with maximum 1.5-2 pages for each thematic chapter, which will include no more than three questions for the ministers to debate within the Bucharest BPF. Both the EHEA and non-EHEA perspective should be included in a balanced manner in each chapter.</p> <p>The revised versions of the chapters will be circulated to the BFUG Working Groups dealing with the respective topics so that their feedback is included in the final versions.</p>
		List of possible countries and organizations to be invited at the BPF	<p>The IO WG members endorsed the current list of countries and organisations to be invited in the Third BPF with one addition: Agence universitaire de la Francophonie (AUF). The document will be circulated to the BFUG for its January 2012 meeting.</p>
		Bucharest Bologna Policy Forum statement – Draft 0	<p>Specific re-wording was suggested in various paragraphs of the document and Draft 1 will be rewritten accordingly.</p> <p>References to the current economic crisis and the role of higher education in the economic recovery should be inserted in the BPF Statement.</p> <p>The NCPs will be consulted on the BPF Statement and whether they consider fit for purpose organising the future editions of BPF in connection to the Bologna Ministerial Conferences. Additionally, the NCPs input will determine if the future events can be organised at regional level as well.</p>
		IO WG final report	<p>The IO WG members concluded that the Ministers should reinforce the commitments from the 2007 “EHEA in a global setting” strategy, also including the aspect of mobility.</p> <p>The stakeholders and the NCPs should be involved more in the organisation of future BPFs. A smaller group could act as the BPF Programme Committee.</p> <p>The IPN activity should be continued only if financial resources are ensured through a specific project.</p>
		Future objectives and activities of the International Openness	<p>A clear analysis on how the 2007 “EHEA in a global setting” strategy was implemented could be performed in 2015, should the next stocktaking report comprises specific</p>



		WG	<p>information on this topic.</p> <p>In order to fulfil its objectives, the IO WG agreed it should continue its activity but under a different structural setting, possibly under the form of a task force, not necessarily a BFUG WG.</p> <p>Countries' involvement in preparing the policy issues for the BPF is still needed, but the consultation with the BFUG and the NCPs might be sufficient, thus the need for the existence of the IO WG in the current form is to be discussed further in the BFUG and in the last IO WG meeting in February 2012.</p>
8.	<b>10 February 2012, Rome</b>	Information sessions' format	<p>For information and mutual exchange session 1:</p> <ul style="list-style-type: none"> <li>• The moderator should give short introductory presentation on the Bologna Process, followed by discussions. Two possible introductory questions were proposed: <b><i>How did the Bologna Process impact your country's higher education system?; What are the opportunities and challenges for similar regional cooperation / integration in your region?</i></b></li> <li>• The IO WG members should balance the presence of regions in the panel, in order to have a wide regional perspective.</li> <li>• The panellists should represent various environments: governments, HEIs, teachers, students, with interregional organisations as backup. For each category, a list of names should be prepared, in order to have backup options. Additionally, each category should have proposals from each region.</li> </ul> <p>For the <b>information and mutual exchange session 2</b>, suggestions for improvement were received for both themes (QF and mobility).</p>
	Romania as Chair	BFP background paper	<p>Three final questions per chapter should be maintained and if the authors do not select them, the BFUG Chairs and the BPF organisers should decide.</p> <p>The BFUG Secretariat will edit the BFP background paper, providing a uniform layout.</p>

		Bucharest Bologna Policy Forum statement – Draft 2	<p>Specific re-wording was suggested in various paragraphs of the document and Draft 2 will be rewritten accordingly.</p> <p>As the Statement currently makes no reference to the BPF future, it should emphasise the need for high level meetings, but also at practitioners’ level, both specific regional and all thematic BPFs.</p>
		Future editions of the Bologna Policy Forum	<p>The current format of the BPF should be maintained for now and, following the Bucharest event, an assessment should be performed to determine the structure of future editions.</p> <p>The ministers should commit themselves to implementing the network of NCPs and a specific reference in this sense should be introduced in both in the BPF Statement and the IO WG report.</p> <p>As concrete follow-up, all events organised under the BPF umbrella should be listed and permanently updated in a separate section of the EHEA official Website.</p>
		IO WG final report	<p>The Chair underlined the main recommendations for the Ministerial Communiqué:</p> <ul style="list-style-type: none"> <li>• The IO WG should return to the 2007 “<i>EHEA in a global setting</i>” Strategy and identify the areas for future action, which may form the basis of a new internationalisation strategy, taking into account the respective EU internationalisation strategies in higher education and research.</li> <li>• The BPF concept should be further developed by the IO WG, but its implementation could be assigned to a different structure (the host country, the BFUG Chairs or a small committee).</li> <li>• The IPN proposal should no longer be put forward to the BFUG in its March meeting. An explanation for not continuing with the IPN activity should be included in the IO WG Report, namely the consultations within the BFUG and the lack of political will to support a centralised activity on EHEA promotion at this point in time. The BFUG Secretariat should inform the IPN members on this outcome after the endorsement of the IO WG report.</li> </ul>

			<ul style="list-style-type: none"> <li>The conclusions of the IO WG Report, the main recommendations for the 2012 Ministerial Communiqué and the BPF Statement will be redrafted in line with the discussions held in the last IO WG meeting.</li> </ul>
		<p>Future objectives and activities of the International Openness WG</p>	<p>The importance of increased connections of the future IO WG with other WGs on a regular basis, also in between BFUG meetings, was emphasised.</p> <p>Due to the strong links between internationalisation and mobility in the EHEA Mobility Strategy, some WG members proposed that the IO WG and the Mobility WG be combined to form a single working/coordination group. However, this proposal has been debated, as internationalisation contains other elements as well apart from mobility. Policy dialogue, cooperation and recognition are all issues present in the “<i>EHEA in a global setting</i>” Strategy that have not yet been evaluated and the IO WG could focus on these in its future activity. It was also pointed out, however, that some aspects of the strategy have been implemented in other working groups (e.g. recognition).</p> <p>Some of the more operational tasks of the future IO WG should be taken out, establishing an international Programme Committee for the organisation of the next BPF editions. The main focus of the IO WG should remain policy making in the field of internationalisation.</p>

## Annex 4 – Information and Promotion Network activity and main outcomes

	IPN Meetings	Outcome
1.	28 May 2010, Vienna, Austria	<b>The IPN Steering Committee was elected</b> for a period of two years, meaning the three Co-Chairs: Hubert Dürrstein (Austria), Heli Aru (Estonia) and Magalie Soenen (Flemish Community of Belgium) plus other two members: Panikos Giorgoudes (Cyprus) and Katalin Kurucz (Hungary). <b>The IPN Steering Committee was mandated to prepare the IPN work programme</b> , which would contain a timeline and combine plenary meetings with meetings in smaller working groups.
2.	7 July 2010, Bucharest, Romania	The IPN Steering Committee had its first meeting in Bucharest, and <b>developed the work plan of the network for the 2010-2012 timeframe</b> . For a more effective fulfilment of the assumed tasks, the main IPN activities have been divided between three different working groups.
3.	17 December 2010, Bonn, Germany	One of the IPN sub-working groups had its first meeting, where the findings of the <b>IPN Survey Questionnaire</b> were discussed. The EHEA wide survey was elaborated and conducted by the DAAD on behalf of the IPN. The objective was to have an overview of what activities were being undertaken, who was involved in higher education marketing, what tools were being used and if any marketing was being done that related specifically to the EHEA. One main conclusion arising from the discussions was that the final IPN Survey Report would be accessible to the wider public on the <a href="#">EHEA official website</a> .
4.	17 January 2011, Vienna, Austria	A second IPN sub-working group meeting, billed as an <b>Information and Promotion Expert Roundtable</b> , took place in Vienna. A <b>catalogue of questions</b> was designed by the OeAD to streamline the IPN work, bringing to focus the aspects of the IPN purpose and its target group.

5.	11 March 2011, Brussels, Belgium	<p>The IPN members, considering the recommendations from the IPN Survey as well as the open questions from the catalogue of questions, agreed that <b>the primary aim of the IPN should be to promote the EHEA as both a strong competitor and an attractive partner</b> and that <b>the primary target group of the IPN in all its activities should be non-EHEA students and young researchers</b>. The members agreed that the IPN should push both promotion through key messages that could complement national slogans and information through key data. The members agreed to form a <b>taskforce</b> empowered with defining the key messages and the key data for an EHEA promotion. The taskforce compiled a document that focused on four key features of the EHEA: Recognition, Quality, European Dimension and Diversity.</p>
6.	18 May 2011, Brussels, Belgium	<p>Furthering the debates on enhancing the promotion of the EHEA, <b>the IPN agreed that a coherent EHEA promotion strategy is needed for the continuity of the IPN work</b>. The IPN recommends that the efforts for furthering the enhancement of the EHEA international promotion should be shaped in the frame of <b>a project commissioned to design a possible EHEA Promotion Strategy</b>, to be endorsed by the BFUG.</p> <p>The <b>OeAD volunteered to elaborate a project proposal</b> and to coordinate the project if such a proposal is endorsed and if the funding is secured.</p> <p>The IPN members decided to put forward an <b>activity report</b> for the upcoming BFUG meeting in Cracow and address the recommendations concluded by the network regarding the follow up actions envisaged for the IPN. The IPN members also concluded that the <b>IPN Network has reached its limits as a voluntary group</b> and recommends the BFUG to consider that the follow up actions for the IPN purpose should be tackled <b>with a financial commitment</b> backed up by <b>expert input</b> on this matter.</p>

## BFUG Network “Information and Promotion”

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### Background

The Bologna Declaration (1999) sets out “the objective of increasing the international competitiveness of the European system of higher education” and points out the need “to ensure that the European higher education system acquires a world-wide degree of attraction”, a goal which has been further pursued in the Ministerial Meetings of Prague, Berlin and, in particular, Bergen.

With the Leuven/Louvain-la-Neuve Communiqué<sup>18</sup> (2009), the ministers responsible for higher education in the countries of the Bologna Process convened to set up a network within the BFUG, “for better information on and promotion of the Bologna Process outside the EHEA while making optimal use of the existing structures”.

The network is open to all 47 Bologna countries, the European Commission, the consultative members as well as the Academic Cooperation Association (ACA) and the European Association of International Education (EAIE). Like the other BFUG Working Groups, it is supported in its activity by the Bologna Follow-Up Group Secretariat.

The main **purposes of the Network**, according to its Terms of Reference (ToR), are:

- Provision of clear and consistent information on the Bologna Process and the European Higher Education Area (EHEA) in countries outside the EHEA.
- Enhancing the international promotion of the European Higher Education Area.
- Putting the promotion of national higher education systems in a European context.

In addition to the network’s purpose, the BFUG endorsed the following **specific tasks** for the IPN 2010-2012 timeframe:

- Develop an overview of existing initiatives/activities by all members of the network in the field of promotion of national higher education systems & the EHEA (state of the art).
- Support the Bologna Secretariat and the Working Group “International Openness: European Higher Education in a Global Context” regarding the further development of specific information material (to be used e.g. at international fairs and visits) and of the EHEA Website for a global audience.
- Design measures to enhance the promotion of the EHEA and of national higher education systems as part of the EHEA.
- Foster the exchange of good practice and know-how as well as peer-learning in the field of national-level promotion of higher education in a European context.
- Advise/support the Working Group “International Openness: European Higher Education in a Global Context” in convening a round table (with the participation of the European Commission and other main actors in higher education promotion in Europe) to devise a “road map” and to identify opportunities and actions for enhancing European-level promotion.

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<sup>18</sup> All communiqués from the Ministerial Conferences are available here:  
<http://www.ehea.info/article-details.aspx?ArticleId=43>

The IPN's Terms of Reference are provided in Annex 1 to the report.

At first sight, the objectives of the Information and Promotion Network seemed achievable within the 2010-2012 timeframe. However, when tackling each IPN task as specified in the ToR, the network members repeatedly faced serious challenges, which slowed and hindered further advancement. The root causes from which these challenges stem are manifold and diverse. Wanting precision in the terminology of the original ToR, unspecified framework conditions for the work of the group (open questions such as the target audience of any IPN activity), the mixed backgrounds of the IPN members, which sometimes engendered a mismatch between the expertise needed for addressing the specific tasks and the available know-how and time resources (also pointed out in a members re-nomination call), the voluntary nature of the network, the complicated online interaction of an intergovernmental network structure, the lack of financial support and the extremely diverse situation and needs of the EHEA members with regard to HE information provision/ promotion. Due to the group's on going grappling with the IPN's objectives and framework conditions the set-up of the network was adopted accordingly. Starting out with a sub-working group structure along specific tasks proved unsatisfying. Consequently a network-wide approach was re-adopted.

With this in mind, the IPN members concluded that the current report and its annexes, along with the follow up recommendations, shall provide the basis for future cooperation in the area. It has to be noted, however, that any progress will be predicated on the provision of sufficient financial and human resources and sustained political backing by EHEA countries, declared, for example, in the form of ministerial support and thus expressing an EHEA-wide impulse to join forces with a view to position the EHEA on the global educational map.

### **Network chronological activity and main outcomes**

The **BFUG Network "Information and Promotion"** met for the first time in Vienna, Austria on 28 May 2010 and debated on its working activity for the coming two years, including the election of three Co-Chairs: Hubert Dürrstein representing Austria, Heli Aru representing Estonia and Magalie Soenen representing the Flemish Community of Belgium, as well as the organization of the IPN in three sub-working groups.

The Co-Chairs plus other two members: Panikos Giorgoudes from Cyprus and Katalin Kurucz on behalf of Hungary formed the IPN Steering Committee with a mandate for a period of two years. The Steering Committee had its first meeting on 7 July 2010 in Bucharest, and developed the work plan of the network for the 2010-2012 timeframe. (The work plan is Annex 2 of this report).

In line with the Terms of Reference and the agreed work plan, on 17 December 2010, in Bonn, the DAAD (the German Academic Exchange Service) hosted one of the network's sub-working groups meeting, in which the findings of the IPN Survey Questionnaire, conducted by DAAD were discussed. One main conclusion arising from the discussions was that the final IPN Survey Report<sup>19</sup> - as shown in Annex 3- would be accessible to the wider public on the EHEA official website. According to the decision taken by the BFUG during its meeting in Gödöllő (17-18 March 2011), the IPN Survey Report was deemed of public interest and was posted on the EHEA Website.

Considering the findings of the IPN Survey Report, the IPN members agreed on several recommendations that should be taken into account for furthering the fulfilment of the IPN objectives:

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<sup>19</sup> The full version of the IPN Survey Report can be downloaded here:  
<http://www.ehea.info/Uploads/presentations/IPN%20Survey%20Report%2025%20March%202011.pdf>

- Create a website about the EHEA (targeted towards potential students and young researchers from outside of Europe) and explore the link to the already existing “Study in Europe” platform.
- Develop information “packages” about the EHEA (to be used on other websites, press etc.).
- Distribute information with key messages (on how to market EHEA Higher Education Institutions - HEIs) to National Agencies and HEIs.
- Conduct research in key markets about perception of Europe (e.g. perceived benefits, obstacles to studying in the EHEA).
- Build ties across borders and organisations dealing with higher education marketing (e.g. “hot topic” conferences, marketing networks, international fairs).
- Provide funds for these activities by accessing existing funding sources (e.g. Erasmus Mundus A3, national/regional resources).

A second working group meeting, billed as an **Information and Promotion Expert Roundtable** (thus delivering on what has been defined as a specific task for the IPN 2010-2012 timeframe by the BFUG) was organised by the OeAD (Austrian Agency for International Cooperation in Education and Research) on 17 January 2011, in Vienna. The roundtable meeting helped put into focus the working group’s loose ends and as an upshot of the lively discussion a catalogue of questions was designed by the OeAD. The catalogue listed open questions related to mandate, direction and interpretations of key IPN concepts. It was discussed at the following IPN meeting along with the IPN Survey Report, on 11 March 2011, in Brussels, Belgium.

Having answered the catalogue’s questions the IPN members agreed that the primary aim of the IPN should be to promote the EHEA as both a strong competitor and an attractive partner and that the primary target group of the IPN in all its activities should be non-EHEA students and young researchers. It was further proposed that the IPN shall make use of the messages developed by the Global Promotion Project as an established starting point (quality, diversity, European dimension). Moreover, the members agreed that the IPN should push **both** promotion through key messages that could complement national slogans **and** information through key data. In this respect it was agreed to form a taskforce empowered with defining the key messages and the key data for an EHEA promotion.

The IPN members met again on 18 May 2011 in Brussels, with an agenda that streamed the debates towards the IPN taskforce deliverables and the follow up actions which are to be recommended for the upcoming BFUG meeting in Cracow. The representatives from the Council of Europe and the European Commission expressed their support for the work carried out with the EHEA information and promotion proposes. Moreover, the Commission suggested the possibility, subject to the approval of its member states, of introducing a priority under the Erasmus Mundus Action 3 annual open call for proposals for the creation and training of a network of marketing professionals. As an outcome of the meeting, the IPN members decided to put forward an activity report for the upcoming BFUG meeting in Cracow and address the recommendations concluded by the network regarding the follow up actions envisaged for the IPN.

#### ***Overview of the IPN mandate fulfilment according to the Terms of Reference (ToR)***

According to the mandate given by the BFUG, the IPN pursued each of the specific activities included in its ToR, as follows:



## **1. Developing an overview of existing initiatives/activities by all members of the network in the field of promotion of national higher education systems & the EHEA (state of the art).**

Considering this specific task, an EHEA wide survey was elaborated and conducted by the DAAD on behalf of the IPN. The objective was to have an overview of what activities were being undertaken, who was involved in higher education marketing, what tools were being used and if any marketing was being done that related specifically to the EHEA.

The number of responses received was thirty six out of the forty seven EHEA countries. The results of the survey underline the diversity of European higher education systems, as well as different reactions to a quickly changing world in which global competition, shifting demographics and student flows, international rankings and increasing professionalisation (some may say commercialisation) have begun to impact on the day-to-day business of universities across Europe. In the face of these new challenges and opportunities, some of the key findings from the survey regarding the international higher education marketing in the EHEA are as follows:

- International marketing is widespread across the EHEA, but it takes different forms, has different focuses and varying degrees of intensity from country to country.
- Most HEIs or countries focus on a handful of key geographic target markets for their international marketing efforts.
- At national level, many EHEA countries have national agencies focused on higher education marketing as well as departments in one or more federal ministries.
- A broad range of marketing tools are used by HEIs and the most popular are familiar tools such as leaflets/brochures, fairs and websites.
- There is a large degree of participation in pan-European marketing and promotional efforts such as the European Higher Education Fairs (EHEFs) or activities as part of EU-funded programs such as Erasmus Mundus.
- There seems to be broad agreement on key messages about the EHEA, such as quality of higher education institutions, diversity, and quality of life/culture. There is less agreement about the benefit of EHEA-wide marketing efforts versus national or institutional undertakings.
- There is not yet a common language about marketing within the EHEA and terms can have very different meanings when put in different national contexts.

The full overview of these initiatives can be found in the complete IPN survey report, available on the EHEA website and as Annex 3 of this report.

## **2. Support the Bologna Secretariat and the Working Group “International Openness: European Higher Education in a Global Context” regarding the further development of specific information material (to be used e.g. at international fairs and visits) and of the EHEA Website for a global audience.**

For the fulfilment of this task, the IPN members agreed with the Steering Committee proposal and formed a **task force** chaired by Ireland which included DAAD, EUA, ACA, Estonia and Armenia. The task force worked on developing information packages shaped as key messages and key data needed for EHEA information provision purposes. The EC offered to distribute information packages from its “Study in Europe” stands. Furthermore, the EC reminded the network that the messages and material available on the “Study in Europe” website could also be used when

developing the information packages. The task force results accompany the report as Annex 4 of the present report.

Furthermore, the IPN members agreed that *creating a website about the EHEA that is targeted towards potential students from outside of Europe (and explore the link to the already existing “Study in Europe”)* is unlikely to succeed **without solid financial investments by the EHEA members**, which would ensure the long term sustainability and continuous update of such an initiative. Apart from providing the European Commission with the information packages with the purpose of including them in the “Study in Europe” web page, any potential actions about a permanent EHEA information/ promotion website will be integrated in an EHEA **Promotion Strategy Project** application, drafted by the OeAD (The draft Promotion Strategy Project is Annex 5 of the present report).

### **3. Design measures to enhance the promotion of the EHEA and of national higher education systems as part of the EHEA.**

One approach of the IPN towards enhancing the promotion of the EHEA and of national higher education systems was to empower the IPN task force with **defining the key messages and the key data for an EHEA promotion**. In this context, Recognition, Quality, European Dimension and Diversity were considered as key features of the EHEA.

In addition to the existing promotion actions of national higher education systems, such as Higher Education Fairs, website marketing, social web, brochures and personal contacts<sup>20</sup> which are widely used as promotion methods by most HEIs, the IPN survey report underlines that a coordinated EHEA promotion strategy lacks at present. In this respect, there is scope for cooperation within the frame of the Action 3 of the Erasmus Mundus Programme<sup>21</sup> to develop a network of marketing professionals across the EHEA, as part of an EHEA Promotion Strategy Project. Within the IPN debates, it was continuously pointed out that finding the right balance between national and European targets for HE promotion is a shared challenge.

Furthering the debates on enhancing the promotion of the EHEA, the IPN agreed that a coherent EHEA promotion strategy is needed for the continuity of the IPN work. In this respect the IPN further agreed to draft a project proposal with the aim of enhancing the promotion of EHEA. The OeAD volunteered to elaborate a project proposal and to coordinate the project if such a proposal will be endorsed by the International Openness WG and the BFUG and if the funding will be secured. The project will strive to devise **an EHEA-encompassing, politically-backed, forward-looking Promotion Strategy** which will **enhance visibility and prestige of the EHEA worldwide**. The project will operate as an **expert group** with a clear mandate and political support. The IPN's future role in this setting would be to act as a consultative body that the project team reports to and cooperates closely with.

### **4. Foster the exchange of good practice and know-how as well as peer learning in the field of national-level promotion of higher education in a European context.**

The IPN Survey conducted by the DAAD gave a first *overview of existing initiatives/activities in the field of promotion of national higher education systems & the EHEA*, carried by both national agencies and higher education institutions (HEIs) across the EHEA. Considering the recommendation from the IPN Survey report referring to *building ties between organizations and individuals dealing with international higher education marketing*, the IPN agreed that this activity could be covered in the future with an increased and more targeted European Union financial

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<sup>20</sup> Extract from the IPN survey report.

<sup>21</sup> Further details on the Erasmus Mundus Programme, Action 3 can be accessed here: [http://eacea.ec.europa.eu/erasmus\\_mundus/programme/action3\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/programme/action3_en.php)

support for peer-learning activities, but also by increasing the information available at the EHEA website. In terms of seminars, conferences and European Higher Education Fairs, these types of events are happening anyway but not necessarily under a „Bologna hat“. Nevertheless, both EHEA and Bologna Process logos are used.

**5. Advise/support the Working Group “International Openness: European Higher Education in a Global Context” in convening a round table (with the participation of the European Commission and other main actors in higher education promotion in Europe) to devise a “road map” and to identify opportunities and actions for enhancing European-level promotion.**

On 17 January 2011, the OeAD hosted the **Information and Promotion Expert Roundtable** in Vienna. As it was recommended in the IPN ToR and Work plan, the roundtable brought together experts with different backgrounds for the EHEA information and promotion purpose: Erasmus Mundus Students and Alumni Association (EMA), Academic Cooperation Association (ACA), representatives of BFUG Working Groups on Mobility and Transparency Tools, the former Chair of BFUG WG International Openness, International Association of Universities (IAU), the German Academic Exchange Service (DAAD), representatives of the IPN Steering Committee, representatives of the Estonian Ministry of Education, an expert from The Knowledge Partnership, UK and the Bologna Secretariat.

As an outcome of the roundtable a catalogue listing pertinent questions was devised by the OeAD. It highlighted the essential questions that needed to be tackled by the IPN in order to gain a clearer sense of mission and overview of the IPN further steps.

The IPN envisaged a second roundtable meeting designed to benefit from the participation of the European Commission, the Academic Cooperation Association, the IPN Steering Committee, DAAD and OeAD, the International Openness (IO) WG Chair and the Bologna Secretariat. Unfortunately the Chair of the IO WG, Ms Luminita Nicolescu and the Commission delegate Mr Roger O’Keeffe could not attend the meeting. Nevertheless, the meeting generated tangible results. Starting from the catalogue of questions and the DAAD’s survey analysis, the IPN Steering Committee came up with concrete proposals with regard to the IPN further steps.

**Proposed follow-up for the BFUG**

When tackling the IPN specific tasks from its ToR, the IPN members concluded on the following:

- The primary aim of the IPN is to promote the EHEA as both a strong competitor and an attractive partner.
- The primary target groups of the IPN in all its activities are non-EHEA students and young researchers.
- The IPN should consider promoting the messages coming from the Global Promotion Project (GPP) as a start (quality, diversity, European Dimension).
- The IPN activity should focus on both **promotion** through key messages, which could complement national slogans and **information** through key data.

Considering the IPN purposes and its specific tasks in the frame of “*Provision of clear and consistent information on the Bologna Process and the European Higher Education Area (EHEA) in countries outside the EHEA together with enhancing the international promotion of the European Higher Education Area*” (IPN ToR), the BFUG members should consider a financial commitment backed up by the participation of promotion and marketing experts for the fulfilment of these broad

political goals in a bid to achieve progress along this contested key issue of European higher education positioning.

As stated in the *Strategy for the European Higher Education Area in a Global Setting*,<sup>22</sup> “To increase the attractiveness and the competitiveness of the EHEA, providing information on the Bologna Process will not itself be sufficient. Europe must also make concerted efforts to increase its international attractiveness to students, teachers and researchers across the world”. In this context and based on the conclusions from previous IPN meetings, **the IPN recommends that the efforts for furthering the enhancement of the EHEA international promotion should be shaped in the frame of a project commissioned to design a possible EHEA Promotion Strategy<sup>23</sup>, to be endorsed by the BFUG.**

Should the BFUG and the ministers support the launch of such a project, the IPN will act as a consultative body for the project team. Otherwise, the IPN has reached its organisational limits and part of its task of fostering peer learning for enabling EHEA level information/ promotion could be done in the frame of trainings.

It is further recommended that the BFUG should take the expertise factor into consideration when nominating group or network members since particular tasks require expert input.

In addition to the above recommendations, the IPN calls upon the BFUG to be more supportive towards the participation and the organization of European Higher Education Fairs.

Finally, the IPN recommends the wide dissemination of the IPN survey results, as well as the use of the EHEA key messages and key data in all national and institutional level information provision or promotional activities.

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**The IPN report is accompanied by the following documents as annex**

1. The IPN Terms of Reference
2. The IPN work plan for the 2010-2012 timeframe
3. The IPN Survey Report elaborated by DAAD
4. The IPN taskforce deliverables
5. The EHEA Promotion Strategy project proposal elaborated by OeAD

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<sup>22</sup> The strategy was adopted at the Ministerial conference in May 2007 in London, by Higher Education Ministers and is accessible here: <http://www.ehea.info/Uploads/Global%20context/Strategy-for-EHEA-in-global-setting.pdf>

<sup>23</sup> The EHEA Promotion Strategy project proposal is included as annex 5 to the IPN report.

<p><b>EHEA Information and Promotion Network</b></p>
<p><b>Contact persons (Chairs)</b></p> <p>Three co-chairs to be elected among the members of the network, taking into account geographical diversity and different levels of expertise/different traditions in higher education promotion.</p> <p>2010-2012: Austria, Belgium/Flemish Community, Estonia</p>
<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>➤ Open to all 47 countries, European Commission and consultative members, representatives nominated by the respective BFUG members</li> <li>➤ Bologna Secretariat</li> <li>➤ Academic Cooperation Association (ACA)</li> <li>➤ European Association of International Education (EAIE)</li> </ul>
<p><b>Purpose and/or outcome</b></p> <ul style="list-style-type: none"> <li>➤ Provision of clear and consistent information on the Bologna Process and the European Higher Education Area (EHEA) in countries outside the EHEA.</li> <li>➤ Enhancing the international promotion of the European Higher Education Area.</li> <li>➤ Putting the promotion of national higher education systems in a European context.</li> </ul>
<p><b>Reference to the Leuven/Louvain-la-Neuve Communiqué</b></p> <p>Paragraph 26:</p> <p>“BFUG is asked [...] To set up a network, making optimal use of existing structures, for better information on and promotion of the Bologna Process outside the EHEA”;</p>
<p><b>Specific tasks</b></p> <ul style="list-style-type: none"> <li>➤ Develop an overview of existing initiatives/activities by all members of the network in the field of promotion of national higher education systems &amp; the EHEA (state of the art);</li> <li>➤ Support the Bologna Secretariat and the Working group “International Openness: European Higher Education in a Global Context” regarding the further development of specific information material (to be used e.g. at international fairs and visits) and of the EHEA Website for a global audience.</li> <li>➤ Design measures to enhance the promotion of the EHEA and of national higher education systems as part of the EHEA.</li> <li>➤ Foster the exchange of good practice and know-how as well as peer learning in the field of national-level promotion of higher education in a European context.</li> </ul>

- Advise/support the Working Group “International Openness: European Higher Education in a Global Context” in convening a round table (with the participation of the European Commission and other main actors in higher education promotion in Europe) to devise a “road map” and to identify opportunities and actions for enhancing European-level promotion.

### **Reporting**

Minutes of the Network will be made available to the BFUG and its Working Group “International Openness: European Higher Education in a Global Context”.

Regular updates should be given to the Working Group “International Openness: European higher education in a Global Context”.

An activity report will be presented to the BFUG via its Working Group “International Openness: European Higher Education in a Global Context” in the second half of 2011.

### **Meeting schedule**

First meeting: Vienna, 28 May 2010

Further dates to be agreed by the Network (preferably twice a year, ideally linked to other European/international events)

### **Liaison with other action lines**

### **Additional remarks**

#### Organisation of work:

At the first meeting of the Network, the three co-chairs will be elected, a detailed work programme and timetable will be agreed upon for the period up to mid-2012. Work will be divided among the participating countries and institutions so that for each portion of the work programme a country or organisation will take the lead and the work load is equally shared.

The current terms of reference might be re-examined after the Bucharest ministerial conference in April 2012. Any new specific activity to be developed beyond the current terms of reference should be agreed upon by the BFUG, on the basis of proposals to be made by the Working Group “International Openness: European Higher Education in a Global Context”.

## **WORK PLAN 2010 – 2012 of the Information and Promotion Network (IPN)**

### **Background information**

Following its first meeting held in Vienna on 28<sup>th</sup> of May 2010 and the meeting of the IPN Steering Committee, the first IPN Work plan has been drafted. The work plan follows the main IPN tasks, as outlined in the agreed Terms of reference, and indicates the timeline for the IPN activities until the Bucharest 2012 Ministerial Conference. For a more effective fulfillment of the assumed tasks, the main IPN activities have been divided between three different working groups(not to be confused with the BFUG working groups), as outlined below.

As a final note, some of the areas of the workplan are still being developed and thus the document will be revised once a more complete overview of the task division and individual working groups activities' descriptions has been finalised.

### **Specific IPN tasks description according to the adopted IPN Terms of reference:**

1. Develop an overview of existing initiatives/activities by all members of the network in the field of promotion of national higher education systems & the EHEA (state of the art);
2. Support the Bologna Secretariat and the Working group "International Openness: European Higher Education in a Global Context" regarding the further development of specific information material (to be used e.g. at international fairs and visits) and of the EHEA Website for a global audience.
3. Design measures to enhance the promotion of the EHEA and of national higher education systems as part of the EHEA.
4. Foster the exchange of good practice and know-how as well as peer-learning in the field of national-level promotion of higher education in a European context.
5. Advise/support the Working Group "International Openness: European Higher Education in a Global Context" in convening a round table (with the participation of the European Commission and other main actors in higher education promotion in Europe) to devise a "road map" and to identify opportunities and actions for enhancing European-level promotion.

### **IPN Working Groups (WG)**

#### **Working Group 1**

**Specific IPN tasks covered:** 1

**Chair:** Irene Jansen, DAAD (Germany)

**WG members:** to be confirmed

**Specific areas to be covered by the WG:**

- National level information and promotion materials (and how it is used) and activities (the National members defining what is for the information and what is promotion – ask them to do the differentiation);
- Promotion of the EHEA from the side of the National level;
- What are the information gaps that they would like filled by EHEA sourced information? (some sort of needs analysis).

**Roadmap:**

1. DAAD will draft the consultation questionnaire (Date: end of October 2010) and send it to the IPN members for comments and feedback (answers to be received until 15 November 2010);
2. The reactions will be considered in a second draft version of the questionnaire which will be sent to the IPN members end of November 2010;
3. DAAD will incorporate input from the Expert Round Table to be held in Vienna in early December 2010.
4. DAAD will invite interested IPN members to meet in Bonn on 17th of December 2010 in order to discuss and finalise the questionnaire;
5. Soon after the Bologna Secretariat could send the final version of the questionnaire to the BFUG members
6. The responses (Date: end of January 2011) to the questionnaire will be analysed by DAAD (until end of February 2011).

### **Working Group 2**

**Specific IPN tasks covered:** 2 and 3

**Chair:** to be confirmed

**WG members:** to be confirmed

**Specific areas to be covered by the WG:**

Aid in the build-up of the permanent EHEA website, especially the International Openness and Study in Europe sections.

Further developing targeted and specific information material (to be used e.g. at international fairs and visits).

**Roadmap:** to be confirmed

### **Working group 3**

**Specific IPN tasks covered:** 5 and possibly 3

**Chair:** Hubert Duerrstein/ David Baldinger (OeAD), Austria

**WG members:** to be confirmed

**Specific areas to be covered by the WG:**

- To identify EHEA characteristics fit for promotion
- To define measures to tailor EHEA-promotional activities to specific interests, i.e. the fit between, in generic terms, the 'product' and the 'customer' as the same product might be positioned with different promotional spins depending on the target group.
- To further develop relevant definitions, e.g. promotion, with a view to providing input to the 2011 Round Table
- To identify promotional scenarios, i.e. target regions, target groups, etc?

**Roadmap:**



1. Convening an Expert Roundtable (ERT), as a kick-off, with maximum 10 participants, in order to:
  - Clarify the mandate of the working group and to lay out the parameters of the envisaged debate within WG3
  - agree on a work plan and further develop relevant definitions, e.g. promotion
  - Provide input to questionnaire prepared by the DAAD
  - receive a professional introduction to the differences between information and promotion and/or marketing
  - Define measures to tailor promotional activities to specific interests, i.e. the fit between, in generic terms, the 'product' and the 'customer' as the same product might be positioned with different promotional spins depending on the target group.
  - Identify potential promotional scenarios, i.e. target regions, target groups, etc?
  - Establish whether the EHEA can be promoted as a whole and, building on key messages identified by the Global Promotion Project (GPP), identify EHEA characteristics, in a bid to create a pool of EHEA features which can then be tailored to specific needs (as, for example, Australia and Asia will be approached differently)
2. Engaging in a process to plan promotional activities for the future based on the assessment of the EHEA's promotion situation. Based on the (SWOT) analysis carried out by DAAD in WG 1, which should include external (who are the 'customers', 'competitors' and potential 'markets'?) and internal (what are 'resources' and potential 'constraints' etc.) factors, marketing objectives, i.e. specific goals and milestones, shall be established.
3. A draft marketing strategy could be an overall aim of the WG 3 and provide input for the Round Table in autumn 2011. This strategy describes the WG's proposal of how the identified objectives might be achieved. Within the strategy specific details map out who does what, when, where and how. If within the capacity of the WG it might additionally suggest monitoring, control and evaluation procedures, while contingency plans might also be drafted, in case key variables change.



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# **Overview of Current Marketing Initiatives by Higher Education Institutions (HEI) and National Agencies Within the European Higher Education Area (EHEA), Focusing on “Marketing the EHEA”**

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*Report on survey results of survey carried out by DAAD for IPN Working Group 1. Initial survey results were presented in Bonn in December 2010 and Vienna in January 2011 by Irene Jansen.*

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Report prepared for IPN meeting in Brussels in March 2011  
by Irene Jansen and Megan Brenn-White

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*“We must in particular look at the objective of increasing the international competitiveness of the European system of higher education. The vitality and efficiency of any civilisation can be measured by the appeal that its culture has for other countries. We need to ensure that the European higher education system acquires a world-wide degree of attraction equal to our cultural and scientific traditions.”*

*—Bologna Declaration, 1999*

## **1. Introduction**

The European Higher Education Area (EHEA) is no longer the stuff of dreams and plans. Real students are studying in three-tiered degree systems across 47 countries, earning European Credit Transfer System (ECTS) credits, and beginning to realize the new opportunities that await them. People around the world are watching this transformation with great interest, particularly in light of increasing global competition between higher education institutions and systems for the best students and faculty. And European universities and organizations are already starting to communicate the benefits of studying or working within this vast and diverse higher education area to international students and researchers. This happens as within fairs and conferences to promote “Study in Europe” or in materials produced by individual countries or institutions. The first steps towards promoting the Bologna area and providing more information about the various offerings are now leading to a discussion of marketing in a broader sense.

Well-known demographic changes that will leave Europe with a significantly smaller “domestic” pool of students to draw from coupled with increasing global competition between higher education institutions (HEIs) and systems have made the initial call in the Bologna Declaration to “increase the international competitiveness” of European higher education seem all that more important. The mission of HEIs has not changed and they will continue to be called upon by societies to generate new knowledge, train the next generation of scholars, and prepare students for gainful employment. But the context in which HEIs operate has shifted noticeably. In this context where other countries, regions, and HEIs are reaching out more directly to international students, some form of communication about the unique benefits of study in Europe may become increasingly important.

This discussion does not take place in a vacuum. There is already a rich and diverse array of initiatives across the EHEA—at the institutional, national, and regional levels—to attract international students, raise profiles, and showcase the benefits of study, research, and life in Europe. The word “marketing”, as will be discussed later, can have a relatively broad meaning and the survey focused on one slice of that: activities intended to increase the attractiveness of Europe for international students. This by no means is intended to diminish the importance of initiatives intended to, for example, stem brain drain, recruit top faculty, design degree programs that will be attractive to international students, etc. It is simply one of the most important pieces of the puzzle and a first step at looking at what is being done in the EHEA already.

While higher education professionals may know at least a little bit about the Bologna Process and related changes and agreements, it is far less likely that the prospective students, scientists, researchers, professors, etc. that European institutions are so keen to attract have ever heard of the EHEA or the “Bologna Area”. If a brand can be defined as the way that other people think of something, does the “EHEA” even have a brand yet—within Europe or outside the boundaries of the 47 signatory countries? In spite of new commonalities in degree structures and the easier transferability of credits, the countries involved have significant differences in higher education governance.

In order to understand how the EHEA is currently being promoted internationally, the Information and Promotion Network (IPN) Steering Committee undertook a survey that would be a first step towards understanding to look at the way the individual signatory states are (or are not) spreading the word about the EHEA, either explicitly or as an implicit part of their national and institutional marketing activities.

The survey was answered by a diverse group of people in different roles in ministries, at universities, and at national agencies. Some of the surveys may have been answered by one person, and some may represent more collaborative efforts. Most importantly responses were received from 36 of the 47 EHEA countries, indicating serious and widespread interest in the topic. The respondents shared information about the wide variety of marketing tools that they use to promote their own systems and, sometimes, the EHEA, from participating in fairs and conferences to utilizing the vast resources of the Internet. They gave some insight into how higher education institutions (HEIs) in their country reach out to prospective students in different geographic regions—and why.

The truth is that higher education marketing is changing so quickly around the world that any survey results speak about only a specific point in time. Very quickly, a new region may rise as a hotbed for student recruitment, tuition fees for international students can be implemented/increased/decreased, a website or social network may demand some of the limited time and attention of marketing staff at universities or national organizations, and national or regional policies can provide dramatically more or less resources for marketing higher education.

And yet it is important to establish some sort of baseline of the current state of international higher education marketing across the EHEA. The intent of the survey was to ask and, at least partially, answer the questions: What is being done to market the EHEA? How is it being done? And, who's doing it?

Building a better understanding about what is already being done by individual countries and HEIs across the EHEA will not only provide a critical benchmark for which we can measure ourselves in years to come. It can also take a step towards creating a discussion about practical, attainable solutions for the EHEA to attract international students that take advantage of existing resources and efforts. Essentially, no national system or individual university will market the EHEA along with their own offering unless they see it as an added benefit. If that is the case, then who will market the EHEA? Or, maybe the better question is: What is the added benefit for all involved?

*Note: This paper roughly follows the structure of the survey itself, but occasionally groups questions in more thematic subject areas. The survey itself is included in the Appendix and all references to results will include the survey question to which they refer.*

## **1.1 Definitions**

Because there is often an uneasy relationship between higher education and anything that seems overtly commercial, the words “marketing” or “promotion” are not as easy to talk about for many institutions as more familiar topics such as “research” or “excellence in teaching”. The respondents have varied professional backgrounds that would have informed how they understood the terms involved and how they answered the questions. As with many European ventures, starting with some common definitions can be helpful.

In this case, the word “promotion” was used to represent, “an overall effort to inform about the Bologna Process and promote it in various ways”, the term “information” was used to explain the publishing of data in a “neutral way”, and the term “marketing” was meant to represent the, “initiatives and tools that lend themselves to attracting students”. One of the goals in designing the survey was to make it accessible to

people who did not have marketing backgrounds themselves. There is a wide variety of tools that HEIs in the Bologna Area use to market themselves internationally, but they may not always explicitly define these tools as “marketing instruments” or be comfortable talking about these efforts in language derived from the business world.

In the context of this survey, marketing is used to specifically refer to various tools and initiatives that impact enhancing attractiveness in the interest of international student recruitment, whether for study abroad, bachelor’s, master’s, or doctoral degree programs.

One other important point to make is about the word “international”. It could be understood that “international student recruitment” would refer to students coming from outside of the EHEA. It is clear from a variety of the responses, however, that many of the respondents took this to mean any marketing done beyond their national borders. In a way, this is an affirmation of the Bologna Process, which was meant to increase both horizontal and vertical mobility within the EHEA, as well as to increase the attractiveness of the region for non-European students. It would be interesting to explore this question in more depth in future surveys, and to really tease out the differences between what is being done both inside and outside the borders of the EHEA.

## 1.2 Respondents

The survey was sent out 13 November 2010, from the German Academic Exchange Service (DAAD) through the IPN Steering Committee.

The following countries sent responses to the survey:

- Andorra
- Armenia
- Austria
- Belgium\* (Flanders and Wallonia)
- Bosnia & Herzegovina
- Bulgaria
- Cyprus
- Czech Republic
- Denmark
- Estonia
- France
- Georgia
- Germany
- Holy See
- Hungary
- Iceland
- Ireland
- Italy
- Latvia
- Lithuania
- Luxembourg
- Malta
- Moldova
- Montenegro
- Netherlands
- Norway
- Poland
- Portugal
- Romania
- Scotland
- Slovak Republic
- Slovenia
- Spain
- Sweden
- Turkey
- United Kingdom

Not only does this list represent 37 of the 47 countries in the EHEA, it likely represents the countries that attract 90%+ of the international students that come to the EHEA every year.

There are large differences in the national systems that would impact their ability to recruit international students from tuition fees to the number and quality of English-language programs to the international reputation of their higher education systems or individual institutions. Even factors such as the attractiveness of the country as a tourist destination will impact their ability to recruit students from abroad.



The factors that determine the national contexts will impact how they market themselves, and how they see themselves as part of the EHEA.

### 1.3 National Agencies

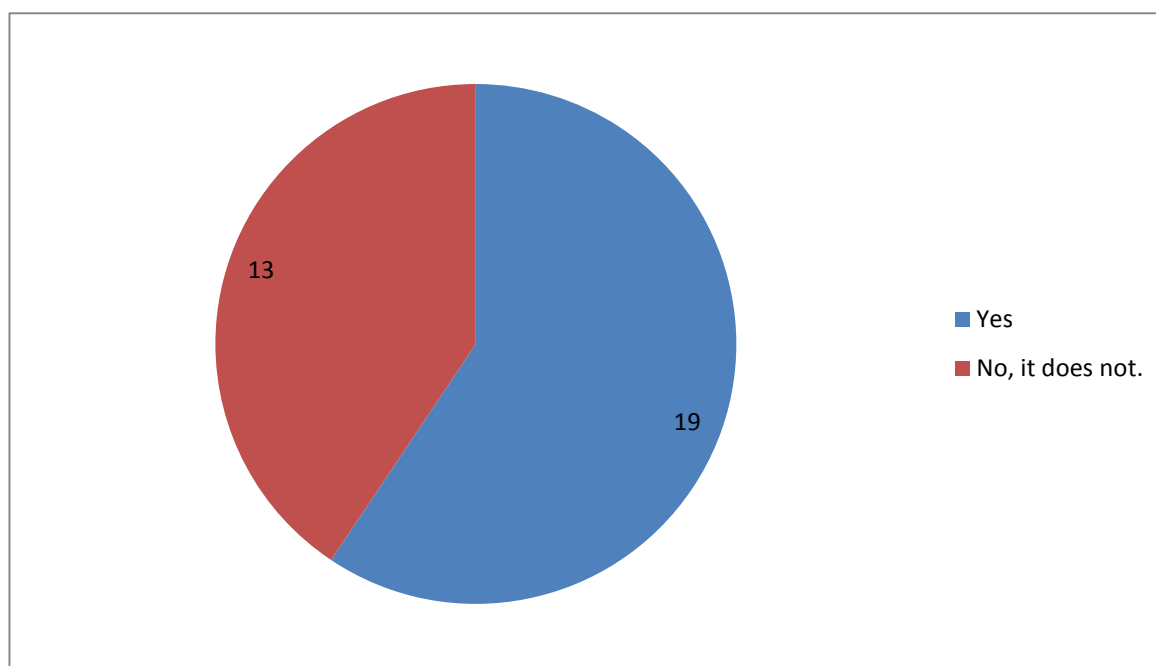
Twenty-two of the respondents named “national agencies” that were responsible for international higher education promotion in their countries in response to Survey Question #2.1. These are all publicly-funded agencies that work on a broad range of marketing and promotional activities to raise the profiles of their university systems as well as the individual universities in their countries, in addition to attracting students from abroad.

Looking at the list of agencies below it should be kept in mind that these agencies often have a large impact on international recruitment efforts, particularly in countries where tuition is low or non-existent for international students (which generally correlates quite closely with the amount of funds that the institutions themselves dedicate to international recruitment efforts). They may represent the bulk of the spending on international marketing for higher education, and can help set the agenda by how they spend these funds. These examples can give just some idea of the full spectrum of activities that these organizations undertake: they may give seminars and workshops, they may help organize stands at conferences, they may administer scholarship programs, they may run advertising campaigns, to name just a few.

#### National Agencies of Survey Respondents

- Austria: OeAD
- Belgium (Flemish): EPOS, FLAMENCO
- Belgium (French): Wallonia-Brussels Campus
- Bosnia and Herzegovina: Agency for development of higher education and quality assurance, Centre for diploma recognition and information
- Czech Republic: Centre for International Services / National Agency for European Educational Programmes
- Estonia: Study in Estonia
- France: CampusFrance
- Germany: DAAD
- Holy See: KAAD (in Germany)
- Hungary: Tempus Public Foundation
- Iceland: Office of International Education
- Ireland: Enterprise Ireland
- Latvia: Academic Information Centre, State Education Development Agency
- Lithuania: Education Exchanges Support Foundation
- Malta: National Commission for Higher Education (NCHE)
- Netherlands: Nuffic
- Norway: Norwegian Centre for International Cooperation in Higher Education (SIU)
- Poland: Project “Study in Poland”, implemented by the CRASP
- Slovakia: SlovAcademic Information Agency (SAIA)
- Spain: Universidad.es Foundation
- Sweden: The Swedish Institute
- Scotland / United Kingdom: British Council

**Table 1. If your country has an agency (such as DAAD, CampusFrance or Nuffic), does this agency actively market EHEA? (Survey Question #9)**



*Total responses: 32*

As can be seen in the table, a slight majority with national agencies said that these agencies also actively market the EHEA. Of the respondents who answered “yes” to the question of whether or not their national agency “actively markets the EHEA”, one said it was “to a great extent”, 12 “to a certain extent”, and six “to a lesser extent.” This indicates that at least some of the national agencies are involved in marketing the EHEA, but probably not to any significant extent. While it is almost certainly true that national agencies are not allocating limited resources towards promoting the EHEA itself, these responses may underestimate how often national agencies and HEIs promote their European location, including many important aspects of the EHEA such as increased mobility, etc.

To get a sense of how national agencies may market the EHEA, this is a selection of comments provided for this question:

- Belgium (FR): “As mentioned in questions 2.1 and 2.2, Wallonia-Brussels Campus has just been established. If its primary goal is to inform and promote the HE of the French Community of Wallonia-Brussels, there is no doubt that there will be a focus on the European dimension and its integration within the EHEA, especially since Brussels is the capital of the EU.”
- Czech Republic: “The Centre for the International Services actively market the Czech higher education under the brand Study in the Czech Republic and this initiative is closely linked to the promotion of the European Erasmus Mundus programme in the Czech Republic (i.e. joint budget from the Ministry of Education for both activities). There is no active marketing of EHEA as such.”
- France: “The latest brochure by CampusFrance, entitled ‘Choose France, although emphasizing first ‘Choose France for your higher education’, also clearly puts forward the following comment: ‘Thoroughly European, distinctively French’.”
- Hungary: “There are two agencies active in the field of promotion of Hungarian HE abroad: Balassi Institute ([www.bbi.hu](http://www.bbi.hu)) used to manage a short project called “Campus Hungary” which ended after financing ceased; its relaunch is now being considered. Balassi Institute also participated in an

Erasmus Mundus Action 4 project aimed at marketing the EHEA. They coordinate the network of Hungarian cultural institutes worldwide. Tempus Public Foundation (TPF) manages the community and regional programmes in education in Hungary (LLP, Erasmus Mundus, Tempus, CEEPUS) and is active in promoting internationalisation of Hungarian Higher Education and of mobility...TPF also participates in Erasmus Mundus projects and thus cooperates with other national EM national structures in promoting EM and the EHEA...Currently TPF is a partner in ASEMUNDUS and Euro-Asia.net projects coordinated by DAAD. These projects aim to enhance co-operation and mobility between European and Asian higher education by organising contact seminars before / parallel to EHEFs and other higher education fairs."

- Ireland: "The Irish agency, Enterprise Ireland, is in its early days of operations in terms of marketing for HEIs. Ireland's position in EHEA is a key message in this marketing. I expect this to remain so over the coming period."
- Latvia: "Our agencies are promoting Latvian higher education"
- Poland: "Foundation for the Development of Education System to certain extent plays such a role – organisation of Polish stand promoting Polish higher education and regional HEIs consortia at EAIE fairs."
- Scotland: "British Council and ECOTEC both do so for (different parts of ) the lifelong learning programme"
- Sweden: "It would be hard to motivate using our limited funding for promotion of Sweden as a study destination to promote the EHEA."

## 1.4 Ministerial Departments Engaged in Higher Education Promotion

Just as the different countries within the EHEA may or may not have national agencies that work on international higher education marketing, there are different parts of the national government ministries themselves that have this activity in their portfolio. As is also the case with the national agencies, it cannot be concluded from the survey what kinds of activities these groups are engaged in, how much money they spend on higher education promotion, how many people are dedicated to these efforts, or what kinds of activities they undertake. Yet even looking at the list of names can give an indication of where this activity is situated within various government bodies.

The following government bodies were named in answer to Survey Question #2.2, "Does your country have a **ministerial department** that takes care of national **HE system promotion**?" (detailed responses can be seen in Section 3.2 "National Governments"):

- Andorra: Secretary of State for Higher Education and Research
- Austria: OeAD is commissioned by the Ministry
- Belgium (French): Ministry of the French Community, WBI
- Cyprus: Department of Higher and Tertiary Education – Ministry of Education and Culture
- Czech Republic: Department of Higher Education, Department of International Affairs
- Denmark: Study in Denmark
- Estonia: Archimedes Foundation (operates under Ministry of Education and Research)
- France: Departments in the Ministry of Foreign Affairs and the Ministry of Higher Education and Research
- Germany: „Internationale Büros“ (IB) of the Federal Ministry of Education and Research
- Holy See: New department for International Relations in the HE sector
- Hungary: Dept. for international educational issues within the newly established Ministry of National Resources

- Ireland: Department of Foreign Affairs
- Italy: Services of the Ministry of Education, University and Research
- Latvia: Ministry of Education and Science
- Lithuania: Department of Studies and Research in the Ministry of Education and Science
- Moldova: Academy of Science, Ministry of Education
- Montenegro: Ministry of Education and Science
- Poland: Bureau of the Minister in the Ministry of Science and Higher Education in cooperation with the Foundation for the Development of Education System
- Scotland: Funding for promotion of Scottish HE is provided through the Scottish Government Lifelong Learning Directorate
- Slovakia: Section of International Cooperation
- United Kingdom: Department of Business, Innovation and Services (BIS)

## ***2. International Marketing Overview***

The survey began with questions related to how international marketing—in general terms—is being undertaken by HEIs within a country, and moves on to how and if the EHEA or the “European context” are part of these efforts. There are two ways to look at the international marketing of the EHEA: 1) it equals the sum total of the national, regional, and institutional efforts plus any EHEA-wide initiatives that may come, or 2) it *only* happens when someone using the words “EHEA” markets the higher education area itself. Even in this case, it can be assumed that marketing for the EHEA, if it happens, is part of international marketing.

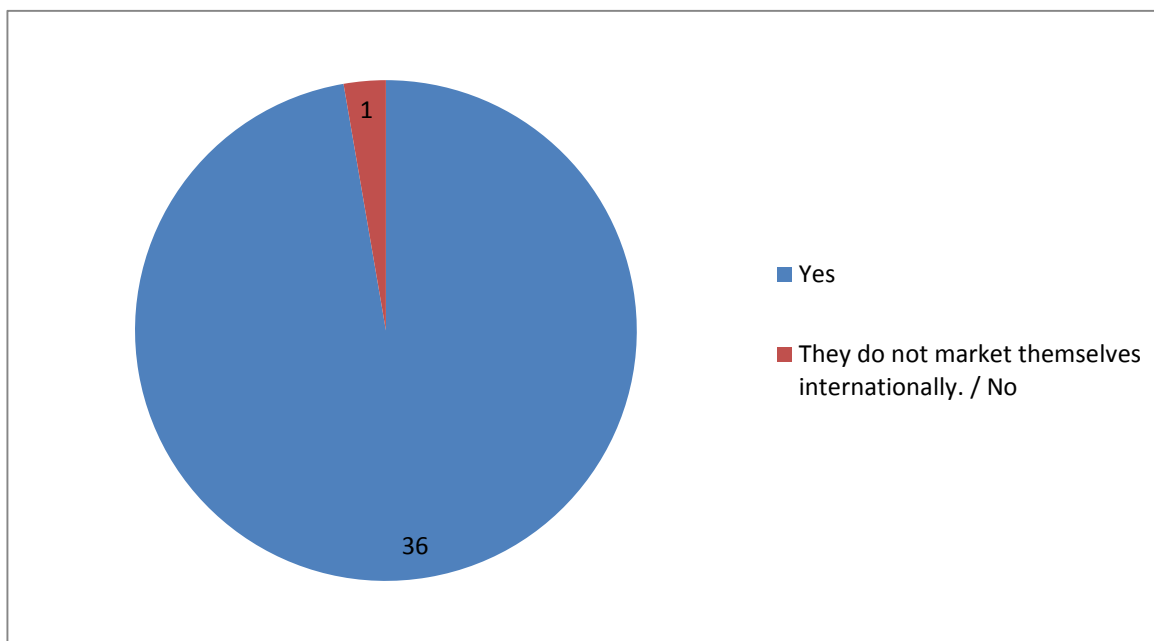
If the ultimate goal is to attract more students to the EHEA, however, the institutional and national efforts will almost certainly always have a greater impact than EHEA-wide initiatives, which is not to say that these efforts are not worth pursuing. The survey results revealed that there is already a rich diversity of international marketing efforts at the national and institutional level versus a relative dearth of marketing the EHEA itself, a fact that should not necessarily be viewed as negative. Efforts made at each level can have a cumulative effect on increasing the attractiveness of the EHEA for international students, although, of course, large differences in terms of marketing activities and budgets between EHEA countries and institutions could lead to international students going primarily to the places that do actively market their offerings.

The calculus of how an international student decides where to study is complex, however, and universities, countries, and regions can only try to present what they have in the best possible light. Some students will be attracted to a particular country because of the language—or their own heritage. Others will simply be looking for the best program with the best facilities at the best price. Many of these variables cannot be changed, so the goal of many of the existing marketing efforts is simply to get the word out about the advantages of the various institutions and systems so that international students will become aware of offerings beyond their own border.

### **2.1 Extent of International Marketing**

As we can see from Table 2 below, every respondent but one said that the higher education institutions (HEIs) in their country do market themselves internationally. Of course, this question can be interpreted quite broadly, so it would have been unlikely that many respondents would answer that their HEIs do not market themselves internationally at all.

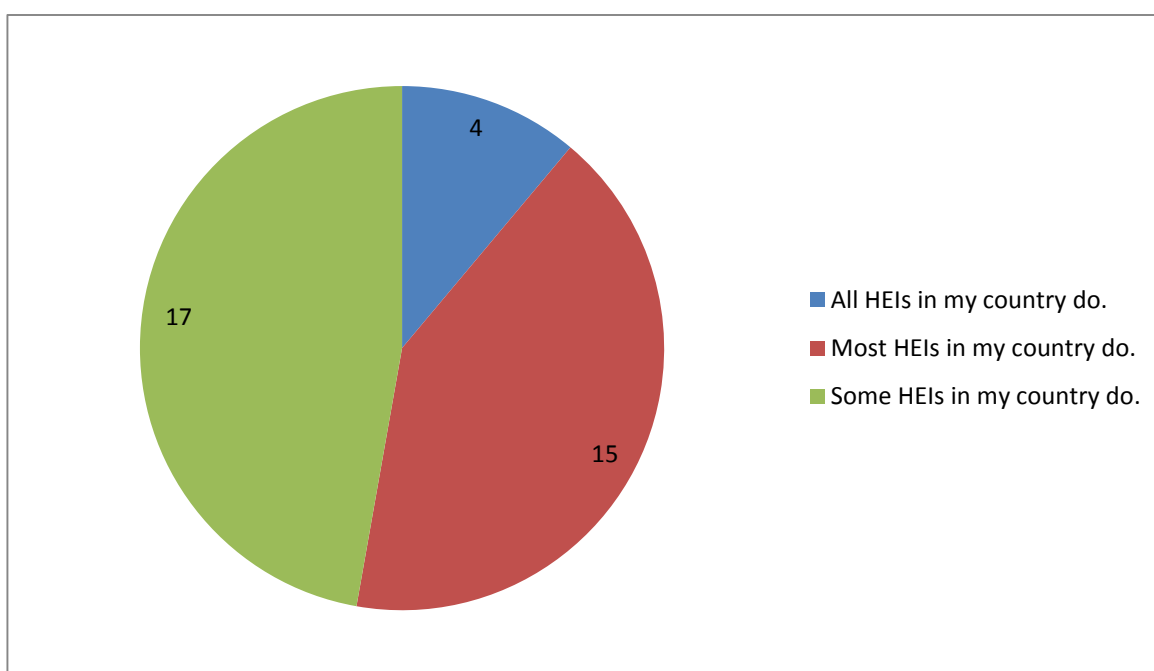
**Table 2. Do HEIs in your country actively market themselves internationally? (Survey Question #1.1)**



Total responses: 37

If one of the key purposes of this survey was to establish how widespread international marketing was for HEIs across the EHEA, the nearly unanimously positive response to this question shows that international marketing, of some sort, is ubiquitous.

**Table 3. If yes, to which extent do HEIs in your country actively market themselves internationally? (Survey Question 1.1)**



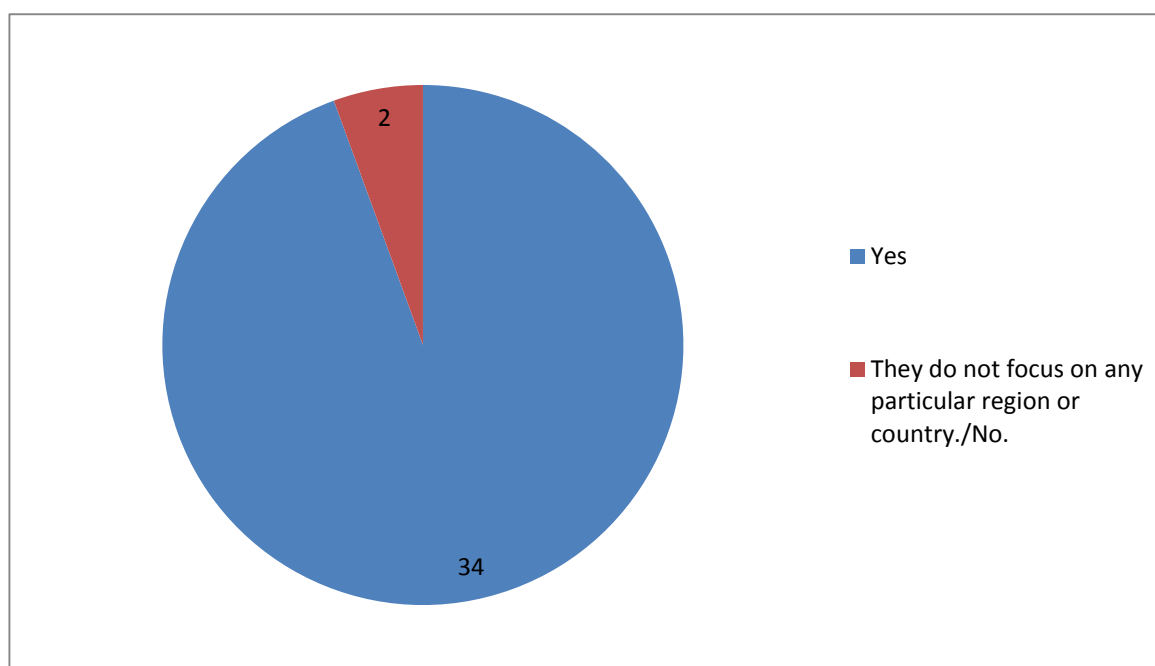
Total responses: 36

An additional follow up question for respondents who answered “Yes” to the first question shows that, while international marketing is widespread across the EHEA, only a slight majority said that “all” or “most” of the HEIs in their country do (see Table 3 above). It is important to also keep in mind that the respondents may understand the very term “higher education institution” differently. Some degree programs may be closed to international students or extremely difficult for them to apply, some institutions may see themselves as serving the local market (or even have that as a political mandate), and there may also be imperfect knowledge at the level of the respondent about activities at the individual institutions. That said, it is important that over half of the respondents answered that either “all” or “most” HEIs in their country market themselves abroad. The increase in competition between HEIs, the growth in English-taught degree programs, the increasing acceptance of marketing at universities, demographic changes in Europe reducing the number of domestic students, and other factors point to a likely increase in this percentage in the coming years.

## 2.2 Key Target Regions or Countries for International Marketing

As has been mentioned above, HEIs in different countries will have different goals when it comes to attracting international students. From creating more diverse institutions to increasing revenue from tuition to simply attracting the “best and the brightest”, the specific goals for international recruitment will also determine where these efforts are targeted. Questions 1.2 and 1.3 of the survey focused on these geographic target markets.

**Table 4. Do HEIs in your country focus on particular regions or countries when promoting themselves internationally?** (Survey Question #1.2)



Total responses: 36

The response to this question—with nearly every respondent answering that their HEIs do focus their international marketing on particular countries or regions—may be more revealing than at first glance. Having defined target markets shows that HEIs are thinking about marketing in a differentiated way that requires strategic planning and some high-level decision making. In most institutions, resources for international marketing (or any marketing) are scarce, so focusing these resources is an important step to

using them as effectively as possible. Knowing which regions are currently of most interest to HEIs in Europe will also help paint a picture of which countries may already be more informed about offerings in Europe and the EHEA—and what target markets for the EHEA as a whole may be.

Thirty of the respondents provided some additional information about the regions or countries that their HEIs were targeting and some clear trends emerged. Eleven of the 30 mentioned “Europe”, with many respondents naming specific countries such as Germany, Finland, Poland, Greece, Russia, etc. European regions were also mentioned by 10 respondents such as Scandinavia, “Mediterranean countries”, the Baltics, Central Europe, Northern Europe, former Soviet countries, Balkan region, and Eastern Europe (these numbers may overlap with the respondents mentioning “Europe” as some mentioned Europe as a whole as well as regions or countries). These responses make it clear that marketing within the EHEA is seen as “international” because it crosses national boundaries, a logical definition, but not, perhaps the one intended by this survey. Several respondents also mentioned that their HEIs market to prospective students in neighboring countries, which they may see as part of their larger region.

The next most popular region was Asia with nine respondents mentioning “Asia”, 10 mentioning “China”, seven mentioning “India”, and several mentioning other countries or regions such as Malaysia, Vietnam, Pakistan, and “South East Asia”. The United States came behind this with eight mentions, and the “Middle East” with six mentions. “South America” or “Latin America” was named five times. Some countries received mentions by one or two of the respondents, but no other regions or countries had any real critical mass.

Interestingly, these results would be quite hopeful for the project of mobility between EHEA members since there is a clear trend towards marketing within Europe. The interest in Asia is not surprising, given the large and growing numbers of internationally-mobile students from Asia. Because this question does not specifically refer to student recruitment (except in that the definition of marketing for the purposes of this study has to do with student recruitment), it may also be that the responses indicate some general “profile-raising” activities, particularly with countries that have strong research ties to the EHEA countries such as the US, China, and India.

## 2.3 Country-Specific Marketing Tools

Some of the 33 respondents who said that HEIs in their country do focus on specific regions or countries also answered Survey Question #1.3: “Are there special marketing measures or tools that could be recommended for these regions / countries?” The following responses were given, many of which also provide the first glimpse into which tools in general are most important in international marketing efforts for HEIs in the respondents’ countries:

- Belgium (FR): “The development of marketing measures or tools is at an early stage amongst the HEIs and the French Community Wallonia-Brussels of Belgium. However, we can mention websites and brochures/leaflets as the most common tools developed by HEIs and by the public authorities.”
- Bosnia and Herzegovina: “Websites, leaflets and brochures, outdoor advertisement”
- Bulgaria: “Advertisement, event marketing, websites, leaflets and brochures, university directories”
- Cyprus: “Advertisements (newspapers, magazines, radio/tv commercials), Leaflets/brochures, Exhibitions, Event marketing”
- Czech Republic: “personal contacts, alumni, university directories, fairs”
- Denmark: “The below mentioned measures are to a varying degree relevant for all the region/countries where Danish HEI promote themselves: Advertisements (print; i. e. in newspapers, journals, magazines, periodicals), Advertisements (online; f. e. static/animated banners, pop-up ads), Search engine advertising, Social media engagement (Facebook, LinkedIn, MySpace, Twitter,

- Wikipedia, YouTube), Webinars, Websites, Leaflets and brochures, Postcards, University directories (catalogues which list universities and degree courses – print or online), Fairs and road shows, event marketing, merchandising and give-aways, press relations”
- Estonia: “The importance varies depending on the country: Education fairs, portals, social media, specialised editions, direct/event marketing”
  - Germany: “Asia: International and European Higher Education Fairs, advertisements on websites and in newsletters, direct mailing. Europe: Higher Education Fairs, advertisements in newsletters, and on websites, direct mailing. South America: European and German Higher Education Fairs, advertisements in newsletters and on websites”
  - Holy See: “For example, academic collaborations (affiliation with HEI in other countries) – we consider this not as “marketing” but as a service for academic development.”
  - Iceland: “studyiniceland.is a mutual homepage with access to all higher education institutions in the country, similar printed material, used at international fairs, like Nafsa and EAIE”
  - Italy: Responses were provided in a separate file and included Study in Italy websites, Euraxess, consortia, scholarship programs, welcome offices, and more.
  - Malta: “Network of representative agents, Participation in study fairs abroad”
  - Moldova: “Web sites, Leaflet and brochures, University directories (catalogues which list universities and degree courses – print or online)”
  - Montenegro: “Well arranged web site, flyers, information lists, press and media, advertising at seminars, conferences, workshops, promotion of our HEIs within established bilateral agreements, mobility programmes, cooperation programmes”
  - Netherlands: “knowing the local situation”
  - Norway: “Study fairs, such as NAFSA is being used by some institutions, and this will probably be the preferred activity also in the future”
  - Poland: “Visits to HEIs in order to meet people in person/ study visits to EEC, Joint seminars for EU HEIs, Event marketing for EEC and EU HEIs”
  - Romania: “International educational fairs, social networks, websites, leaflets, catalogues”
  - Scotland: “There have been Ministerial visits to particular countries, for example China. These have been made by the (Scottish) First Minister and the (Scottish) Cabinet Secretary for Education., Universities Scotland (the rectors’ conference) signed a memorandum of understanding with the Association of Indian Universities (AIU), which is the Indian Rectors’ conference, The British Council and Scottish Development International (SDI) also run focused missions to particular countries.”
  - Slovak Republic: “Direct contacts- visits of representatives of Slovak HEIs”
  - Sweden: “It is difficult to generalize in such big countries. China, India and the US are all continent sized countries and the kind of tools needed vary depending on which specific target groups one wishes to reach. In general social media is increasing in importance. Marketing [tools] constantly need to be assessed in today’s dynamic world. “
  - Turkey: “Websites, leaflets and brochures, educational fairs”
  - United Kingdom: “[The Prime Minister’s Initiative for International Education] (PMI) I and II campaigns, for instance”

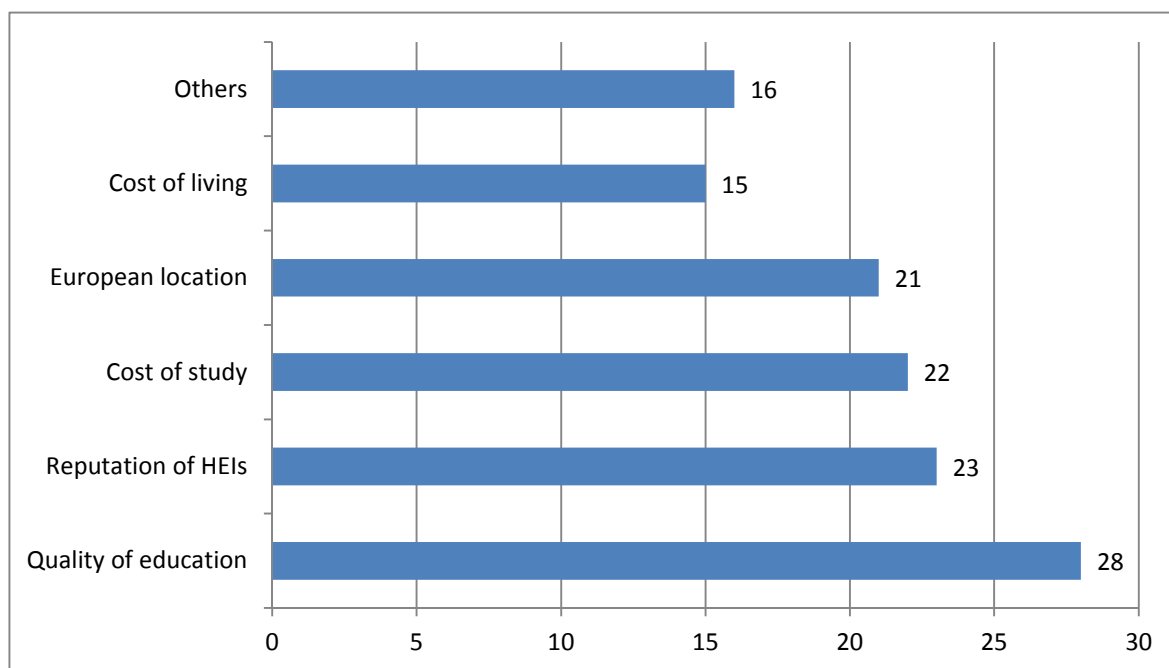
## 2.4 Selling Points for HEIs in the EHEA

Given that there are so many differences between institutions and systems across the EHEA, it is to be expected that they focus on different factors when marketing their institutions and/or higher education systems internationally. As can be seen in Table 5 below, however, the “quality of education” was checked



by 28 of the 36 respondents to this question, and the “reputation of HEIs” was selected 23 times. It is clear from this that quality and reputation play an important role across national boundaries.

**Table 5. Which parameters play an important role in your country’s international marketing endeavours? (Multiple answers possible) (Survey Question #1.4)**



*Total responses: 36*

Cost of study was the third most selected option, and it is true that it is relatively low for international students in much of the EHEA compared to major markets such as the US and Australia. There are wide differences in the cost of tuition and fees for international students across the EHEA, as well as in the cost of living, yet this is an important factor for many countries (albeit one which has to be handled sensitively as “low cost” can often be understood as “low quality”).

Interestingly nearly the same number of respondents mentioned that the “European location” was part of their international marketing efforts, which shows the importance of the European context—as well as how attractive the HEIs think that Europe as a region is for international students. Again, this would not count, in the strictest sense, as marketing the EHEA itself, but the outcome is likely the same.

## 2.5 Additional selling points

Many of the respondents who had selected “others” specified a fairly wide variety of attributes that they utilized for international marketing. The answers are included here verbatim to give a clear sense of the diversity—as well as some of the common themes—across the EHEA. Again, the quality of education and the HEIs comes up frequently, as does the ability to visit other European countries, and programs taught in English.

- Belgium (NL): “Research Centre of Europe.”
- Belgium (FR): “Existing partnerships, individuals contact between lecturers/researchers, common interests in a specific research niche, etc.”

- Czech Republic: “Offer for foreign students (e.g. study programmes in foreign languages, various degree programmes, joint programmes).”
- Denmark: “Extensive provision of programmes taught in English, The Danish teaching and learning approach (THINK, PLAY, PARTICIPATE) providing skills for future careers: THINK = Independence, Problem-oriented learning, Specialisation, Challenges, Modern and up-to-date, Initiative, High quality, Professionalism; PLAY = Creativity, Innovation, Open-mindedness, Freedom, Informal environment, Quality of life, Experimentation; PARTICIPATE = Active participation, Responsibility, Dialogue, Teamwork, Engagement/commitment, Debate, Social responsibility, Consideration, Personal and social safety, Networks.”
- Estonia: “Highly developed IT solutions, as an attractiveness for the living conditions. Easy to travel to other countries, especially in the Northern Europe.”
- France: “Reputation of HEIs (especially “Grandes Ecoles” and well-known Universities), Culture : long cultural tradition and current cultural environment, Capacity for top research and innovation.”
- Georgia: “Flexible admission procedures for international students - the school-graduates who received secondary general education or education equal to it abroad and during last 2 years have been receiving general education abroad or students who have been living abroad during last two or more years and study at higher educational institution recognized by the legislation of that country are eligible to be admitted at accredited higher education institutions without passing unified national Exams pursuant regulations established by the ministry of education and Science of Georgia.”
- Germany: “Partnership approach (joint funding, balanced exchange, quality based programs...)”
- Holy See: “Service to the universal Church and societies in development.”
- Hungary: “For Hungarian minorities living in neighbouring countries: their mother tongue is Hungarian, and they can study in their mother tongue this way.”
- Ireland: “English language, safe environment, welcoming national culture.”
- Latvia: “Possibility of wide use of Russian language.”
- Norway: “Norwegian higher education is still free, which may be an even more important factor. In the future. General quality factors are also put forward, as well as the “Norwegian way” with a very student centered learning approach. In addition the climate and “exoticness” is actively used to attract international students.”
- Poland: “Distance between countries, probability for Polish origin citizens in secondary education sector.”
- Spain: “Language. Many people are attracted by learning Spanish, an increasingly growing important language.”

### **3. Who Markets HEIs?**

The second section of the survey dealt with questions around what types of institutions and organizations that were involved in international marketing across the EHEA. It was assumed that in addition to the HEIs themselves, national agencies, departments within ministries, commercial agencies, and consortia could all play roles within various EHEA countries in international higher education marketing. The players would probably be roughly the same as in non EHEA-countries, although the types of responsibilities, levels of funding, and tasks vary from country to country and between Europe and other regions.

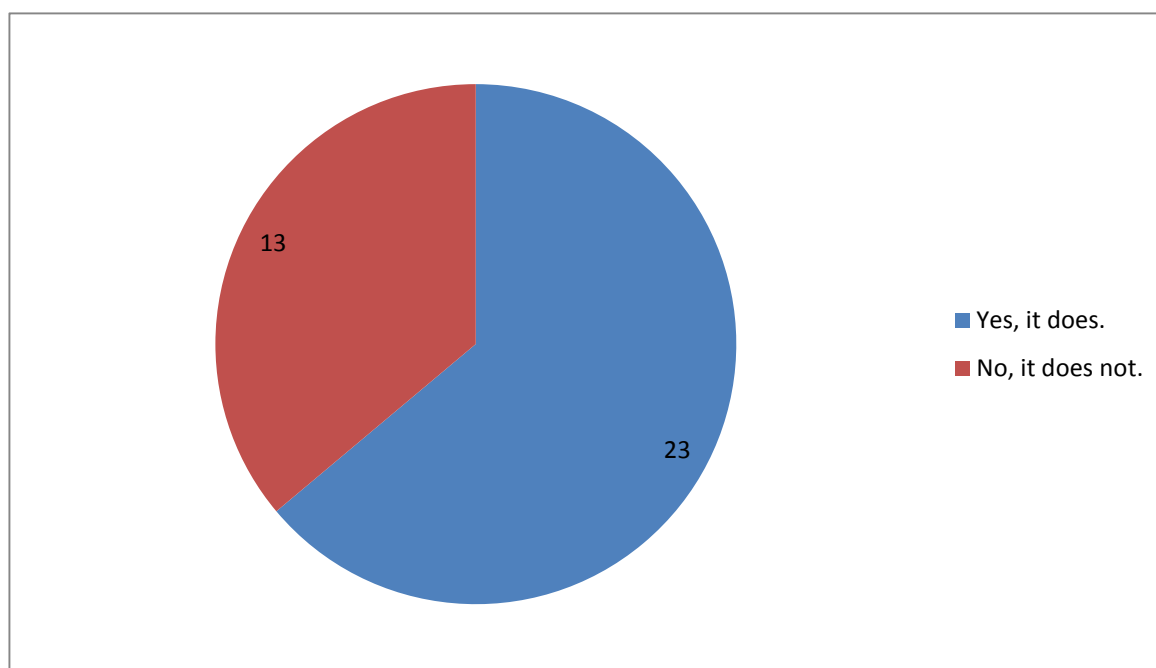
It should be noted that the questions (see Appendix for the full text of the survey) here were worded slightly differently, so the answers cannot truly be directly compared. What the survey wanted to find out was who was—in one way or another—engaged in marketing efforts. The first question about national agencies asked

if they “support HEIs in their marketing efforts”, it was asked whether commercial agencies “play a role in marketing efforts of HEIs”, whether or not the country has a “ministerial department that takes care of national HE system promotion”, etc. There are subtle but differences in whether the type of organization works with HEIs or the national system, whether they do marketing or promotion, whether they “play a role” or “take care of” it, etc. Particularly when dealing with non-native English speakers, it is difficult to know how these differences were interpreted. That said, the results are still illuminating.

### 3.1 National Agencies and HEI Marketing

As can be seen in Table 5 below, roughly two-thirds of the respondents said that they do have one or more government-funded (at least in part) NGOs that “help” HEIs with international marketing. The biggest of these organizations such as the German Academic Exchange Service (DAAD), CampusFrance, and the British Council have budgets that are in the hundreds of millions of dollars, although only a part of that may be strictly dedicated to international marketing efforts—even less specifically to supporting the HEIs in their marketing efforts. Some of these organizations are membership organizations that represent only the HEIs that are members, although their efforts likely help other HEIs in the same countries as well.

**Table 5. Does your country have one or more national agencies (f. ex. non-governmental, but partially funded/commissioned by the government), like CampusFrance or DAAD for example, that support HEIs in their marketing efforts?** (Survey Question #2.1)



Total responses: 36

The following responses were provided by the respondents answering the question on national agencies in the affirmative:

- Austria: “OeAD”
- Belgium (FR): “Following the work achieved so far by the coordination group on the attractiveness of the HE of the French Community Wallonia-Brussels of Belgium, Wallonia-Brussels International and the Ministry of the French Community of Belgium, in consultation with HEIs representatives, have decided to set up a new agency ‘Wallonia-Brussels Campus’. The agency formally exists since

October 2010. However, the first outcomes should be visible from the beginning of 2011, through the launch of a dedicated website and the participation in HE international fairs.”

- Belgium (NL): “For example EPOS (national agency for the Lifelong learning programme), FLAMENCO (Flanders Agency for Mobility and Cooperation in Higher Education)”
- Bosnia and Herzegovina: “Agency for development of higher education and quality assurance; Centre for diploma recognition and information”
- Czech Republic: “Centre for International Services / National Agency for European Educational Programmes responsible for the initiative Study in the Czech Republic”
- Estonia: “STUDY IN ESTONIA is coordinated by the Archimedes Foundation ([www.studyinestonia.ee](http://www.studyinestonia.ee), [www.archimedes.ee](http://www.archimedes.ee))”
- France: “Most FR HEIs get affiliated to CampusFrance which is the national agency for the promotion of French higher education abroad ([www.campusfrance.org](http://www.campusfrance.org))”
- Germany: “DAAD”
- Holy See: “KAAD (in Germany) or other similar Church related institutions mostly for student support in many countries”
- Hungary: “Tempus Public Foundation (TPF) manages the community and regional programmes in education in Hungary (LLP, Erasmus Mundus, Tempus, CEEPUS) and is active in promoting internationalisation of Hungarian Higher Education and of mobility. It has been maintaining the Study in Hungary ([www.studyinhungary.hu](http://www.studyinhungary.hu)) website since 2000 that is active in promoting Hungary and Hungarian higher education abroad...” (Note: Response truncated for length.)
- Iceland: “Office of International Education, run by the University of Iceland and with an agreement with the Ministry of Education, Culture, and Science”
- Ireland: “Enterprise Ireland (the national exports promotion body)”
- Latvia: “Academic Information Centre, State Education Development Agency”
- Lithuania: “Education Exchanges Support Foundation (Lithuanian National LLP agency)”
- Malta: “The National Commission for Higher Education (NCHE) has proposed targets to attract 5,000 fee paying foreign students by 2020 in various fields of study and research. Hence the NCHE is supporting the University of Malta in its ambition to offer more Joint Degree programmes with other international universities through projects such as the Erasmus Mundus programme.”
- Netherlands: “For example it funds Nuffic and Netherlands Educational Support Offices in 10 countries abroad”
- Norway: “SIU, the Norwegian Centre for International Cooperation in Higher Education, has a special responsibility for promoting Norway as a study destination, particularly through the web site ‘Studyinnorway’ and through own participation at study fairs and coordinating the participation of HEIs on some occasions.”
- Poland: “The answer cannot be stated as Yes or No. There is no agency in our country which main objective is to support HEIs in their marketing efforts. But there is a project “Study in Poland” implemented by the CRASP (Conference of Rectors of Academic Schools in Poland). Some activities are undertaken by the Foundation for the Development of Education System acting as the National Agency for the LLP-Erasmus programme, Erasmus Mundus National Structure and Tempus National Contact Point. Additionally there are some regional consortia of HEIs established in order to do promotion and marketing for its members (for example Study in Kraków, Study in Wrocław, etc.)”
- Scotland: “The British Council (National Agency for Erasmus in the UK) promotes Scottish education overseas under the Education UK Scotland initiative.”
- Slovak Republic: “SlovAcademic Information Agency (SAIA), Ministry of Education”
- Spain: “Universidad.es Foundation”

- Sweden: “The Swedish Institute”
- United Kingdom: “British Council”

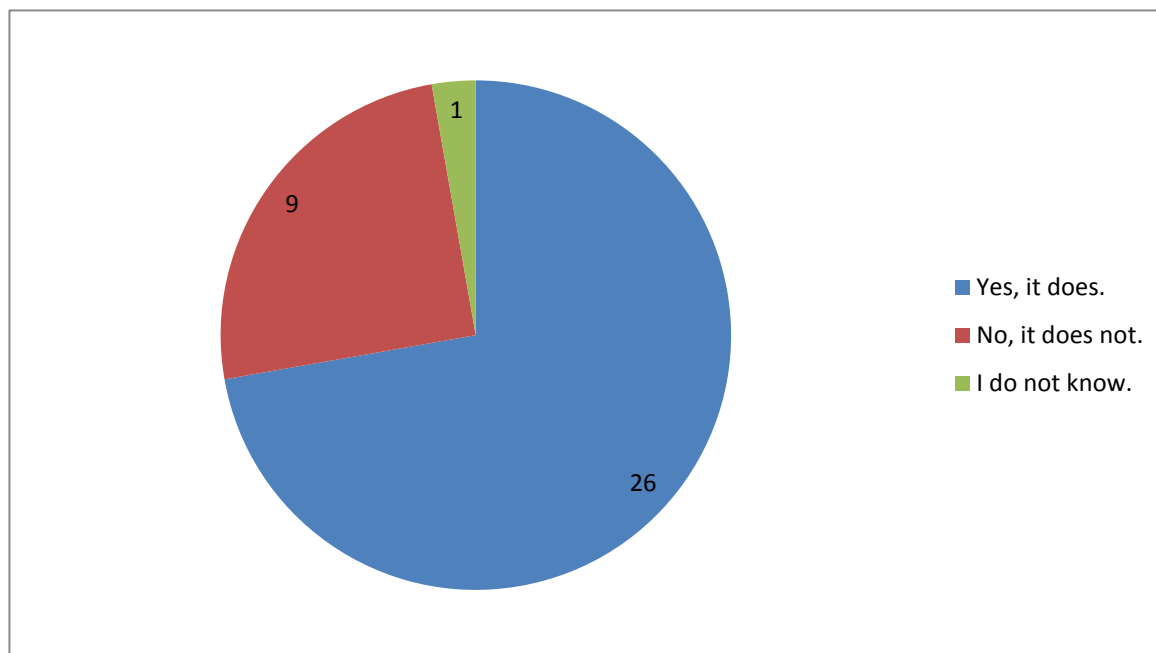
National agencies play a very visible role in some of the countries that are most active in terms of international student recruitment, particularly at international fairs and online. It would be interesting to dig deeper into the role of these agencies to see the relative scope of their activities in each country (providing information and training, organizing national stands at fairs, providing or administering grants and other programs, etc.) as well as to ask HEIs directly how important they think these efforts are in improving their ability to attract top international students.

In terms of promoting the EHEA, it is feasible that the existence of these national agencies, many of which have long histories of collaborating with each other, can make it much easier to create cross-border initiatives.

### 3.2 National Governments

All EHEA countries have some sort of national ministry that is responsible for higher education, which may or may not be combined with other portfolios—and which may or may not have “higher education” in the name. This federal role is evident even in countries where the responsibility for higher education lies in sub-national organizations, such as the “Länder” or state governments in Germany. There are also state ministries that could be responsible for the promotion of higher education, but it is unlikely that this question was understood that way by any significant number of respondents.

**Table 6. Does your country have a ministerial department that takes care of national HE system promotion?** (Survey Question #2.2)



Total responses: 36

It is likely that Table 6 indicates that a majority of countries do have departments in federal ministries that also have some role in the promotion for their national higher education system, although there is some chance that the “no” responses indicate countries where there are not federal ministries of education—or that respondents may have understood “national HE promotion” as promoting the HEIs domestically (as opposed to “international marketing”). It is somewhat difficult to imagine that such a large percentage of

respondents would have ministerial departments that “take care” of the promotion, which would imply a leading and hands-on role. That said, it is clear from the open-ended responses that the government funded national agencies are often overseen by the ministries and there are a variety of offices within ministries that take on this function.

From the responses, it is also clear that the most mentioned ministries are those that are responsible for foreign affairs and higher education and research, which is not surprising. It would be interesting to know a bit more about the role they play, including the extent to which they determine how national funds are spent on international marketing both for and within HEIs themselves.

The following are the open-ended responses provided by some of the respondents who answered the initial question in the affirmative:

- Andorra: “Secretary of State for Higher Education and Research”
- Austria: “OeAD is commissioned by the Ministry”
- Belgium (FR): “We should distinguish two different public entities: Wallonia-Brussels International is the public administration in charge of international relations for the French-speaking entities of Belgium, i.e. the French Community, the Walloon Region and the French-speaking community commission of the Brussels Region. The activities of WBI mainly concern bilateral/multilateral relations, external representation and some aspects of sectorial policies (including higher education). However, the Ministry of the French Community is also responsible for the international promotion/information on HE, but from a policy-making and following-up approach. Indeed, the Ministry is in charge of the following-up and implementation of European and international cooperation process (i.e. the Bologna Process, the ASEM Process, the Education and Training 2020 framework for the EU, etc.) but also of the information on HE system through the ENIC and NARIC networks. However, with the creation of Wallonia-Brussels Campus, under the joint responsibility of WBI and the Ministry, and in close cooperation with HEIs, promotion and information activities will be mainly in the hands of the new agency.”
- Cyprus: “Department of Higher and Tertiary Education – Ministry of Education and Culture – Cyprus”
- Czech Republic: “Department of Higher Education, Department of International Affairs”
- Denmark: “Danish Agency for International Education has a Study in Denmark office which operates to a large extent in the same way as DAAD, CampusFrance, NUFFIC etc.)”
- Estonia: “The Archimedes Foundation operates under the Ministry of Education and Research of Estonia”
- France: “CampusFrance’s activities and development are within the remit of and are closely followed up by 2 ministerial departments (Foreign Affairs and Higher Education/Research)
- Georgia: “There is no department directly at ministerial level, but this is National Education Quality Enhancement Centre which is in charge of disseminating information on national education system abroad.”
- Germany: “IB (*Internationale Büros* [Federal Ministry of Education and Research] (BMBF) a working group on mobility chaired by the BMBF has been established within the Bologna Follow-up Group”
- Holy See: “A new department for International relations in HE sector.”
- Hungary: “Following the recent restructuring of the Hungarian ministries (in 2010), the promotion of Hungarian higher education abroad has been added to the tasks of a department for international educational issues, within the newly established Ministry of National Resources that is responsible, among other fields, for higher education”

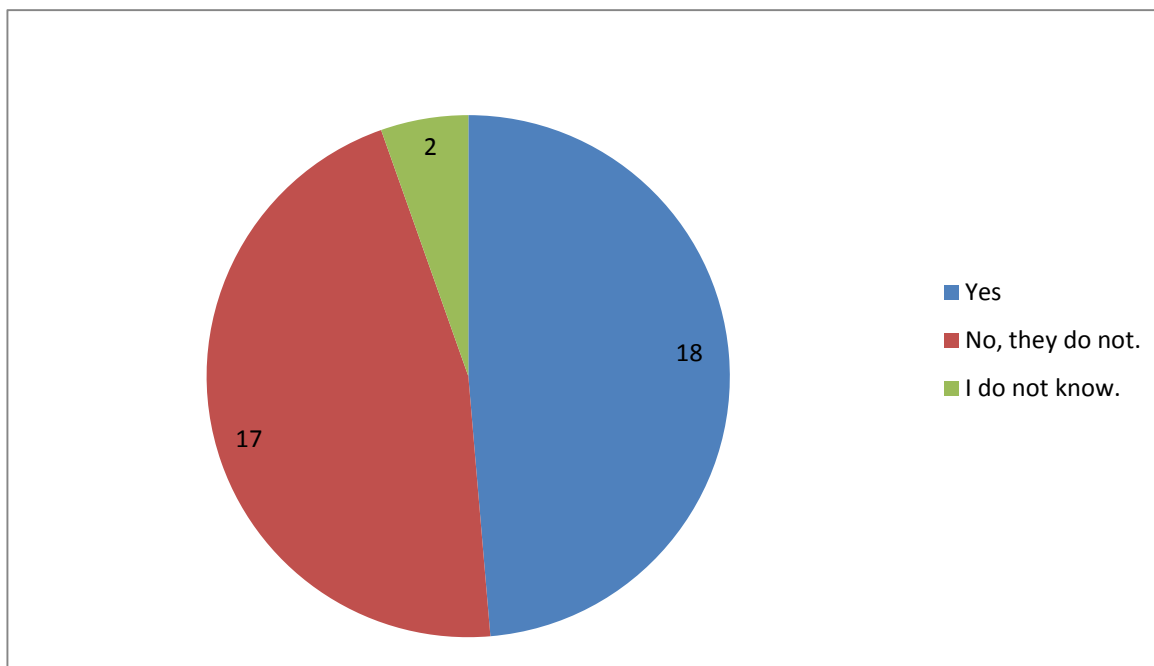
- Ireland: “The Department of Education is not directly involved in this promotion. However, the Department of Foreign Affairs is an important player in assisting with this promotion in key markets.”
- Italy: “The task is covered by different services of the Ministry of Education, University and Research”
- Latvia: “Ministry of Education and Science, Higher Education department”
- Lithuania: “Department of Studies and Research, Lithuanian Ministry of Education and Science”
- Moldova: “But at the same time, two departments of Ministry of Education: International Relations and European Integration Department and High Education Department are involved in promotion of national HE system. Besides the Ministry of Education, there is also the Academy of Sciences who takes care in promoting the HE, within the Department of International Cooperation.”
- Montenegro: “Within the Ministry of Education and Science of Montenegro there is Department for Higher Education which takes care about national HE system promotion. The best way of promotion is including our HEIs in different mobility programmes, stimulating cooperation through bilateral agreements or contracts with institutions in Region and wider. It supports our intentions to be active partner in EHEA effectively.”
- Norway: “No, it does not. However, The Ministry of Foreign Affairs through embassies and consulates play a certain role in this respect.”
- Poland: “Information and Promotion department have been closed down. Its role has been overtaken by the Bureau of Minister in the Ministry of Science and Higher Education in the cooperation with the Foundation for the Development of Education System.”
- Scotland: “Funding for promotion of Scottish HE is provided through the Scottish Government Lifelong Learning Directorate.”
- Slovak Republic: “Section of International Cooperation ([www.studyinslovakia.sk](http://www.studyinslovakia.sk))”
- Turkey: “to a limited extent”
- United Kingdom: “[Department for Business, Innovation and Skills] (BIS)”

### 3.3 Commercial Agencies

Just as marketing is not a word that everyone is comfortable with associating with higher education, the involvement of for-profit companies in general in HEI marketing may be seen with some skepticism. At the same time, many universities are comfortable working with external providers or consultancies to design and build websites, brochures, and flyers; to translate materials; to design and build booths for fairs; to assess the experience of international students on campus; to recruit students directly, etc. Many of these functions are critical to international marketing efforts, and many universities do not have the in house capacity to take on these types of tasks.

The use of agents to recruit international students, in particular, has raised red flags for a variety of reasons, yet is also a widespread and important practice for many HEIs in Europe and beyond. While the survey question asked more broadly about “commercial agencies”, it is likely that most respondents probably associated this with student recruitment agencies and training institutions.

**Table 7. Do commercial agencies play a role in marketing efforts of HEIs? (Survey Question #2.3)**



*Total response: 37*

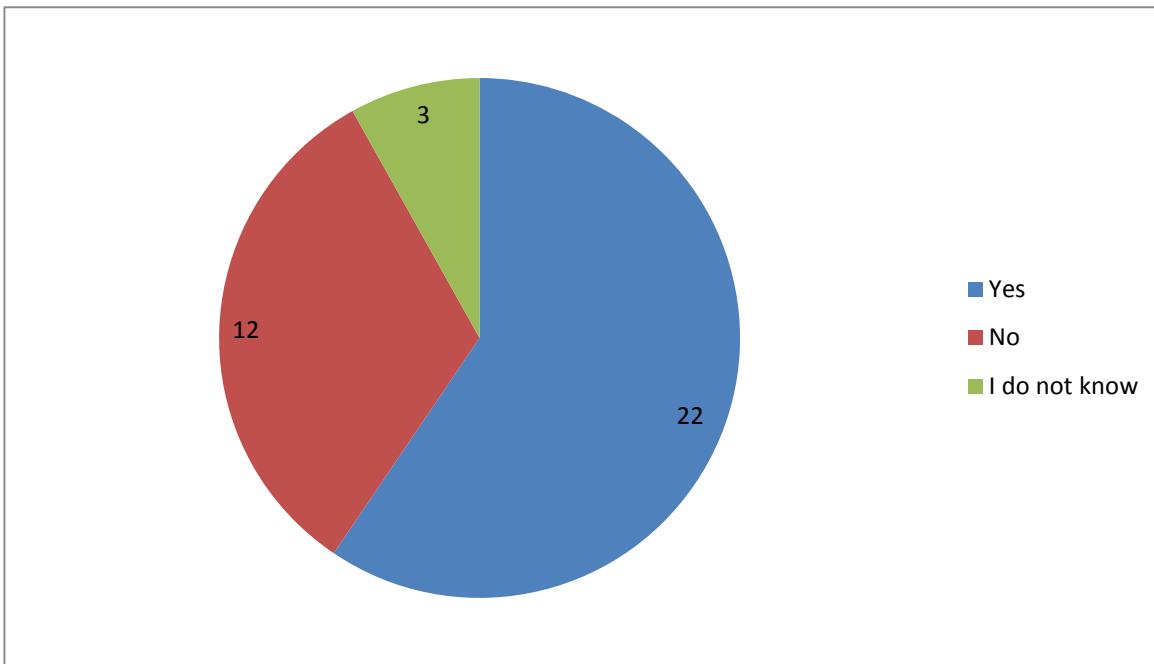
The roughly half of the respondents who said that commercial agencies do play a role mostly thought that this was “to a lesser extent”, although about a quarter of those respondents said it was growing.

### **3.4 Consortia**

An interesting phenomenon in international HEI marketing is the creation of consortia based on geographic region, type of institution, subject, or other criteria. There have been some notable successes with institutions working together to market themselves, and this also seems to bode well for any potential joint initiatives for EHEA countries or HEIs.

**Table 9. Do HEIs in your country form consortia in order to market themselves, such as the “Hessen Universities” consortium in Germany, for example? (Survey Question #2.4)**





*Total responses: 37*

Here again, it is interesting to note that while over half of the respondents already report that HEIs in their country do form consortia to market themselves, nearly half also say that this is happening “to a growing extent.” This may also be lower than in reality since many HEIs form consortia for other reasons, but international marketing may be a secondary—yet still important—role for the group. Two of the respondents said that this happens “to a greater extent”, while 10 reported it was “to a lesser extent”. Importantly, nine of the 22 respondents who answered in the affirmative about higher education consortia in their countries said that it was “to a growing extent”, which may indicate that it is on an upward swing.

## ***4. Europe at Fairs and Conferences***

### **4.1 European Higher Education Fairs (EHEFs)**

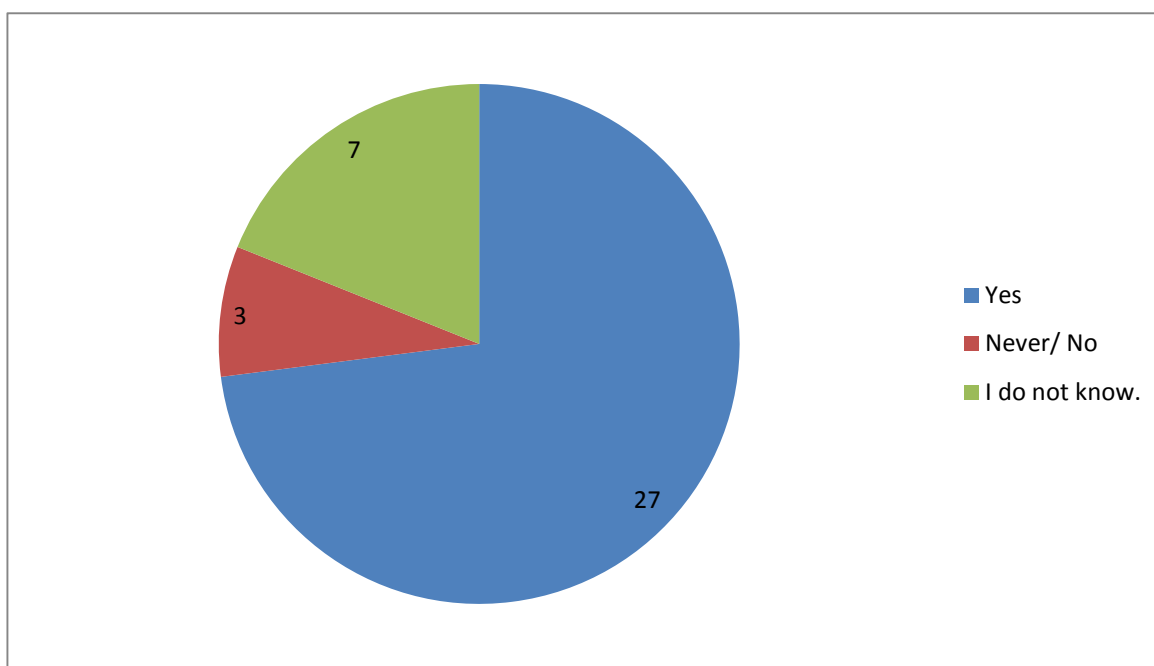
The European Higher Education Fairs (EHEFs) were a series of fairs and conference programs in seven Asian countries from 2005-2008 that had over 40,000 attendees and were funded by the European Commission as part of an overall Asia-European Union (EU) strategy. The goals of the EHEFs were to:

- “to increase the attractiveness of Europe as a study and research centre for excellence
- to strengthen Europe’s economic and cultural presence in Asia and vice-versa,
- to enhance mutual awareness
- to contribute to the further development of EU-Asian cooperation in the field of higher education”<sup>1</sup>

Since the initial round of funding ran out, a group of national agencies has continued to promote “Study in Europe” through fairs in Asia, and elsewhere.

<sup>1</sup> From “EU Strategies for Promotion”, presentation by Louise Watts from CampusFrance.org at the Erasmus Mundus seminar Prague, 19th-20th June 2008 on the Promotion of Higher Education and Marketing Strategies. Accessed on 14 February 2011 at [http://www.highereducationpromotion.eu/web/images/Seminar\\_presentations/eustrategiesforpromotion.pdf](http://www.highereducationpromotion.eu/web/images/Seminar_presentations/eustrategiesforpromotion.pdf).

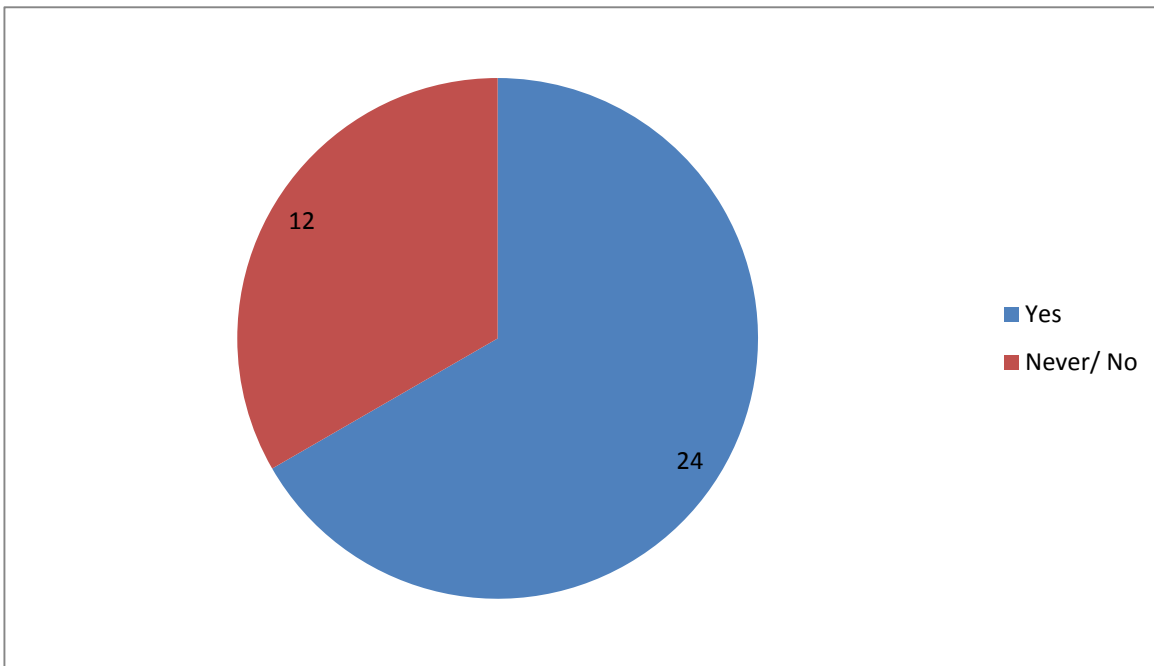
**Table 11. Have HEIs in your country participated in European Higher Education Fairs (EHEFs) within the last five years?** (Survey Question #3.1)



*Total responses: 37*

All the respondents who answered that they HEIs have taken part in EHEFs in the past five years said that they had participated more than once, which would indicate that they saw a clear benefit to this form of international marketing. It would be interesting to delve deeper into this question, seeing if there was an impact on the flows of international students from countries with EHEFs towards Europe, but the EHEFs already established a visible face for the EU countries under the banner of “Study in Europe”. It is not entirely beyond the realm of possibility that this could be extended to include EHEA countries that are not member states in the EU, although this may not be possible due to various funding requirements among other reasons.

**Table 12. Have you as an individual or has a representative from your country participated in European Higher Education Fairs (EHEFs), as a speaker, panelist or organizer for example?** (Survey Question #3.2)



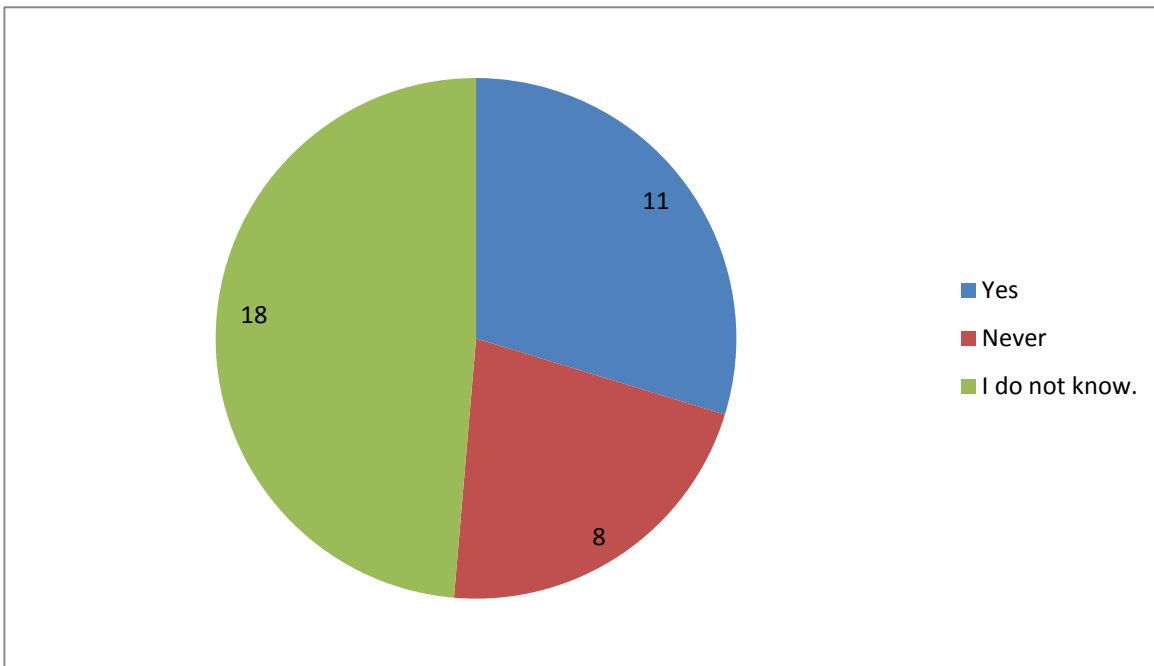
Total responses: 36

Of the 24 affirmative responses, 19 said this has happened “more than once” and four said only once. The responses included participation by representatives from national agencies, from ministries, from higher education institutions, and other related NGOs in EHEFs in various countries, as well as EAIE and even national fairs.

#### 4.2 Fairs with European Universities and/or Organizations

In addition to the EHEFs, there have been other fairs that have focused on promoting study and/or research in Europe. Question #3.4 in the survey was an attempt to get a clearer sense of how widespread these types of fairs are and how many countries have HEIs that participate in them.

**Table 14. Have HEIs from your country participated in fairs within a consortium of European universities or European organisations, at “Europosgrados” for example? (Survey Question #3.4)**



*Total responses: 37*

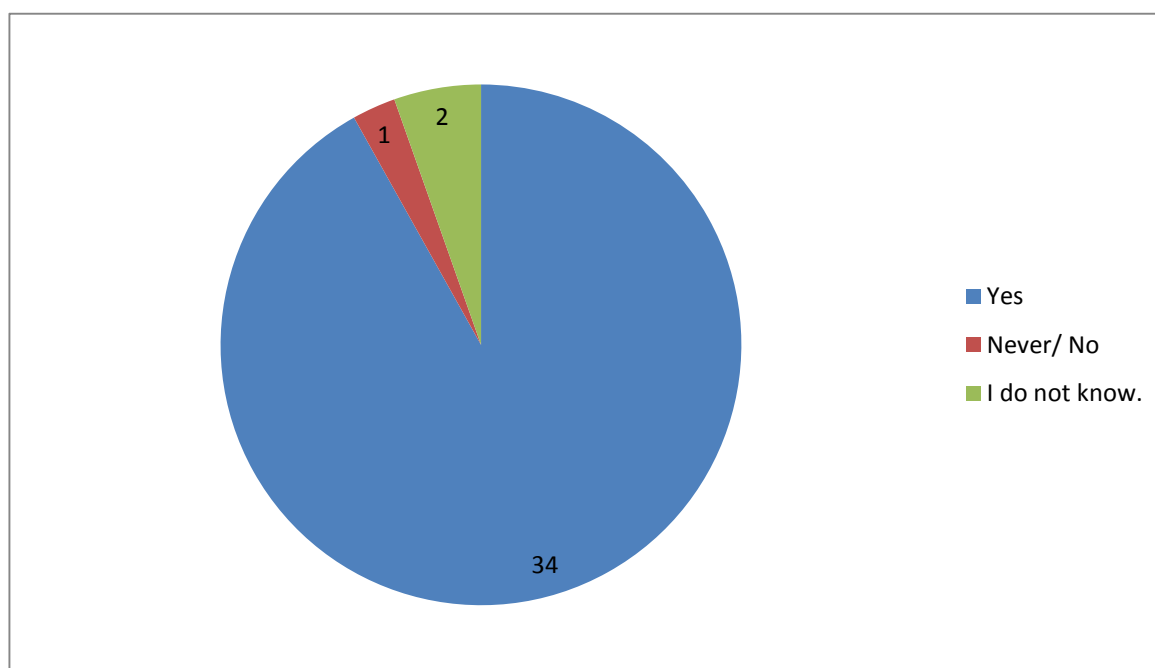
As can be seen in Table 14 above, a bit less than a third of respondents reported having participated in fairs with other European universities and/or organizations. The 11 respondents who indicated that HEIs in their country had participated in these types of fairs all said that they had participated “more than once” and mentioned both Europosgrados (for Dutch, French, German, and Spanish HEIs to promote “European Higher Education” in various Latin American countries) as well fairs related to the Erasmus Mundus program.

Interestingly, nearly every respondent said that they had participated in conferences or seminars that had the goal of providing information about European mobility or promoting the EHEA, Erasmus Mundus, etc. (see Table 15 below). Thirty-two out of the 34 respondents who answered in the affirmative said that they had participated more than once.

### **4.3 Conferences and Seminars that Promote the EHEA and Related Topics**

There is, of course, a difference between HEIs participating in fairs where they can promote themselves internationally in a European context and those where they attempt to inform international audiences about specific initiatives or aspects of the EU or EHEA such as increased mobility or the Erasmus Mundus program.

**Table 15. Have your HEIs participated in conferences or seminars that were set up to disseminate information on, for example, European mobility, or that were set up to promote the EHEA or ERASMUS MUNDUS and the like? (Survey Question #4.1)**



*Total responses: 37*

It would be interesting to ask in a follow-up question whether the target audiences for these conferences or seminars were international participants or whether these were organized for primarily European participants. It is likely that most of these sorts of seminars and conferences were organized within the context of EU funding and promotion schemes, so it would depend on the type of program and funding whether or not they addressed a European or non-European audience.

## ***5. Further Training***

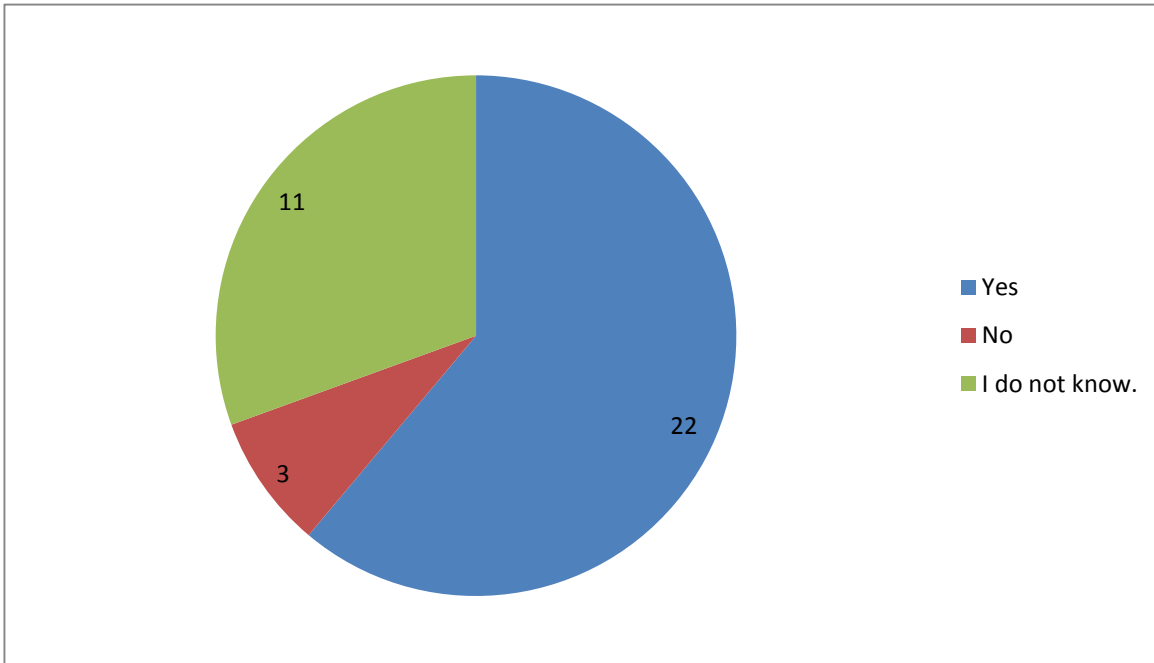
A short series of question delved into the importance of professional or continuing education courses in international higher education marketing. Although this survey only establishes a baseline across Europe—a snapshot of a moment in time rather than trends over time—it can be assumed that the demand for trained marketing professionals who can operate successfully within the higher education sector in Europe will only grow. At the same time, people in existing positions at universities in, for example, international offices, may need to gain new skills to cope with shifting demands, including an increased focus on marketing and student recruitment.

These questions were intended to assess the current provision of ongoing education offerings for professionals in international higher education marketing. For some respondents, this may include entire degree programs. For others, they may be thinking more in terms of short seminars for employees at universities. Ensuring that as many people as possible who are engaged in international higher marketing for EHEA universities (including employees at national agencies, commercial agencies, and, of course, HEIs themselves) has had appropriate training—and have access to ongoing training to keep skills current—could have a major impact on the degree of success of various national and institutional efforts at international recruitment.

## 5.1 Training in International Marketing

The results displayed in Table 16 (see below) indicate that the majority of countries report that HEIs offer “further training in international marketing”, although it is possible that some respondents may have been answering about “international marketing” in general and not “international higher education marketing”. That said, in the context of this particular survey, respondents were very likely to have assumed that this question was about higher education marketing.

**Table 16. Do HEIs in your country offer further training in international marketing?** (Survey Question #4.2)



*Total responses: 36*

Although a small majority of respondents to this question said that HEIs in their country do offer “further training in international marketing”, only three said that this is offered “to a great extent”. Nine indicated that it is “to a growing extent” and 10 “to a lesser extent.” The comments indicated some collaboration between HEIs and national agencies, as can be seen in the selected excerpts:

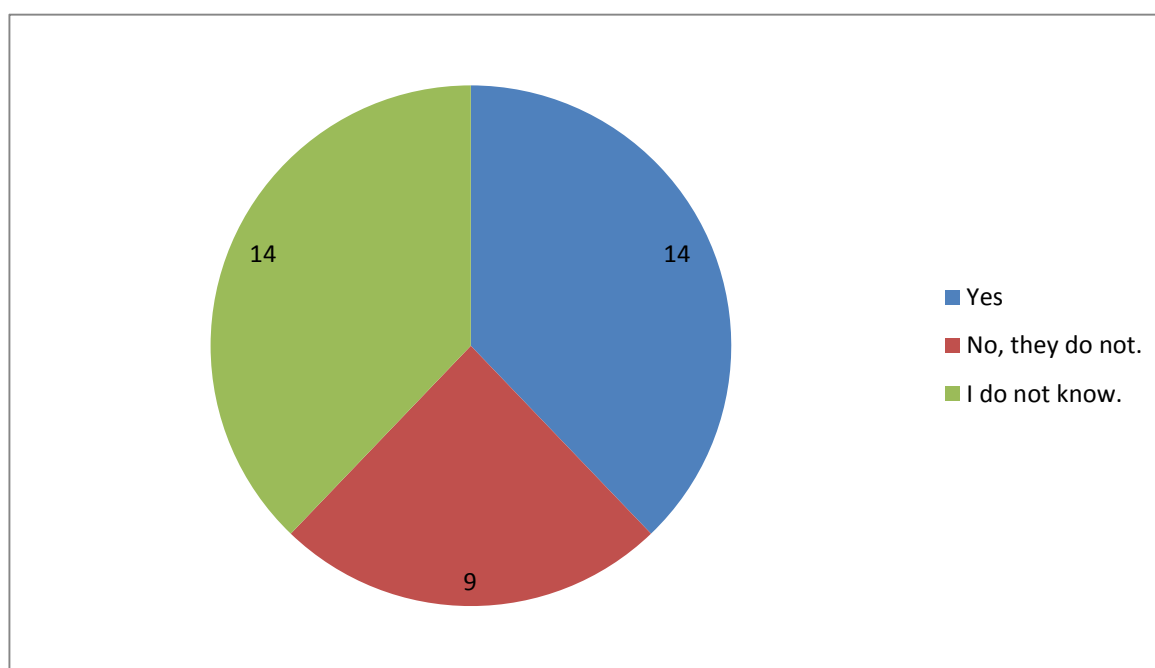
- Belgium (NL): “For their staff”
- Ireland: “Some of this is provided by the national promotion agency (see question above), in collaboration with HEIs. Others are provided in-house or are sourced by HEIs from commercial training bodies.”
- Moldova: “The University of the Academy of Sciences of Moldova does trainings within the Entrepreneurial University (consortium established within a Tempus Project), more than that, it will be soon installed an office in charge for entrepreneurship and marketing”
- Montenegro: “For the time being there are not such activities performed by HEIs themselves. Our department for higher education intensively works on including our HEIs in some mobility programmes which are dedicated not only to European countries but to African and Asian. It is understood that precondition for it is good marketing of institutions and their possibilities in sense of quality and good performance.”
- Norway: “Taking the question to mean further training within the scope of this questionnaire, I am certain that they are not....”

- Poland: “In fact it is peer-to-peer training, for example initiatives of IROs Forum (International Relations Offices Forum established in Poland).”
- Slovak Republic: “Erasmus Mundus Action 4 project with DAAD, EduFrance”

## 5.2 Training in Marketing Within a European Context

The next question asked if there was any further training in “marketing [HEIs] on a European level?”, and the results can be seen in Table 17 below. Although this was a fairly broad question, the comments indicate that most understood this as training in how to market national systems or individual HEIs within the broader context of the EHEA and/or Europe. Only 12 respondents answered to this question, one of the smallest participation rates in the survey.

**Table 17. Do HEIs in your country offer further training in marketing themselves on a European level?**  
(Survey Question #4.3)



*Total responses: 37*

None of the respondents answered that HEIs do this in their country “to a great extent”, only six said “to a growing extent”, and six “to a lesser extent”.

The following comments were also received from respondents who answered in the affirmative to the question of whether this training is provided in their country:

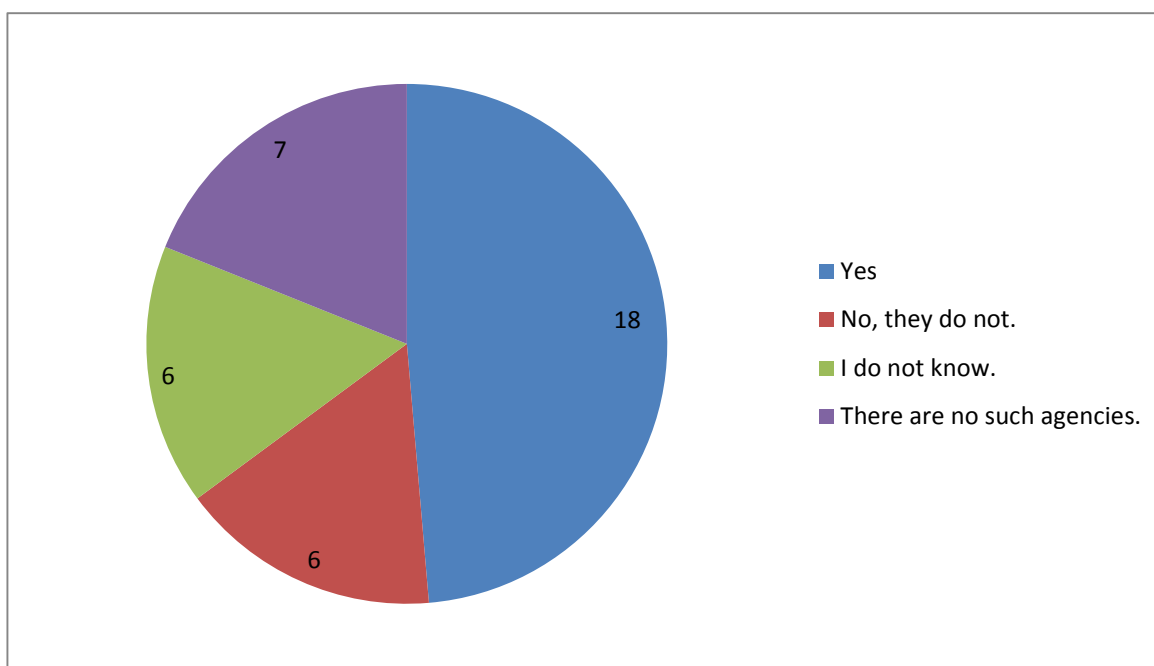
- Belgium (NL): “for their staff”
- Iceland: “At consortium meetings HEIs share experience and work together nationally. HEIs have also in cooperation with the Nordic countries participated in exhibitions in Europe and outside Europe.”
- Ireland: “European marketing is not dealt with in separate training to international marketing.”
- Montenegro: “As we mentioned above the best marketing is through European mobility programmes like CEEPUS, ERASMUS MUNDUS, MEDITERRANEAN OFFICE FOR YOUTH...”
- Norway: “Taking the question to mean further training within the scope of this questionnaire, I am certain that they are not. But of course there are institutions which offer courses in international marketing on a general level”

- Scotland: “Although being in Europe brings many benefits and is very important to us, we do not consider it to be the main reason that, for example, international students choose to study in Scotland. “
- United Kingdom: “Scottish HEIs have a European group, similar to NARG which co-ordinates joint recruitment activity in Europe”

### 5.3 Training by National or Commercial Agencies

For respondents who said that they do have national and/or commercial agencies in their countries, the majority said that they also offer or organize seminars on international HEI marketing (see Table 17 below).

**Table 18. Do national or commercial agencies in your country organize / offer seminars on international marketing of HEIs? (Survey Question #4.4)**



Total responses: 37

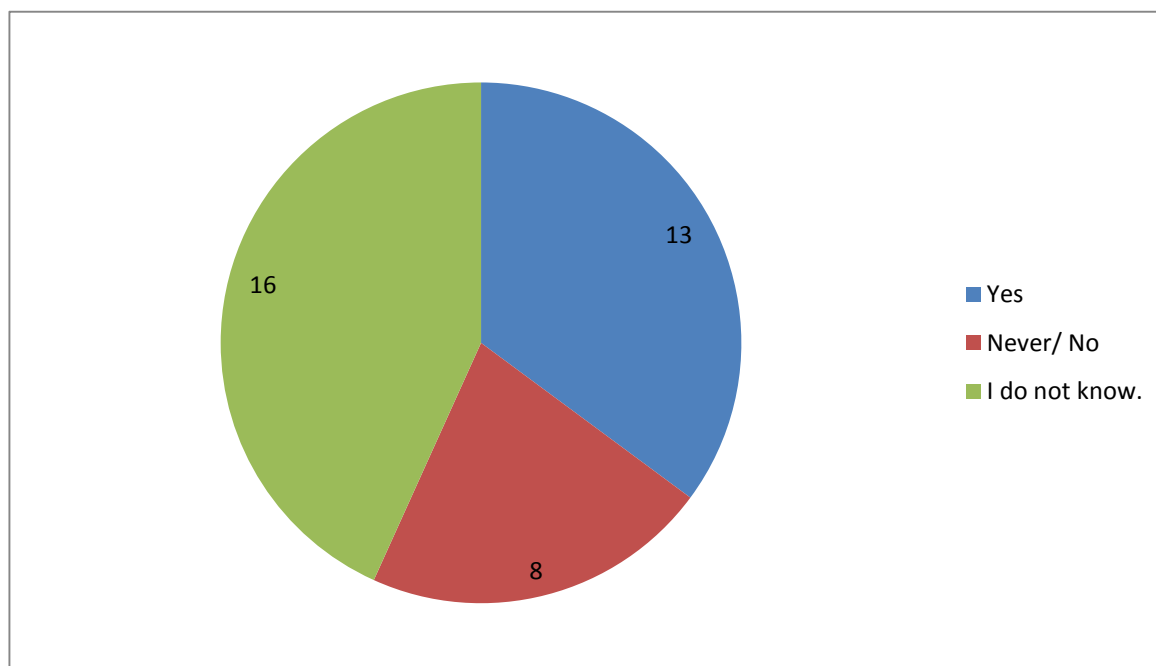
Of the countries where national or commercial agencies offer seminars on international marketing, two said this is “to a great extent”, eight said “to a growing extent”, and seven “to a lesser extent”.

### 5.4 Participation in Seminars and Workshops on EHEA Promotion

A follow up question was: “If yes, to which extent do HEIs in your country send representatives to seminars or workshops that were set up to teach marketing know-how or marketing strategies with specific relevance to promoting the EHEA?” (see Table 18 below). Only 13 respondents answered this question with one saying they send representatives to these kinds of seminars/workshops “often” and 12 saying “sometimes.”



**Table 19. Do HEIs in your country send representatives to seminars or workshops (offered by iDA or GATE-Germany for example) that were set up to teach marketing know-how or marketing strategies with specific relevance to promoting the EHEA? (Survey Question 4.5)**



*Total responses: 37*

The area for comments indicated that the participation in seminars or workshops is likely to improve marketing for the individual’s own HEI and not specifically to promoting the EHEA. Again, one of the respondents mentioned that the location within Europe is a part of their overall positioning, but there are not specific initiatives to promote the EHEA.

A question was included about the types of topics that are generally covered at “such conferences or seminars” (it should be noted that this is the first time that conferences were included in this section on training), mostly general topics are mentioned such as: “international branding”, “developing marketing strategies and tools”, “social media”, “target markets”, “identifying USPs”, “working with national agencies”, “web marketing”, “the use of agents”, etc. Many of these topics are not specific to higher education, so the conferences/seminars may be general marketing events. A few EHEA topics were mentioned such as the “international openness/dimension of EHEA” and “promoting the attractiveness and competitiveness of the EHEA”, although the responses sounded more as if they were potential topics than topics that had been covered frequently.

## ***6. Marketing Tools and Messaging***

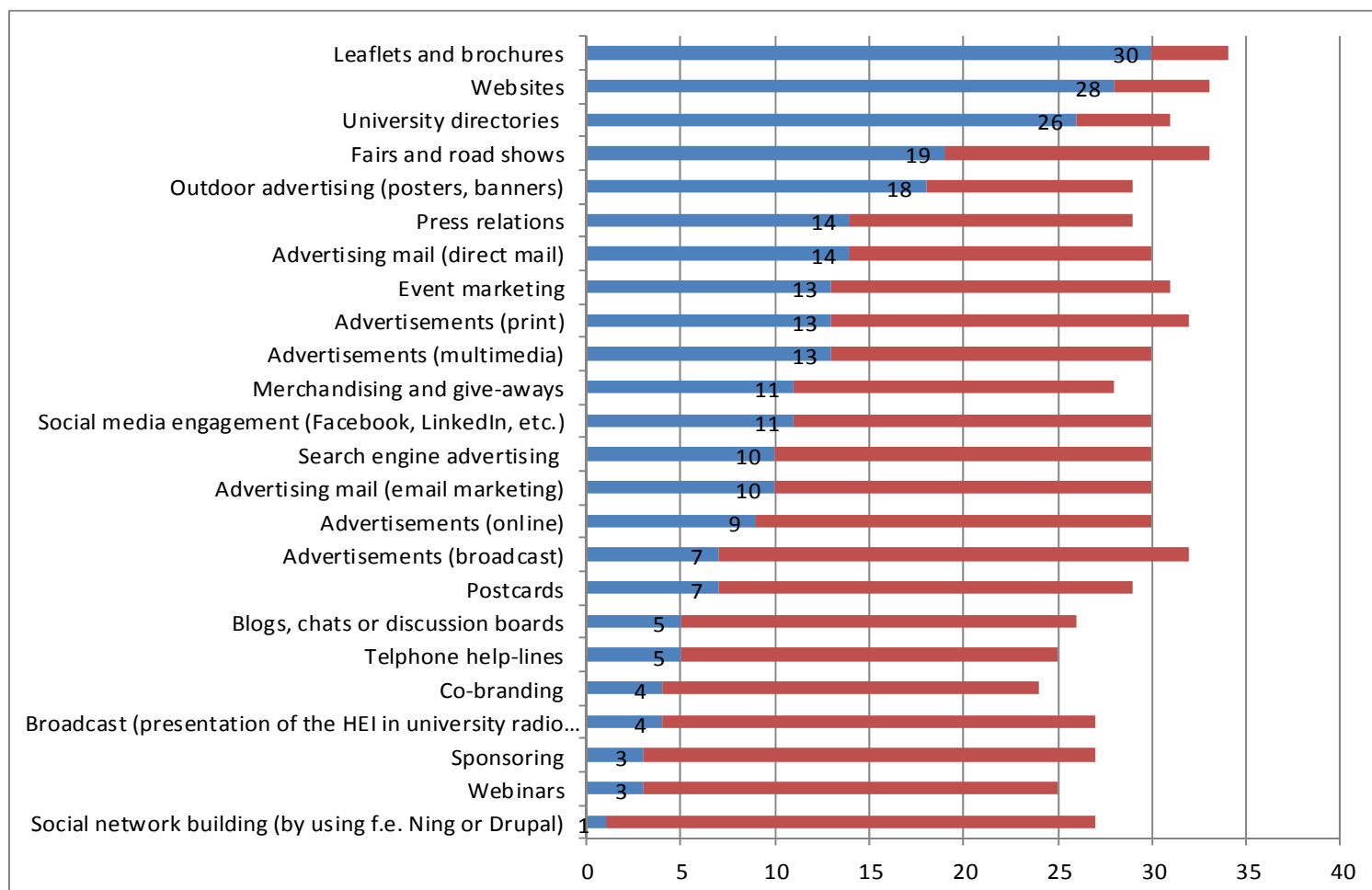
### **6.1 Tools**

There are a wide variety of marketing tools available to individual institutions as well as national organizations that can reach international audiences. Table 19 shows which of these tools have been used “to promote the EHEA”, although it is likely that at least some of the respondents answered the question thinking of if their HEIs have used these tools in their own international marketing efforts.

The most popular tools were, by far, “leaflets and brochures”, “websites”, and “university directories” with 30, 28, and 26 (respectively) of the respondents saying that these tools were “very often used” or “often

used". Fairs and road shows and outdoor advertising were also popular with over 15 respondents saying that they used them "very often" or "often".

**Table 20. Which of the following marketing tools have your HEIs employed to promote the EHEA? Please indicate, to which extent these marketing tools have been employed by your HEIs to promote the EHEA. The blue bar shows how many respondents answered "Very often used" or "Often used" for each category. The red bar represents the total number of respondents for each question. (Survey Question #5.1)**



Responses to a question on, "additional marketing tools that have been employed in your institutional environment to promote the EHEA" (Survey Question #5.2) included:

- "Event-related websites"
- "Grants-database"
- "Bologna-Expert Network"
- "Contact agencies from abroad, contact education counselors"
- "Direct marketing, information sessions, FAM tours"
- "Personal contacts and testimon[ies]..."
- "Conferences, seminars"
- "Alumni association (slight relevance)"
- "Exchange of best practices"
- "Internet forums"

Some of the responses overlapped with the tools used above, but a small handful also responded, as in the general question on marketing tools, that the HEIs in their country do not promote the EHEA. One respondent said quite clearly, “The HEIs do not promote the EHEA. To the extent that they do international marketing they promote themselves.”

## 6.2 Messages

Some of the most interesting responses in the survey are arguably to be found in the answers to the open ended Survey Question #6: “When promoting the EHEA, what messages should be sent out?” The quality of HEIs across the EHEA comes up in many responses, as well as words such as “diversity” and “mobility”. There seems to be some interest in promoting something like “culture”, various aspects of the “European” way of life, and quality of life in general. Some aspect of low cost and value comes up in some of the responses as well.

Reading these responses shows a relatively high level of agreement about the messages that could be used to promote the EHEA as a whole, which would certainly make any joint marketing efforts much easier than if this was not the case.

The responses can be read here:

- Armenia: “Transparency, Integrity, Quality, Relevance”
- Austria: “Quality of HEI, Social Security”
- Belgium (FR): “The main message should focus on the diversity, the richness and the inclusive dimension of the EHEA.”
- Belgium (NL): “Collaboration among institutions in Education and Research, Quality of European Higher Education in many dimensions, Diversity, The governance of European Higher Education: strong involvement of stakeholders”
- Bosnia and Herzegovina: “Making labour market more compatible, Enhancing Mobility, Quality education, Development of human resources “
- Bulgaria: “Benefits of the EHEA to students and scholars mission and role of European HEIs, promoting attractiveness of European HEIs, providing appropriate services, quality, investment in human[s], diploma of prestige, opportunity of partnerships”
- Cyprus: “Quality in education, friendly, multicultural environment “
- Czech Republic: “International cooperation/environment, structured study system comparable to other EHEA countries (ECTS, Diploma Supplement)–opportunities for mobility, good quality education, great variety of education opportunities, cultural experience”
- Estonia: “Studying in any of the EHEA countries, one can travel/study/use the means of student mobility in the other countries of the area. Easy to travel, easy to transfer the credits- experience the whole of Europe!”
- France: “Top quality of higher education and researchers, Cultural tradition and current cultural environment, European dimension through joint degrees and programmes, low cost for studying (ie: what makes the difference in the EHEA as compared to the USA) and student support opportunities, increasing smooth and fair recognition procedures (it should be ...)”
- Georgia: “Free movement and mobility of academic staff and students, Increasing employability, Recognition of acquired qualifications, European integration of Georgia”
- Germany: “Europe stands for: cultural richness, excellent learning and research opportunities, high-quality education and interesting study opportunities at BA-, MA- and doctoral level, attractive

European funding schemes for attracting students, graduates and staff for studying, teaching or research in the EU.”

- Holy See: “European values and Culture”
- Hungary: “The high prestige of a European education / degree, The diversity of languages of courses offered, The quality of the courses is assured by strict quality assurance measures (accreditation).”
- Iceland: “Quality of education, costs, entrance requirements, language requirements”
- Ireland: “High levels of choice available to students within each country and across Europe, Europe as a place to travel and work, Europe as a key world market for future contacts, Richness of cultural diversity”
- Latvia: “Quality, [Attractiveness], Safety”
- Luxembourg: “Quality of education, cost of education, diversity of education”
- Malta: “The high quality of education, Mobility and transparency of qualifications, The high reputation of Higher education institutions, The European location”
- Moldova: “The compatibility of educational systems, educational programmes and learning outcomes. Assuring all the necessary conditions for students’ mobility. Opportunities offered in future.”
- Montenegro: “EHEA ensures more comparable, compatible and coherent systems of higher education in Europe. It is extraordinary tool to strengthen the competitiveness and attractiveness of the European higher education and to foster student mobility and employability through the introduction of a system based on undergraduate and postgraduate studies with easily readable programmes and degrees.”
- Netherlands: “There is a great variety of very good quality HEI’s. Make an informed choice”
- Poland: “Excellence of teaching and research. Popularity of joint study programmes. Opportunities for intra-European mobility. Richness of cultural heritage. Diversity of cultures. Good student services.”
- Romania: “Educational offer, tuition fees, borderless education, cooperation with third countries”
- Scotland: “Is it possible to have consistent messages?, Studies in English is a key selling point but is still not widely available across all EU countries, Breadth and diversity of academic programmes, Opportunities for mobility within Europe, Recognition of qualifications across Europe”
- Slovak Republic: “New EU countries should be more involved and supported”
- Slovenia: “EHEA is known for some of the world’s best HEIs like Oxford or Cambridge; less known, however, is the fact that Europe, unlike its competitors, has high quality higher education on the average, diversity is an advantage not disadvantage”
- Sweden: “EHEA promotion should be much better coordinated with promotion done by national agencies. Only then will it be meaningful to discuss messages.”
- United Kingdom: “The message should be the one discussed and supported by the IPN WG and the network”

## ***7. The Impact of the European Union***

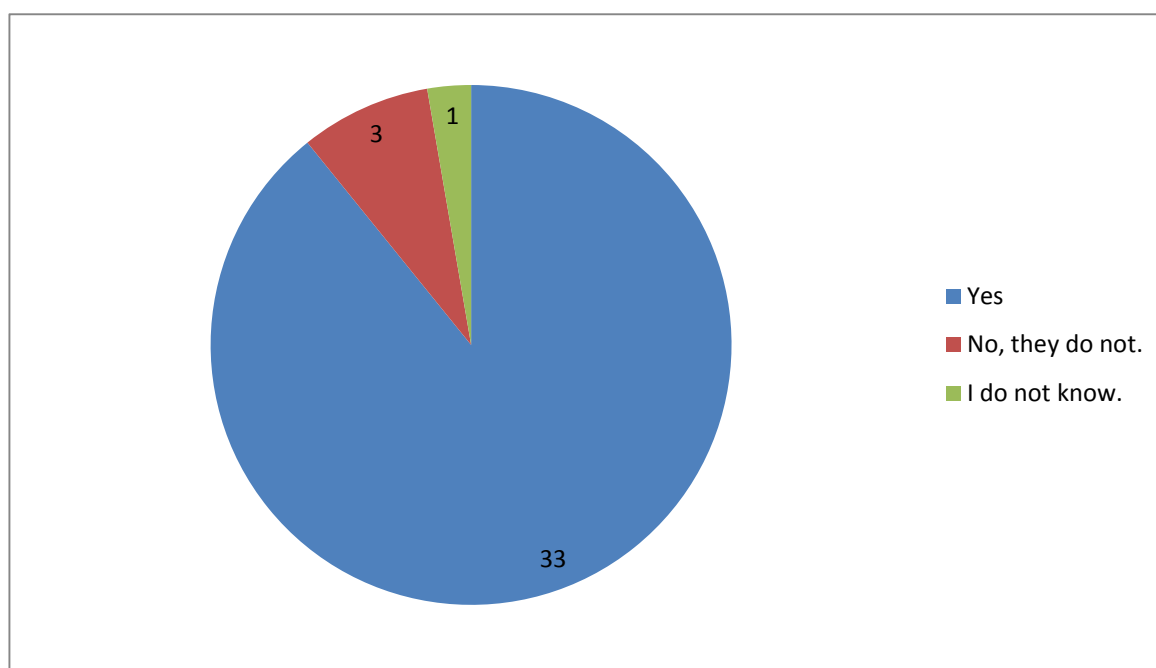
There is a question of how one defines “Europe” in any marketing initiatives, not least in part because many of the existing pan-European marketing efforts have been within the scope of EU-funded projects. There are currently only 27 EU member states, which means that 20 countries are part of the EHEA and not the EU. Some EU programs are open to third-country institutions, so this does not mean that HEIs in those countries will not have anything to do with programs such as Erasmus Mundus, for example. At the same time, though, even quite practical questions as to who would fund and man a “Study in Europe” booth may become sensitive issues.

There are surely mutual benefits that the EHEA and the EU lend to each other, and prospective students are likely to be unaware (and probably uninterested) in distinctions made between the two—at least when it comes to choosing a study program in one European country. The factors that make Europe an attractive destination for international students come, in part, from the results of the Bologna Process—but also from the various funding efforts at the EU level for study and research, as well as the ability to move easily across borders, use a single currency, and access a large market for future employment. Coordination between any future EU and EHEA marketing efforts in higher education (if these are to come into existence) would be prudent, as there is a great opportunity to maximize resources and impact by working across European institutions at every level. The same is also true for national agencies and HEIs own efforts, of course.

## 7.1 Participation in European Union Projects

Although only 24 of the survey respondents are members of the EU (the United Kingdom and Scotland answered the survey separately), 33 respondents said that HEIs in their country take part in various EU programs such as Erasmus Mundus (see Table 21 below), indicating a broad participation across the EHEA in these types of programs.

**Table 21. Do HEIs in your country have EU-funded co-operation or promotion projects such as Erasmus Mundus, EU Japan or Atlantis? (Survey Question #7)**



Total responses: 37

For the respondents who answered in the affirmative, seven said that this was “to a great extent”, 18 answered “to a growing extent” and eight answered “to a lesser extent”. The comments for this question indicated that some respondents may not have been certain if this referred to any HEI participating in these programs or at a national level—or if other funding from the EU, such as research funds, would be counted in this category. Considering that only

- Andorra: “University of Andorra and Government of Andorra have co-operation with some Higher Education Institutions in Spain, France, Belgium and UK, but they are not EU funded.”
- Belgium (FR): “No HEI from the French Community of Wallonia-Brussels has participated so far in a project funded through EU Japan, EU Atlantis or Erasmus Mundus Action 3. However, the Erasmus

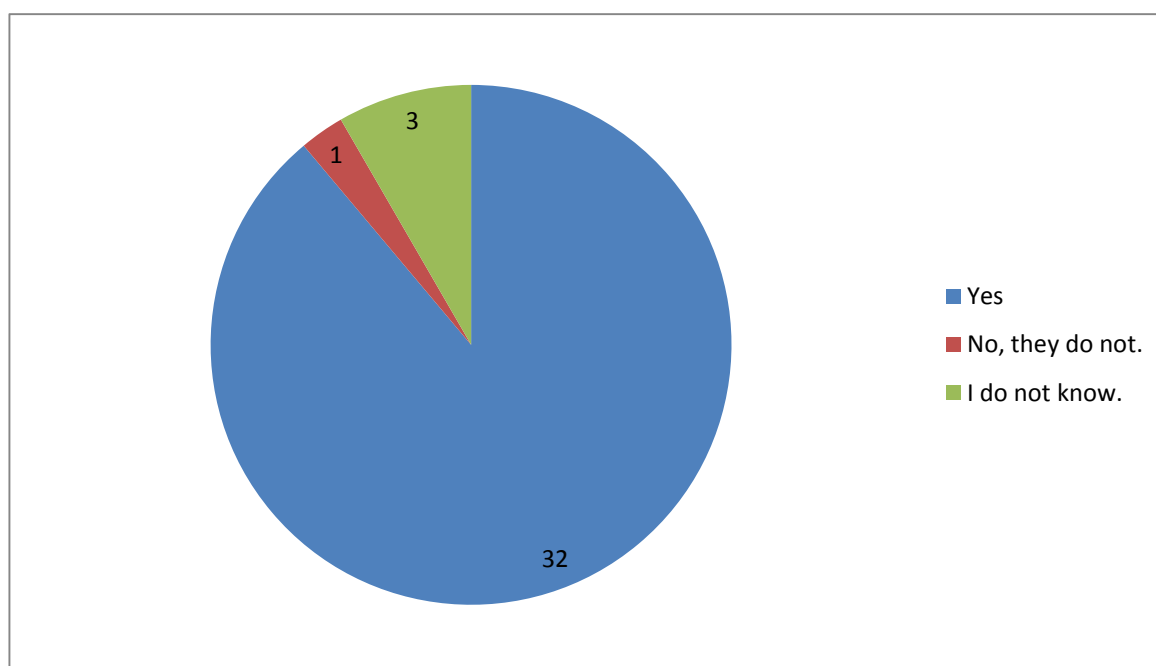
Mundus national structure has made more and more efforts to inform the HEIs about the opportunities offered in those frameworks. That’s why the HEIs of the French Community have been and are still participating in the Erasmus Mundus programmes action 1 and 2.”

- France: “CampusFrance was selected in an Erasmus Mundus EU-funded project, together with DAAD and Nuffic”
- Holy See: “Only in EU-countries where they are also part of national HE system”
- Iceland: “Erasmus Mundus promotion projects as stated earlier”
- Latvia: “HEIs are participating in ERASMUS MUNDUS tenders, but with very low success rate”
- Malta: “The University of Malta is a partner in 2 Erasmus Mundus Consortia and it also participates in the Vulcanus Programme – mobility to Japan.”
- Moldova: “Moldovan students can apply to the scholarship offered by the Erasmus Mundus Project, UNESCO, JAPAN Gov scholarship and that of the Hellenic Republic and Czech Republic.”
- Netherlands: “The biggest EU funds are research funds which are in particular used by several of the research universities; other funds are Erasmus Mundus, next to Erasmus”
- Norway: “Norwegian institutions have been fairly active in Erasmus Mundus, and also in a Nordic initiative, called Nordic Masters, which as much the same overall goal as Mundus”
- United Kingdom: “I do not think so at a national level but one would need to carefully go through the over 150 HEIs in the UK in order to have a reliable answer. However, there are number of UK institutions which are involved in Erasmus Mundus, and a few in Atlantis, or similar.”

## 7.2 Staff for EU Applications

In keeping with the large level of participation in EU programs across the EHEA, fully 32 respondents said that they, “employ staff especially designated to support EU funding applications.” The comments indicate that these staff could support faculty in writing grants for research funding, in addition to helping manage the various EU programs in international education such as Erasmus and Erasmus Mundus.

**Table 22. Do HEIs in your country employ staff especially designated to support EU funding applications?**  
(Survey Question #8)



Total responses: 36

Of the respondents who answered this question in the affirmative, three said it was “to a great extent”, 20 “to a growing extent” and eight “to a lesser extent.” As mentioned above, the small handful of comments (see below) indicate that the respondents answered this question with a relatively wide range of functions in mind:

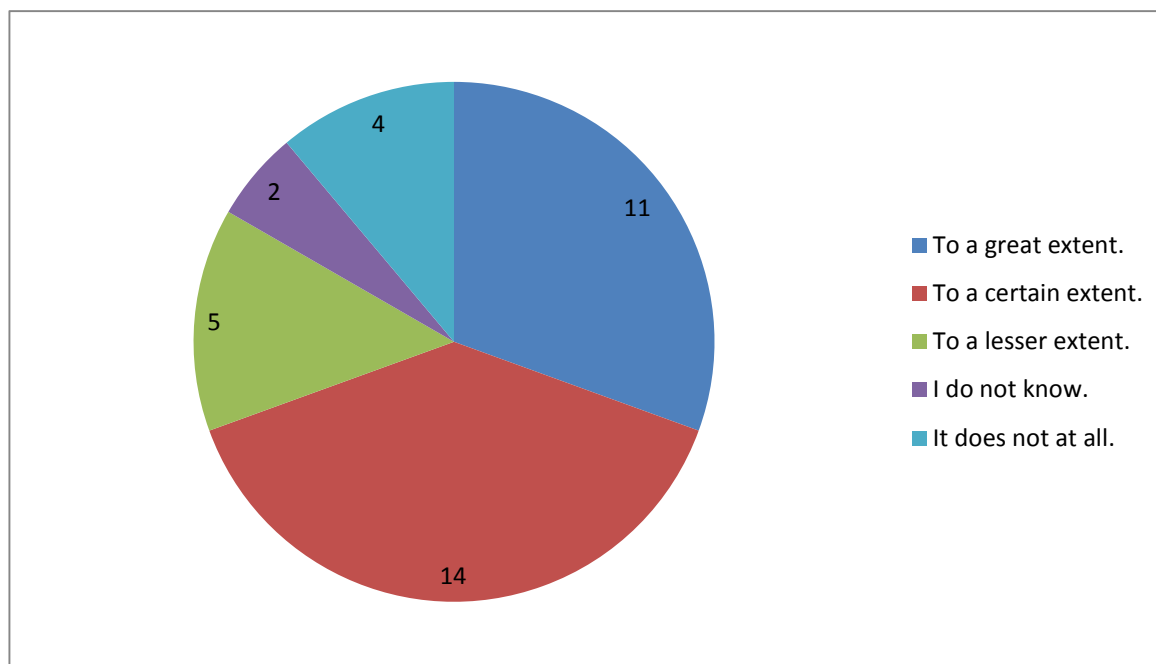
- Belgium (FR): “It concerns mainly the Erasmus programme as well as the Erasmus Mundus programme. However, so far, we haven’t been aware of HEIs employing staff to search and apply specifically for EU funded projects.”
- Hungary: “International offices and grant offices are now operating at almost all the HEIs – they have originally been established for the management of the Erasmus programme, but have by now become centres for most mobility activities and in a lot of places important centres for internationalisation.”
- Ireland: “These are particularly to seek EU research funding, including mobility for 3rd country young researchers. There is a lower level of expertise in applying for DGEAC funding for student mobility purposes.”
- Malta: “The Project Support Team at the University of Malta provides technical, financial and legal support to University staff (academic and administrative) that are bidding for or participating in proposals for EU-funded projects.”
- United Kingdom: “It varies from institution to institution depending on the institutional plans and priorities”

### 7.3 EU Funding

The question of how EU funding might play a role in marketing the EHEA (Survey Question #10) is an interesting one. Of course it makes Europe as a whole a more attractive destination to be able to offer various scholarship and funding programs for international students and scholars. Outreach efforts built into programs such as Erasmus Mundus or the EHEFs also help spread the word about the high quality, diversity, and attractiveness of European higher education. At the same time, because they do not have overlapping memberships, it is unlikely that there will ever be any explicit marketing for the EHEA as part of EU outreach efforts—then again, this is probably not necessary either if the primary goal is simply to get international students to start thinking about Europe as a place to study.

Twenty-five of the 36 respondents to Question 10 answered that EU funding did play a role in the marketing of EHEA either “to a great extent” or “to a certain extent” (see Table 22 below). Another 13 respondents said that this is only “to a lesser extent”, four respondents answering “not at all”, and the remainder saying that they “do not know”. This would indicate that there is some recognition of a possible interplay between the EU and the EHEA that is already being reflected in international marketing efforts. It would be interesting, of course, to see how this appears to international students, if it has an impact on the entire EHEA region (or just the EU member states), and if any of this is changing what international students think of when they think of “Europe”—for the better or the worse.

**Table 22. To which extent to which extent does EU funding play a role in marketing EHEA?**  
(Survey Question #10)



Total responses: 36

## **8. Conclusions and Further Questions**

The goal of this survey was to establish a baseline for what EHEA countries are doing to market their HEIs, what the HEIs themselves are doing, and who is involved. The very way the respondents answered the questions showed important differences in how the same word or concept can be understood, which is somewhat unsurprising given the diversity of the countries represented—as well as the diversity of the likely respondents. At the same time, some trends did begin to emerge and it is clear that international higher education marketing is an important topic across much of the EHEA, and one that will likely grow in importance. In addition to looking at the current state of international higher education marketing in the Bologna Area, this section will explore some of the ways that the EHEA countries could work together to achieve greater results for their individual systems and institutions.

### **8.1 Findings**

Some of the key findings from this initial survey include the following:

- International marketing is widespread across the EHEA, but takes different forms, has different focuses, and varying degrees of intensity from country to country
- Most HEIs or countries focus on a handful of key geographic target markets for their international marketing efforts
- At the national level, many EHEA countries do have national agencies focused on higher education marketing as well as departments in one or more federal ministries
- A broad range of marketing tools are used by HEIs, and the most popular are familiar tools such as leaflets/brochures, fairs, and websites
- There is a large degree of participation in pan-European marketing and promotional efforts such as the EHEFs or activities as part of EU-funded programs such as Erasmus Mundus



- There seems to be broad agreement on key messages about the EHEA such as quality of higher education institutions, diversity, and quality of life/culture
- There is less agreement about the benefit of EHEA-wide marketing efforts versus national or institutional undertakings
- There is not yet a common language about marketing within the EHEA, and terms can have very different meanings when taken in different national contexts

## 8.2 Role of EHEA in Providing Information

Before delving into the ideas for joint activities, there was one question that comes close to explicitly addressing what kind of a role any EHEA-level marketing initiative might have. Survey Question #11 asked: “Which information gaps would you want to have filled by EHEA sourced information? Please specify.” The answers here (shown below) reveal far more diversity than the question on what messages could be used to promote the EHEA. The responses seem to reveal a natural tension between national/institutional and European-wide initiatives, reflect national issues and priorities, show the overlapping meanings of “Europe”, and raise questions about what any joint EHEA information materials might look like.

The question asked specifically about “information gaps”, so the respondents were tasked with considering what international audiences already might or might not know about the EHEA, its member states, and the diverse higher education institutions. While several respondents mention what sounds like databases that list specific degree programmes, the respondent from The Netherlands brought up the valid point that it can be hard to maintain this kind of information at a central level—and it may be a better option to link to the various national portals. In terms of more general information, it seems as if the needs would roughly mirror what many national agencies produce for their country’s higher education systems, covering everything from funding opportunities for EHEA countries to quality of life as a student in Europe. Again, it would be critical for any EHEA materials to offer an added benefit to what exists already for national systems and, when relevant, for the EU; much of what can be gained may, in fact, lie in aggregating this information in a user-friendly way.

The detailed responses are below:

- Belgium (FR): “From the perspective of the Ministry of the French Community, there is still a need to discuss the meaning of the “European” HEA at a ministerial level. Through the successive ministerial meetings and the work achieved by the BFUG, we have identified implicitly some characteristics of the EHEA (diversity, transparency, socially-inclusive, high quality, etc.) but those have never been discussed and then defined explicitly. However, we think it is an essential condition if we are willing to promote the EHEA.”
- Belgium (NL): “A comprehensive leaflet on European Higher Education System, One single comprehensive leaflet on Bologna achievements, Quality assurance in Europe, Research strengths in Europe, Erasmus Mundus, The collaboration among European Higher Education Institutions, a European ranking”
- Bulgaria: “Measures for improving the social condition for students, academic staff and HEIs, joint and double degree programmes”
- Czech Republic: “The information should be easily accessible and complex (in several languages if possible).”
- France: “Quality of education based on different and specific criteria : what are the strengths and weaknesses of each HEIs, in each subject-area, A data-base of student support available in the EHEA”

- Germany: “What is the added value when studying or doing research in Europe (irrespective of the opportunities in a given country)?, What are specific European study opportunities? (e.g. double or joint degree programmes with various European countries, European study programmes ), What kind of funding schemes are available for study or research in Europe?, What are the legal framework conditions (e.g. visa, insurance) for study and research in Europe?”
- Holy See: “Importance of non-profit private HEIs in EU”
- Ireland: “Generic information regarding student opportunities in EHEA – travel, mobility (as student and graduate), open labour market, mutual recognition of qualifications, etc.... The EURAXESS researcher mobility portal and network could provide a possible model.”
- Luxembourg: “website”
- Malta: “More information about the EHEA”
- Moldova: “organization of information trainings and seminars for the HEIs, theoretic support in marketing strategies, sharing the best experience and practices”
- Montenegro: “Information of all study programmes offered in Montenegro, Conditions of studying, Exchange programmes”
- Netherlands: “None, the information will be out of date before it is published. Links to national information sets, for NL to the Nuffic and/or to the national information website [studiekeuze123.nl](http://studiekeuze123.nl) or [studychoice123.nl](http://studychoice123.nl)”
- Poland: “Recognition of diplomas in Europe, Joint study programmes in Europe.”
- Romania: “Information on HEIs from countries outside the EU, Ranking of HEIs”
- Scotland: “Recognition of qualifications – don’t think the referencing is always understood. We sometimes get asked if some of our qualifications are recognised via Bologna – this is not a good sign given that Scotland is one of the countries furthest ahead in implementing the Bologna reforms.”
- Slovak Republic: “Promotion project for the Slovak HEIs (e.g. funded by ESF), Support for the participation of Slovak HEIs in the fairs (e.g. EM )”
- United Kingdom: “As mentioned at the May IPN meeting, it would be helpful to have more up-to-date system information of all Bologna participating countries.”

In terms of concrete ideas for ways to provide better information about the EHEA and the constituent states, the following could be considered:

- **Create a student-facing EHEA website.** The existing website is very much focused on policy and is not intended for prospective students. At the same time, a Google search for “study in Europe” (a relatively likely search term for students who want to study in Europe, but have not yet decided on a particular country), links first to a website from the European Commission that contains primarily links to national websites. The links from there to the EHEA ([http://ec.europa.eu/education/lifelong-learning-policy/doc62\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc62_en.htm)) go to very dense and policy-oriented pages on the Commission’s website. Other top links in Google are for private companies and are of varying quality. Creating even a small yet compelling website for the EHEA itself could focus on some of the key messages discussed in this paper, and serve as an introduction to national information sources, which can be overwhelming for international visitors.
- **Provide information packages about the EHEA that are targeted towards students and can be used by the press and online student portals.** Many media outlets and websites would be grateful to receive some text and key facts about the EHEA that they could use. This would, of course, allow the EHEA to better steer the messages being put out about the Bologna area. Offering attractive images of EHEA university life for use in print or online media would also be a way to visually represent

- some of the key messages such as quality of education (showing high-tech labs, interactive classrooms, etc.), diversity (different styles of architecture, international students, etc.), culture, etc.
- **Distribute information about how to market HEIs within the context of the EHEA to higher education marketing professionals within the EHEA.** Providing individuals working at HEIs and national agencies with a brochure or information package that clearly enunciates the additional benefits that a prospective student can enjoy by studying in the EHEA may help them, if desired, add or improve any marketing messages they have that speak to the European context. This could include information about funding schemes for students or researchers, data about how international students perceive Europe, general marketing tips, as well as access to the text and images mentioned above.

### 8.3 Market Research

Prior to creating any new information materials, it would certainly be worthwhile to conduct some degree of market research in a handful of key target markets to get a better sense of what information prospective students do, in fact, need to learn about opportunities across the EHEA, as well as what arguments might help convince them to consider studying in one of the EHEA member states. At the very least, the IPN group might consider providing the individual countries with one or two questions that they could add on to any existing national market research projects. If there are meaningful messages about the EHEA or the “European context” that could be used effectively in national and institutional marketing materials or campaigns, it would be in everyone’s interest to get a sense of what these are.

### 8.4 Building Ties Across Borders and Organizations

One of the most useful functions an EHEA-level marketing effort could fulfill would be to increase cooperation between European-wide organizations, national organizations, and their international counterparts. Within Europe, closer cooperation could lead to the creation of important and mutually-beneficial efficiencies between countries and institutions. Europe will likely never speak with one voice, and, in the case of higher education where a student can only choose one HEI at a time, this would not even make sense. With closer coordination, however, the likelihood that there would be redundant marketing efforts and mixed or contradictory messages between, in particular, the EU and the EHEA in the area of higher education marketing would be significantly reduced.

While higher education professionals have, as mentioned, been following the Bologna Process with keen interest, ongoing communications about new developments in the EHEA are critical to keeping the view of Europe fresh and current. In this age of social media and networks, word of mouth may even be gaining in importance—and having important “influencers” such as professors, study abroad advisors, or colleagues presenting prospective students with an outdated image of European higher education can be extremely detrimental to any marketing efforts.

Some ideas to help build these ties between organizations and individuals include the following:

- **Host conferences and seminars tackling big issues faced by societies and HEIs around the world.** Europe has a long and rich history of discourse and dialogue, and there are important topics surrounding the role of higher education today where the EHEA could take a leadership role in initiating productive discussions both within the EHEA and with international partners. This would also serve as a forum to present some of the forward-thinking initiatives taking place within the EHEA. Some topics could include brain drain/circulation, the role of higher education in tackling some of the “grand challenges”, life-long learning, diversity, negative impacts of globalization, etc.

- **Help to build networks of EHEA marketing professionals from HEIs and national agencies.** Since higher education marketing is still relatively new as a profession anywhere in the world, individuals working in the field are unlikely to have had any formal training and may work alone or in very small teams. Creating opportunities to bring these individuals together to build their skills and their professional networks, could lead to a more highly-qualified workforce “in the field.” The European Association of International Education Administrators (EAIE) is already doing a lot of work in this area, and could be a potential partner. The American Marketing Association, with its annual Higher Education Marketing Symposium, is another potential partner or model.
- **Actively participate in existing international education conferences,** creating workshops or session proposals on the EHEA for Nafsa, EAIE, Going Global, APAIE, etc. This would serve a two-fold purpose: to disseminate information among this critical audience of international education professionals while building ties to the organizations running the conferences themselves. A joint session with colleagues from the organization or the host region would help to create these ties.
- **Address EHEA marketing at forums that bring together many of the key decision makers in EHEA countries such as IPN, BFUG or ACA meetings.** This could include either governmental representatives or representatives from national agencies or related organizations. Keeping the topic on the agenda will help move it forward in terms of both defining the areas for collaboration as well as finding appropriate funding sources.

## 8.5 Accessing Existing Funding Programs

There is no existing budget for international EHEA marketing initiatives, so tapping into other funding sources, particular EU funding, may be a good way to begin to work together and begin to determine which types of activities are most effective.

The most immediate possibility would be applying for funding through Erasmus Mundus’ “Action 3: Promotion of European higher education”. The 2011 call for proposals has been published and the application deadline is 29 April 2011 for projects under Erasmus Mundus. The following priority activities have been identified<sup>2</sup>:

- Promotion of European higher education in certain geographical areas (please specify the geographical areas):
- Improving services for international students and doctoral candidates;
- International dimension of Quality Assurance;
- Strengthening relations between European higher education and research;
- Promoting European study opportunities for doctoral candidates;
- Promoting the Erasmus Mundus programme towards European students.

These funds could be used, for example, to fund new EHEFs that would focus on key geographic areas, although the call is broad enough that many other joint activities would also fit with the requirements. The “Programme Guide” states: “ 1.4.2 A THIRD-COUNTRY HEI Although third-country HEIs can participate as active members of the consortium/partnership/network in exactly the same actions as European HEIs, they

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<sup>2</sup> 2011 Call for Proposals: EACEA/41/10, p. 11, [http://eacea.ec.europa.eu/erasmus\\_mundus/funding/2011/call\\_eacea\\_41\\_10\\_en.php](http://eacea.ec.europa.eu/erasmus_mundus/funding/2011/call_eacea_41_10_en.php), accessed 15 February 2011.

cannot submit a grant proposal on behalf of the entire consortium/partnership/network. Such applications have to be presented by European organisations.”<sup>3</sup>

In this case, the “European” countries eligible for Action Line 3 include the 27 EU Member States, Iceland, Liechtenstein, and Norway. The other EHEA countries would be considered “third-countries”; they could not submit the application, but would be eligible to participate.

#### **Other potential sources of funding for EHEA marketing efforts include:**

- National agencies and governments (as long as a national interest is clearly being met)
- Foundations, NGOs, etc.
- HEIs (in the form of participation fees for conferences/seminars, etc.)
- Other EU program lines

## **8.6 Further Questions**

As has been mentioned, this survey was intended to be a first step. Having now established a more clear sense of the current picture within the EHEA, it is also clear that there are many rich areas to explore further. Some topics which could be addressed in future surveys, market research projects, or meetings include:

- Who does marketing at HEIs in the EHEA?
  - What are their titles?
  - What kinds of functions do they fulfill?
  - How were they trained? Do they undertake ongoing training?
  - Are they mobile within their own country? Within the EHEA?
- What are the motivating factors behind international marketing in the various EHEA countries? Why is it more or less important to their HEIs?
- What kinds of budgets are there for marketing by national agencies and by HEIs themselves?
- What are the most effective strategies used across the EHEA to recruit international students?
- How do national and institutional marketing efforts already impact the flow of students between European countries? How does it already impact the flow of students from abroad to the EHEA?
- What do HEIs do to help ensure that international students succeed in their academic programs and to minimize the drop-out rates?
- Are there differences between the intensity of international marketing between various types of HEIs (public/private, large/small, research/applied, etc.)?
- What is the proper role of tourism or tourism-style messages, if any, in HEI marketing in the EHEA?
- What could be the key “EHEA” marketing messages for...:
  - ...study abroad students?
  - ...prospective bachelor’s students?
  - ...prospective master’s students?
  - ...prospective doctoral candidates?
- What could be the key “EHEA” marketing messages for...:
  - ...students in the natural sciences?
  - ...students in engineering?

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<sup>3</sup> “Erasmus Mundus 2008-2013: Programme Guide”, Version 16/12/2010, [http://eacea.ec.europa.eu/erasmus\\_mundus/programme/documents/2011/em\\_programmeguide\\_1612\\_en.pdf](http://eacea.ec.europa.eu/erasmus_mundus/programme/documents/2011/em_programmeguide_1612_en.pdf), accessed 16 February 2011.

- ...students in the humanities?
- ...students in the social sciences?
- ...students in the arts?
- ...students in business?
- Are their negative perceptions that Europe and the EHEA may have to overcome? If so, what are they?
- What are the different driving factors for students choosing to study in Europe from different key markets?
- What are the relative benefits to marketing the “EHEA” versus “Europe”?
- How can we explain the EHEA in an easy-to-understand and attractive way to international students?
- Is “EHEA” the best “brand” for the European Higher Education Area? If not, what are other options?
- What are the best potential sources of funding for joint marketing efforts?
- What are global trends that might impact the ability of EHEA universities to recruit international students (e.g., growth of higher education institutions in China and India, demographic changes outside of Europe, etc.)?

There are certainly other areas where a better understanding would benefit both national and institutional marketing efforts as well as any joint EHEA undertakings, but this list already reveals how rich this area is for future exploration and inquiry.

## **8.7 Authors’ Note**

The authors would like to thank the participating agencies and individuals who answered the survey, and who helped design the survey and process the data. While we have made every effort to represent responses accurately, all mistakes or misrepresentations are our own.

Irene Jansen, Head of Communications and Marketing Division, German Academic Exchange Service

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## Appendix

### Full text of Survey:

#### Survey of IPN Working Group 1 (DAAD, GATE-Germany)

Overview of existing European Higher Education Area (EHEA) Marketing activities, i.e. activities that are aimed at attracting international students, within the broader context of promoting the EHEA.

*(With some questions examples are given to clarify the essence of the question and to stimulate thought. The examples are by no means meant to limit the scope of a possible answer!)*

*In this survey a distinction is made between the term “promotion” in the sense of an overall effort to inform about the EHEA and the Bologna Process and promote it in various ways, the term “information” in the sense of data collection and publishing in a neutral way, and the term “marketing” in the sense of initiatives and tools that lend themselves to attracting students.*

#### 1. MARKETING OF HIGHER EDUCATION INSTITUTIONS (HEI) INTERNATIONALLY / REGIONALLY

##### 1.1 Do HEIs in your country actively market themselves **internationally**?

- All HEIs in my country do.
- Most HEIs in my country do.
- Some HEIs in my country do.
- I am not sure.
- They do not market themselves internationally.

(In that case move on to question 2!)

##### 1.2 Do HEIs in your country focus on **particular regions or countries** when promoting themselves internationally?

- Most HEIs in my country promote themselves focusing on particular regions or countries.
- Some HEIs in my country promote themselves focusing on particular regions or countries.

If they do, on which **regions or countries** do they focus?

The regions / countries are:

...  
...  
...

- They do not focus on any particular region or country.
- I do not know.

##### 1.3 Are there **special marketing measures or tools** that could be recommended for these regions / countries?\*

- I do not know.
- No, not to my knowledge.
- Yes, the following measures can be recommended for the following countries:

... ..  
... ..  
... ..

\* For ideas, view table 5.1.

1.4 Which **parameters** play an important role in your country's international marketing endeavours?

- Quality of education
- Reputation of HEIs
- European location
- Cost of study
- Cost of living
- Others:

...  
...  
...

## 2 MARKETING AGENCIES AND CONSORTIA

2.1 Does your country have one or more **national agencies (f. ex. non-governmental, but partially funded/commissioned by the government)**, like CampusFrance or DAAD for example, that support HEIs in their marketing efforts?

- No, it does not.
- Yes, it does: for example ...

2.2 Does your country have a **ministerial department** that takes care of national **HE system promotion**?

- Yes, it does.

If you like you may comment or specify: ...

- No, it does not.
- I do not know.

2.3 Do **commercial agencies** play a role in marketing efforts of HEIs?

- I do not know.
- No, they do not.
- Yes, they do, to a great extent.
- Yes, they do, to a growing extent.
- Yes, they do, to a lesser extent.

2.4 Do HEIs in your country form **consortia** in order to market themselves, such as the "Hessen Universities" consortium in Germany, for example?

- I do not know.
- Yes, they do, to a great extent.
- Yes, they do to a growing extent.
- Yes, they do to a lesser extent.

## 3. EUROPE AT FAIRS



3.1 Have HEIs **in your country** participated in European Higher Education Fairs (**EHEFs**) within the last five years?

- Once
- More than once
- Never
- I do not know.

3.2 Have you as **an individual** or has a representative from your country participated in European Higher Education Fairs (**EHEFs**), **as a speaker**, panellist or organiser for example?

- Once
- More than once
- Never

If you like you may comment / specify: ...

3.3 Have you as **an individual** or has a representative from your country participated in European Higher Education Fairs (**EHEFs**) **as a visitor**?

- Once
- More than once
- Never

If you like you may comment / specify: ...

3.4 Have HEIs from your country participated in fairs **within a consortium** of European universities or European organisations, at “Europosgrads” for example?

- Once
- More than once

If they have, do you know which partners formed the consortium? Please, name partners:

...

- Never
- I do not know.

#### **4. CONFERENCES, SEMINARS ON MARKETING INTELLIGENCE / KNOWLEDGE WITH RELEVANCE TO THE EHEA**

4.1 Have **your HEIs participated in conferences or seminars** that were set up to disseminate information on, for example, European mobility, or that were set up to promote the EHEA or ERASMUS MUNDUS and the like?

- Once
- More than once
- Never
- I do not know.

If you like you may comment / specify: ...

4.2 Do **HEIs** in your country **offer** further training in **international marketing**?

- I do not know.

- Yes, they do, to a great extent.
- Yes, they do to a growing extent.
- Yes, they do to a lesser extent.

If you like you may comment / specify: ...

**4.3 Do HEIs in your country offer further training in marketing themselves on a European level?**

- I do not know.
- No, they do not.
- Yes, they do, to a great extent.
- Yes, they do to a growing extent.
- Yes, they do to a lesser extent.

If you like you may comment / specify: ...

**4.4 Do national or commercial agencies in your country organize / offer seminars on international marketing of HEIs?**

- There are no such agencies.
- I do not know.
- No, they do not.
- Yes, they do, to a great extent.
- Yes, they do to a growing extent.
- Yes, they do to a lesser extent.

**4.5 Do HEIs in your country send representatives to seminars or workshops (offered by iDA or GATE-Germany for example) that were set up to teach marketing know-how or marketing strategies with specific relevance to promoting the EHEA?**

- I do not know.
- Often
- Sometimes
- Never

If you like you may comment / specify: ...

**4.6 What kind of topics would typically be covered at such conferences or seminars?**

- I do not know.
- The following (please give examples):
- ... ..
- ... ..
- ... ..
- ... ..

**5. MARKETING TOOLS USED WITH REGARD TO PROMOTING THE EHEA**

**5.1 Which of the following marketing tools have your HEIs employed to promote the EHEA? (The weights of the individual tools should be made clear by ranking them individually:**

- 1 means: very often used*
- 2 means: often used*
- 3 means: sometimes used*
- 0 means: to my knowledge this tool is not used)*

**List of tools:**

Advertisements (print; i. e. in newspapers, journals, magazines, periodicals)	
Advertisements (broadcast; i. e. radio/tv commercials)	
Advertisements (cinema commercials )	
Advertisements (multi-media; f. e. on-screen presentations, CD-ROMs, DVDs, podcasts)	
Advertisements (online; f. e. static/animated banners, pop-up ads)	
Advertising mail (direct mail)	
Advertising mail (email marketing)	
Search engine advertising	
Social media engagement (Facebook, LinkedIn, MySpace, Twitter, Wikipedia, YouTube)	
Social network building (by using f. e. Ning or Drupal)	
Blogs, chats or discussion boards	
Webinars	
Websites	
Broadcast (presentation of the HEI in university radio programmes)	
Leaflets and brochures	
Outdoor advertising (posters, banners)	
Postcards	
University directories (catalogues which list universities and degree courses – print or online)	
Telephone help-lines	
Fairs and road shows	
Event marketing	
Merchandising and give-aways	
Co-branding	
Press relations	
Sponsoring	

5.2 If applicable, please list up to **four additional marketing tools** that have been employed in your institutional environment to promote the EHEA. Feel free to also comment on their relevance and usefulness from your perspective! You may also list a web link in order to give an example of the tool and its usefulness and / or relevance.

...  
...  
...  
...

**6. WHEN PROMOTING THE EHEA, WHAT MESSAGES SHOULD BE SENT OUT?**

...  
...  
...  
...

**7. DO HEIS IN YOUR COUNTRY HAVE EU-FUNDED CO-OPERATION OR PROMOTION PROJECTS SUCH AS ERASMUS MUNDUS, EU JAPAN OR ATLANTIS?**

- I do not know.
- Yes, they do, to a great extent.
- Yes, they do, to a growing extent.
- Yes, they do, to a lesser extent.
- No, they do not.

If you like you may comment / specify / give examples:...

**8. DO HEIS IN YOUR COUNTRY EMPLOY STAFF ESPECIALLY DESIGNATED TO SUPPORT EU FUNDING APPLICATION?**

- I do not know.
- Yes, they do, to a great extent.
- Yes, they do, to a growing extent.
- Yes, they do, to a lesser extent.
- No, they do not.

If you like you may comment / specify: ...

**9. IF YOUR COUNTRY HAS AN AGENCY (SUCH AS DAAD, CAMPUSFRANCE OR NUFFIC), DOES THIS AGENCY ACTIVELY MARKET EHEA?**

- I do not know.
- Yes, it does, to a great extent.
- Yes, it does, to a certain extent.
- Yes, it does, to a lesser extent.
- No, it does not.

If you like you may comment / specify: ...

**10. TO WHICH EXTENT DOES EU FUNDING PLAY A ROLE IN MARKETING EHEA?**

- I do not know.
- To a great extent.
- To a certain extent.
- To a lesser extent.
- It does not at all.

If you like you may comment / specify: ...

**11. WHICH INFORMATION GAPS WOULD YOU WANT TO HAVE FILLED BY EHEA SOURCED INFORMATION?**

...  
...  
...  
...  
...

**12. ROOM FOR ANY ADDITIONAL COMMENT OR QUESTION FROM YOUR SIDE:**

...  
...  
...  
...  
...

***THANK YOU FOR YOUR KIND CO-OPERATION!***

## 1. Diversity

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### *The European Higher Education Area: Strength in diversity*

The European Higher Education Area (EHEA) brings together 47 partner countries, stretching from Norway, Sweden and Finland in the North to Italy, Greece and Malta in the South, from Ireland and Portugal in the West to Turkey, the Ukraine and Kazakhstan in the East. This vast territory offers endless opportunities to experience different peoples, languages, cultures, histories, technological and religious backgrounds, as well as different natural and urban environments.

Within this diversity, there is something that is common to all EHEA partners: they all stand for quality education. Through the Bologna Process, EHEA countries have developed compatible higher education systems to enhance the variety of opportunities for students, including joint degree programmes, the mutual recognition of degrees and diplomas, improved credit transfer between universities and better facilities for international students.

*Convergence, not standardisation:* Within the overall EHEA common framework, each country retains its own historical and cultural traditions, bringing unique characteristics to its higher education institutions and providing many opportunities for sharing different experiences. The purpose of the Bologna Process has not been to standardise all European higher education, but to render the different national systems more compatible, more transparent and more locally and globally responsive.

*47 diverse countries, international diversity with a common understanding:* The diversity of the countries of the EHEA remains its strength. This diversity is underpinned by common values and objectives for higher education: these include student centred learning, quality assurance, equity of access to higher education, the recognition of qualifications, and a European commitment to internationalisation. These common values are underpinned by shared tools and frameworks, at the disposal of higher education institutions, students and governments.

*One process, with diverse applications:* Each country has adopted the Bologna Process in its own way. Yet this diversity of applications is built on a shared foundation: quality standards and growing a culture of quality, compatibility of systems based upon a Bachelor Master Doctorate degree structure, tools for recognition such as the diploma supplement and ECTS, a European Qualifications Framework, under which the basic parameters of a degree are defined, as well as the expected learning outcomes of a student.

*Multi-speed, towards common objectives:* As the EHEA is intrinsically diverse, it also works at various speeds. Some countries have adopted the reforms of the Bologna process faster, while other countries are still in the process of undergoing fundamental change. All higher education institutions are moving towards a true student-centred learning approach. The mobility of students and scholars will continue to grow, and the creation and dissemination of knowledge will increasingly take place across borders. The EHEA is therefore a dynamic environment, which will continue to consolidate change, but also evolve in years to come.

## 2. Recognition of qualifications

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### *Recognition of qualifications for study and work abroad*

The purpose of recognition is to make it possible for learners to use their qualifications from one education system in another education system or country – for either further study or work - without losing the real value of those qualifications. This is an objective of the Bologna Process, in order to encourage greater mobility of students and qualified workers across Europe, including mobility from other parts of the world.

The European Higher Education Area now provides a transparent framework for this recognition, bridging diverse education systems with different traditions. And the new European three cycle higher education framework of Bachelor, Master and Doctoral studies allows for the mutual recognition of qualifications, study periods and learning outcomes.

This objective of the EHEA is supported by the Council of Europe/UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the European Region ([Lisbon Recognition Convention](#)), an international legal instrument which the EHEA countries have ratified to ensure the fair recognition of qualifications.

This recognition is not an automatic process, but is built on a set of common transparent tools, criteria and procedures. These include the [Diploma Supplement \(DS\)](#) and the [European Credit Transfer and Accumulation System \(ECTS\)](#), which facilitate the transfer of skills and knowledge gained in one country to another.

The recognition of qualifications falls within the competence of each country. In most cases, this means that universities are responsible for the recognition of qualifications for the purpose of further study, whereas professional bodies or employers are responsible for recognition for the purposes of the labour market.

The EHEA also benefits from the [ENIC-NARIC network](#) which provides reliable, easily understandable and easily accessible information on education systems and qualifications frameworks across Europe, in cooperation with similar networks in other parts of the world.

Each EHEA has a national action plan to improve the recognition of qualifications, and detailed reports and monitoring take place on a regular basis to ensure further improvements in recognition procedures and practice:

## 3. European Dimension

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### *Discover the European Higher Education Area – an advantage for personal growth and your career*

Studying in the European Higher Education Area (EHEA), the world's wealthiest and largest economy with over 700 million people, offers you the possibility to choose between almost 50 countries and more than 4,000 higher education institutions, among them the oldest and most prestigious universities in the world. You benefit from high-quality education, modern teaching methods, advanced technology, good student services and a wide variety of courses and academic programmes offered by different types of universities. These include universities ranked in the world top 100 as well as small teaching-led colleges, all providing excellent value for money.

In order to guarantee the high quality of their education systems, all EHEA countries are using the agreed European Standards and Guidelines for Quality Assurance.

When studying in the EHEA, you will benefit from a friendly multi-cultural community and Europe's enriching history and diversity of cultures and languages. If you have a good command of English only, don't worry! English is being offered as a language of instruction by a growing number of European universities across many countries.

If you opt to come to Europe, you will choose a safe and peaceful destination with relatively smooth access to higher education and excellent learning and research opportunities. It also means that you are always in close proximity to a neighbouring country. This creates an atmosphere where knowledge, research and expertise is gladly shared and pooled; where learning and intellectual growth are stimulated and cherished. Compatible educational systems, easily readable and comparable degrees at undergraduate and graduate level as well as common tools for the recognition of qualifications (ECTS, Diploma Supplement) across the EHEA allow you to gain a truly European experience by studying and living in two or more European countries. When you enrol in a joint European study or doctoral programme with double or joint degrees, you will spend a substantial period of time in at least two EHEA countries and experience different European cultures and academic environments. In other words, you will gain new expertise and improve your foreign language competence and intercultural skills. This will help developing your personality and make you more attractive for the global labour market.

#### 4. Quality assurance

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##### *Enhancing the quality of European higher education*

One of the objectives of the Bologna Process has been to enhance the quality of European higher education, through greater European cooperation on quality assurance criteria and methodologies.

Quality assurance is the way in which a university can ensure that the standards and quality of its educational provision are being maintained and enhanced. It is the responsibility of the universities themselves to ensure that quality assurance of its functions and activities is undertaken in a meaningful and effective way, through both internal and external quality assurance mechanisms. These mechanisms should cover all the functions and activities of the university: teaching and academic programmes, services, research, buildings, and equipment.

Quality assurance fulfils different needs: it provides information to the public about the quality and standards of a university. It also provides the university with an objective assessment of where and how it can improve. In this respect, the external evaluations are focusing either on study programmes, on institutions or on a combination of both.

Quality assurance is also important in enhancing the mobility of students and graduates. Through increased knowledge and trust across different European higher education systems, the obstacles to this mobility can be removed.

As part of the Bologna Process, all participating countries have adopted the Standards and Guidelines for Quality Assurance in the European Higher Education Area ([ESG](#)). Since 2005, these common European standards and guidelines have been used by universities and quality assurance agencies across Europe. This has led to much greater awareness and transparency regarding evaluations of universities and national agencies.

Through the ESG, evaluations of universities across Europe now include students, external stakeholders and experts from outside the university's own country as part of the evaluation team.

European quality assurance is based on a system of autonomous universities and independent quality assurance agencies, as necessary conditions for effective processes which lead to quality improvement and the provision of accurate and consistent information to the general public.

A European Quality Assurance Register for Higher Education ([EQAR](#)) has also been created, which provides information on quality assurance agencies that are in substantial compliance with the ESG and which can undertake evaluations in any European country.



**IPN follow-up structures**  
**The 2015 Promotion Project**  
**Project proposal**  
**Status June 10, 2011**

**N.B.** *This is a working paper. In no way does it prefigure the project's ultimate shape and form. It does not claim to represent the entire spectrum of previous IPN debates. Conversely, it invites IPN members to contribute, adapt and cross out. Its sole purpose is to offer raw material to be consensually refined so that it would eventually encapsulate the IPN idea of a follow-up structure tackling the issue of promoting an educational space.*

▪ **Intro**

Depending on the mode of financial support for the project this paragraph will briefly delineate the wider framework the project will be embedded in. For example: The project shall be filed for the „Erasmus Mundus Programme/Action 3“, which strives to support projects dedicated to enhancing the attractiveness of Europe as an educational destination and a centre of excellence at world level. The 2015 Promotion Project fully subscribes to the tenets laid down by Action 3. Its activities chiefly pertain to the international dimension of all aspects of higher education, specifically its promotional domain.

▪ **Reasons**

In 2007 the Ministers responsible for higher education in the countries of the Bologna Process adopted the strategy “The European Higher Education Area in a Global Setting”. This strategy included the promotion of the attractiveness and competitiveness of the EHEA as a core policy area. In the 2009 Leuven/Louvain-la-Neuve Communiqué a network within the BFUG for better information on and promotion of the Bologna Process outside the EHEA was set up. This Information and Promotion Network's (IPN) main purposes were defined as follows:

- Provision of clear and consistent information on the Bologna Process and the European Higher Education Area (EHEA) in countries outside the EHEA.
- Enhancing the international promotion of the European Higher Education Area.
- Putting the promotion of national higher education systems in a European context.

Its specific tasks, as laid down in the Terms of Reference included:

- Design measures to enhance the promotion of the EHEA and of national higher education systems as part of the EHEA.

It is vital for the future direction of the EHEA to **fathom the potential of an encompassing promotion strategy**. In a bid to devise an **encompassing promotion strategy to be tabled to the 2015 Ministerial Conference** this project seeks to address key issues surrounding the promotion of the European Higher Education Area. In so doing it builds on the results of the IPN, notably the conclusions drawn from a survey carried out by DAAD and the outcome of the OeAD-organised Expert Round Table (ERT), held in Vienna in early 2011. The DAAD survey provided a first panoramic glimpse of the current EHEA status quo of marketing initiatives and tools. On this basis the ERT offered a professional introduction to basic concepts of higher education promotion and marketing, it provided consensus on essential definitions (e.g. marketing,

information, promotion) and most vitally, sparked debate inspired by Louise Simpson's (The Knowledge Partnership) expert input.

The IPN as a network within the context of the BFUG's International Openness Working Group quickly identified a set of key questions, which need to be tackled in greater detail and with a sustained degree of scientific thoroughness beyond the scope of the current IPN set-up. The 2015 Promotion Project shall continue where the IPN faced insurmountable limitations due to the voluntary nature of the network, the complicated professional interaction of an intergovernmental committee structure, lack of financial support and the inherent excessive scope of its tasks. The 2015 Promotion Project shall strive to devise **an EHEA-encompassing, politically-backed, forward-looking promotion strategy** which will **enhance visibility and prestige of the EHEA worldwide**. It will operate as an **expert group** with a clear mandate and political backing. The IPN future role in this context would be to act as a consultative body that the project team could cooperate closely with.

- **Aims and objectives**

The 2015 Promotion Project seeks to address the need of a comprehensive promotion strategy for the European Higher Education Area as stipulated in the 2007 London Communiqué.

The 2015 Promotion Project will develop **strategies and tools in order to instigate and facilitate the development and adoption of an encompassing EHEA promotion strategy**.

**Anchored in the original IPN mandate** ('Design measures to enhance the promotion of the EHEA and of national higher education systems as part of the EHEA.'), the 2015 Promotion Project aims at establishing a strategy for the promotion of the European Higher Education Area. In a first step it seeks to address the **feasibility** of such an endeavor. It shall furthermore indicate **success factors** and potential pitfalls within in an encompassing **SWOT analysis**. The 2015 Promotion Project strives to answer the following key questions left unanswered by the IPN:

- **What** is the EHEA trying to communicate? **Why** and by **when**?
- What countries and people does the EHEA want to communicate with about the EHEA, i.e. which **key markets** can be identified?
- What are the **key messages** about EHEA?
- Can the EHEA be uniquely **branded and promoted**? If not, what are the implications and alternatives?
- Is the EHEA a **product or a loose affiliation** of friendly nations with some shared intentions?
- Who are the **prime target groups** and what are their perceptions of the EHEA, their expectations, motives, habits, wants, needs, etc.?
- What are clear objectives an EHEA promotion performance can be measured against, i.e. what are key **performance indicators**?
- How can reliable and regular **quality assurance** of the 'brand' be safeguarded?

The following recommendations, as put forward in the DAAD survey, shall also be pursued by and feature on the agenda of the 2015 Promotion Project:

- Create an **EHEA website** targeted towards potential students and young researchers from outside of Europe
  - explore links and potential synergies to “Study in Europe”
- Devise a **manual** to be operational in a peer learning context, which specifies strategies on how to market higher education institutions (as part of the EHEA). The manual will be geared towards national agencies and higher education institution’s staff working on international marketing;
- In cooperation with the Bologna Secretariat - develop „**information packages**” about the EHEA that can be used on other websites for students and young researchers as well as in the press
- Conduct **research in key markets about perceptions of EHEA**, perceived benefits or hurdles to studying in the EHEA, the student decisionmaking process, etc;
- **Build ties between organizations and individuals** dealing with international higher education marketing by:
  - Hosting conferences and seminars that tackle the big issues faced by societies and HEIs around the world to showcase forward thinking initiatives in Europe;
  - Helping to build networks of marketing professionals within the EHEA to share best practices and create informal (or formal) training opportunities;
  - Actively participating in international education conferences with topics related to the EHEA;
  - Addressing EHEA marketing at forums that bring together key decision makers in the member countries.
- **Outputs and products**
- An evidence and research-based **feasibility study on branding the EHEA**
- A **research study on perceptions of the EHEA**, including perceived benefits or hurdles to studying in the EHEA, the student decision-making process, etc. in key markets
- A definition of **target groups and markets/areas**
- A set of **EHEA promotion messages** based on research and expertise input from vital players
- A recommendation on implementing reliable and regular **quality assurance mechanisms** to maintain the prestige and appeal of the EHEA brand
- A **website** targeted specifically at potential students and young researchers from outside of Europe
- A **manual** on strategies of marketing higher education institutions (as part of the EHEA)
- The design of ‘**information packages**’ on aspects of the EHEA tailor-made for student needs and press usage – this will be carried out in cooperation with the Bologna Secretariat

- An **action plan for creating platforms** for organizations and individuals dealing with international higher education marketing with a view to establish networks and harness the existing promotional potential

- **Impact**

The 2015 Promotion Project will offer **an encompassing promotion strategy** through harnessing the expertise of key player in the field. It will present **key promotion messages** based on research in visceral markets about perceptions of Europe, thus enabling:

- Individual members of the EHEA to **complement national promotion strategies** with **EHEA imbued promotion tools**, allowing them to broaden their promotional tool kit
- **Invigorated ties between organizations and individuals dealing with international higher education marketing**
- An atmosphere of trust between national players susceptible to novel **peer learning activities**
- A **boost to the global visibility of the EHEA** through designing an EHEA website specifically targeted towards potential students and young researchers from outside of Europe

- **Project structure and team composition**

The core project team shall be made up of **national higher education promotion experts** and complemented by an **external expert advisor**. Furthermore it shall draw on cooperation already established within the IPN context and integrate players such as ACA, EUA, ESU, the Erasmus Student Network as well as representatives from the EC. It shall report to a an **advisory board** made up of members of the **BFUG** and the **International Openness Working Group** respectively and featuring **members of the current IPN**, thus safeguarding continuity. Potential members of the core project team include representatives of Nuffic, the British Council, DAAD and CampusFrance. The **OeAD will offer to take the lead of the consortium**. These organisations shall be represented by their respective promotion/marketing experts. The core project team shall be complemented by **an external expert advisor**, potentially Ms. Louise Simpson, who has already been involved in IPN activities and is therefore acquainted with the project.

- **Budget summary**

There are two basic financial models to consider. Please bear in mind that any combination of the two models mapped out is equally viable.

1. The project shall be funded by **contributions from the current IPN member countries**. In this scenario a minimum overall budgetary frame of 100.000 € for the project's 3 year duration seems feasible. Broken down to individual country contributions this approach would entail an investment of around 2000 € per member state.

<b>Expenditure</b>	
<b>Direct Costs</b>	
Staff <sup>1</sup>	
Travel and subsistence	
Equipment	
Subcontracting	
Other	
<b>Sub-Total Direct Costs</b>	
<b>Sub-total: Indirect costs</b>	
<b>Total Cost</b>	

2. A project consortium will strive to realise the project within the **Erasmus Mundus Programme/Action 3** stream. The figures below indicate a tentative budget based on the following premises

- project duration: three years
- 2 meetings of the core project team per year
- 1 meeting with the advisory board/ IPN per year

<b>Expenditure<sup>2</sup></b>	
<b>Direct Costs</b>	
Staff	
Travel and subsistence	
Equipment	
Subcontracting	
Other	
<b>Sub-Total Direct Costs</b>	

<sup>1</sup> Plenary meetings should be kept to a minimum; instead a funded Master thesis on aspects of the project could be financed through the project. For a limited period of time a student could carry out research and provide valuable input and data to the overall project aims.

<sup>2</sup> ACA or DAAD could be consulted to give an estimation of the costs related to such a project.

<b>Sub-total: Indirect costs</b>	
<b>Total Cost</b>	

▪ **Project structure incl. tentative timetable**

<b>Project phase</b>	<b>Work package title</b>	<b>Start</b>	<b>End</b>
<b>Project Management and Coordination</b>	Continuous project monitoring, organisational and administrative support; checking envisaged benchmarks	01.05.2012	01.03.2015
<b>Orientation phase</b>	Feasibility study of branding the EHEA	01.05.2012	01.05.2013
	Research study on perceptions of the EHEA in key markets	01.05.2012	01.05.2013
	Remedial work on the design of key promotion messages		
<b>Conceptual designing phase</b>	Design of key promotion messages	01.05.2013	31.12.2013
	Design of a website specifically tailored to students and young researchers outside the EHEA	01.05.2013	01.03.2015
	Design of 'information packages'	01.05.2013	31.12.2013
	Design of a marketing manual for higher education institutions	01.05.2013	01.05.2014
	Design and launch of peer learning platforms	01.05.2014	01.03.2015
<b>Dissemination and communication</b>	Devising Dissemination and Communication Strategy	01.05.2012	01.03.2015
<b>Post-processing and wrap-up</b>			

- **Loose ends and open questions**
  
- The Budget Summary needs to be fleshed out – ACA's input would be dearly appreciated
- What is the role of the future Bologna Secretariat within the project?
  - Will it offer in-kind administrative and coordinating support?
- Project structure and the tentative time table need to be scrutinized, re-balanced and re-calibrated according to the agreed upon project pillars