



# **Attractiveness of Higher Education Institutions in the EHEA - a government perspective -**

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**Fostering student mobility: next steps?  
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# Topics

- 4 questions will be broadly touched upon
- How can mobility strategies . developed at European, national and institutional level . contribute to the attractiveness of HEIs in the EHEA?
- Are competitiveness, attractiveness, openness and diversity compatible?
- What are the comparative advantages of the EHEA?
- How can we assess the EHEA in comparison with higher education in other regions?



## EHEA outside Europe?

- Bologna Process received highly positive assessment outside Europe; critics only exist inside Europe+ (E. E. Polak, IAU, May 2008)
- I am studying here because I get a Masters degree quicker and for much less money. The degree is only partially recognized for study back home, but the Schools reputation helps a lot in employment+ (US student at LSE, 2006)
- OECD policy directions on attractiveness of HE systems (2008)
  - Develop alternatives to current global rankings+
  - Enhance international comparability of HE systems
  - Improve information on HE systems
  - Foster quality



## **Currently on the table? External dimension strategy of 2007**

- **Improving Information on the EHEA**
- **Promoting European Higher Education to enhance its world-wide attractiveness and competitiveness**
  - Set up body for promotion of HE abroad
  - Work outside HE policy to promote mobility
- **Strengthening Cooperation based on partnership**
- **Intensifying policy dialogue**
  - Cooperation of HEIs and policymakers with HE actors outside Europe
- **Furthering recognition of qualifications**
  - Facilitate mobility . make it easier to reach EHEA
- **Looking back at OECD recommendations, most items are on the agenda already**



## **Attractiveness: who aims for what?**

- Why would people want to move from their home country?
- Who are the people who would want to move to the EHEA?
- How long do they aim to stay?
- How do different parts of EHEA attract different people?
- How does globalization agenda relate to attractiveness of EHEA?
- Diversity in national and institutional strategies



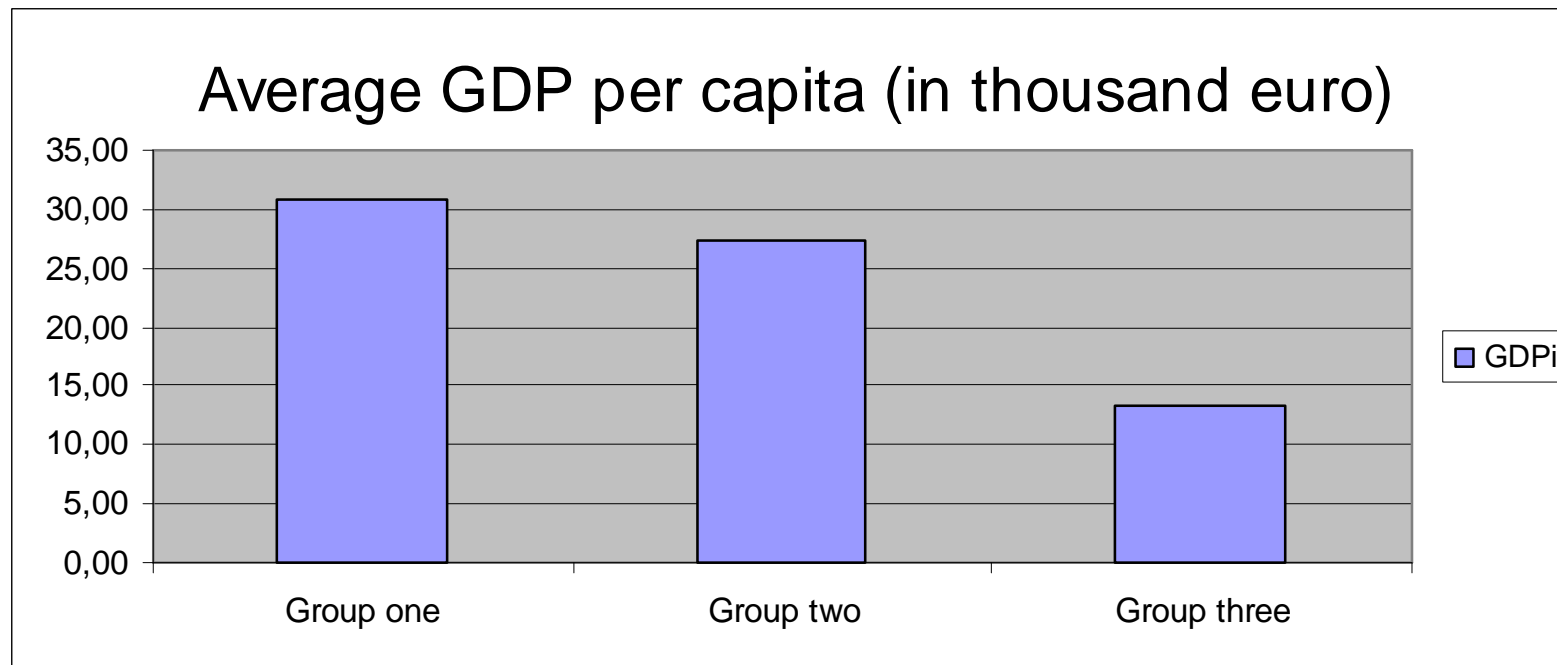
## **Wider context - competitiveness, attractiveness, openness, diversity**

- **Massification, diversification, globalization / internationalization of HE, global HE ranking systems**
- **HEIs build their own attractiveness agendas**
  - **Adapted to own needs and country priorities**
- **Country attractiveness agendas are twofold**
  - **National agendas and European agendas**
  - **EHEA and EU**
- **What is the context of discussing competitiveness?**
  - **UK and Croatia may have different positions**
  - **But!**





## Marketing of higher education abroad on the national level in EHEA



- Groups differ according to how active they are on the national level in promotion of their HE system abroad (source: Bernd Wächter, ACA, 2008)
- Source GDP figures: International Monetary Fund, World Economic Outlook, October 2007 database





## Global dimension according to European HEIs

- EUA Trends V report (2007) . attractiveness of EHEA (in brackets are Trends III 2003 report results)
  - 86% EU (92%)
  - 62% Eastern Europe (62%)
  - 59% Asia (40%)
  - 50% US/Canada (57%)
  - 21% Arab World (16%)
- This is (relatively) unsurprising
  - Youth of European integrations
  - Youth of BFUG
- This may be engine for future growth



# Comparative advantages of EHEA

- Culture of dialogue
- Multiculturality
- History
- Accessibility (relatively small size)
- High importance of social dimension
- Diversity of HEIs
  - Catering to different needs
- Bologna structural reforms
  - Ease of mobility after completing education in one part of EHEA?
- Lower comparative cost



## **Things to consider in discussing competitiveness, attractiveness, openness, diversity**

- Why would people want to move from their home country?
  - Excellence, culture, ease of access, reputation, quality, employability, infrastructure, equipment, ranking (inspired by ACA presentation)
- Who are the people who would want to move to the EHEA?
  - Researchers (and their families); first and second cycle students; early stage researchers (PhD students); summer school students; exchange students
- How long do they aim to stay?
- How do different parts of EHEA attract different people?
- How does globalization agenda relate to attractiveness of EHEA?
  - Ranking, diversification, massification,



## Points for discussion

- The existing external dimension strategy covers many important activities
  - Informing, discussing, participating, including
- Many attractiveness topics may be addressed as part of other Bologna action lines
  - Quality, recognition, portability of grants and loans, employability, joint degrees, social dimension, three-cycle system
  - Sustained effort needed on other action lines!
- Development of national attractiveness strategies
  - The questions on the previous slide?
- Discussing approaches to attractiveness on the EHEA level
  - The questions on the previous slide?



# Thank you!



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