The EAIE Barometer

#EAIEBarometer
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INTRODUCTION AND AIM
What is the EAIE Barometer?

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

- Advance internationalisation through knowledge
- Provide the practitioner view - the missing piece in the puzzle
- Shed light on knowledge and skill needs
- Conduct comprehensive comparative European study on state of internationalization
- Ignite EAIE knowledge development agenda
How did we do this?

- Online survey, partially outsourced analysis
- Input from practitioners in different countries, institutions and positions
- Respondents from 33 EHEA countries
- Findings present perceptions of 2,093 staff working at HEI’s
- Publication of full results due in April 2015
Part 2

BACKGROUND CHARACTERISTICS
Our respondents

HEI’s
- Small to medium sized (72%)
- ≤2000 international students (77%)
- PhD granting (74%)
- Publicly or partly publicly funded (83%)

Practitioners
- SIO’s focusing on:
  - Int’l partnerships (53%), Managing IROs (35%), Int’l programmes (29%)
- 2/3 work at central and 1/3 at faculty level
Part 3
TRENDS
MOST IMPORTANT REASONS TO INTERNATIONALISE

- Improve the overall quality of education
- Prepare students for a global world
- Attract more international students
- Improve international reputation
- Improve the quality of research & development
- Increase competitiveness
- Labour market demands
- Financial benefits for our institution
MAIN INCREASE IN ACTIVITY

- **Strategic partnerships with foreign institutions**
- **Quality of services**
- **Incoming exchange students**
- **Outgoing students**
- **Courses/programmes**
- **Incoming international degree students**
- **English courses**
- **Quality of courses/programmes**
- **Outgoing staff**
- **No data**
INT’L STRATEGY BY LEVEL OF INTERNATIONALISATION

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

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

- LEADING
  - The institution has a separate internationalisation strategy.
  - Internationalisation is a priority area in the overall strategy.
  - No internationalisation strategy/strategy is being developed.
Strategy by level of internationalisation

• Lagging behind HEI’s to a greater extent don’t have a strategy or are developing one
• Leading HEI’s to a greater extent have developed some type of int’l strategy
• Leading HEI’s show highest occurrence of separate strategy
• Contrary to common perception integrated strategy most common in average HEI’s
CONTENT OF INT’L STRATEGY

- Outgoing student mobility
- Incoming student mobility
- Int’l strategic partnerships
- Int’l research and innovation
- Outgoing staff mobility
- Incoming staff mobility
- Int’l of the curriculum
- Internationalisation at home
- Internationalisation marketing
- TNE
- Int’l rankings and reputation
- Capacity building
- Digital learning

0% 20% 40% 60% 80% 100%
NATIONAL MONITORING

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

[Map of Europe showing different shading levels to indicate the percentage of respondents in each country.]

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Part 4

INT’L STRATEGIC PARTNERSHIPS
CONTENT OF INT’L PARTNERSHIPS

- Student exchange
- Staff exchange
- Research projects
- Joint research and innovation
- Joint double degrees
- Staff exchange (support staff)
- Curriculum development
- Knowledge exchange
- Knowledge exchange on services
- Virtual collaboration
- Capacity building
- Joint use of facilities/infrastructure
- Education to business
- Other, please specify
Most important partnership regions

- European Union (EU-28)
- Asia
- North America
- Non-EU Europe
- South America
- Africa
- Oceania
- Unknown
Part 5

KNOWLEDGE AND SKILLS
TOP CHALLENGE IN DAILY WORK

- Improving international strategic partnerships
- Implementing internationalisation strategy
- Increasing outgoing student mobility
- Recruiting international students
- Dealing with mobility procedures and regulations
- Developing joint programmes
- Increasing incoming staff mobility
- Ensuring teaching capacity for international education
- No data
Knowledge & skill needs

- Knowledge and skill needs vary by area of activity and country
- Bigger knowledge than skill needs discernible
- Biggest knowledge needs: latest trends, external funding programmes & developing int’l strategy
- Biggest skill needs: project/programme mgmt, staff mgmt & developing int’l partnerships
- Less need for improvement on primary knowledge/skills
Part 6

CONCLUSIONS
Conclusions: trends

• The main reasons to internationalise are quality of education, preparing students for global world and attracting int’l students

• Leading HEI’s show highest occurrence of separate strategy while integrated strategy is most common in average HEI’s

• HEI’s with separate strategy show most increase in int’l activities

• Institutional and national monitoring widespread
Conclusions: strategic partnerships

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

- Top challenges across Europe: Improving int’l strategic partnerships, increasing outgoing student mobility & implementing int’l strategy
- Practitioners show bigger knowledge than skill needs
- Knowledge & skill needs vary by country and area of activity
Part 6

WHAT LIES AHEAD?
Next steps

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

- To all the respondents who answered the survey
- To advisory group members for valuable input
- To members in EAIE leadership for feedback on survey
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