

Berlin, October 27, 2008



RECENT TRENDS IN HIGHER EDUCATION IN EUROPE

Federico Gutiérrez-Solana Salcedo
Rector - University of Cantabria

www.unican.es

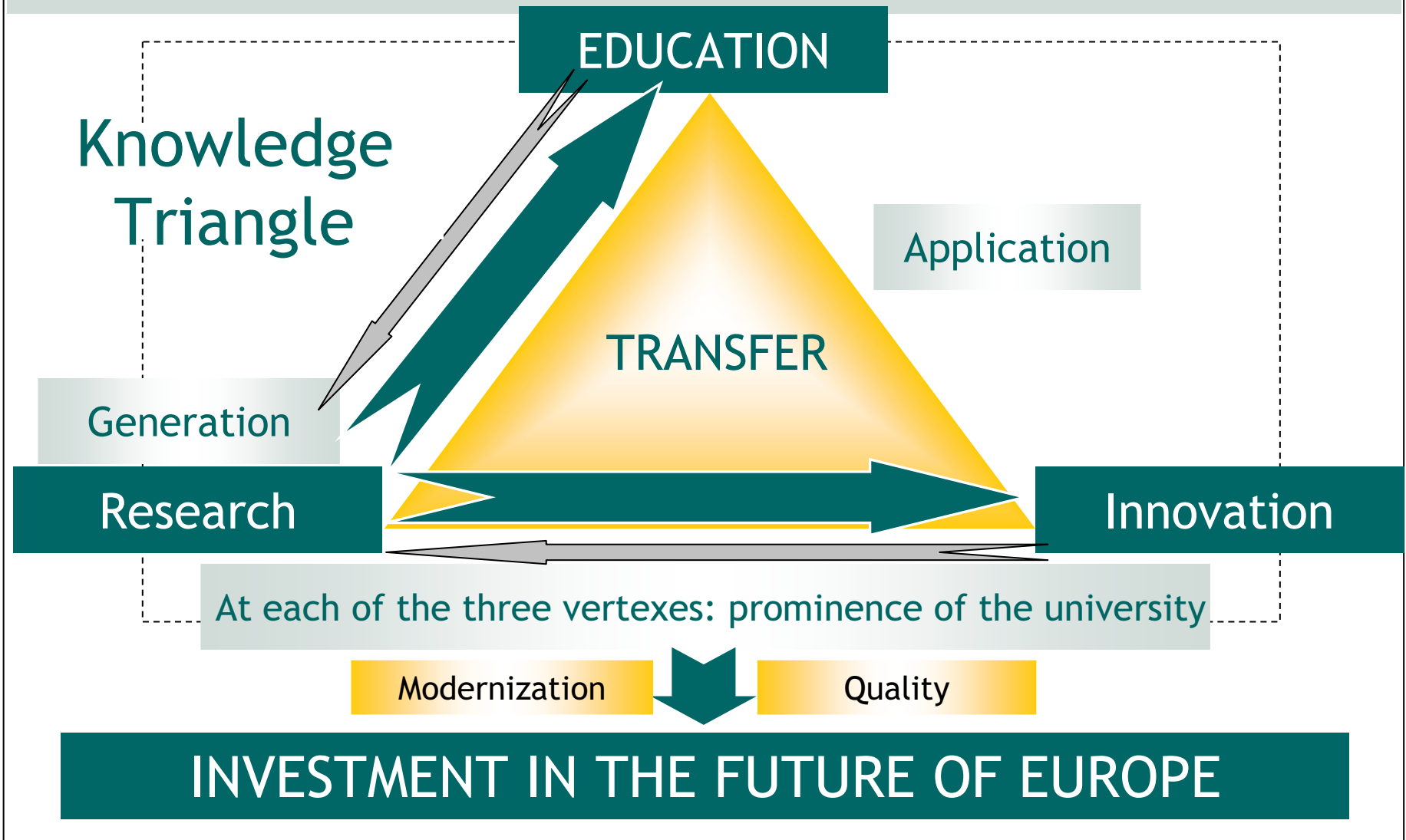
UNIVERSITIES IN THE EU

“Universities look forward to playing a pivotal role in meeting the innovation goals set by the Lisbon Agenda and in particular through their commitment to the European Higher Education and the European Research Areas”

“The search for knowledge has always been at the heart of the European adventure. It has helped to define our identity and our values, and it is the driving force behind our future competitiveness.”

DEVELOPMENT DEMANDS COMPETITIVENESS

EUROPEAN COMPETITIVENESS: BASED ON THE KNOWLEDGE MANAGEMENT



EUROPEAN COMPETITIVENESS: BASED ON THE KNOWLEDGE MANAGEMENT

- ▶ Europe must reinforce each of the three vertexes
 - Universities are crucial to do so
 - Are universities able to assure the role that societies demand from them



WEAKNESSES OF EUROPEAN UNIVERSITIES

- ▶ Universities are prone to uniformity of the national university systems
 - Good average quality
 - Shortage of Centres of Excellence
- ▶ Fragmentation of Higher Education
 - Different languages and regulations
 - ✓ Loss of attractiveness
 - Lack of a suitable link with industry and professional entities.
 - ✓ Limited dissemination of the created knowledge
 - ✓ Shortage of level of mobility
 - Scarce entrepreneurial spirit
 - Low international competitiveness

WEAKNESSES OF EUROPEAN UNIVERSITIES

▶ Excessive regulations in the academic area

- Difficulty of modernization
- Rigidity of the admission criteria and degree recognition

✓ Obstacles to mobility

➤ Controls *ex ante*

✓ Little dynamic offer

▶ Insufficient financing

Lack of
competitiveness

In Research
(%GDP)



EU: 1,9%
USA, Japan, South
Korea: almost 3%

In Higher Education



USA: 2,7 %
South Korea: 2,7 %
Canada: 2,5%
EU: 1,1%

CONCLUSION

↳ CURRENT UNIVERSITIES

Need to improve as they are not capable to pay attention to the demands of society for a sustainable development.

↳ Improvement → Better financing

↳ With a better management

↳ to be more functionals

- Attractive in education and training
- Attractive as collaborators in the application of knowledge

MODERNIZATION

“One of the paradoxes of the Bologna Process reforms is that while their goal is to respond to societal concerns, there has been until now insufficient dialogue with society”. EUA 2007. [THE LISBON DECLARATION](#)

UNIVERSITIES HAVE THE RESPONSABILITY TO GUARANTEE EUROPEAN COMPETITIVENESS UNDER TWO PREMISES

Appropriate financing

UNIVERSITY

Appropriate organization
to be attractive

GOAL

“Strong Universities”

Public sources (50%)

Private sources (50%)

CURRENT STEPS WITHIN THE EHEA

- Degree structures
- Employability
- Student centred learning
- Bologna tools: ECTS, Diploma Supplement, and EQF
- Student services
- Quality
- Mobility
- Lifelong Learning
- *International attractiveness*

INTERNATIONAL ATTRACTIVENESS

- EUROPEAN REFORMS TAKE PLACE
IN A CONTEXT OF INCREASING
GLOBAL INTERACTION
- ASIA AS A STRATEGIC PARTNER
THROUGH COOPERATION

EUROPEAN HIGHER EDUCATION POLICY TOWARDS ASIA

Higher education institutions play a key role in society contributing to economic growth and development goals.

The sector thrives on the cross-fertilisation of ideas and on the exchange of students and academics. International partnerships are becoming increasingly important in the context of globalisation, ***which is why the EU regards higher education as a strategic sector for development cooperation with Asia.***

Higher education reforms in Europe are no longer a matter of interest only to Europeans, but also have an impact in the global arena.

EUROPEAN HIGHER EDUCATION POLICY TOWARDS ASIA

Institutions are receptive to developments outside as well as inside Europe, and there is also increasing evidence of institutions in other world regions responding strategically to European developments.

The responses of higher education institutions show interestingly and very clearly that as in 2003 inter-European cooperation remains the highest priority. However, relationships with higher education institutions and systems in **Asia** have become vastly more important in the past four years.

There is also some evidence that attention is also focusing more than in the past on cooperation with the Arab world and Africa.

The EU set up some strategic programmes such as Asia-Link. From 2007 Asia-Link Programme has been replaced by the Erasmus Mundus External Cooperation Window.

EXAMPLE OF EU PROGRAMMES THAT PROMOTE REGIONAL COOPERATION

The Asia Link was set up by the European Commission in 2002 to promote regional and multilateral networking between higher education institutions in Europe and developing countries in Asia.

The programme aims to develop new and existing partnerships between European and Asian universities.

Through five annual Calls for Proposals (2002-2006), Asia-Link Programme selected 175 projects for grants amounting to € 65 million.

Over 85% of Asia-Link projects interviewed during a 2006 evaluation exercise felt that their networks would last after the project ended.

MAIN GOALS OF THE ASIA-LINK PROGRAMME

1. Encourage and develop links between European and Asian institutions of higher education
2. Reposition Europe as a major partner in higher education in Asia (and vice versa)
3. Support sustainable co-operation projects and multi-lateral networking activities
4. Promote exchange of experiences and mobility and further training for target groups
5. Attract future economic and policy decision makers for graduate studies to the EU