EAIE Barometer: Introduction

• Largest & most geographically diverse study mapping internationalisation of HEIs in the EHEA
• Covers goals & priorities; strategy, management & quality assurance; EU & national policies; challenges; and the future
• Includes EHEA results and compares results over time, by region, country, HEI type, professional role
• Provides data to support & benchmark internationalisation
Barometer respondents

- 2317 individual respondents from 1292 unique HEIs in 45 EHEA countries
- Top respondent numbers from NL, DE, FI & UK
- HEI’s: 80% public; 54% research HEIs, 22% UAS & 17% specialised
- Position: 60% IO staff, 18% faculty, 14% other admin staff, and 5% deputy (head) of HEI
2018 EAIE BAROMETER, CZECH RESULTS
HEI's main goals for internationalisation
(select three)

- Prepare students for a globalised world: 76% EHEA, 74% Czech Republic
- Improve the quality of education: 65% EHEA, 63% Czech Republic
- Improve institutional reputation / competiveness: 53% EHEA, 63% Czech Republic
- Improve the quality of research: 38% EHEA, 41% Czech Republic
- Financial benefits: 4% EHEA, 12% Czech Republic
- Better service the local community and society: 11% EHEA, 9% Czech Republic
- Respond to demographic shifts: 8% EHEA, 24% Czech Republic
- Increase diversity and cultural exchange: 1% EHEA, 0% Czech Republic
Top 10 - priority activities within strategies
(select up to five)

- Int. mobility opportunities for home students
- Int. student recruitment
- Int. mobility opportunities for home faculty/staff
- Int. strategic partnership building
- Programmes in a non-local language
- Joint/dual or double-degree programmes
- Internationalisation of the campus
- Internationalisation of the home curriculum
- Int. faculty/staff recruitment
- Int. rankings/reputation-building activities
Level of internationalisation at your HEI compared to others in your country

- Above average: 41% (EHEA), 50% (Czech Republic)
- Average: 42% (EHEA), 46% (Czech Republic)
- Below average: 14% (EHEA), 2% (Czech Republic)
- Don't know: 3% (EHEA), 2% (Czech Republic)

EHEA | Czech Republic
Does your HEI have a standalone strategy?

- Yes, the HEI has a standalone institution-wide internationalisation strategy: 43% (Total), 43% (Czech Republic)
- No - internationalisation a priority area included in the overall institutional strategy: 39% (Total), 48% (Czech Republic)
- No, but an internationalisation strategy is currently being developed: 8% (Total), 2% (Czech Republic)
- No, but there are faculty/school-level internationalisation strategies: 2% (Total), 4% (Czech Republic)
- No: 3% (Total), 0% (Czech Republic)
- Don't know: 7% (Total), 4% (Czech Republic)
How is internationalisation organised at your HEI

- Multiple offices/teams working in coordination on internationalisation: 40% (EHEA), 57% (Czech Republic)
- A single centralised office/team working on internationalisation: 35% (EHEA), 33% (Czech Republic)
- Multiple offices/teams working independently on internationalisation: 18% (EHEA), 11% (Czech Republic)
- Non-coordinated initiative of individual employees: 3% (EHEA), 0% (Czech Republic)
- Don't know: 3% (EHEA), 0% (Czech Republic)
Top 10 - most significant internal challenges to advancing internationalisation
(select three)

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Total</th>
<th>Czech Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient internal budget for internationalisation</td>
<td>39%</td>
<td>27%</td>
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<tr>
<td>Lack of commitment by some faculty/staff</td>
<td>38%</td>
<td>27%</td>
</tr>
<tr>
<td>Insufficient recognition for involvement in internationalisation</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>Lack of scholarship opportunities for int. students</td>
<td>24%</td>
<td>20%</td>
</tr>
<tr>
<td>Lack of foreign language skills among home students/faculty/staff</td>
<td>24%</td>
<td>20%</td>
</tr>
<tr>
<td>Inadequate institutional structure to achieve goals</td>
<td>21%</td>
<td>18%</td>
</tr>
<tr>
<td>Lack of expertise amongst some faculty/staff to achieve goals</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>Int.education opportunities not taken up by students</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Lack of integration of int. students</td>
<td>15%</td>
<td>14%</td>
</tr>
<tr>
<td>Lack of local language proficiency among international...</td>
<td>11%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Total Czech Republic
<table>
<thead>
<tr>
<th>Challenge</th>
<th>Total</th>
<th>Czech Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient external funding for internationalisation</td>
<td>31%</td>
<td>25%</td>
</tr>
<tr>
<td>Competition amongst HEIs nationally and internationally</td>
<td>28%</td>
<td>23%</td>
</tr>
<tr>
<td>Restrictive national legal barriers</td>
<td>27%</td>
<td>27%</td>
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<tr>
<td>Perceived high living costs</td>
<td>24%</td>
<td>16%</td>
</tr>
<tr>
<td>HEI not well recognised internationally</td>
<td>24%</td>
<td>16%</td>
</tr>
<tr>
<td>Inadequate national support structures for internationalisation</td>
<td>30%</td>
<td>23%</td>
</tr>
<tr>
<td>Lack of recognition of internationalisation by employers</td>
<td>14%</td>
<td>9%</td>
</tr>
<tr>
<td>Country perceived as a low priority for partnerships</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Political nationalism / xenophobia</td>
<td>16%</td>
<td>10%</td>
</tr>
<tr>
<td>Emigration of local students (brain drain)</td>
<td>7%</td>
<td>0%</td>
</tr>
</tbody>
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Conclusions 1/2

• Czech responses align relatively well with overall responses
• Some unique features present themselves
  – Priority activities
    • More focus on student recruitment, programmes in English, joint degrees
    • Less focus on strategic partnerships
  – Internationalisation Strategy
    • Very few responses with no strategy available
Conclusions 2/2

• Findings continued…
  – Organisation
    • In one way or another Int’l seems to be supported
  – Internal challenges
    • Budget (much) less of an issue
    • Language skills significantly more of an issue
  – External challenges
    • National legal barriers seem to exist
    • International recognition, national-level support, nationalism also seen as challenges
Thank you for your attention! Time for questions!