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Proiect cofinanțat din Fondul Social European prin Programul Operațional Sectorial Dezvoltarea Resurselor Umane 2007 – 2013
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BLUEPRINT FOR A STRUCTURE TO PROMOTE INFORMATION ABOUT THE ROMANIAN HE SYSTEM

Bucharest, September 2015



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Abbreviations

ACA – Academic Cooperation Association,
ANUT – Association of National Universities of Taiwan,
APUC – Association of Private Universities and Colleges of Taiwan,
ANUCT – Association of National Universities and Colleges of Technology of Taiwan,
APUCT – Association of Private Universities and Colleges of Technology of Taiwan
ACBS – The Agency for Students Loans and Scholarships,
ANOSR – National Alliance of Students Organizations from Romanian,
ANPCDEFP – National Agency for Community Programs in Education and Vocational Training,
APAIE – Asia - Pacific Association for International Education,
ARACIS - Romanian Agency for Quality Assurance in Higher Education,
BRIC – BRIC countries (Brazil, Russia, India, China),
CCYK – Colombia Challenge Your Knowledge,
CCISP – Portuguese Polytechnics Coordinating Council
CIMO – The Center for International Mobility,
CNR – National Council of Rectors,
CNRED – The National Centre for Recognition and Equivalency of Diplomas,
YOK – Council of Higher Education, Turkey
CRUP – The Council of Rectors of Portuguese Universities
DAAD – German Academic Exchange Service,
DRI – Department for International and European Relations,
DGES – General Directorate for Higher Education,
DPRP - Department for Romanians Abroad,
EAIE – European Association for International Education,
EEA – European Economic Area
EHEF – European Higher Educational Fairs,
ELSA - European Law Students' Association,
EHEA - European Higher Education Area,
ESN – Erasmus Students Network,
EP- Nuffic – Netherlands organisation for international cooperation in higher education,
FICHET – The Foundation for International Cooperation in Higher Education of Taiwan,



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HEIs – Higher Education Institutions (universities),
IAU – International Association of Universities,
ICR – Romanian Cultural Institute,
ICETEX – Colombian Institute of Education Credit and Study Abroad,
IEH - Eudoxiu Hurmuzachi Institute for Romanians Abroad,
IEMU - Internationalization, Equity and Institutional Management for a Quality Higher education,
ILR – Institute for Romanian Language,
LSRS – League of Romanian Students Abroad,
MAE – Ministry of Foreign Affairs,
MECT – Ministry of Trade, Commerce and Tourism
MECS – Ministry of Education and Scientific Research,
NAFSA – Association of International Educators,
SOP HRD – Sectorial Operational Programme Human Resources Development
USP – Unique Selling Point
UEFISCDI – Executive Agency for Higher Education, Research, Development and Innovation Funding.

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1. Executive Summary

The “blueprint” for promoting information about the Romanian higher education system is an operational document supporting the implementation of the internationalization strategy of Romanian higher education. It was developed in the framework of the project “Internationalization, Equity and Institutional Management for a Quality Higher education” (IEMU) which is overseen by the Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) and financed by the Sectorial Operational Programme Human Resources Development (SOP HRD). The blueprint aims inter alia at streamlining and improving the coordination of activities related to promoting information about the Romanian higher education system abroad, as well as at supporting, inspiring and engaging higher education institutions in their international marketing activities.

Analysis of the state of the art clearly shows that a coordinated international promotion approach for the Romanian higher education system does not exist. The Ministry of Education and Scientific Research which officially deals with issues related to internationalization and promotion has at the moment neither a coherent internationalization strategy nor a strategic concept of how to promote Romanian higher education institutions abroad. Activities related to internationalization and promotion undertaken by different Romanian institutions as well as to information provided to potential candidates are irregular and scattered. Higher education institutions (HEIs) rarely become involved in promotion activities and are not supported by central institutions. There is hardly any involvement of stakeholders.

At the same time, there is a clear potential for improvement of this situation which can be based on numerous study programmes in foreign languages offered by Romanian HEIs, partnerships with foreign universities and engagement in international research projects. To take advantage of these solid foundations and the international strategy, integrated promotion of Romanian higher education abroad, should be developed and implemented.

The “blueprint” offers an analysis of various case studies resulting in three scenarios for a possible institutional structure for the Romanian case. The first scenario, which is based on the cases of Turkey, Portugal and Hong Kong, assumes that a dedicated department within the Ministry responsible for higher education takes the lead in promoting the higher education system abroad. One condition would be that internationalization is truly and constantly prioritised by that Ministry and that a proper budget is allocated to promotion activities.

Hungary, Estonia, Finland and Austria serve as examples for the second scenario, in which promotional activities are attributed to an existing institution or an agency having clear public status and direct links with the Ministry responsible for higher education. This scenario could support links among different actors involved in promotion activities; however, it is vulnerable to shortages related to the top-down approach which is a clear feature of such arrangements.

In the third scenario an institution characterized by a strong involvement of universities takes on the duty of promoting the higher education system abroad. One option is to broaden the tasks of an already existing NGO or representative structure, such as a rectors conference. The second option would be to establish an HEI-based NGO dedicated to promotion activities. This scenario is exemplified by case studies of Switzerland, Taiwan and Colombia. It is shown that the bottom-up approach clearly embedded in this concept should not neglect to establish connections with the Ministry in charge of higher education in order to ensure political and financial support for a national promotion campaign.

Based on the analysis of different scenarios and arrangements existing in the countries serving as case studies, the authors of the blueprint also identified the main functions of an effective structure for the promotion of Romanian higher education abroad. Internal functions refer to policy support, strategy, brand management, coordination and capacity building. External functions include centralized online information provision (i.a. maintaining the “Study in Romania” portal), promotional materials and activities abroad.

Taking into consideration the analyses of the case studies, the functions to be fulfilled by an institutional structure, and the existing circumstances in Romania into account the authors of the blueprint recommend that **the scenario based on a bottom-up approach in which an association dedicated to promotion of Romanian higher education abroad, established as a result of the efforts of HEIs, would be the most reasonable and cost-effective in the current Romanian context.** Openness towards all higher education institutions is prerequisite for such an arrangement to be successful. Provided that internationalization is considered a national priority in a foreseeable future, a designated promotion structure of a public character and exclusively dedicated to HE internationalization and promotion, or focusing on these issues among other tasks, is also an option. In both cases it is mandatory that both HEIs and the Ministry of Education and Scientific Research be committed to internationalization, willing to work together and ready to contribute financially.



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Regardless of which choice is made, the Romanian higher education system needs to take more advantage of the existing structures dealing with issues related to internationalization, e.g. the Romanian Cultural Institute and Romanian embassies, and to ensure coherent collaboration among them. The promotion of Romanian higher education is closely linked to an internationalization strategy to be developed and should be embedded in the national strategy of promoting Romania as a tourist and investment destination.

2. Setting the Scene

2.1. The Global and European Context

Within the last 25 years, the concept of internationalization has become a central topic not just for higher education institutions (HEIs) but also for national governments. The establishment of state financed agencies/institutions/departments like “Campus France” (1998) in France, “Universidad.es” (2007) in Spain, “Foundation Archimedes” in Estonia (2008), as well as the establishment of the consortium “GATE Germany” within the German Academic Exchange Service (DAAD) (2001), reflects an effort on a national level to support HEIs in their internationalization efforts, foster international cooperation and attract students and academics to these countries.

Promoting information on the higher education system is a key aspect of the internationalization of national higher education systems worldwide. It corresponds directly to the marketing activities carried out by countries intending to increase the number of international students. It also refers to the attempts to increase the attractiveness of a national higher education system from which the academic community can benefit through increased opportunities offered by new partnerships among higher education institutions. Over the last five years, an increasing number of countries have adopted a strategic approach and developed national branding and marketing campaigns in the field of higher education. These campaigns serve as an umbrella structure for the institutions of higher education and frequently offer support for HEIs, to help them with their own international promotion. At the conference of the Association of International Educators (NAFSA) 2014, one of the main networking events regarding internationalization of higher education, there were more than 40 booths representing a country or a region.¹

Recommendations concerning mobility and internationalization developed in the framework of the Bologna Process and the European Union include valuable information about higher education systems and study programmes among the priority activities that countries should undertake to internationalize more national systems.. The *Mobility Strategy 2020 for the European Higher Education Area* (EHEA), adopted by the EHEA Ministers in Bucharest, calls for the development of national internationalization and mobility strategies. It also calls for increasing mobility by improving information about study programmes. The mobility strategy

¹ <http://www.acsearch.nafsa.org/ExhibitorSearch2014.aspx>, accessed 28.05.2015.

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counsels to “set up or improve a national website providing information about the study programmes of its higher education institutions as well as the existing professional student support structures, and link it to a common website that is attractive and highly visible for students”.²

2.2. Internationalization of Romanian Higher Education

While the number of international mobile students worldwide doubled between 1999 and 2009,³ the number of students coming to Romania has remained relatively stable. Currently, the inbound students mobility rate of Romania is 1.8%, which means that Romania is lagging behind the world average (2%). Even in comparison with other Central and Eastern European countries such as Bulgaria (4.1%), Hungary (5.8%) and the Czech Republic (9.4%), Romania registers meager results. Although Romania hosted students from over 120 countries in 2011, a closer look reveals that the exchange activity is centralised around a small number of states with the Republic of Moldova in a leading role.⁴

Incoming students by country of origin	No. of incoming students	Shared of all incoming students
Moldova	5502	34%
Tunisia	1233	8%
Israel	939	6%
Greece	835	5%
Italy	715	4%

Table 1 - Top 5 countries of origin for foreign students in Romania, 2011

One key instrument in the internationalization of Romanian HEIs is the ERASMUS+ programme. With respect the outbound mobility of Romanian students, the programme has been a success. Between 2000/2001 and 2009/2010, more than 30,000 Romanian students received an ERASMUS scholarship. At the same time, however, Romania hosted over 7,000 international students from institutions in other

² Mobility Strategy 2020 for the European Higher Education Area (EHEA), p. 4, available at: <http://www.ehea.info/Uploads/%281%292012%20EHEA%20Mobility%20Strategy.pdf>, accessed 10.03.2015.

³ UNESCO Institute for Statistics: Global Education Digest- Comparing Education Statistics across the World, Paris 2009.

⁴ UIS Statistics, <http://www.uis.unesco.org/Pages/default.aspx>, accessed 10.03.2015.

ERASMUS member states. Data show that in the academic year 2012/2013 the number of outgoing ERASMUS students was still 2.3 times larger than the number of incoming ERASMUS students.⁵ This brief insight into some basic mobility indicators shows that the Romanian HEI's have not yet taken advantage of the trend of increased mobility or the favourable international atmosphere.

2.3. The blueprint and its objectives

The “blueprint” for promoting information about the Romanian higher education system was developed in the framework of the project “Internationalization, Equity and Institutional Management for a Quality Higher Education” (IEMU), which is overseen by the Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) and financed by the Sectorial Operational Programme Human Resources Development (SOP HRD). Recommendations for a National Strategy for Internationalization of Higher Education have also been developed in the framework of the project. The “blueprint” will contribute to the implementation of goals set in the strategy. Furthermore it can assist in implementing the internationalization strategies of Romanian HEIs developed within this project. The blueprint is directly linked with attempts to develop a website to promote study opportunities in Romania “Study in Romania”.⁶ The content of the website should be coherent with a promotion structure, at the same time, the “blueprint” should acknowledge institutional responsibilities related to administering the portal.

The “blueprint” aims at:

- streamlining and improving coordination of activities related to promoting information about the Romanian higher education system abroad, in order for the abovementioned functions of promotion to be executed;
- supporting, inspiring and engaging higher education institutions in their international marketing activities;
- supporting the implementation of the internationalization strategy;
- engaging stakeholder organizations in the promotion of Romanian Higher Education abroad.

The blueprint is based on the assumption that the issue of promoting information on higher education is complex and has to be considered in relation to institutional

⁵ Erasmus 2012-2013. Erasmus student mobility: home and destination countries, http://ec.europa.eu/education/library/statistics/ay-12-13/annex-2_en.pdf, accessed 10.03.2015.

⁶ In June 2015 a first beta version of the the Study in Romania Portal was launched, <http://www.studyinromania.gov.ro>, accessed 30.06.2015.

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structure. Institutional structure should indicate how the promotional activities are developed, who should be responsible and what the scope of these activities should be. The promotion structure should be tailored to the reality of a national higher education system and take into account the goals of marketing activities as well as the capacities of various actors.

The functions of a promotion structure are both internal and external. Its external role is to acknowledge the responsibilities related to information provision and marketing abroad. The internal level refers to policy support, strategy, brand management, coordination and capacity building. The issue of promoting information on higher education relates to the need of developing effective tools. A portal on study possibilities is a key instrument in promoting Romania as study destination. It should be supplemented with other marketing tools and activities, including such traditional ones as educational fairs.

The “blueprint” for promoting information about the Romanian higher education system provides an answer to the questions: What could the structure of promotion look like in the Romanian context? What functions should the structure have? The “blueprint” is at the same time an answer to the shortages of Romanian higher education related to the promotion of higher education system abroad and internationalization in general.

The “blueprint” does not provide the proposal of priority countries to be targeted in marketing activities. The Ministry of Education and Scientific Research in cooperation with relevant actors, especially the Romanian HEIs should identify these countries.

2.4. The Structure of the Blueprint

The document presents an analysis of current activities which could be associated with promotion of information on higher education system, undertaken by different actors. The current role of following institutions is analysed:

- Ministry of Education and Scientific Research, i.e. General Department for International and European Relations,
- The Agency for Students Loans and Scholarships,
- The National Agency for Community Programs in Education and Vocational Training,
- National Centre for Equivalence and Recognition of Diplomas,

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- Institute for Romanian Language,
- Ministry of Foreign Affairs,
- Department for Romanians Abroad,
- Eudoxiu Hurmuzachi Institute for Romanians Abroad,
- Romanian Cultural Institute,
- Higher Education Institutions,
- The National Council of Rectors,
- League of Romanian Students Abroad,
- National Students Organizations,
- Business or private stakeholders (e.g. Educativa, Integral, Gloca Impact SRL.)

The document explores strengths and weaknesses of promotion programmes and websites developed in recent years.

The “blueprint” offers an analysis of three scenarios related to different institutional structures of promoting information on higher education system abroad:

- 1) the leading role of the Ministry responsible for education, with a specialised department in the Ministry’s structure;
- 2) an agency responsible for internationalization and promotion (dedicated solely to internationalization and promotion or responsible for number of tasks including internationalization and promotion);
- 3) the leading role of a non-governmental organization funded by higher education institutions

The authors have examined a number of examples of successful structures aimed at promoting information about higher education systems at an international level. They refer to systems in which policies on internationalization of higher education are already in place as well as arrangements which are operational despite the fact that no national internationalization strategy has been adopted. The conclusions are supported by study visits to chosen countries (Estonia, Finland) and a thorough analysis of the current structure of actors involved in internationalization activities.

Following the chapter on the scenarios, the “blueprint” explores different functions of a promotion structure. This part of the document is devoted to the description and analysis of the scope of various functions.

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In the conclusions, based on the advantages and disadvantages of the case studies and scenarios, the authors develop recommendations regarding the structure of promotion of national higher education abroad that would fit the best in the Romanian context.

2.5. The Project Methodology and the Expert Team

The Executive Agency for Higher Education, Research, Development and Innovation Funding coordinated the implementation of the project "*Internationalization, Equity and Institutional Management for a Quality Higher Education*" (IEMU). The project aimed to raise the quality of the Romanian Higher Education system, within the Bologna Process context and following the provisions of the National Law of Education. In achieving its goal, the project contributed to improving the strategic approach of education at local, national and international levels, both by the national authorities and the higher education institutions. The project was implemented between May 2014 and November 2015.

One of the specific objectives of the project was to develop the international dimension of education at the level of HEIs and nationally. This activity was implemented in partnership with the International Association of Universities and was coordinated by Ligia Deca – University of Luxemburg and Cristina Ramona Fit, as representatives of UEFISCDI, and Eva Egron-Polak representing IAU.

In the context of the "IEMU" project, a pool of national and international experts were engaged to develop a „blueprint” for a structure to promote information about the Romanian higher education system during December 2014 – May 2015. In order to achieve the goal of the activity, experts had several meetings and discussions in person or by skype and an international study visit.

First step of the working process was to analyze the current state of the Romanian higher education system, as well as mapping institutions already undertaking tasks related to promotion of information on Romanian Higher Education abroad and relevant initiatives. For this purpose experts undertook desk-research and had meetings with relevant institutions and stakeholders such as the Ministry of Education and Scientific Research, the Romanian Cultural Institute, the Institute for Romanian Language, The National Agency for Community Programs in Education and Professional Training.

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Secondly, the experts analysed of the approaches of several countries to define a number of different but good practice examples / study-cases that the Romanian Government could use as an inspiration or a starting-point for building a customized version that better respond to the needs of the educational system. The analysis consisted of good practice examples of structures aimed at promoting information about higher education system at the national level in systems in which the internationalisation of higher education policies is already in place. In order to identify them, the experts did desk research and undertook a study visit in Estonia and Finland. Finally, three scenarios regarding the institutional structure for the promotion of information on Romanian higher education were proposed based on the Romanian context analysis, good practice examples found during the research, and consultations with various institutions and stakeholders (e.g. students).

The following individuals served as authors and engaged experts in developing a „blueprint” for a structure to promote information about the Romanian higher education system:

Katja Lasch – Germany - Dr. Katja Lasch has been head of the division "International Research Marketing" within the German Academic Exchange Service since 2014. Former positions include manager in cultural affairs at the Institut für Auslandsbeziehungen, director of the German Cultural Centre in Cluj-Napoca and head of office DAAD Information Centre Bucharest. She graduated in East- and Southeastern European History, Political Sciences and Romanian Literature and Language from LMU Munich. She holds a degree in business administration from IWW at the Feruniversität Hagen and completed her PhD at the Babes-Bolyai University Cluj-Napoca. Her current fields of interest are: marketing and internationalization of higher education and research, business modeling.

Bartek BANASZAK – Poland – currently represents the Polish Ministry of Science and Higher Education in the Bologna Follow-up Group and was co-chairing the EHEA Working Group on Structural Reforms (2012-2015). Since 2011, he has held the position of the Ombudsman for Graduate Affairs. During the Polish Presidency of the Council of the European Union (July to December 2011), he was a vice-chair of the Education Committee and was responsible for negotiating the draft Council conclusions on the modernisation of higher education. From 2009 to 2010, he was the President of the Students' Parliament of the Republic of Poland and a member of the Presidium of the Polish State Accreditation Committee (currently the Polish Accreditation Committee). From 2007 to 2008, he was a member of the Executive

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Committee of the European Students' Union. Bartłomiej Banaszak is a PhD candidate at the Faculty of Journalism and Political Studies, University of Warsaw.

Ligia DECA – Romania - is a PhD researcher in political science at the University of Luxembourg, focusing on internationalization of higher education and Europeanization. She coordinated the development of the Romanian strategic framework for internationalization of higher education, as part of the IEMU project coordinated by the Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) in Romania. Previously, Ligia Deca was the Head of the Bologna Follow-Up Group Secretariat (2010-2012), which supported the activities of the 2009-2012 Bologna Process' work plan and prepared the 2012 Bucharest Ministerial Conference and Third Bologna Policy Forum. In 2008-2010, she was the Chairperson of the European Students' Union (ESU). Previously, Ligia also worked as a policy officer at the European Quality Assurance Register for Higher Education (EQAR) and was involved as an external expert in various projects by the Council of Europe and the European Commission.

Cristina-Ramona FIȚ – Romania - is a public policy expert at the Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI), with a special focus on internationalization of higher education and the Bologna Process implementation. She was one of the co-authors of the "Internationalization of Higher Education in Romania", study developed by UEFISCDI, co-author of articles regarding internationalisation and equity in Romania (published by Springer) and of "Internationalization of Higher Education study", country case study Romania, (published by The European Parliament). Previously she was Vice-president of the National Alliance of Student Organizations in Romania. She also worked as a PR Expert on human rights, women, minorities and ethnic groups for "Împreună" Agency for Community Development and E-Romnja NGOs. She studied at West University of Timisoara and at Romanian Diplomatic Institute.

Marian STAȘ – Romania – is a reserve colonel in the Romanian military with degrees in computer science and mathematics, and a Ph.D. in software reliability (2001). Since 2002, Marian has coordinated the youth leadership program "Leaders for the Third Millennium", a non-formal education project with more than 10,000 graduates to date. Besides quantitative aspects of public policy, his areas of interest and expertise include teaching, training and consulting on organizational development, effective teamwork, leadership and training of trainers. Involved in the transformation of education in his country, the most important process Marian



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currently facilitates is focused on changing the paradigm of the Romanian public school system.



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3. The State of the Art Regarding Promotion of Internationalization

This chapter deals with the current state of promoting the Romanian higher education system abroad. First, the activities of national public institutions are analysed⁷. Second, the activities of Romanian universities are summarized and, third, a short overview of activities initiated by stakeholders and private companies is offered.

3.1. National Public Institutions

3.1.1. Ministry of Education and Scientific Research

The Ministry of Education and Scientific Research is the most important authority in terms of higher education in Romania.⁸ Currently, there is no overall internationalization strategy for education and research in place. Nevertheless, over the last years the Ministry of Education and Scientific Research as well as the Ministry of Foreign affairs have attempted to foster the international marketing of Romanian higher education. Already in October 2008, a Bologna Report stated that the recruitment of international students from European Higher Education Area (EHEA) and non-EHEA countries represents a major issue for Romanian Universities with the overall goal of increasing the competitiveness of Romanian HEIs⁹. Within the Ministry of Education of Scientific Research several departments are involved in activities which are related to internationalization. The main players are the General Department for Higher Education; the General Department for International and European Relations and, with a less strategic approach and a more bureaucratic one, the International Students Department. The latter was in charge of the promotion of Romanian higher education abroad.

3.1.1.1. General Department for International and European Relations

The General Department for International and European Relations has several fields of activities. Among other functions, it monitors the implementation of bilateral agreements documents with partner states, designs projects and strategies

⁷ In order to analyse the current state of art of the public institutions interviews with stakeholders from these institutions were conducted between 16.-17.04.2015 in Bucharest. The following persons were interviewed: Monica Calota / Adrian Georgescu (A.N.P.C.D.E.F.P.), Corina Chertes (ILR), Liviu Jicman / Ana Borca (ICR), Tiberiu Apostol (Ministry of Education and Scientific Research), Magdalena Jianu (Agency for Students Loans and Scholarships).

⁸ The informaton is retrieved from: <http://www.edu.ro>, accessed 03.02.2015.

⁹ Korka, M. (2009) Bologna Process. Report Romania 2008, p. 32, http://bologna.ro/a/upfolders/National_Report_Romania_2009.pdf, accessed 03.02.2015.

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regarding bilateral collaboration in education with other countries, represents Romania to international institutions, deals with European affairs, and undertakes activities regarding Romanian communities from neighbouring countries or other parts of the world.¹⁰

One of the General Direction duties is to promote the image of the Romanian higher education system by attracting non-European Union (EU) citizens to Romanian HEIs. The administrative unit is also responsible for the admission of international students who receive a scholarship from the Romanian state, and together with the Ministry of Foreign Affairs handles the selection and admission of Romanian ethnics from outside Romania.¹¹ Furthermore, together with Romanian universities it monitors and organizes summer courses of Romanian literature, language and civilization for international students. Scholarships are offered for these courses.¹² Regarding the promotion of Romanian higher education, the General Direction administers some important exchange programs, but as a support unit within the Ministry. It does not address direct information to international students and plays no active role in that regard.

3.1.1.2. International Students Department (ISD)

The International Students Department has been working within the Ministry of Education and Scientific Research since 2009.¹³ It has the following functions:

- to promote Romania's academic image overseas, and to increase the number of international students;
- to support the HEIs in their effort to promote their educational offerings at the international level;
- to develop advertising materials, and to participate at educational fairs to inform the audience about the Romanian educational system;
- to facilitate the application process for international students.

¹⁰ <http://administrare.site.edu.ro/index.php/articles/text/11906>, accessed 30.03.2015.

¹¹ The Romanian government fosters the recruitment of ethnic Romanians outside Romania by a generous scholarship offer which targets both high school students and students enrolled in HEIs. For example, for the academic year 2014/2015 Romania has offered for the BA level 1.390 scholarships and additionally 1.815 tuition free places for Moldavian citizens who attend various academic programs. These scholarships holders are assigned to various public universities throughout Romania. Ministerul Educației Naționale Nr. 296 (23.06.2014), Metodologia de Școlarizare a românilor de pretutindeni, în Învățământul din România. Anexa 7b, http://www.edu.ro/index.php/met_rep_reg_ins_etc/21684, accessed 05.04.2015.

¹² <http://administrare.site.edu.ro/index.php/articles/text/11906>, accessed 30.03.2015.

¹³ Government Decision Nr. 51, 2009.

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The activities of the department over the last years have been very limited due to financial difficulties and limited human resources within the Ministry of Education and Scientific Research. There is currently no specialised/ dedicated team or person dealing with international higher education marketing. The ISD developed some activities in the years 2010/2011, in order to promote the Romanian higher education system.

The ISD set up the website www.study-in-romania.ro, with the objective of guiding international students “through the many resources of the Romanian higher education system”.¹⁴ The website itself is not updated regularly, and does not meet the international standards of comparable sites e.g. www.studyinestonia.ee; www.study-in-germany.de. The website, which should be a main gateway for international students, is missing key information, such as admission and study programmes offered in foreign languages. Furthermore, there are no contact information available.¹⁵

In 2010, the department published a guide for international students, which is available on the website of the Ministry of Education and Scientific Research.¹⁶ Other promotional materials such flyers, give-aways etc., targeting international students were not produced. In 2010 and 2011, the ISD invited some universities to participate in higher education fairs in several countries, including Sri Lanka, Turkmenistan, Saudi Arabia and South Korea. A Romanian booth or stand on the key conferences and fairs dealing with the internationalization of higher education (NAFSA; EAIE; APAIE) has not been organized. There is no information available about whether Romanian universities have been supported.

Analyzing the activities of the ISD, it can be concluded that activities related to promotion fail to fulfil all abovementioned functions, and that they are irregular and dispersed. Since 2012 there has been no publicly identified information about ISD activities related to the promotion of the Romanian higher education system abroad. Moreover, according to information received by the Ministry's General Department for International and European Relations, the International Students Department is currently not working as a separate unit.

¹⁴ <http://www.study-in-romania.ro>, accessed 28.02.2015.

¹⁵ <http://www.study-in-romania.ro>, accessed 28.02.2015.

¹⁶ <http://www.edu.ro/index.php/articles/c1137>, accessed 10.05.2015.

3.1.2. Institutions and Units Coordinated by or Subordinated to the Ministry of Education and Research

3.1.2.1. The Agency for Student Loans and Scholarships

The agency's purpose is to ensure support for Romanian citizens to study abroad. The main function of the agency is the public announcement and administration of scholarships offered by the Ministry of Education and Scientific Research, the Romanian state, other countries based on bilateral accords/partnerships and other institutions. It manages the application procedure and selection for several scholarship programs offered by the Ministry, including international mobilities based on bilateral agreements. Currently the agency is responsible only for outgoing Romanian students. The Ministry of Education and Scientific Research is also in charge of managing international students who study in Romania based on bilateral agreements and who have a scholarship by the Romanian government.

As the target audience of the agency is Romanian citizens applying for scholarships, all information is available only in the Romanian language. The agency does not provide any information regarding scholarships for international students offered by the Romanian government based on bilateral agreements or other Romanian scholarships. At present the agency is not involved in promoting the Romanian higher education system or possible scholarships opportunities abroad.¹⁷

3.1.2.2. The National Agency for Community Programs in Education and Vocational Training (ANPCDEFP)

The agency is a public institution, subordinated to the Ministry of Education and Scientific Research and is responsible for the management and allocation of European funds in the field of education, training and youth.¹⁸ One of its main duties is to manage the ERASMUS+ program in Romania. Furthermore it is responsible for the European information system for youth (Euro_desk) and it manages the EEA¹⁹ grants for Romania. The budget is coming only from European or EEA funding schemes.

The main task of the agency, where approximately 66 staff members are working, is to manage the ERASMUS+ program in Romania, as delegated body of the

¹⁷ <http://www.roburse.ro>, accessed 15.03.2015.

¹⁸ The informations are retrieved form: <http://www.anpcdefp.ro>, accessed 15.03.2015.

¹⁹ The EEA Grants are jointly financed by Iceland, Liechtenstein and Norway. The grants represent the contribution of these countries to reducing economic and social disparities and to strengthening bilateral relations with 16 EU countries in Central and Southern Europe.

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European Commission. In this context it organizes periodic meetings for the ERASMUS+ coordinators of the Romanian universities. At the moment, 70 universities take part in the ERASMUS+ program. In matters of higher education marketing the agency oversees the website <http://www.studenterasmus.ro>, to promote the ERASMUS+ program in Romania. The site's objectives are to support the exchange of information among universities, former or current ERASMUS students and inform all categories of people – students or not – who think of applying for an ERASMUS grant. The website seems to address mainly Romanian students. Although the site contains some useful information for international students, e.g., it introduces different study locations, currently it is not used strategically as an information channel for European students. The Agency currently does not ensure the management of this website and is considering closing the site.

3.1.2.3. The National Center for Recognition and Equivalency of Diplomas (CNRED)

This institution evaluates the equivalency of undergraduate and higher education diplomas, recognizes certain study documents, recognizes professional qualifications and certifies study documents. In Romania all international diplomas, even from the EU countries have to be officially recognized by this center. The National Center offers useful information in Romanian, French and English for prospective foreign students regarding recognition procedures. No further links to Romanian HEIs or useful guidance for the complete admission procedure are available.²⁰

3.1.2.4. Institute for Romanian Language (ILR)

The Institute for the Romanian Language works as a subordinated entity of the Ministry of Education and Scientific Research.²¹ Its main goals are:

- to promote the Romanian language;
- to support people learning the Romanian language;
- to attest the level of Romanian language.

The main instrument in the field of higher education is the placement of Romanian language lecturers in universities abroad. At the moment, 44 lecturers in 26 countries are financially supported. The lecturers, who are selected by the ILR, have to be faculty members of Romanian universities. The universities have to grant the lecturers temporarily leave.

²⁰ <http://cnred.edu.ro>, accessed 20.03.2015.

²¹ The information is retrieved from: <http://www.ilr.ro>, accessed 20.03.2015.

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The duties of the lecturers are to teach classes in the Romanian language, literature, culture and civilization in universities abroad, promote Romanian literature, language and civilization abroad and to organize Romanian language tests.²² The active guidance and counseling of international students interested in studying in Romania are not part of their job description.

Nevertheless, some lecturers foster cooperation between their home and host institutions by organizing study visits of their international students to Romania or joint conferences. These activities are not financed by the ILR; therefore the lecturers have to find third-party funding for these projects. The yearly meeting of the lecturers, which takes place at one host institution abroad, is used also to raise awareness of Romania. Part of the meeting is a public scientific conference dealing with Romanian culture and literature.

Despite the fact that the lecturers have direct access to international students and faculty and organize activities to foster cooperation between universities, their presence abroad is not used for strategically marketing the study and cooperation opportunities of Romania.²³

3.1.3. Ministry of Foreign Affairs (MAE)

The Ministry of Foreign Affairs' main objectives in the field of education and research exchanges are:

- to train the elites by facilitating the access of foreign students to Romanian education and of Romanian students to foreign universities;
- to promote contacts with foreign students who graduated from Romanian universities and to encourage them to take part in various political, economic, cultural and scientific cooperation programmes;
- to encourage university partnerships, research programmes and recognition of study diplomas;
- to promote the Romanian language by cooperating with the lectorates of Romanian language, culture and civilization operated by the Institute of Romanian language abroad.²⁴

²² Hotărâre nr. 837 (1.10.2014) privind înființarea și funcționarea lectoratelor de limbă, literatură, cultură și civilizație românească în universități din străinătate, <http://ilr.ro/documente/HG%20ILR%20LECTORI.pdf>, accessed 23.03.2015.

²³ <http://www.ilr.ro/lectori.php?lmb=1>, accessed 23.03.2015

²⁴ <http://www.mae.ro/en/node/2940>, accessed 04.04.2015.

The MAE initiated the program “Study in Romania” in order to promote study opportunities in Romania and to support the recruitment of international students. The main instrument of this program is an under-site placed within the website of the MAE.²⁵ This website gives some general and very basic information, links to a guide for international students published by the Ministry of Education and Scientific Research²⁶ and provides information on the admission procedures for governmental grants. This funding scheme offers 85 scholarships for Non-EU citizens covering the BA, MA and PhD level.²⁷ The scholarship program is jointly implemented by the Ministry of Education and Scientific Research and the Ministry of Foreign Affairs.

Romania sustains a considerable network of embassies and consulates and is present in 92 countries. All embassies link to the “Study in Romania” website overseen by the MAE. A random sample shows that no further country specific information, e.g., scholarships offered on bilateral agreements or visa issues, are to be found at the country specific websites of the embassies. Although the MAE and its worldwide network offer some comprehensive overall information on the Romanian higher education system and the Romanian governmental scholarships, the promotion of higher education seems to play a minor role.

3.1.3.1. Department for Romanians Abroad (DPRP)

Romania has a significant diaspora made up of historical communities of Romanian minorities living in the neighboring countries of Romania and numerous communities of Romanians who have their roots in migration movements over the last 200 years. The Romanian government is supporting these communities to maintain and develop the ethnical, linguistic and cultural identity of the diaspora members.

At the same time, the Romanian communities outside Romania are seen as a key factor in promoting the image of Romania. The Department for Romanians Abroad²⁸ is supporting the communities in several ways; fostering the knowledge of the Romanian language is one important element. The DPRP organizes summer schools, teacher exchange programmes and also supports Romanian lecturers abroad. Beyond that it has to be mentioned that the DPRP offers an online Romanian language course.²⁹ Promotion of the Romanian higher education is not a

²⁵ <http://www.mae.ro/en/node/2176>, accessed 04.04.2015.

²⁶ <http://www.edu.ro/index.php/articles/c1137>, accessed 04.04.2015.

²⁷ <http://www.mae.ro/en/node/10251>, accessed 04.04.2015.

²⁸ <http://www.dprp.gov.ro>, accessed, 04.04.2015.

²⁹ <http://www.dprp.gov.ro/elearning>, accessed 04.04.2015.

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main objective of the DPRP, but by supporting the Romanian communities abroad, it is fostering the overall visibility of Romania.

3.1.3.2. Eudoxiu Hurmuzachi Institute for Romanians Abroad (IEH)

The Eudoxiu Hurmuzachi Institute is an institute subordinated to the Ministry of Foreign Affairs. Its main activities concentrate on Romanian ethnics in historical communities, including the promotion of national culture, improving the teaching performance of Romanian teachers and supporting research on the Romanian communities abroad. Also, the Institute organizes preparatory language courses for ethnic Romanians so that they can enroll in Romanian universities. The IEH is not directly involved in the international marketing of the Romanian higher education, but having access to numerous young people in the Romanian ethnic communities it could potentially guide them.³⁰

3.1.3.3. The Romanian Cultural Institute (ICR)

The Romanian Cultural Institute “mission lies in promoting national culture and civilization in Romania and abroad. The institute’s major goal is to increase the visibility, prestige and knowledge of Romanian values in today’s world.”³¹

At the moment, the ICR runs 18 institutes outside Romania to promote Romanian culture, language and art. Besides presenting Romanian culture and artists, the Institute offers language courses. The staff of the ICR institutes is placed by the Ministry of Foreign Affairs. Although the Ministry of Education and Scientific Research is represented in the board of the ICR, institutions abroad are not “used” for higher education issues such as promoting Romanian universities abroad. The websites of the Institutes do not deliver information on study and research opportunities in Romania. The sole connection to the higher education sector are the scholarships for PhD candidates provided by the ICR. Yet this funding scheme is exclusively promoted on the ICR website. By offering language courses and cultural events abroad, the ICR plays a key role in raising awareness of Romania and Romanian culture abroad.

³⁰ <http://www.ieh.ro>, accessed 04.04.2015.

³¹ <http://www.icr.ro>, accessed 04.04.2015.

3.1.4. Conclusion

The Ministry of Education and Scientific Research has at present neither a coherent internationalization strategy, nor a concept for strategically promoting Romanian higher education abroad. Even though a special department dealing with international students and the promotion of Romania as a study destination has been set up, there are no significant measures besides an outdated website that are visible. Neither the Ministry of Education and Scientific Research, nor units coordinated by or subordinated to the Ministry offer in a user friendly manner general information regarding the structure of the Romanian higher education system, study programs available in English language, tuition fees or scholarships.

The Ministry of Foreign Affairs and its representatives abroad offer minimal information on the Romanian higher education system and information on the governmental scholarships for Non-UE citizens. Nevertheless, this information is not easy to access and can be hardly found at the MAE website. The institutions dealing with the Romanians abroad do not disseminate information on the study and funding opportunities in Romania in form of web content or brochures.

It has to be acknowledged that there is some useful information available for international students, including the procedure of diploma recognition or even an online language course. If various public institutes, departments etc. provide any information, it is only on their own activities and procedures, without offering further guidance, for instance, by linking to other webpages. Therefore, the information for international students is scattered. Besides an internet portal, which serves as a gateway, there is no record of participation in international important fairs, and no up-to-date brochures for prospective international students could be identified.

Universities are not financially supported in their own activities and capacity building in the field of internationalization, nor do they engage in international higher education marketing. Even though the Ministry of Education and Scientific Research is sponsoring a network of worldwide lectorates via the Institute of Romanian Language, with direct access to international students, this source is barely used for strategic educational marketing purposes. Nor is the network of embassies and Romanian Cultural Institutes used for promotion.

Under these circumstances, it has to be concluded that there is neither a coordinated international marketing approach for the Romanian higher education system, nor a functional institutional public body managing internationalization on a national level

and dealing with overall promotion of the Romanian higher education systems abroad.

3.2. Higher Education Institutions

56 public higher education institutions, and 37 private institutions are functioning in Romania, with another 10 entities having temporary authorization to provide higher education programs. Romanian higher education institutions are autonomous and institutional policies on internationalization tend to differ greatly according to their size and mission. A study published in 2014 states that the development of institutional internationalization strategies is not yet on the agenda for most institutions.³² Nevertheless, because student numbers are decreasing in Romania, and universities are trying to position themselves better in international rankings, internationalization seems to play an increasingly important role. Recruitment of international students is a declared goal by most higher education institutions. As there is no general data or study regarding the promotion activities abroad available, the following conclusions are drawn from the report *Internationalization of Higher Education in Romania*, which covered a sample of five universities; a preliminary study conducted with a sample of six universities; and the self-assessment of 20 universities participating in the project: “Internationalization, Equity and Academic Management for Quality higher education”(IEMU).³³

3.2.1. Strategic Approach to Promotion

As most universities have not yet developed an internationalization strategy, including the definition of target countries, a strategic approach for marketing the institution is also absent. International marketing is usually anchored in different departments, which are simultaneously involved in promotion activities in Romania and abroad. As the universities stated in their self-assessments, in most cases the international offices are in charge of international students and guide them through the admission procedures. They also promote the ERASMUS+ program within the university and provide assistance for incoming and outgoing ERASMUS students. In addition to the international office, the departments in charge of marketing and public relations have to be considered as actors as they are responsible for producing

³² Deca, Ligia; Egron-Polak, Eva; Fiț, Cristina: Internationalisation of Higher Education in Romanian National and Institutional Contexts, in: Curaj, Adrian et. al. (ed.): Higher Education Reforms in Romania. Between the Bologna Process and National Challenges, Heidelberg 2014, p. 138.

³³ Agoston, Simona; Lasch, Katja: Multiculturalism and Internationalization of Romanian Universities, in: Vasilache, Simona (Hrsg.): Cross-Cultural Training and Teamwork in Healthcare, Hershey 2014, p. 16-33; Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) (ed.): Internationalization of Higher Education in Romania, Bucharest 2013.

promotional materials, managing the institution's website and social media presence. Even though most universities promote themselves, their international marketing takes place on an ad-hoc basis, rather than strategically as it should.

3.2.2. Instruments Used for International Promotion

3.2.2.1 Online Communication

A 2012 study shows that Romanian universities recognize the importance of an online presence. All 56 public universities have websites, and 75% presented some information in English, 20% in French, and 5% in German.³⁴ Yet a random review of websites reveals that the access for international students is limited, as these websites are often only partially translated. The insufficient level of translation of the university websites indicates that they are not fully aware of the needs of international students. But there are also university websites addressing different target groups, and offering tailored information for non-degree and degree seeking students in English.

An increasing number of Romanian universities are also using social media channels as a promotion tool. Although most of the Romanian universities are using online communication instruments, there is a significant gap between Romanian higher education institutions and their counterparts abroad. The latter seem to have a better understanding of the utility and importance of these instruments.³⁵ In the Romanian case a comprehensive online communication strategy for international students is often missing.

3.2.2.2. Print Products

Various universities design and print promotional materials such as marketing brochures, flyers in foreign languages, give-aways etc. However, when taking a closer look at these materials, it can be stated that they often lack important information for international students, and there is significant room for improvement. For example, the main competitive advantages of the universities are not properly highlighted; underscoring the lack of clarity and coherence in presenting the main

³⁴ Alexa, Elena Lidia; Alexa, Marius; Stoica, Cristina Maria: The Use of Online Marketing and Social Media in Higher Education Institutions in Romania, in: Journal of Marketing Research & Case Studies, 2012, p. 9 (<http://www.ibimapublishing.com/journals/JMRCs/jmrcs>), accessed 10.04.2015. An analysis conducted in 2013 revealed that from the websites of the 92 Romanian universities, 63 % did not have the website fully available in at least one language of international circulation. Deca, Egron-Polak, Fiț (2014), p. 141.

³⁵ Alexa, Aleca, Stoica (2012), p. 8.

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reasons for an international student to study at that university. The reasons listed are - with some exceptions - very general; they are not tailored to the university profile and thus reflect poorly their competitive advantages. Thus, they present a fuzzy strategy regarding internationalization. Most of the material is not designed from the user's point of view.

3.2.2.3. Direct Marketing - Participation in International Fairs

Some universities indicated that they presented their study offerings at international fairs, although in large universities such as the Academy of Economic Studies of Bucharest and University of Bucharest participation in fairs decreased over the last years due to the cost-cutting policies implemented in the Romanian public institutions during the recent financial crisis.³⁶ The presence of Romanian universities at international education fairs is very limited. For example, just one Romanian university participated as an exhibitor at the EAIAE, the biggest networking event for internationalization of higher education in Europe, over the last years. It seems that universities are aware of the importance of presence at education fairs, but due to financial restrictions they cannot afford to participate.

3.2.2.4. Branch Offices Abroad – Transnational Education Projects

In 2013 two Romanian universities implemented transnational education projects. The Maritime University of Constanta recently opened a branch for maritime studies in the headquarters of Caspian State University of Technologies and Engineering. Also, "Dunărea de Jos" University of Galați founded a branch in the Republic of Moldova, in Cahul. In this context, it is important to emphasize that Romanian higher education institutions organize 320 joint degree programs with foreign universities,³⁷ and offer a considerable number of study programs in foreign languages.³⁸ These attractive opportunities for international students are hardly known outside Romania.

3.2.3. Conclusion

It can be stated that the existing structures, such as study programs in foreign languages, numerous partnerships with foreign universities and the involvement in international research projects provide a solid foundation to further the process of

³⁶ Agoston, Lasch (2014), p. 28.

³⁷ Internationalization of Higher Education in Romania (2013), p. 63.

³⁸ Currently there are offered more than 65 BA and MA programs in German language covering subjects like european studies, economics, civil engineering, applied computing, electrical engineering. Lasch, Katja: Das rumänische Bildungssystem, in: GATE (Hrsg.), Hochschulmarketing in Mittel- und Südosteuropa. Ungarn, Rumänien, Bulgarien – Lang gewachsene Traditionen und neue Perspektiven in der Hochschulzusammenarbeit. Einblicke in Marketingansätze deutscher Hochschulen, Bielefeld 2015, p. 110.

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internationalization of education. But in order to have a better performance, it would be necessary to develop and implement an integrative strategy, taking into account the existing opportunities and strengths. International marketing should be integrated in this strategy, with appropriate and consistent human and financial resources allocated. There are many offerings for international students once they have arrived. Welcome days, mentoring programs, special dormitories etc., are provided. There is also room for improvement in international marketing and talent attraction,. The HEIs employ the classical promotional instruments such as brochures, websites and, in some cases, educational fairs. However, a coherent, well-developed international marketing strategy including target countries, user addressed materials and systematic use of different channels is frequently missing. As most of the marketing is done in-house, it is not surprising that thus far the promotion of Romanian higher education shows limited innovation and creativity.

3.3. Other Stakeholders

3.3.1. Non-Profit Institutions / Organizations

3.3.1.1. The National Council of Rectors (CNR)

The National Council of Rectors is a non-governmental, politically independent organization and a consultative national body. All rectors of public and private higher education institutions are members of this body. The main tasks of the National Council of Rectors are to facilitate cooperation among universities and to frame proposals on higher education development. It represents the interests of the universities and collaborates with other national organizations. With regard to promoting the Romanian higher education system abroad, no activities have been initiated over the last years by this body.³⁹

3.3.1.2. League of Romanian Students Abroad (LSRS)

The League of Romanian Students Abroad (LSRS) is an open platform for dialogue and action for Romanian students and graduates all over the world. It aims to build a network between Romanian students abroad and to harness their knowledge, experience and education for the economic and political development of Romania. At the moment, the LSRS brings together some 10,000 Romanian students in 39 countries. The local “branches” provide a platform for exchange, but they also organize public events for promoting Romanian culture abroad. Some of them

³⁹ <http://www.cnr-romania.ro>; accessed 28.02.2015.

cooperate with the Romanian embassies in the given country. The LSRS is currently actively involved in promoting studying abroad. Apart from that, it started an initiative to (re)attract talent to Romania and promote the country as an attractive working place for Romanians who completed their studies abroad.⁴⁰

3.3.1.3. National Students Organizations

In Romania there are several active students organizations. The National Alliance of Students Organization from Romania (ANOSR) is the biggest federation at the national level, and represents 71 students' organizations. The main aim of ANOSR is to represent the common interest of students of Romania at the national and international levels. It tries to engage students' participation in educational, social and cultural life. The activities concentrate on the Romanian student body.⁴¹ In matters of internationalization and mobility, ANOSR promotes the ERASMUS program to Romanian students. Other organizations such as the Romanian branches of the European Law Students' Association (ELSA) and AIESEC and the Erasmus Students Network offer activities for students including international students enrolled in the Romanian system.⁴² They therefore play a role in the integration of international students. The promotion of Romanian higher education abroad is not in the focus of the students' organizations.

3.3.2. Private Companies

3.3.2.1. Educativa

Educativa⁴³ is a company active in the field of higher education, which focuses on the promotion of study abroad. In this context, it has been organizing since 2004 the largest international university fair in Romania. The Romanian International University Fair (RIUF) is attended annually by over 100 educational institutions from more than 20 countries to recruit Romanian students. The event is supported by Campus France, the German Academic Exchange Service (DAAD), EducationUSA/Fulbright Commission and the British Council. Many foreign institutions use this event to network with local universities and high schools and to learn about the Romanian educational market. Educativa offers also counseling for Romanian high school students and students who want to apply to universities outside Romania, and works as a recruiting agent for several universities mainly

⁴⁰ <http://www.lsr.ro/smart-diaspora>, accessed 12.04.2015.

⁴¹ <http://www.anosr.ro>, accessed 10.04.2015.

⁴² <http://www.aiesec.ro>; <http://www.esn.ro>; <http://www.elsa.ro>, accessed 10.04.2015.

⁴³ <http://www.educativa.ro>, accessed 10.04.2015.

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from the United Kingdom. Besides promoting studying abroad, Educativa runs an online admission portal for four Romanian universities, and a program for re-attracting Romanians students from abroad.

3.3.2.2. Integral

The company offers information and counseling for Romanians who want to study at a boarding school or university outside Romania. Integral works as a recruiting agent for several institutions and organizes preparatory courses, e.g., for language tests. Since 2009 the company has been active in the field of educational fairs and sets up every year several fairs (World Educations Fairs) where international institutions present their offers.⁴⁴

3.3.2.3. Gloca Impact SRL

The Gloca Impact SRL sponsors the portal www.studyinginromania.com. The mission of the “Studying in Romania Guide” is to promote Romanian education abroad and provide international students with up to date information about university study options in Romania, assist in university application process, on moving for studies in Romania, on arrival and during studies period especially during the first year”.⁴⁵

The website covers information on scholarships, admission procedures, visa, housing etc. It highlights the possibilities of studying medicine, veterinary medicine, maritime studies and economics in Romania. Until 2015, this website was the only information resource where students interested in pursuing their education in Romania can retrieve updated information. The site contains a great deal of data, but is missing some attractive elements such as personal experience stories/testimonials, and a search engine with all the study options in Romania.

The website serves as a marketing tool for the company which offers numerous services for international students such as counseling, assistance in the application procedure and guidance after arrival.

3.3.3. Conclusion

Important stakeholder institutions such as the National Council of Rectors and students association are not involved in or have not initiated activities in order to raise the visibility of Romanian higher education abroad. The League of the

⁴⁴ <http://www.integraledu.ro>, accessed 10.04.2015.

⁴⁵ <http://www.studyinginromania.com>, accessed 10.04.2015.



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Romanian Students Abroad aims to build a network for Romanian students and graduates who are enrolled at foreign institutions. Concerning marketing and promotion, it places its main focus on encouraging high school students to pursue an education abroad.

In addition to the stakeholder organizations, the private sector dealing with international higher education addresses mainly a Romanian public. Numerous companies offer counseling, prep courses etc., and work as recruiting agents for foreign higher education institutions. Integral and Educativa, as two of the main players in this sector, organize international education fairs where foreign institutions inform and recruit directly. Whereas a lot of companies are active in the field of outgoing mobility, the recruiting of international students to Romania seems to develop slowly, but it is growing. During the IEMU project developed by UEFISCDI, a new website is being developed www.studyinromania.gov.ro aiming to promote the educational offer of Romanian HEIs and attract national and international students to study in Romania.

4. Case Studies

The number of countries that promote under one umbrella their higher education system and institutions has been constantly increasing over the last years. “Study in Germany”, “Study in South Africa”, “Study in Japan”... More than 40 countries presented themselves in 2014 as a study destination at important international network fairs such as NAFSA, EAIE and APAIE.

The global character of higher education and the increased competition for the world’s best talent motivates countries to invest in the strategic marketing of their higher education sector. They develop internationalization strategies, create national brands and use them for marketing purposes. Furthermore, structures are developed to focus on general higher education marketing and national campaigns are financed to promote a country as a study and research destination.

A look at the national structures in place for higher education marketing reveals different approaches. Nevertheless, different institutions and structures can be clustered as follows:

- departments/sections placed **within the Ministries of Education**, e.g. Hong Kong, Portugal, and Turkey;
- new or existing public agencies **closely connected to the Ministry of Education or Ministry of Trade and Commerce**, which are either fully dedicated to HE promotion or include it as one of their core functions, e.g. Austria, Estonia, Finland, Hungary;
- **university based institutions** which take on the responsibility for the national promotion campaign, e.g., Colombia, Switzerland, Taiwan.

The most appropriate structural model is chosen by each country based on its national specificity and preferences, as there is no one size fits all for organising HE promotion activities. The aforementioned three categories have been simplified for this study, as there are institutions/structures that combine traits of two or more of these categories. If one takes, for example, the case of Taiwan, a structure with the sole purpose of promotion was created, jointly run by university associations and the Ministry of Education.

The following section of the Blueprint describes various country case studies in order to identify a practical model for Romania. Within the ten case studies some main mobility indicators are given, the internationalization policies in place are named and

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the structures as well as the activities of institutions dealing with national higher education marketing are discussed.

4.1. Leading Role of the Ministry of Education

This scenario refers to a structure in which the Ministry responsible for higher education has the leading role in executing promotion functions. In order to take the leading role in the promotion structure, the leadership of the Ministry should constantly prioritize the issue of internationalization and a separate unit dedicated to tasks related to promotion of higher education abroad should be established. The Ministry should also allocate separate budget to promotion activities in order to be able to fulfil its functions.

In this scenario the Ministry is responsible for overseeing promotion activities so that they are well embedded in the strategy of internationalization of higher education. The Ministry needs to initiate contacts with the Ministry of Foreign Affairs and other relevant actors regarding promotional activities, as well as for a general task division. Action plans and list of priority countries are developed in consultation with stakeholders.

The Ministry has a leading role in organizing promotion activities abroad related to educational fairs, roadshows, conferences, etc. The Department within a Ministry is responsible for maintaining and regularly updating a web portal for international students, coordinating data collection from higher education institutions, as well as for the activity in social media, especially on Facebook and Twitter. The Ministry, in cooperation with other entities involved in promotional activities, would also initiate a programme of capacity building.

4.1.1. Hong Kong

The UNESCO Institute for Statistics does not provide separate data for Hong Kong. According to data provided by the Education Bureau of the Government of the Hong Kong Special Administrative Region, **the inbound mobility rate of Hong Kong is 15%**. The highest level of internationalization concerns research postgraduate programmes (78%). In case of undergraduates programme and so-called taught postgraduates programmes, the inbound mobility rates are 11% and 3% respectively.⁴⁶

⁴⁶ University Grants Committee, Non-local Student Enrolment (Headcount) of UGC-funded Programmes by Institution, Level of Study, Place of Origin and Mode of Study, 2012/13 to 2013/14.

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Hong Kong is implementing the policy of *Developing Hong Kong's Status as a Regional Education Hub*. Hong Kong had the experience of a discussion of establishing a separate agency⁴⁷ which would improve recruitment levels of non-local students and overcome such shortcomings as poor representation at regional educational fairs in countries with growing demand for higher education⁴⁸.

For a few years the internationalization policy has been coordinated by the **Education Bureau of the Government of the Hong Kong Special Administrative Region**. The Higher Education Division of the Education Bureau is the unit responsible for policy development. Next to incentives for non-local students (e.g. government scholarships for outstanding non-local students) a website "Study in Hong Kong"⁴⁹ is an important aspect of the *Developing Hong Kong's status as a Regional Education Hub* policy. The Higher Education Division is responsible for maintaining the website.

On 16 April 2015, a revamped version of the website was launched. There are no specific priority countries in the internationalization policy undertaken by the Bureau – neither at the policy level, nor as far designated in the portal. However, the Bureau plans to launch the website in six languages in addition to the existing English and Chinese. The aim of the portal is to provide prospective students outside Hong Kong with information related to studies at institutions operating there. It contains information on Hong Kong's selling points and the higher education system, guidelines on acquiring a visa and applying to a university, as well as information on opportunities after graduation. The website also displays the testimonies of current and former students quite visibly.

While the Bureau is responsible for internationalization and the promotion of higher education in Hong Kong at the policy level and for maintaining the portal, higher education institutions plan and organize publicity and promotional activities jointly or individually to attract overseas students to study in Hong Kong. The Bureau does not produce promotional materials such as brochures or leaflets.

In principle, "Study in Hong Kong" is merely a website and not a promotional campaign. However, "Study in Hong Kong" also sometimes serves as a brand, thanks to which Hong Kong institutions are recognisable at education fairs. The Bureau actively participates with its brand "Study in Hong Kong" in the most

⁴⁷ <https://home.ied.edu.hk/~yccheng/doc/articles/Chapter%205-6%20Technical%20Report%20on%20Ed%20Hub-final-09.pdf>, accessed 20.04.2015.

⁴⁸ <http://openjournals.library.usyd.edu.au/index.php/IEJ/article/viewFile/7115/7573>, accessed 20.04.2015.

⁴⁹ <http://studyinhongkong.edu.hk>, accessed 20.04.2015.

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important fairs such as NAFSA, EAIE or APAIE. The Chinese University of Hong Kong hosted the 8th Annual APAIE Conference and Exhibition in 2013.

4.1.2. Portugal

According to the UNESCO Institute for Statistics data, Portugal hosted 14,541 international students in 2013, which means **3.9% inbound mobility rate** with the biggest shares of students from Brazil (4,769), Angola (1,584), Cabo Verde (1,548) Spain (843) and Mozambique (4.38).⁵⁰

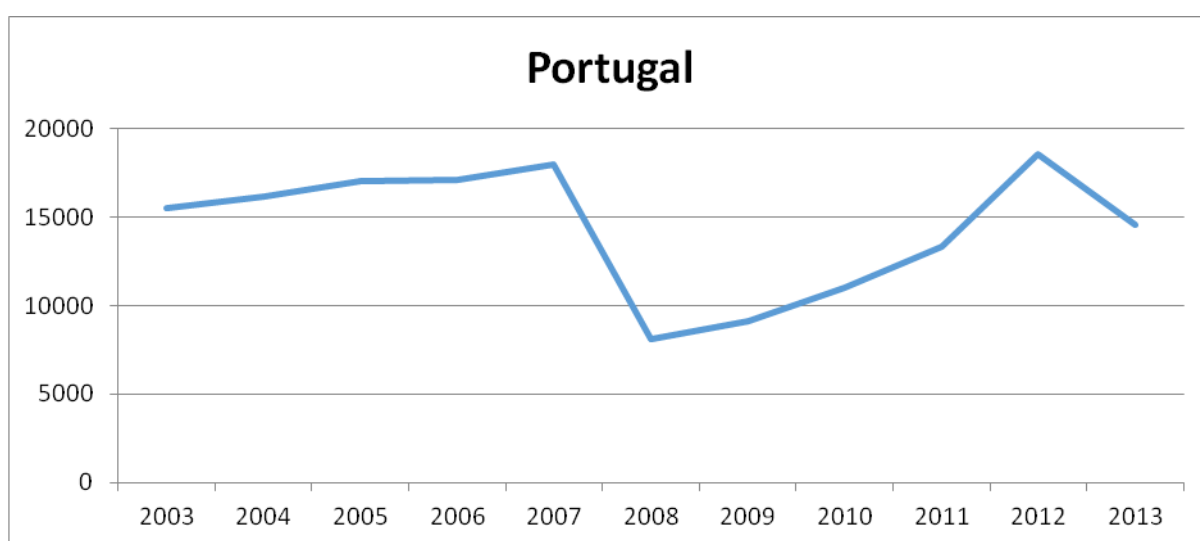


Fig 1 - Number of international students in Portugal, 2003-2013⁵¹

Following several years during which the internationalization of higher education was considered a subject of interest for Portuguese higher education institutions, an *International Student Statute* was passed in 2014 with Degree-Law no. 36/2014. This piece of legislation facilitates access to Portuguese higher education for international students through a specific access system and enables HEIs to charge fees above the threshold fixed by law for Portuguese students. Candidates can apply if they have a diploma that allows access to higher education in the country where it was obtained, or if they have completed Portuguese upper-secondary education or an equivalent study cycle. This admission system for international students (non PALOP, EU/ EEA) does not reduce the number of places available to Portuguese and European community students, nor interfere with their access and enrolment processes.

⁵⁰ UIS Statistics, <http://www.uis.unesco.org/Pages/default.aspx>, accessed 30.06.2015.

⁵¹ Ibid

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The *International Student Statute* is part of a wider draft *National Internationalization Strategy*,⁵² which was jointly launched for public consultation in September 2014.⁵³ by the Ministry of Education and Science and the Ministry of Regional Development. The strategy was supposed to be launched as a legal initiative at the beginning of 2015, but thus far it has not, probably due to upcoming general elections in autumn 2015. It was drafted by a working group, jointly nominated by the Ministry of Education and Science and the Ministry of Regional Development in February 2014, as part of the National HE Strategy (6th priority). The initiative to draft such a strategy comes as a follow-up to the Government work plan and as a result of increased pressures from the national organizations representing universities (CRUP) and polytechnics (CCISP).

This draft strategy firmly situates the Portuguese higher education system both in the Portuguese speaking community and the European Union. It has four main priority areas with ten objectives each: strategic institutional cooperation, mobility, promotion and governance/ implementation.

In terms of higher education promotion, the following recommendations have been put forward:

- “to create a brand name for the internationalization of the Portuguese higher education system;
- to create a website that concentrates all useful information ranging from a list of higher education courses on offer to application and other administrative procedures visiting academics must follow such as entry requirements, residency, and part-time work regulations, etc.;
- to participate in higher education international fairs to promote the Portuguese higher education institutions through a joint representation of the system;
- to organize road shows and thematic fairs in countries and institutions selected in accordance to the priorities established for the expansion of Portuguese higher education;
- to define a specific strategy for higher education co-operation with members of the Community of Portuguese Language Countries (CPLP⁵⁴);

⁵² <http://www.portugal.gov.pt/pt/os-ministerios/ministerio-da-educacao-e-ciencia/documentos-oficiais/20140926-mec-internacionalizacao-ensino-superior.aspx>, accessed 28.05.2015.

⁵³ The public consultation ended on 31.10.2014.

⁵⁴ CPLP – multilateral association created to deepen cooperation among its member countries. It has 9 member states and 6 associate observers

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- to define a specific strategy for higher education co-operation with specific Latin American and African countries (Colombia, Mexico and Venezuela; plus South Africa and Namibia);
- to define a specific strategy for higher education co-operation with Maghreb countries (Algeria, Morocco and Tunisia);
- to define a specific strategy for higher education co-operation with Asian and Middle Eastern countries (China, India, Indonesia, Iran, and Malaysia);
- to define a specific strategy for higher education cooperation with European countries non-member states of the EU (e.g. Moldova, Ukraine and Turkey);
- to define a specific strategy for higher education co-operation with the Portuguese speaking diaspora countries (e.g. United States, Canada, France, Switzerland and Luxembourg);
- to produce and disseminate information via the world wide web as well as the strictly necessary amount of traditional promotional materials (paper flyers, brochures, etc.).⁵⁵

In addition, the draft strategy sets forth various options for setting up a structure (executive body) that would be in charge of implementation, which include a separate structure, but also a department within the Ministry, as part of the Directorate General for Higher Education, which is currently in charge of internationalization of higher education and HE promotion. The strategy was never formally adopted, but its provisions have already been taken into account by various HEIs in the drafting of their own strategic documents on internationalization and in their promotion plans.

Recently, a working group was set up by the government to explore ways to enhance the attractiveness of Portuguese higher education abroad. This initiative was not connected to the draft strategy and has not yet been finalized with a coherent set of priorities for HE promotion.

In terms of the structures in charge of HE promotion, the General Directorate for Higher Education (DGES) is currently in charge of formulating, implementing and coordinating higher education policies. DGES includes the Division for Recognition, Mobility and International Cooperation, which deals with internationalization of higher education. The Director General is also one of the members of the working group drafting the national internationalization for HE strategy. DGES also manages the

⁵⁵ <http://www.portugal.gov.pt/pt/os-ministerios/ministerio-da-educacao-e-ciencia/documentos-oficiais/20140926-mec-internacionalizacao-ensino-superior.aspx>, accessed 28.05.2015.

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portal www.studyinportugal.pt aimed at promoting Portuguese higher education abroad.

Two other government entities play a clear role in the efforts promote the Portuguese higher education system: namely the Foreign Affairs Ministry and the Ministry of Regional Development (with whom the Ministry of Education and Science jointly launched the internationalization strategy for higher education). Most financial support for internationalization comes via the ERASMUS+ programme, administered by the ERASMUS+ Education and Training Agency in Portugal.⁵⁶ founded in April 2014.

4.1.3. Turkey

According to the UNESCO Institute for Statistics data, Turkey hosted 54.387 international students in 2013. Currently, the **inbound mobility rate of Turkey is 1.1%**, which means that Turkey is lagging much behind the world average (2%). The largest groups of international students come from Azerbaijan (6,989), Turkmenistan (5,8871), Germany (1,606), Greece (1,386) and Afghanistan (1,310).⁵⁷

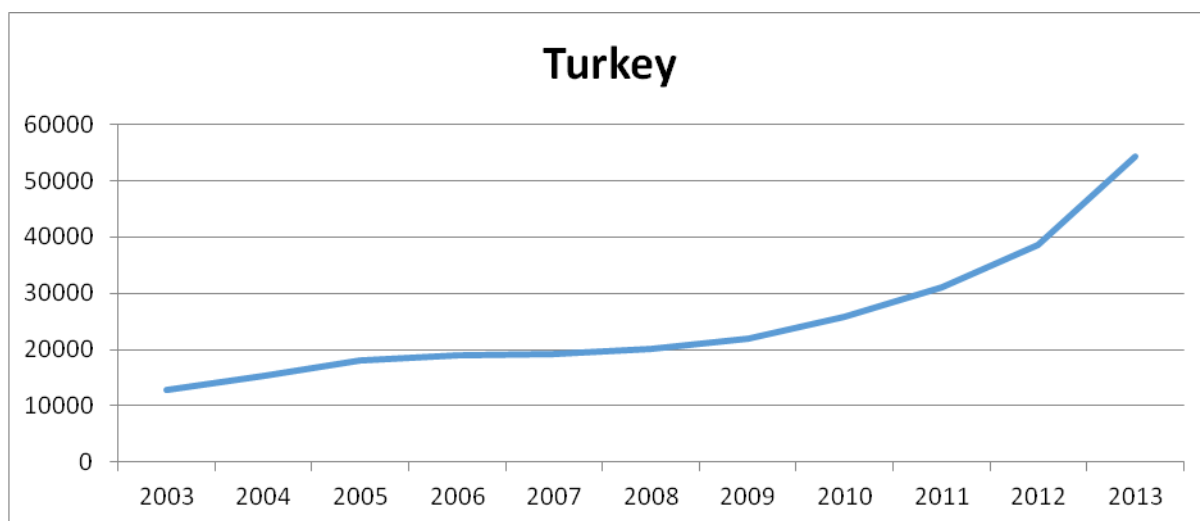


Fig 2 - Number of international students in Turkey, 2003-2013⁵⁸

However, internationalization of higher education has been declared as one of the three main objectives of Turkish higher education system. Turkey aims to become a

⁵⁶ <http://www.erasmusmais.pt/erasmusmais>, accessed 20.04.2015.

⁵⁷ UIS Statistics, <http://www.uis.unesco.org/Pages/default.aspx>, accessed 30.06.2015.

⁵⁸ Ibid

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“regional hub” for international students, with an ambitious goal of hosting 100,000 foreign students in 2015 and 150,000 by 2020.⁵⁹

Due to this fact, the issue of internationalization has been recently under the supervision of the **Council of Higher Education (YOK)**. According to the 1982 Constitution of the Republic of Turkey, YOK has supervising powers in relation to the universities, thus having a status comparable to the one of the Romanian Ministry. In 2012 the International Relations Unit was established within the YOK structure and now includes 4 sub-units:

- Bilateral Relations
- Multilateral Relations
- Scholarship Holders
- International Students

The Scholarship Holders sub-unit is “responsible for the enrolment and placement proces of foreign students to Turkish higher education institutions within the context of Turkish scholarships and bilateral agreements.”⁶⁰ The International Students sub-unit is “responsible for the presentation of Turkish higher education institutions abroad, preparation of related publications and all sorts of processes of international students.”⁶¹

In 2014, centrally coordinated activities were temporarily accelerated. First of all, the new “Study in Turkey” portal⁶² was launched by YOK. It aims to provide potential international students with information on the higher education system in Turkey including the “edu finder” search engine. The new brand was also promoted by CoHE at the educational fairs, including EAIE.

Türkiye Scholarships is another important actor in the structure of promotion abroad of information on Turkish higher education. This is a governmental scholarship programme for international students. In April 2014 YOK and the Presidency for Turks Abroad and Related Communities signed an agreement to establish the coordination points of the Türkiye Scholarships programme. The

⁵⁹ <http://monitor.icef.com/2014/06/turkey-aims-to-build-on-recent-gains-to-host-150000-international-students-by-2020/>

⁶⁰ <http://www.yok.gov.tr/en/web/uluslararasi-iliskiler/hakkimizda>, accessed 17.03.2015.

⁶¹ Ibid.

⁶² <http://www.studyinturkey.gov.tr>, accessed 17.03.2015.

programme has also an up-to-date website⁶³, which contains relevant information on studying and living in Turkey.

YOK admits that it took over the brand “Study in Turkey” from the private organizations, which had developed portals under the brand “Study in Turkey”, and “transformed it into a new public brand.”⁶⁴ The most sound example is “Study in Turkey”⁶⁵ developed by the private Turkish Universities Promotion Agency (TUPA). Apart from providing potential students with a study programme finder and relevant information concerning the HE system and living in Turkey, TUPA offers services to Turkish Universities on commercial basis, e.g. facilitating promotion at the educational fairs (it participates i.a. in NAFSA) and publishing a “Study in Turkey” guidebook.

However, TUPA’s “Study in Turkey” still operates. It is regularly active in social media, just as the Türkiye Scholarships, but in contrast to the YOK’s “Study in Turkey” (the last time they updated their Twitter and Facebook was in October 2014).

4.2. Redefined Role of an Existing Public Institutions

In this scenario higher education marketing is attributed to a state agency, which in alliance with the Ministry of Education, assumes the responsibility of a national promotion campaign. The agency is an executive body and works within the framework set by the internationalization strategy of the respective country. Fundamental decisions such as defining priority countries and developing a brand are prepared and developed within the agency and finally adopted by the Ministry.

The state agency executes the promotional activities abroad and is also active in the field of capacity building. Activities include representation at international fairs, developing promotional materials and administering an internet portal and social media. In cooperation with other state bodies, agencies and the HEIs, it develops content for the national promotion campaign such as unique selling propositions etc. The agency should network with all public stakeholders active in the field of promoting the country abroad and where given, sign MoU with partner institutions.

In order to fulfill the needs of the higher education institutions the agency should develop consultative sessions with HEIs and involve them in its work e.g. by creating

⁶³ <http://www.trscholarships.org>, accessed 17.03.2015.

⁶⁴ <http://www.dailysabah.com/politics/2014/05/24/higher-education-system-turkeys-new-soft-power-says-cetinsaya>, accessed 17.03.2015.

⁶⁵ <http://www.studyinturkey.com>, accessed 17.03.2015.

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an advisory board. To fulfill its functions the agency receives a separate budget from the Ministry of Education and/or the Ministry of Foreign Affairs. It reports to the ministries annually.

There are two structural models possible. Either a new agency is created or the responsibilities are given to an existing structure that has relevant experience and adequate capacity. The latter is more cost-effective as existing infrastructure can be used such as IT-devision and accounts department. In Europe, many countries took on the second model and placed a marketing section within the national ERASMUS+ agency.

4.2.1. Austria

According to the UNESCO Institute for Statistics data, Austria hosted 70,852 international students in 2013 which means **16.8% inbound mobility rate** with the biggest shares of students from Germany (28,215), Italy (7,808), Turkey (3,141), Bosnia (2,194) and Serbia (1,790).⁶⁶ The number of international students over the last decade has developed as follows:

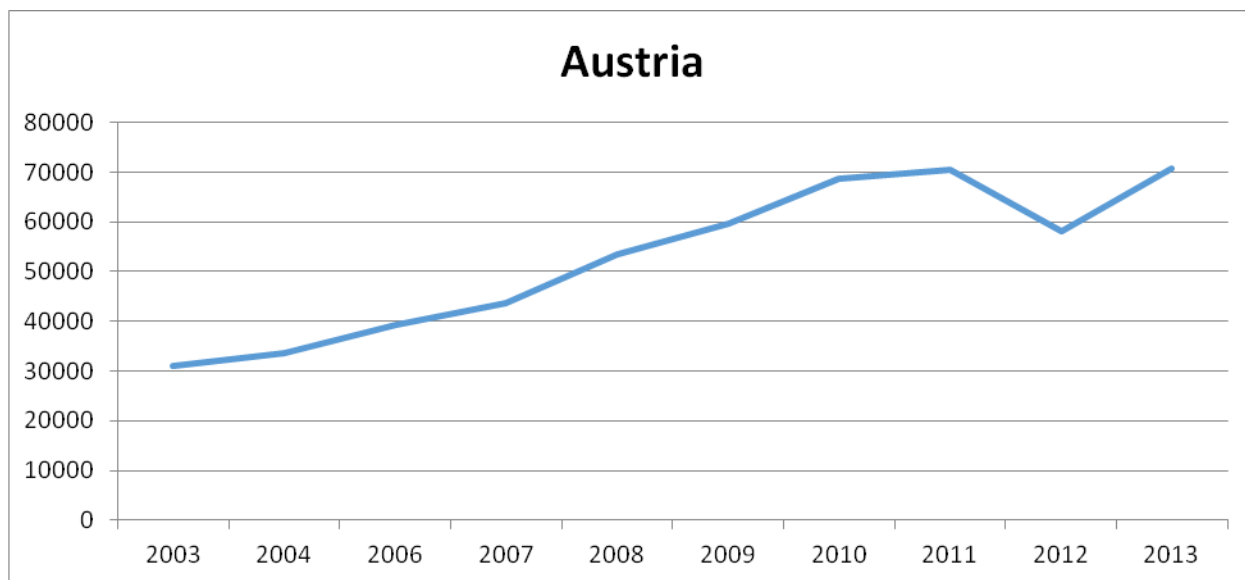


Fig 3 - Number of international students in Austria, 2003-2013⁶⁷.

⁶⁶ UIS Statistics, <http://www.uis.unesco.org/Pages/default.aspx>, accessed 30.06.2015.

⁶⁷ Ibid.

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It is important to note that Austria has a sizeable non-citizen resident population (due to fairly strict Austrian naturalization laws) and that it keeps close ties and has high levels of mobility with German-speaking neighbors.

Austria lacks a national internationalization strategy for higher education. However, other policy documents that deal mainly with research and innovation refer also to international dimension of higher education. The goals set out in the *Strategy for research, technology and innovation of the Austrian Federal Government* explicitly mention the need to increase the “quality and quantity of human resources available for research, technology and innovation”⁶⁸ in Austria. Part of this focus is made explicit in setting as a goal the immigration of highly skilled individuals.

Some of the measures envisaged in the strategy mix tools designed to facilitate the access of international students with measures aimed to improve participation among ethnic and immigrant-origin minorities within Austria. It also mentions the importance of increasing partnerships with selected foreign countries, for example, Central, Eastern and South-Eastern European countries. North America, Asia and the BRIC countries are mentioned as other key areas for cooperation (though in particular with regards to research). In July 2013, a work group published strategic recommendations entitled *Beyond Europe – The Internationalization of Austria in Research, Technology and Innovation* and submitted it to the high-level RTI Task Force of the Austrian government for further development of recommendations.⁶⁹

Although Austria has not formulated a national internationalization strategy in operational terms, the country maintains a specialized agency for the promotion and enhancement of international mobility and cooperation.

The OeAD (Österreichische Austauschdienst)⁷⁰ is the Austrian agency for international mobility and cooperation in education, science and research and provides in a centralized fashion both information for interested international students and researchers. Founded in 1961 as an association of the Austrian Rectors' Conference, the association was converted 2009 into a limited liability company (GmbH). All shares in the OeAD are owned by the federal government. The federal minister of science, research and economy is tasked with exercising the shareholder rights.

⁶⁸ Strategy for research, technology and innovation of the Austrian Federal Government, p. 9. Available online at: http://era.gv.at/directory/158/attach/RTI_Strategy.pdf, accessed 20.07.2015.

⁶⁹ <http://era.gv.at/directory/160>

⁷⁰ The following information are retrieved from the website of the OeAD: <http://www.oead.at>, accessed 01.03.2015.

OeAD is a multi-specialized institution, and the primary goals are:

- to create and implement cooperation programmes in education, science and research;
- to coordinate the international higher education marketing and the representation of Austria as a location for learning and research abroad;
- to support activities as an expert partner for strategic tasks in international cooperation;
- to analyze international developments and work out appropriate recommendations and measures.

The OeAD is the central service point in Austria for European and international mobility and cooperation programmes in education, science and research. Over the last twenty years the duties and functions of the OeAD have substantially increased. This is reflected in the budget. Starting from a 24,52 million EUR in 1995, the OeAD budget more than doubled within the last 20 years and reached 49,80 million EUR in 2014.⁷¹ Outside of operational costs the 2014 program budget was 36,31 million Euro, over half of which (20,45 million Euro) was awarded from the EU's lifelong learning programme while over 10 million EUR were awarded via Federal Ministry of Science, Research and Economy programmes Third-party funds accounted for most of the rest.⁷²

The OeAD operates in two sections which deal with a range of issues from marketing and communication to internal development, including:

- internal services: covering human resources, law, communication and finance;
- operating departments: the National Agency for Lifelong-Learning, the Centre for International Cooperation and Mobility, a department for qualifications, transparency.

Besides managing the European educational programmes including ERASMUS+ in Austria, the OeAD is also responsible for housing of international students, quality

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https://www.oead.at/fileadmin/oead_zentrale/ueber_den_oead/dokumentation/docs/Budgetentwicklung_2014.pdf, accessed 30.5.2015.

⁷² Funding breakdown by source is available here (in German):

https://www.oead.at/fileadmin/oead_zentrale/ueber_den_oead/dokumentation/docs/Foerdermittel_2014.pdf, accessed 30.05.2015.

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assurance in vocational education, EURAXESS, the outgoing mobility and the Austrian lectorates worldwide.

The marketing for Austria as a higher education destination is placed within the OeADs communication department.⁷³ Since 2002 a working group for higher education marketing has been coordinated by the OeAD. The Federal Ministry of Science, Research and Economy and the Federal Ministry for Europe, Integration and Foreign Affairs are members, as are the different associations of the Austrian universities e.g. Universities Austria, so that all important stakeholders are involved. A new marketing campaign was launched in 2012 (studyinaustria.at /at.the centre of excellence). The goals of a joint presentation of Austria as a location for higher education are:

- to make Austria well-known as an attractive to study and undertake research;
- to be present on an international level;
- to exchange students through international programs;
- to recruit international students.

Instruments used for implementing the campaign are brochures (e.g. “Study Guide”, “Higher Education Institutions Guide”), the website <http://www.studyinaustria.at> including a scholarship and study program database. These are complemented by participation in international higher education fairs in Asia, America and Europe. Furthermore, the OeAD sponsors offices in Ukraine and Shanghai and an information point in Azerbaijan. The OeAD is responsible for the network of Austrian lectures and libraries placed in HEI worldwide. The members of this network provide information on the Austrian higher education system and counseling on place.

In addition to the campaign aiming at international students, the OeAD offers a wide portfolio of international cooperation programs and grants services to Austrian higher education institutions to foster their internationalization . Furthermore HEIs benefit from an exchange of best practice, workshops and conferences covering diverse internationalization topics.

⁷³ Information regarding higher education marketing retrieved from:
https://www.oead.at/oead_infos_services/kommunikation/hochschulmarketing, accessed 30.05.2015.

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4.2.2. Estonia⁷⁴

According to the UNESCO Institute for Statistics data, Estonia hosted 1,876 international students in 2013, **which means 2.9% inbound mobility rate**, with the biggest shares of students from Finland (924), Russian Federation (168), Latvia (111), China (63) and Turkey (56).⁷⁵ The number of international students over the last decade has developed as follows:

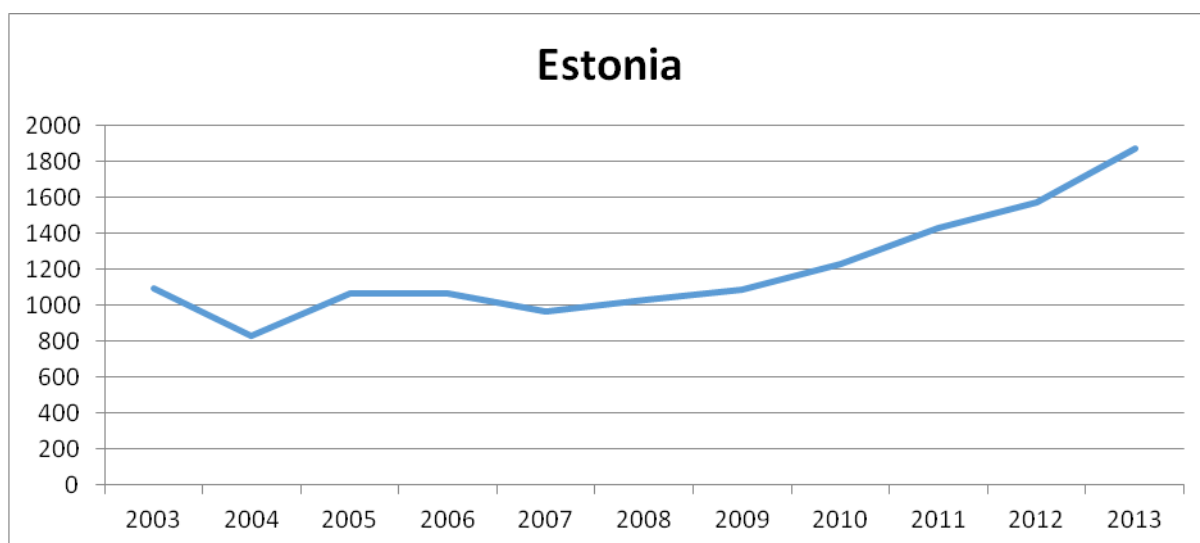


Fig 4 - Number of international students in Estonia, 2003-2013⁷⁶.

Estonia adopted in 2006 its *Strategy for the Internationalization of Estonian Higher Education over the Years 2006–2015*. The strategy addresses activities in three areas:

- creation of a supporting legal environment;
- internationalization of teaching, including student mobility and internationalization of study programs;
- establishing a support system for internationalization.

Within the third area, the international promotion of study opportunities offered by Estonia is addressed and the increase of the number of international students set as the main goal. The strategy underlines the necessity of a joint and overall

⁷⁴ For the case study interviews have been conducted in the dates of 30.03.2015 and 01.04.2015 in Tallinn. The following persons have been interviewed: Raul Ranne / Kaidi-Kerli Kärner / Merili Reismann / Eero Loonurm (Archimedes Foundation), Kadi Nõmmela (Enterprise Estonia), Helen Põllo (Ministry of Education and Research).

⁷⁵ UIS Statistics, <http://www.uis.unesco.org/Pages/default.aspx>, accessed 30.06.2015.

⁷⁶ Ibid.

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presentation of Estonia as an study abroad destination. All higher education marketing activities are seen in the wider context of the Estonian national branding and it is stated that activities have to take place in cooperation with the Ministry of Foreign Affairs, embassies and other institutions. The strategy addresses the problem of fragmented information and that the universities focus on their own institution. Therefore concrete measures such as providing centralized information in English and using online instruments which are easily accesible are foreseen. Furthermore, the elaboration of an agreement on good practices in internationalization to harmonise the internationalization objectives and processes and to ensure equal conditions of international students is mentioned.⁷⁷

Following the terms of reference in 2007, an *Agreement on Good Practice in the Internationalization of Estonia's Higher Education Institutions* was drafted by the Estonian Rectors' Conference, the Estonian Ministry of Education and Research, the Archimedes Foundation and signed by public universities.⁷⁸ The implementation of national higher education marketing has been assigned to the Archimedes Foundation.

The Archimedes Foundation is an independent agency, established by the Estonian Government in 1997, with the objective of coordinating and implementing different international and national programmes and projects. Its main areas of responsibility encompass education, research, technological development and innovation. The main tasks of Archimedes are:

- to implement the EU Life Long Learning Programme and EU Youth in Action programme;
- to carry out institutional accreditation and quality assessment of study groups for Estonia;
- to evaluate foreign qualifications and provide information about foreign higher education systems (Estonian ENIC/NARIC)
- to coordinate national scholarship programs aimed at improving the competitiveness of Estonian higher education;
- to market Estonian higher education and research abroad;
- to implement structural support in the field of R&D.

⁷⁷ Strategy for the Internationalization of Estonian Higher Education over the Years 2006–2015, <https://www.hm.ee/en>, accessed 03.05.2015.

⁷⁸ Agreement on Good Practice in the Internationalization of Estonia's Higher Education Institutions, <http://www.studyinestonia.ee/images/tekstid/headetavadelepe.pdf>, accessed 03.05.2015.

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The Agency has offices in Tallinn and in Tartu, with a staff of approximately 120. The budget for 2014 was of 125 million EUR. Archimedes Foundation is coordinated by a council (8), with a management board (2), an administrative unit, and a financial unit. The council brings together representatives of the Ministry of Education and Research, of the Ministry of Finance and of universities and schools.⁷⁹

For seven years, higher education marketing activities have been implemented under the brand “Study in Estonia”. For 2008-2015, a budget of 1,942,000 EUR was allocated for HE marketing, with activities coordinated by Archimedes Foundation, through a bureau of three people. Seven universities decided to partner in the project (6 public, and 1 private), with an open invitation to all others willing to join the effort, and add value to events. The vision is to improve the competitiveness of HE, increase visibility of HEIs and thereby interest international students in studying and working in Estonia. The activities of “Study in Estonia” are financed by the European Social Fund.⁸⁰

It is worth highlighting that higher education internationalization is undertaken alongside and in close interaction with HE quality improvement initiatives and competitive advantages, and supporting educational sciences in universities. The Archimedes Foundation team displays a focused, well-thought through HEI marketing strategy, dealing with key issues and activities including:

- tapping into the most important education networks (ACA, EAIE, NAFSA);
- administering surveys to compare against standards & benchmarks;
- cooperation with stakeholders such as student organizations, embassies and journalists;
- selection of priority countries;
- managing a centralized online marketing (Website⁸¹ / Youtube⁸² / Twitter⁸³ / Facebook⁸⁴);
- participation in and organization of events abroad (workshops, recruitment fairs, alumni events);
- sponsoring media activities (local as well).

⁷⁹ <http://archimedes.ee/en/foundation/supervisory-board>, accessed 03.05.2015.

⁸⁰ <http://www.studyinestonia.ee/about-us>, accessed 02.06.2015.

⁸¹ <http://www.studyinestonia.ee>, accessed 02.06.2015.

⁸² <https://www.youtube.com/user/sihtasutusarchimedes>, accessed 02.06.2015.

⁸³ <https://twitter.com/ArchimedesEE>, accessed 02.06.2015.

⁸⁴ <https://www.facebook.com/Archimedes.ee>, accessed 02.06.2015.

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As Archimedes Foundation is responsible for the national scholarship scheme, as well, information on mobility support is included in the “Study in Estonia” campaign.

“Study in Estonia” 2008-2015: Degree students for the MA (and, to a lesser extent, PhD) programs were established as main target groups, with a clear focus on quality, rather than quantity, in order to establish a good reputation for the “Study in Estonia” project. Main markets include Russia, Finland, Turkey, India, China, Georgia, and Ukraine (as of 2015). Past target markets also included Latvia, Lithuania, with little some additional activities undertaken in Kazakhstan and other countries.

In order to accomplish its vision, Estonia decided to put its resources to work and foster a centralized cooperative marketing effort. In cooperation with “Study in Estonia” and all institutions of higher education offering international degree programmes, a wide range of activities in international markets was displayed, with participation in fairs, info-sessions, tours, and substantial online marketing in focus.

At the same time, activities addressing the Estonian HEIs were established to coordinate their marketing activities and to support them in their work with alumni and their cooperation with employers. Roundtables of persons in charge of international higher education marketing and specialized training sessions have been developed. Research and surveys, national frameworks, and other joint activities were put in place as part of necessary development activities.

The “Study in Estonia” campaign faced (and managed to overcome) a range of challenges, as part of the learning curve, including: lack of a holistic vision of the role of international students; the constant need to look behind the numbers and improve the quality of students admitted; cooperation among HEIs and with employers, ensuring internship and career opportunities for international students; the search for new and innovative marketing methods, MOOCs included; balancing new markets versus old ones.

Based on strong domestic incentives (including the need for a more qualified workforce), Estonia set the stage for further internationalization efforts and made changes in legislation in 2013, allowing international students to stay in the country after graduation, and encouraging them to find a job and integrate into Estonian society to increase the intercultural skills of the local population. This reflects an overall strategic approach that fosters the needed growth of a qualified workforce.

According to the interviews carried out within Archimedes, as the “Study in Estonia” campaign comes to its completion in 2015, new targets are being set out for 2015-

2020, of which the most significant include: a new **internationalization goal** for 2020, which should be agreed by both employers and HEIs (the proposed numeric goals are: 10% of all students should be international students; 30% of international students should stay in Estonia after graduation⁸⁵). The development of the Estonian international education marketing strategy for the years 2015-2020 is also foreseen. Based on its experiences to date, Estonia wants to maximize the potential of international students and create a framework for future in-country activities; marketing activities to expand, with a greater focus on online platforms; enhance its focus on work and internship opportunities through stronger cooperation with employers; and consolidate regional cooperation with Baltic and Nordic countries.

Given that universities want qualified international students, and the national policy aims to get maximum effect from limited resources, the keyword for Estonia's 2015-2020 HEI strategy is **efficiency**⁸⁶. To this extent, the country aims at: going deeper, not wider, with smart selection of target countries; focusing on key areas in marketing that are also in demand by the labour market; cooperating with national (employers) as well as with international ones (Baltic cooperation). A smart "blue ocean strategy"⁸⁷ envisioned for the future is based on the assumption that there are no competitors, only opportunities; hence, the need to increase competencies and networking opportunities of university marketers. The quality of marketers is also paramount, and steps will be taken to address this issue. Also, a key strategic approach will be to measure the effectiveness of marketing efforts: e.g. outcomes of fairs, internet marketing, info-sessions, alumni and the ability to make quick decisions.

4.2.3. Finland⁸⁸

According to the UNESCO Institute for Statistics data, Finland hosted 21,859 international students in 2013 which **means a 7.1% inbound mobility rate** with the biggest shares of students from the Russian Federation (2,206) China (2,1349), Viet

⁸⁵ Raul Ranne, Presentation - Estonian higher education marketing strategy 2015 – 2020, Archimedes Foundation, p 8

⁸⁶ Raul Ranne, Presentation - Estonian higher education marketing strategy 2015 – 2020, Archimedes Foundation, p12

⁸⁷ <https://www.blueoceanstrategy.com>, accessed 02.06.2015.

⁸⁸ For the case study of Finland interviews have been conducted in the date of 31.03.2015 in Helsinki. The following persons have been interviewed: Hyvönen Ilmari / Tiina Vihma-Purovaara (Ministry of Education and Culture), Hanna Boman (Centre for International Mobility).

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Nam (1,151), Nepal (1,128) and Nigeria (820).⁸⁹ The number of international students over the last decade has developed as follows:

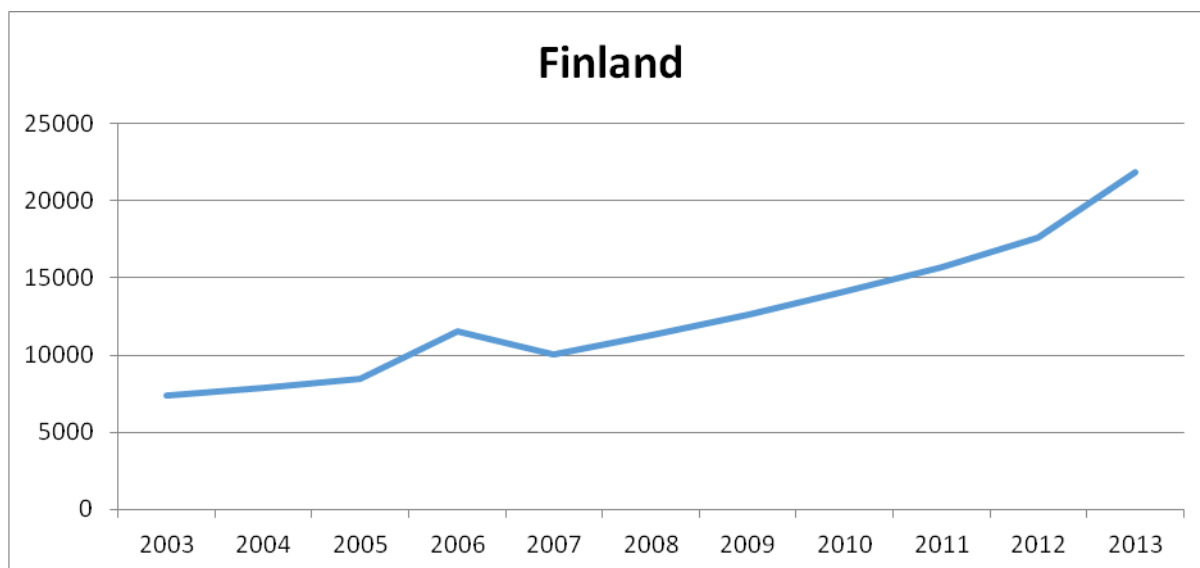


Fig 5 - Number of international students in Finland, 2003-2013⁹⁰

The internationalization of the Finnish higher education has been very much driven by the Ministry of Education over the last 20 years. In 2009 the Ministry of Education published the *Strategy for Internationalization of Higher Education Institutions 2009-2015*, which is the strategic basis of all activities in that field.⁹¹ The strategy proposes a set of measures aiming to foster mobility (in- and outgoing), to establish research and educational cooperation, to support the development of a multicultural society and to contribute to solving global problems. With regard to the international marketing and recruitment of students and researchers, the strategy indicates the:

- responsibility of the Center for International Mobility (CIMO), the Academy of Finland and Tekes for the availability of information on the Finnish higher education and research system and study opportunities by developing online services;
- investment in alumni activities by CIMO, the Academy of Finland and HEI in order to increase the visibility of Finland;

⁸⁹ UIS Statistics, <http://www.uis.unesco.org/Pages/default.aspx>, accessed 30.06.2015.

⁹⁰ Ibid.

⁹¹ Ministry of Education (ed.): *Strategy for the Internationalization of Higher Education Institutions in Finland 2009-2015*, Helsinki 2009.

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- increase of the presence and visibility of Finnish higher education and research based on the expertise of Finnish missions, culture and science institutes;
- establishment of a national scheme supporting the selection of international students.

The Finnish government set a mobility goal 20,000 international students by 2015. The strategy emphasizes the necessity of activities on central level but also underlines that the higher education institutions themselves have a key role to play in marketing their programs and strengths. In 1991 the Ministry of Education established the Center for International Mobility (CIMO) to implement mobility and cooperation programs

The Center for International Mobility (CIMO) was established as an independent agency under the Finnish Ministry of Education and Culture.⁹² CIMO was initially set up as an agency to implement mobility programmes, both through European and domestic funding schemes. Other duties such as the promotion of the Finnish higher education have been added over the years. In 2013 approximately 100 staff members facilitated the numerous programs and administered a budget of 51 million EUR. 75% of the budget is distributed as grants and subsidies. CIMO receives its funding from different institutions. Currently, roughly 76% of the funding comes from external organizations. Different Finnish ministries contributed in 2013 a total of 24% to the budget. The financial support of the ministries is negotiated on yearly basis between CIMO and the different departments within the ministries. Overall, 52% of the funds came from EU institutions.

CIMO's competence and duties are especially focused on promoting mobility through national and international programs and providing information on education opportunities. The following are the main activities:

- coordination of exchange programmes, trainee opportunities and scholarship schemes;
- funding of cooperation in higher education between institutions;
- funding of joint projects between Finnish higher education institutions and developing countries;
- promoting the teaching of the Finnish language and culture outside Finland;

⁹² The following data regarding CIMO are retrieved from: <http://www.cimo.fi>, accessed 28.04.2015; Center of International Mobility (ed.): Strategy 2020. Towards a Global-Minded Finland, Helsinki; Presentation of CIMO held 31.03.2015 in Helsinki by Hanna Boman.

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- collection, production and sharing of data and knowledge regarding internationalization;
- promoting awareness of Finland as a country of higher education.

Under one roof CIMO administers the European programs for youth, vocational training and higher education. It facilitates the ERASMUS+ program, national funding schemes e.g. the Finnish government scholarship pool and programs for professionals. As CIMO deals with the entire educational sector, it includes two departments:

- European department dealing with youth and vocational programs;
- the higher education department.

CIMO uses different channels to promote higher education abroad. It sponsors the website www.studyinfinland.fi, publishes informational material, represents Finland at international fairs and offers counseling via email, telephone or social media. CIMO is also responsible for promoting mobility amongst Finnish pupils and students, sponsoring the website www.maailmalle.net.

In addition to financial support for overall promotional activities, a third important function is capacity building. CIMO sponsors different studies and organizes a forum for international affairs officers in higher education institutions. The forum is a platform for exchange of information on issues in internationalization organized annually in cooperation with one university. Furthermore, CIMO undertakes studies and aggregates data on the issue of internationalization in order to support HEIs. The involvement of higher education institutions in the work of CIMO is guaranteed by their presence in the advisory groups to CIMO.

Team Finland: Because Finland is a small country with limited resources, it tries to promote country by including different players. For that reason, the network Team Finland was initiated.⁹³ The network promotes Finland and Finnish enterprises abroad. It brings together all services offered by state-funded actors that work for the internationalization of Finnish enterprises, advance investment in Finland and promote Finland's country brand e.g. cultural institutes and embassies abroad. The members of Team Finland set up common events covering industry, policies and education. The Team Finland network has more than 70 local teams across the world who represent Finland as a country. Furthermore, the Ministry of Education

⁹³ The following information are based on: <http://team.finland.fi/Public/default.aspx?>, accessed 01.05.2015, Presentation of Team Finland held by Tiina Vihma-Purovaara (Ministry of Education and Culture) in Helsinki on 31.03.2015.

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has placed a scientific counselor in the Finnish embassy in Beijing (China) in order to enhance cooperation in the field of research and higher education and to foster the promotion of Finland in China.

4.2.4. Hungary

According to the UNESCO Institute for Statistics data, Hungary hosted 20,694 international students in 2013, or a **5.8% inbound mobility rate** with the biggest shares of students from Germany (2,528), Slovakia (2,436), Romania (2,308), Serbia (1,485) and Ukraine (1,269).⁹⁴ However, these figures also includes significant numbers of students of Hungarian origin.

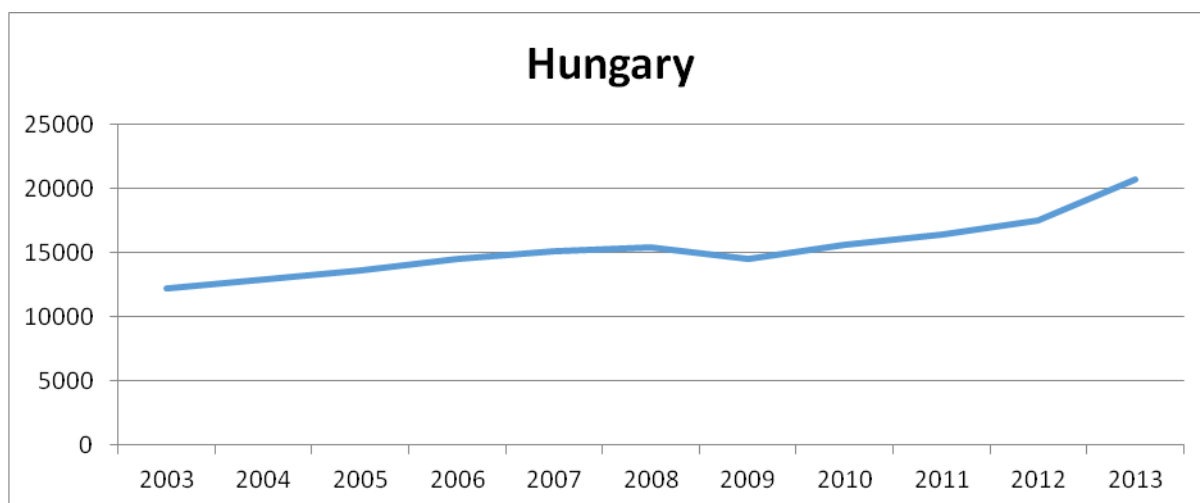


Fig 6 - Number of international students in Hungary, 2003-2013⁹⁵.

Although Hungary has not adopted a national strategy for internationalization of higher education, a structure for the promotion of its national higher education system abroad has been established.

The structure for promotion is based on the “**Campus Hungary**” programme implemented jointly by two entities: the Balassi Institute and the Tempus Public Foundation. The “Campus Hungary” Programme aims at promoting, supporting and enhancing international student mobility, both inbound and outbound. The programme is implemented in the framework of the National Excellence Program – a broad scheme aimed at enhancing the quality of the Hungarian higher education system, launched in 2012. Its implementation is supported by the European Union in

⁹⁴ UIS Statistics, <http://www.uis.unesco.org/Pages/default.aspx>, accessed 30.06.2015.

⁹⁵ Ibid

the framework of the Social Renewal Operational Program (TÁMOP) of Hungary⁹⁶. The Balassi Institute used to manage a project called “Campus Hungary” which was shut down after external funding ceased. This experience poses questions about the durability of the current project after EU funding terminates.

The Balassi Institute was established in 2002 by the then Ministry of Education and Culture with the tasks of promoting Hungarian culture abroad and executing “cultural diplomacy”. Since 2007, the Balassi Institute has been an umbrella for the Hungarian Scholarship Board Office, the Hungarian Institutes abroad (22 institutes in 17 countries), the Office of the Márton Áron Students' Houses and the Balassi Language Institute. The institute officially refers to the traditions of the Goethe Institute in Germany and the British Council in the UK⁹⁷. The Balassi Institute plays a leading role in the “Campus Hungary” consortium – the programme office is a department of the Balassi Institute.

Tempus Public Foundation was established in 1996 by the Hungarian Government. It is a non-profit organization that plays the role of a national agency for the ERASMUS+ programme. It is responsible for managing other European programmes in the field of education and training (i.a. CEEPUS). It is also involved in activities related to the internationalization policy, such as helping institutions in finding partners and providing international students and staff with a guide (www.studyinhungary.hu). However, the website dedicated to the guide is currently not functioning. In February 2015, the Foundation organized an International Development of Higher Education award ceremony, including the category of International Higher Education Marketing, aiming at awarding the best projects and individual achievements of staff members in the field of the internationalization of higher education⁹⁸.

“Campus Hungary” supports Hungarian higher education institutions in increasing their visibility at educational fairs and accompanying events. Usually at such events, representatives of Campus Hungary give presentations about scholarship opportunities and Hungarian higher education system in general. The following recent fairs, roadshows and other events can be noted as indicating the priority countries and regions for promotion activities of Campus Hungary:

⁹⁶ Campus Hungary, <http://www.campushungary.org/>, accessed 31.05.2015

⁹⁷ Balass Institute, <http://www.balassiintezet.hu/en/balassi-institute-hq/about-us-balassi-institute/>, accessed 31.05.2015

⁹⁸ Tempus Public Foundation, <http://tka.hu/english>, accessed 31.05.2015

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- Roadshow in Turkey (2014; Izmir, Istanbul, Ankara). Much focus was put on presenting Stipendium Hungaricum through which Hungarian government was then intending to finance scholarships for 150 potential students from Turkey. Those events were organized in cooperation with the General Consulate of Hungary in Istanbul and with the Embassy of Hungary in Ankara;
- The Second International Exhibition and Conference on Higher Education (Jordan, 2015) with participation of the Balassi Institute (organizers), the Tempus Public Foundation and the Hungarian Rectors' Conference and 7 individual Higher Education institutions;
- FAUBAI 2015 Conference (Cuiabá, Brazil 2015) attended by the Hungarian Rectors' Conference and the Balassi Institute Campus Hungary Programme Office and 10 Hungarian HEIs. Brazil is an important partner for Hungarian HEIs as Hungary was the first country from Central Europe to join the Science Without Borders programme aiming at financing studies abroad for Brazilian students.

In addition to the events mentioned above, Campus Hungary also actively participated in the European Higher Educational Fairs (EHEF) financed by the EU and organized by EU delegations in particular countries, especially in the framework of the "EHEF Central Asia and Asia" project⁹⁹.

The Campus Hungary offers a study-finder which contains information on over 400 study programmes in foreign languages (mainly in English) offered by Hungarian HEIs. Within the framework of Campus Hungary, other promotion materials are also produced. Currently, "Campus Compass" brochures are available in six languages (English, Arabic, Russian, Turkish, Vietnamese, Chinese).

The **Hungarian Rectors' Conference** supports the "Campus Hungary" project and has the status of a strategic partner. Its representatives participate in educational events abroad, i.a. fairs and roadshows. Activities related to educational fairs are carried out in cooperation with embassies. Events are attended by ambassadors who often address the participants.

The promotion policy is closely connected to the **Stipendium Hungaricum scholarship scheme**. The programme was launched in 2013 as a part of the Global Opening policy announced by the Hungarian Government. Scholarships can be awarded to citizens of countries having a valid bilateral educational cooperation plan

⁹⁹ European Higher Education Fairs, <http://www.ehef.asia/index.php>, accessed 31.05.2015

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signed with Hungary. The plans stipulate whether citizens of particular countries are entitled to scholarships for the full degree programme (BA/BSc, MA/MSc or PhD) or for a part of the programme (1-5 months), the number of scholarships as well as study fields. Currently 36 non-EU countries are listed as eligible. The scholarships are offered through the Balassi Institute Hungarian Scholarship Board Office.

In addition to from the “Campus Hungary” programme, there are other initiatives aimed at promoting Hungarian Higher Education Institutions abroad, such as: “Study Hungary” managed by the “IS International Studies AG” educational institute registered in Switzerland. It represents a limited number of Hungarian HEIs in marketing activities (i.a. fairs) related to specific programmes (mostly medical programmes, but also some programmes in economy, social science and art).

4.3. Organizations Based on Higher Educations Institutions

In the third scenario the higher education institutions play a more active role and assume direct ownership of the national marketing of tertiary education. It is assumed that the marketing process should be organized bottom up and that the HEIs should be directly involved in the decisions and implementation. This means that the marketing is done by the universities, not for them.

There are two possible organizational models. In the first, the international promotion of the country is given to an existing NGO/structure which represents the HEI such as a rectors’ conference or university association. In the second model, the public authorities set up together with universities’ associations a new structure/NGO that is led by both parties involved. In both cases the legal status should be that of an NGO so that the body can apply for third-party funding.

In this scenario the NGO or department within an university association implements the promotional activities abroad and is also active in the field of capacity building. Activities include participation international fairs, developing promotional materials and administering an internet portal and social media. Capacity building initiatives such as workshops for university staff are also undertaken. It is crucial that the NGO/department network with public stakeholders. It is crucial that the Ministry of Education awards an official mandate to the NGO/structure and provides funds for the activities to be developed. General and binding rules of cooperation between public authorities and the NGO should be developed.

4.3.1. Colombia

The UNESCO statistics do not provide data for Colombia. According to the data provided in the *Internationalization of Higher Education*¹⁰⁰ in 2013, **incoming mobility was 0.24%**, based on a total of 1,346,191 students. This data only refer to short-term mobility (up to 6 months), that can be expressed in different ways, such as exchange programmes, study abroad, internships etc. The same report mentions that from 2009 to 2013 there was an imbalance between outgoing students (22,316) and incoming students (14,755). Apparently this imbalance applies only to universities and technical institutions, “because university institutions/ technological schools and technological institutions receive more international students than the numbers they send abroad.”¹⁰¹

Public policy regarding internationalization of higher education is a recent development. Starting with 2010, the first national strategies were developed. Both the *2010-2014 National Development Plan* and the *National Educational Policy* included internationalization of higher education in the top ten strategy priorities. Thus, the need to align the higher education system with global trends was officially recognized. Among the main priorities outlined were:

- capacity building among universities by sharing good practice examples from the most experienced universities to the less experienced ones, as well by encouraging universities to implement and collaborate on strategic projects;
- promoting Colombia as a country with quality higher education focused on and specialty in teaching in Spanish, as well as a hub for regional integration;
- promoting the Colombian higher education system through academic missions – MAPES¹⁰², organized in Latin America, Europe and other countries in 2012-2013;
- aligning the legislation to European standards and guidelines in terms of recognition of qualifications to encourage mobility for foreign and Colombian citizens;

¹⁰⁰ De Wit, H. and Hunter, F. (Eds.). (2015). *Internationalisation of Higher Education*. A Study commissioned by Committee on Culture and Education of the European Parliament. Brussels. http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU%282015%29540370_

¹⁰¹ Henao, Kelly Marcela; Velez, Jeannette Victoria: Colombia, in: European Parliament, Directorate General for Internal Policies Policy Department B: Structural and Cohesion Policies Culture and Education (ed.): *Internationalization of Higher Education*. Study, Brussels 2015, p. 224.

¹⁰² Academic Mission for the Promotion of Higher Education (in Latin America and the Caribbean)

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- enhancing the regulations and conditions in regard to internationalization of higher education by improving recognition of qualifications for both incoming and outgoing students;
- developing and improving internationalization policies by identifying technical or financial collaboration opportunities with different international associations / institutions etc. (e.g. DAAD, NUFFIC).¹⁰³

In light of the the lack of national policy or strategy with regard to the internationalization of higher education, HEIs have been active in establishing common structures. Since 1996 HEIs have been developing a network of public and private institutions under the umbrella of the Association of Colombian Universities (ASCUN), known as the Colombian Network of Internationalization (RCI) which conducted the first evaluation of internationalization of higher education in Colombia in 2007.¹⁰⁴ The network includes most offices of international relations of HEIs in Colombia. Its main goal is to strengthen the culture of international cooperation among Colombian higher education institutions.¹⁰⁵

In 2009 another network of accredited universities was founded, **Colombia Challenge Your Knowledge (CCYK)**¹⁰⁶. CCYK is a campaign designed by the network of accredited Colombian universities, the Ministry of Education and other national strategic stakeholders to promote Colombia as a destination for academic and scientific collaboration. This network has the support of government institutions such as ICETEX, Proexport and the Ministry of Foreign Affairs. CCYK's main objectives are:

- to promote and disseminate Colombian research, academic and outreach programs abroad;
- to strengthen the internationalization of the accredited universities of Colombia;
- to analyse current trends in internationalization;
- to promote quality processes in all Colombian higher education institutions.

CCYK promotes active collaboration among Colombian universities, seeking to transform the country into a diverse and increasingly integrated campus for national and international students, as well as being a relevant and reliable partner for

¹⁰³ Ibid, p. 221.

¹⁰⁴ Ibid, p. 220.

¹⁰⁵ Jaramillo, Isabel Cristina: Internationalization of Higher Education in Colombia, in: de Wit Hans et. al. (ed.): Higher Education in Latin America The International Dimension, Washington 2005, p. 181.

¹⁰⁶ <http://www.challengeyourknowledge.edu.co/developer/directorio1.php?ids=15>, accessed 20.06.2015.

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international educational programs. The CCYK initiative provides prospective candidates with the following information:

- accredited Colombian universities (20);
- resources to learn Spanish language;
- Colombian education system;
- national system of science, technology and innovation – including universities/ business/ government alliances;
- potential of Colombian biodiversity.

CCYK runs the website www.challengeyourknowledge.edu.co and a Youtube and Twitter chanel, where information on studying in Colombia is provided. Furthermore, CCYK represented the Colombian higher educations system at various HEI fairs, including Exposhanghai, NAFSA 2009-2010-2011-2012, a.s.o.

Colombian Institute of Education Credit and Study Abroad (ICETEX): Another institution dealing with and promoting the internationalization of higher education in Colombia is ICETEX, which provides scholarships and higher education access for Colombian citizens. The institution also supports incoming mobility of foreign scholars, trainers, language assistants and students. Even though ICETEX has a role in promoting international opportunities for Colombia “it has limited impact in terms of public policy development on internationalization.”¹⁰⁷

In summary, in Colombia the HEIs are the main drivers for internationalization. 70% of the HEIs reported having an internationalization strategy or policy in place and roughly the same percentage reported being at the development stage of such a policy. There is no existing a clear national marketing and promotion strategy in place for the Colombian higher education system. Nevertheless, based on the initiative of the higher education institutions and in cooperation with the Ministry of Education and other stakeholders, Colombia presents itself as a study destination with a website and at international higher education fairs.

4.3.2. Switzerland

According to the UNESCO Institute for Statistics data, Switzerland hosted 47,142 international students in 2013, which means 16.9% inbound mobility rate, with the biggest shares of students from Germany (12,0738), France (8,196), Italy (4,137),

¹⁰⁷ Henao, Velez (2015), p. 222.

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Austria (1,246) and China (1,227).¹⁰⁸ The number of international students over the last decade has developed as follows:

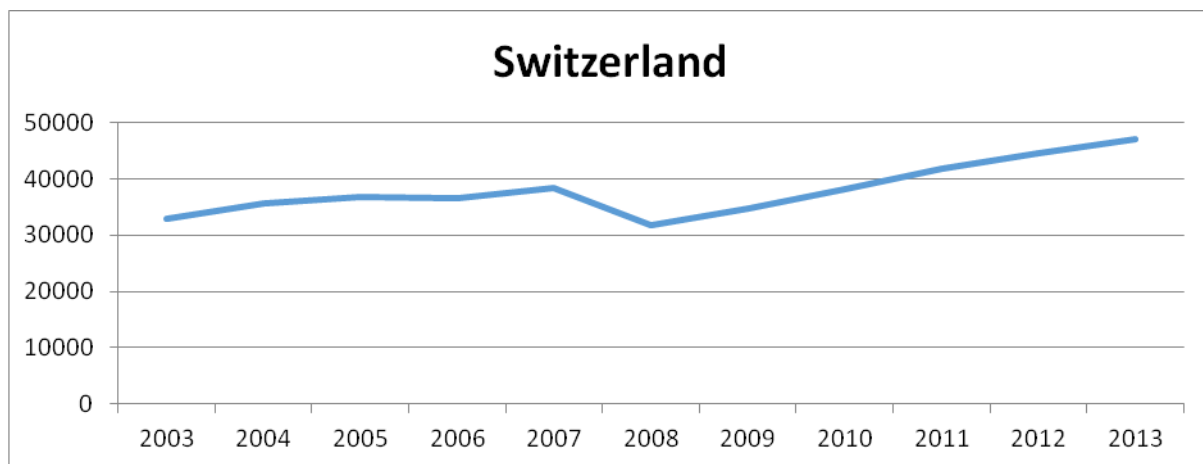


Fig 7 - Number of international students in Switzerland, 2003-2013¹⁰⁹.

The Federal Council of Switzerland adopted in 2010 *Switzerland's International Strategy for Education, Research and Innovation*, which is the current directive for the internationalization of higher education.¹¹⁰ The strategy defines three main objectives for internationalization activities:

- reinforcement and expansion of international networking activities and cooperation;
- export of education and import of talent in order to make Switzerland an even more appealing location for education, research and innovation;
- worldwide recognition of the quality of the Swiss education system.

With regard to the international marketing and recruitment of students and researchers, the strategy indicates that Switzerland should continue to attract researchers and students from all over the world. In addition to recruiting the best talent, the strategy aims to foster the export of the Swiss education system in order to facilitate market penetration and help satisfy a demand in other countries for Swiss competence in education. It is important to note that the Swiss higher education institutions can freely decide what international activities to pursue.

¹⁰⁸ UIS Statistics, <http://www.uis.unesco.org/Pages/default.aspx>, accessed 30.06.2015.

¹⁰⁹ Ibid.

¹¹⁰ Federal Council of Switzerland: *Switzerland's International Strategy for Education, Research and Innovation*, 2010, <http://www.sbfi.admin.ch/themen/01370/01390/index.html?lang=de>, accessed 05.05.2015.

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Two initiatives foster the promotion of the Swiss higher education and research. In one initiative, Swiss universities promote together the higher education system. In the second, the State Secretary for Education, Research and Innovation (SERI) manages the **Swissnex Houses** and the worldwide network of the science and technology counselors.

Swiss universities: In January 2015, the three existing rectors' conferences¹¹¹ merged and "swissuniversities" was established. "Swissuniversities"¹¹² is an association of private law, where all public higher education institutions are members. "Swissuniversities" works to strengthen and enhance collaboration among Swiss institutions of higher education and promotes a common voice on educational issues in Switzerland. Furthermore, "swissuniversities" performs coordination tasks and represents all universities internationally.

The duties of "swissuniversities" are:

- to issue statements and requests on the behalf of the universities related to the affairs of the Swiss Conference of Higher Education Institutions;
- to represent the interests of Swiss universities at the national and international levels;
- to manage programmes and projects initiated and financed by the federal government;
- to run an information center for the academic recognition of the equivalence of domestic and foreign university diplomas.

The activities of "swissuniversities" are funded by membership fees, by the confederation and cantons for delegated tasks and programme-, project- and mandate funds granted by the federal Ministry.¹¹³

The executive body is the General Secretariat. Decisions are taken by the plenary assembly. The General Secretariat serves as the administrative office of

¹¹¹ The three conferences were: CRUS = Rectors Conference of Swiss Universities (representing the 12 scientific universities); KFH = Rectors' Conference of the Swiss Universities of Applied Sciences, COHEP = Swiss Conference of Rectors of Universities of Teacher Education.

¹¹² <http://www.swissuniversities.ch>, accessed 05.05.2015.

¹¹³ No detailed data regarding the funding of swissuniversities are available. As an indicator can serve data available for CRUS, one of the rectors conference who merged. CRUS had in 2007 a budget of EUR 2.665 million. Its activities were funded by membership fees (19%), by the confederation and cantons for delegated tasks (12% federal and 12% cantonal funds), and programme-, project- and mandate funds granted by the federal Ministry (57%). Academic Cooperation Association (ed.): Directory of ACA Member Organisations, Brussels 2007, p. 80.

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“swissuniversities” and ensures central services in the interests of the universities as well as the federal government and university cantons. The General Secretariat of “swissuniversities” supports the committees and delegations of “swissuniversities” in their administrative duties and is responsible for the management of multiple programmes and projects.

One of the duties of the General Secretariat is the promotion of the Swiss higher education system. The marketing of Swiss universities abroad is located in the International Relations Department, which deals e.g. with governmental scholarships, multilateral relations and is responsible for the EURAXESS programme. The International Relations Department sponsors on behalf of the Swiss universities the site <http://www.studyinginswitzerland.ch>; publishes promotional material e.g. a guide for foreign students¹¹⁴ and coordinates the Swiss booth at EAIE and NAFSA. No information on capacity building activities is available. The activities undertaken by “swissuniversities” seem to be limited to a common representation of the Swiss universities abroad and offering information for international students and researchers.

Swissnex / network of scientific counselors: The State Secretary for Education, Research and Innovation (SERI) sponsors in close cooperation with the Federal Department of Foreign Affairs (FDFA) the so called ERI-network.¹¹⁵ The network supports activities and programs to develop and enhance bilateral and cooperative ties with selected partner countries in the areas of education, innovation and research. The network consists of six Swissnex hubs and 18 scientific counselors located in embassies. The Swissnex Houses are public-private ventures and are currently located in the USA, Brazil, China, India and Singapore.

The main activities of the ERI-network consist of monitoring and reporting developments in science policy in the host region, establishing and maintaining contacts within the local administration, universities, research institutes and the private sector. It also organizes events and multidisciplinary activities in the fields of education, research, technology and culture to increase the level of awareness of Switzerland as a location for science and a supporter of cooperative projects. The ERI-network also serves as an information gateway to the Swiss higher education institutions; for example, the Swissnex House in Boston organizes the representation of Swiss universities in the MIT-European Career Fair.

¹¹⁴ http://www.swissuniversities.ch/fileadmin/swissuniversities/Dokumente/EN/Studying_in_Switzerland.pdf, accessed 05.05.2015.

¹¹⁵ <http://www.swissnex.org/about/erinetwerk>, accessed 05.05.2015.

The state-run ERI-Network and the university based “swissuniversities” work hand in hand in promoting the Swiss higher education and research system abroad. While “swissuniversities” offers bundled information, the ERI-Network plays a key role in direct marketing abroad and exploring markets.

4.3.3. Taiwan

The UNESCO Institute for Statistics does not provide separate data for Taiwan. According to data provided by the Taiwanese Ministry of Education Taiwan hosted in 2013 a total of 43,957 international students excluding students learning Mandarin and overseas Chinese students. The top 5 countries of origin are: Malaysia (8,530), Macao (4,495), Japan (4,495), Viet Nam (3,915) and USA (3,582).¹¹⁶ Over the last years Taiwan succeeded in recruiting international students as the following chart indicates:

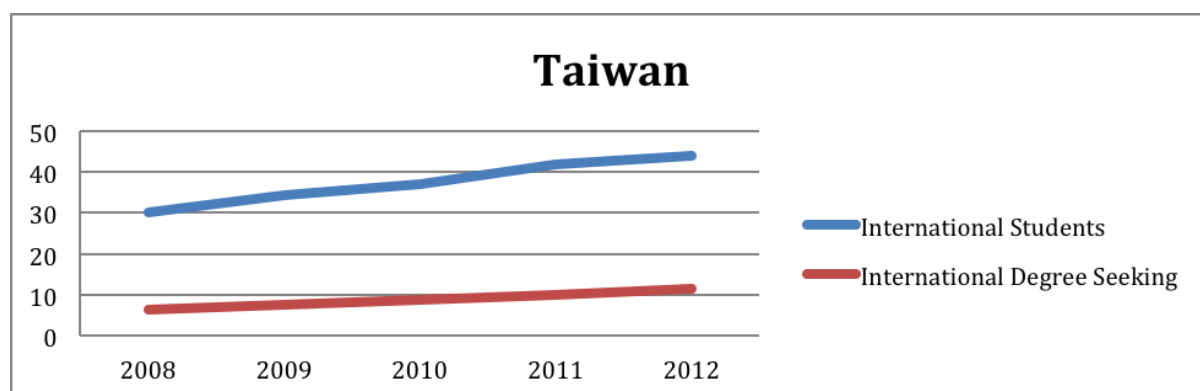


Fig 8 - Number of international students in Taiwan, 2008-2012.

Even though Taiwan has a recruitment policy for international students dating back to the 1950s, the last 15 years has given rise to a systematic approach in international higher education marketing linked with a substantial financial support from the government.¹¹⁷ A statement on internationalization published by the Ministry of Education, outlines three major goals for internationalization:

¹¹⁶ The mobility data are retrieved from the Taiwanese Ministry of Education: Lin, Tony W. T.: The Strategy of Taiwan Higher Education Internationalization, Department of International and Cross-strait Education Ministry of Education, Taiwan. Presentation held on 26.06.2013, http://www.fichet.org.tw/wp-content/uploads/2013/06/01%E5%B0%88%E9%A1%8C1_%E6%95%99%E8%82%B2%E9%83%A8%E6%9E%97%E6%96%87%E9%80%9A-%E5%8F%B8%E9%95%B7.pdf, accessed 10.05.2015.

¹¹⁷ Ma, Ai-hsuan Sandra: International Student Recruitment to Universities in Taiwan: Changing Discourses and Agendas, A paper to be presented at the 2010 TASA Conference, p. 30, <https://www.tasa.org.au/wp-content/uploads/2011/01/MaAi-hsuan.pdf>, accessed 10.05.2015.

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- to attract more foreign students to study in Taiwan e. g. by offering scholarships, English language taught programs and reinforcing publicity for the Taiwanese higher education system;
- to encourage students to study abroad, e.g. by scholarships, information, providing students loans;
- to promote international cultural and educational exchange and cooperation e.g. by raising international competitiveness of universities, encouraging multilateral and bilateral cultural and educational cooperative relations, initiating plans to encourage Taiwan studies.¹¹⁸

The overall goals are to accelerate the internationalization of universities and to expand students' international perspectives; enhance universities' R&D and innovative qualities; strengthen their academic influence and visibility internationally; actively recruit and nurture talent to strengthen the nation's human resource capabilities; strengthen industry-academia cooperation and promote industrial upgrades; enhance national competitiveness; and to cultivate top academically-talented young people in response to social and industrial needs.¹¹⁹

The Taiwanese government has initiated in the new millennium several activities to foster internationalization of the higher education sector and to attract international students. Taiwan expects to attract approximately 130,000 international students by 2020.¹²⁰ Internationalization is also a major component of the Taiwanese government's higher education *Excellence Initiative*, launched in 2006. The ten-year program (2006-2016) is supported by a total of 1,25 Bn. EUR for selected Taiwanese universities.¹²¹ In addition to a national scholarship program launched in 2004 for international students, in 2005 a national structure for promotion of the Taiwanese HEIs abroad and for internationalization of the universities has been set up by the government. However, the institutional structure provides the the universities with a strong voice.

¹¹⁸ Qin-sheng, Chang: Internationalization of Higher Education from the Perspective of Globalization, Bureau of International Cultural, Educational Relations, Ministry of Education, 2005, <http://english.moe.gov.tw/ct.asp?xItem=7166&ctNode=512&mp=1>, accessed 10.05.2015.

¹¹⁹ Lin (2013), accessed 10.05.2015.

¹²⁰ Ibid.

¹²¹ Pham, Hiep: Internationalization begins to bear fruit, in: University World News, nr. 250 (2012), <http://www.universityworldnews.com/article.php?story=20121129224845263>, accessed 10.05.2015. Eschenlohr, Stefanie: Taiwan, in: GATE-Germany (ed.): Die Bildungsmärkte von Singapur, Honkong und Taiwan. Herausforderungen und Chancen für deutsche Hochschulen, Bielefeld 2012, p.16.

FICHET: The Foundation for International Cooperation in Higher Education of Taiwan (FICHET) is a non-profit organization founded in 2005 and integrates four associations in Taiwan:

- Association of National Universities of Taiwan (ANUT),
- Association of Private Universities and Colleges of Taiwan (APUC),
- Association of National Universities and Colleges of Technology of Taiwan (ANUCT), and
- Association of Private Universities and Colleges of Technology of Taiwan (APUCT)¹²².

Currently FICHET has 114 member universities. The NGO is jointly run by the Ministry of Education and the member universities who designate representatives to the board of directors. The board of directors appoints the chief executive officer and decides on the activities of organization. FICHET has been given the responsibility by the government to function as a platform for international cooperation between Taiwanese and foreign universities. Its functions are:

- to promote Taiwan higher education overseas;
- to participate in international educational fairs worldwide;
- to help universities with international students' recruitment;
- to enhance academic collaboration with other countries' consortiums.

FICHET receives substantial funding from the Ministry of Education¹²³. The NGO concentrates primarily on promoting Taiwan abroad. Other internationalization instruments, such as scholarship programs and funding for international research, are not administrated by FICHET.

In its marketing activities FICHET focuses on international students who do not speak Mandarin Chinese and promotes mainly English taught programs. In order to promote Taiwan FICHET sponsors together the website www.studyintaiwan.org with the Ministry of Education. It publishes several promotional materials including general guides and brochures on short-term programs. Furthermore, it supervises the eight Taiwan education centers located (TWEC) in Asia and North America. The centers'

¹²² The following information are based on: http://www.fichet.org.tw/?post_type=about&p=596&hl=en, accessed 10.05.2015.

¹²³ Hilton Yip: Pursuing Higher Education - in English, Taiwan Review 2011, <http://taiwanreview.nat.gov.tw/ct.asp?xItem=159421&CtNode=1220>, accessed 10.05.2015.

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main goal is to provide information about study opportunities in Taiwan, promote academic ties between Taiwan and the host countries and to expand Mandarin Chinese teaching by offering language courses. In matters of capacity building FICHET organizes seminars on international affairs for Taiwanese universities.

5. Role and Functions for a Structure Promoting the Romanian HE System

The presented ten case studies covering the world reflect that international international higher education marketing matters for governments and it is accorded an important role. A 2012 report of the OECD highlights the benefits of internationalization which enables governments:

- to develop national HE systems within a broader, global framework;
- to produce a skilled workforce with global awareness and multi-cultural competencies;
- to promote national participation in the global knowledge economy;
- to increase the benefits stemming from cross-border education provision.¹²⁴

These benefits, as well as the competition for the world's best talent and workforce and for high quality institutional cooperation in education and research, drives governments and HEIs to establish new structures and to make use of strategic coordinated approaches. As a result, internationalization should be a focus of future orientated HEIs and the national government.

The case studies show that an internationalization strategy is often the basis of a strategic marketing approach. But the as the cases of Colombia, Hungaria and Austria demonstrate, it is not mandatory to have such an strategy place in order to take succesful measures in promoting national education opportunities. Although there is no one-size-fits- all solution regarding the structure, all examples searched indicate that the coordination of activities by one institution/structure is recommended. Therefore, in Romania a HE promotion structure should be established and funding for programming and staff provided. The Estonian and Hungarian examples could be used as good practice to explore how European funding could be used for a promotion structure. A basic prerequisite for success is the commitment and the cooperation of HEIs and the national public bodies, especially the Ministry of Education.

¹²⁴ <http://www.oecd.org/edu/imhe/Approaches%20to%20internationalization%20-%20final%20-%20web.pdf>, accessed 30.06.2015.

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Reviewing the activities of institutions/structures dealing with international higher education marketing, it is evident that they are not limited to the recruitment international students. The practices in place worldwide and the Romanian context lead to the recommendation that a Romanian structure have both internal and external functions. Internal functions refer to policy support, representation, strategy, brand management, coordination and capacity building. The target group is Romanian institutions and staff dealing with internationalization and higher education marketing. The external function is to assume the responsibilities related to information provision and marketing abroad. Activities target international students, graduates and alumni.

5.1. Internal Functions

5.1.1. Policy Support and Representation

Policy Support: The HE promotion structure to be established should support the Ministry of Education in developing projects and strategies regarding internationalization and marketing. In this regard staff members of the structure should follow the academic discussion and observe trends in other countries. In addition, they should be informed about the ongoing projects and research on internationalization within the Romanian higher education system in order to gather and analyze information. This could lay the groundwork for the preparation of policy papers and a scientific based consultation of the Ministry of Education. In addition, the knowledge could be use to position Romania as a relevant international player, for example, by applying for panels in international relevant conference such as NAFSA.

Representation: The HE promotion structure should represent Romania in international committees, working groups and international associations dealing with internationalization and higher education marketing, such as the annual meeting of the higher education marketing agencies in the European Union. By taking part in this meeting, the organization could learn about best practices. Furthermore, participation in these structures could provide opportunities to identify potential partners for common projects on European level e.g. such as the Study in Europe project currently sponsored by the British Council, Archimedes, Campus France, DAAD and EP-Nuffic.

5.1.2. Strategy and Brand Management

Strategy: The HE promotion structure should take the lead in developing a strategic approach for promoting the Romanian HE system based on the internationalization strategy of higher education. This includes a marketing strategy and the development of a “Study in Romania” brand. The marketing strategy should address the goals articulated in the internationalization strategy and facilitate streamlined and effective marketing. The strategy should cover amongst others:

- goals of international marketing;
- definition of unique selling points and the value proposition of Romania;
- segmented target groups;
- definition of priority countries;
- indicators for a successful marketing abroad;
- instruments and structures to be used.

The marketing strategy should include an analysis of how the multiple existing public structures abroad such as the Romanian lectorates, the embassies and the ICR institutes could be integrated. This could help to establish a cost effective marketing strategy by taking advantage of the existing worldwide network.

Brand management: The HE promotion structure should develop and manage a “Study in Romania” brand including style guide and corporate identity. The “Study in Romania” brand should be associated with the national brand. Brand management would include clear rules for the use of the visuals, press releases and communication on behalf of “Study in Romania”. On key aspect should be community building for the brand to ensure that all public institutions dealing with higher education, including the HEIs, are aware of and committed to the brand. In addition, the brand should be placed strategically, for example, by using existing public marketing instruments such as the web pages of the Romanian embassies abroad.

Designing a marketing strategy and the brand have to be done in cooperation with relevant stakeholders in order to create overall ownership and acceptance of the activities of the HE promotion structure. The organization should consult with higher education institutions and take into account the capacity of the Ministry of Foreign Affairs (resources of Romanian embassies in relevant countries) and other relevant state bodies (ICR, ILR etc.).

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5.1.3. Coordination

The analysis of the existing structures in Romania shows that although several agencies and other organizations are dealing with various aspects of internationalization, there is no coordinated international integrated marketing approach for the Romanian higher education system. An effective HE promotion structure would need to take on this coordinating role. An important function would be to oversee the international promotion activities so that they are well embedded in the strategy of internationalization of higher education.

It would require undertaking certain activities, such as organizing meetings, regular roundtables or a forum with representatives of universities and other relevant stakeholders. Meetings should be devoted to concrete topics such as consultations on actions plans, priority countries etc. Relevant actors and stakeholders to be considered are:

- Romanian HEIs,
- University consortia (e.g. Universitaria, Academia Plus),
- National Council of Rectors,
- Ministry of Education and Scientific Research,
- Ministry of Foreign Affairs,
- Ministry of Trade and Commerce,
- Public Agencies such as the National Agency for Community Programs in Education and Vocational Training, the Executive Agency for Higher Education, Research, Development and Innovation Funding, the Agency for Student Loans and Scholarships, the National Center for Equivalence and Recognition of Diplomas, the Institute of the Romanian Language,
- Romanian Cultural Institute (ICR),
- National Student Associations

The HE promotion structure would need to act as a central point for information and coordination among these actors. It would also be responsible for coordinating the flow of information on promotion activities undertaken by the institutions themselves. The aim of these activities is to foster dialogue between actors, identify synergies and enhance inter-institutional cooperation. The vision is to establish a functional network of relevant actors who work hand in hand to contribute to the common goal.

5.1.4. Capacity Building for and Enabling of Romanian HEI

The HE promotion structure, in cooperation with the institutions involved in promotional activities, should initiate a programme of capacity building, aimed at improving the skills of the Romanian academic leaders and dedicated institutional staff to promote Romanian HE and research abroad. Capacity building would include transfers of knowledge and training. Enabling would mean data provision, facilitating participation in events abroad and other incentives for HEIs to enhance their international marketing.

Capacity building: The HE promotion structure, in cooperation with the Romanian HEIs, should develop and support a network of experts on higher education promotion. The roles of such experts would be to consolidate the capacity of the HEIs to promote their programs, as well as to foster the networking capacity of universities, by sharing best practices and developing integrated strategies.

The institutions should engage in active knowledge transfer. This would mean training programs such as workshops for staff of HEIs covering topics such as introduction into higher education marketing, measuring internationalization, building a user-friendly website and instruments for recruiting international MA candidates. Additionally, the institution should offer tailor made publications on higher education marketing, taking the Romanian context into consideration. These publications, for example on low-cost marketing, should aim to support persons working in the HEIs.

Enabling: Given the constraints in human and financial resources, it would be essential that the HE promotion structure engage in centralized data and information provision for the Romanian HEIs and stakeholders. One task should be to provide universities with centralized data, for example on target countries and target groups. In this context the institution should analyze international studies and retrieve relevant data for Romanian HEIs, as well. The HEI promotion structure should conduct its own studies and surveys to learn more about the target groups relevant for Romania and their decision making processes. At a minimum, the HE promotion structure would also need to have access to the relevant data from the HEIs with respect to internationalization parameters. In this respect, close cooperation should be established and developed with the relevant public institutions in charge of data collection relevant for HE promotion (e.g. National Institute for Statistics, Ministry of Education and Scientific Research, ARACIS and UEFISCDI). In this context, the HE promotion structure should propose a set of indicators to be used to benchmark institutional efforts to internationalize and marketing. The data collection would aim at maintaining an overview of the activities of the HEIs and at identifying new

spheres of action. The information generated should support the HEIs in defining their own strategies and actions.

In addition to information provision, Romanian HEIs should be enabled in their promotional efforts by incentives and financial support. The HE promotion structure should organize a Romanian presence at international fairs and facilitate the participation of HEIs, which would use this opportunity to access to international markets and competitors. It is also recommended that financial incentives based on competition (e.g. for the implementation of the best international marketing concept) be provided to foster international marketing by universities. Concrete measures in this sphere of activity will depend on funding available.

5.2. External Functions

The external functions refer to information provision for international pupils and students to raise their awareness of the opportunities offered by Romania and to attract them into the Romanian higher education system. It has to be emphasized that a HE promotion structure can only deliver general information and contribute to the visibility of the Romanian higher education institutions. For the information of international target group different instrument should be utilised.

5.2.1. Online Communication

Centralized data provision for international pupils and students is a central function of all institutions/structures studied. The key instrument is an operational and updated website offering general information on the HE system, funding opportunities, living and working conditions. This had been taken in consideration in the course of developing the website www.studyinromania.gov.ro. The website launched by UEFISCDI within the framework of the "Internationalisation, Equity and Institutional Management for a Quality Higher Education" (IEMU) project serves as an entrance portal for international students.

It is essential that the newly launched website be maintained and updated. In line with the trends in communication and the communication behaviour of the target groups, social media channels have to be established and used as well for higher education marketing. A presence in channels such as Facebook, Twitter, Instagram and Youtube should be considered. A HE promotion structure should take responsibility for the "Study in Romania" portal and presence in social media. The HE promotion structure should work on an integrated online communication concept covering aspects such as content management, including an editorial plan, promotion of the website and social media channels. Furthermore, it is necessary

that the online activities be continuously monitored to adjust them to the identified needs and trends. Even if some of these instruments are free of cost regarding licensing, it has to be underlined that a professional presence requires adequate human resources to create user-friendly content and to facilitate the interaction with users, for example, answering questions on Facebook and emails.

5.2.2. Promotional Materials and Press Relations Abroad

Promotional materials are still relevant in the marketing mix as the case studies show. The new HE promotion structure should therefore be responsible for publishing brochures and flyers in foreign languages covering general information on the Romanian HE system, the unique selling points of Romania etc. The content of the brochures and flyers should be client orientated. It is recommended that different target groups be addressed with distinct publications. In addition to developing publications, the HE promotion structure should produce other promotional materials such as giveaways.

On key function in this sphere of activity is the distribution of materials. The new structure should take the responsibility for the worldwide distribution and ensuring that materials are available in the public Romanian network abroad e.g. the Romanian Cultural Institutes and Romanian lectorates.

Press Relations Abroad: The HE promotion structure should also address multipliers, especially journalists, and use media channels such as journals and newspapers abroad to reach international target groups. In this context the staff of the new organization should cover the media and link with journalists to create a journalist network. International journalists should be supplied with information and relevant content that they can use for their work and articles. The placement of advertorials and advertisements should also be considered. The duty of the HE promotion structure would be to identify relevant journals, newspapers and other channels and to create content for the materials to be placed.

5.2.4. Events and On Site Consultations

Events: The HE promotion structure should have a leading role in organizing events and participation in international education fairs and networking conferences abroad. It should be ensured that Romania is present in the main international networking conferences and the attached fairs such as NAFSA, APAIE and EIAIE. Depending on the target countries to be defined, other international education recruitment fairs should be selected. Participation in network and recruitment fairs should take place under the “Study in Romania” brand. In addition the promotion structure providing

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general information on studying in Romania, other representatives of HEIs should present their programmes. The mode of participation and the selection of HEIs to be present at these events have to be specified and made public in order to guarantee transparency.

By presenting different institutions under one brand, the visibility of Romanian study opportunities in these international events would be increased. The HE promotion structure should organize and finance the participation of “Study in Romania” and should support the HE institutions financially.

Other events such as promotion tours and information sessions at universities abroad should be set up, taking into account the regional specialities and needs of the target group. In so doing, the network of the Romanian lectorates should be addressed. The Romanian HE promotion structure should generate material such as power point presentations and supply lectures to support these materials and assure the quality of the information provided. Furthermore, the League of Romanian Students Abroad should be contacted to explore options of cooperation with regard to events abroad.

On Site Consultation: International experiences demonstrate that personal consultation and support can be crucial for the decision-making process. Thus, some countries studied e.g. Taiwan, Estonia and Austria, decided to put in place regional contact points. The HE promotion structure should work with the relevant stakeholders on a concept of how to make best use of the existing structures abroad for on site consultation. Romania’s existing broad network of embassies, cultural institutes and lectorates provide a solid foundation for such an initiative.

The centralized information provision is just one element of an integrated marketing process that should result in hosting more international students in Romania. Some processes, such as the application procedure, would not be in the hands of the structure. The limitations of the new structure should be defined, as well as the points of intersection with other institutions in order to facilitate client-orientated integrative marketing. Only if the activity of the HE promotion structure is coordinated with other institutions working in this arena can a successful marketing can be achieved, potentially resulting in increasing the number of international students. Therefore, the internal functions such as coordination and capacity building, and the external function of information provision depend on each other and should be organized under one roof.

6. Conclusions

In the current Romanian institutional context, any of the three scenarios presented above can yield good results in terms of HE promotion if internationalization of higher education becomes a priority at policy level and provided there is a mechanism to structure cooperation mechanism among various public authorities and organizations that can meaningfully contribute to this effort.

Leading role of the Ministry of Higher Education and Scientific Research: It can be assumed that if the Ministry has a clear commitment to internationalization there would be a way to allocate additional funding to promotion activities if needed. The decisions on definite activities would be undertaken in a more dynamic way. Experience and the case studies show that the scenario with the Ministry in the leading role runs the risk of instability resulting from key staff turnover and the relative lack of capacity in terms of human resources with relevant expertise. The commitment to coordinate the promotion structure, including a number of initiatives, would require hiring several competent people within the Ministry who would be dedicated directly and solely to the issue of internationalization. For example, maintaining the “Study in Romania” portal would require hiring a person with good IT skills as well as communication skills, including English language skills. Taking into account the very low capacity of current Ministry, limited financial incentives, fulfilling this condition would be a real challenge.

Another constraint would be that the Ministry is usually more bound by rigid procedures than other entities regarding, for example, tenders. This can make efficient outsourcing of different activities (e.g. producing materials) more difficult. Rigid procedures also make it impossible to increase the salaries of civil servants employed in the Ministry through external grants for promotion activities.

Transferring duties to an existing agency: In Romania there are several agency/institutions active in the field of higher education. These agencies are both established and functional. Therefore if promotional activities were to be transferred to one of these agencies/institutions, it could be supported by existing infrastructure and capacity. As the case studies show, this scenario is working in some countries. As universities in Romania tend to oppose decisions taken by the central authorities such as the Ministry of Education and Scientific Research, an agency could serve as a buffer between the HEIs and the Ministry of Education. It can be expected that HEIs would be more willing to work with an agency than with the Ministry. Agencies are more flexible than ministries regarding applications for tenders etc. and have

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already some experiences in that area. Furthermore, the case studies show that by clustering diverse internationalization instruments such as cooperation programs, grants, lectures programs etc. under one roof, one can achieve considerable synergy and implement a integrated marketing and internationalization strategy that covers multiple aspects.

Nevertheless, it has to be considered that by delegating the duties to a state agency internationalization and international marketing would be still organized top down. There is a risk, that the agency will not take into account the needs of the higher education institutions, since it reports to the Ministry. Ownership by the HEIs of the marketing process would be reduced. Furthermore, establishing a new agency would potentially increase the fragmentation of the Romanian institutional landscape dealing with higher education. Delegating international promotion to an existing agency runs the risk of increasing competition and mistrust among agencies. This would impede the creation of a solid and functional network.

Delegating international marketing for the Romanian higher education sector to an agency/institution would mean that the Ministry has a clear vision of the internationalization process, the goals to be reached and how duties should be divided. As such a vision is missing, it is rather difficult to define the duties and responsibilities of the state agency.

Establishing an university based agency/institution: As the case studies show, the initiative for promoting the Romanian higher education system abroad can derive from the universities. As the public authorities in Romania lack a clear vision of internationalization, and international higher education marketing is not a priority, a university association could take up the challenge. A bottom-up approach would guarantee that the needs of the universities are taken into consideration and would get the HEIs on board. It is expected that a university based NGO would be more flexible in implementing a marketing strategy. As noted above, public authorities are more bound by rigid procedures than are NGOs regarding matters such as tenders, hiring staff and outsourcing functions.

Implementing this scenario would face some challenges. At the moment a strong and functional university association in Romania that could undertake the duty of international promotion is lacking. It is unlikely that the Romanian public authorities would transfer national responsibilities and money to an existing university association, even one that represents the public interest, if they have little influence. As the university association or HEI-based NGO would not be part of the system of

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public agencies and entities, there is the risk that the initiative would not be inclusive and some public players would refuse close cooperation.

After a consultation organised in the frame of the IEMU project with various stakeholders (HEIs representatives, public policy makers, national stakeholders etc.), **a fourth scenario has been proposed by the participants**. This scenario puts forward a combination of the three scenarios already presented for the Romanian context. The new scenario should be developed based on some particularities taken from the NUFFIC model (The Netherlands organisation for international cooperation in higher education). As such, the HE promotion structure could be organised as a **public not for profit structure with professional management**, with a strong involvement of the Romanian HEIs. Financing such a structure could be composed of governmental, HEI and EU funds. In this scenario, the National Council of Rectors needs to become more active in internationalisation policies and create a group reuniting the Vice-rectors for internationalisation that could play a key role in the public policy advice process. Such a scenario would need to first clarify issues related to the way in which the leadership is selected and the relationship with the Ministry of education and other national public structures with responsibilities in the area of internationalisation of higher education.

Recommended scenario for the Romanian case: In case of a shortage of available central funds, it is likely that the scenario in which an association based on HEI efforts is created would be the most cost-effective approach, provided that such an initiative is inclusive (meaning that all Romanian HEIs can access it) and that it is meaningfully linked to the public authorities with responsibilities in this area. Such a grassroots structure could also, in time, be associated with the public interest and be eligible for public funding (as a foundation of public utility).

If internationalization of HE is considered a national priority in the foreseeable future, and is accompanied by a clear and well-resourced national strategy, the most cost-effective solution could also be a designated structure with a public character to undertake promotion activities whether it is exclusively dedicated to HE internationalization and promotion, or has this as one of several focuses. This solution, however, depends on the availability of adequate resources (financial, logistical and human resources) and on an enhanced level of inter-institutional cooperation (in comparison with the current situation). In addition, it depends on the adoption of an internationalization strategy, that includes clear priorities for the promotion of the higher education system abroad.

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The external and internal functions of a HEI promotion structure are numerous and diverse. It has been clearly shown that an integrated marketing approach demands more than marketing instruments such as a website and brochures addressed to international target groups. Coordination, capacity building, brand management etc. are key factors for the successful and sustainable marketing of Romanian higher education.

In either of the two scenarios described above, the place of the HE promotion structure in the system should be such that systematic links with relevant institutions are ensured. At present, there are various public institutions that could play a much more prominent role in the Romanian HE promotion efforts: for example the Romanian lecturers within the lectorates abroad could act as resources for providing information about the Romanian HE system and promoting study and research opportunities in Romanian HEIs. At the same time, their efforts could be coupled with those of Romanian diplomatic missions and the Romanian Cultural Institutes across the world, where these lecturers could work on a voluntary basis to provide information and expertise to those interested to come to Romania to study or do research.

With successful pooling of resources, efforts to promote the brand of Romania as a touristic or investment destination could be successfully joined with those aimed at promoting Romania as a study and research destination,. Such an initiative would, however, require the prioritization of this topic by the Government and cooperation across ministries and other relevant state institutions.

Similarly, much more cooperation could be established between Romanian HEIs and multinational companies, which could provide relevant information regarding work opportunities in their Romanian and foreign branches, as well as regarding study programs closely linked to labor market requirements (e.g. the engineering programmes designed in close cooperation with Renault or Ford, IT programmes in cooperation with Oracle or BitDefender etc.).

The involvement of HE and research stakeholders (institutional networks, associations of students, academic staff, researchers and alumni, employers etc.) is also key to ensuring the needed ownership of HE promotion initiatives. Their involvement in the design, implementation and monitoring of HE internationalization and promotion efforts at both national and institutional level ensures a multiplier effect of all agreed-upon initiatives.

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