

TRENDS 2024

European higher education institutions in times of transition

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EUA Trends series

➤ **Read the Trends 2024 report:**

<https://www.eua.eu/publications/reports/trends-2024.html>

➤ **Download the dataset:**

<https://doi.org/10.5281/zenodo.13768235>



A milestone publication of EUA's since 1999



Trends 2024: 9th edition, 489 HEIs responded, 45 EHEA countries



Maps developments in the European higher education landscape



Comparative data



From the perspective of higher education institutions (HEIs)



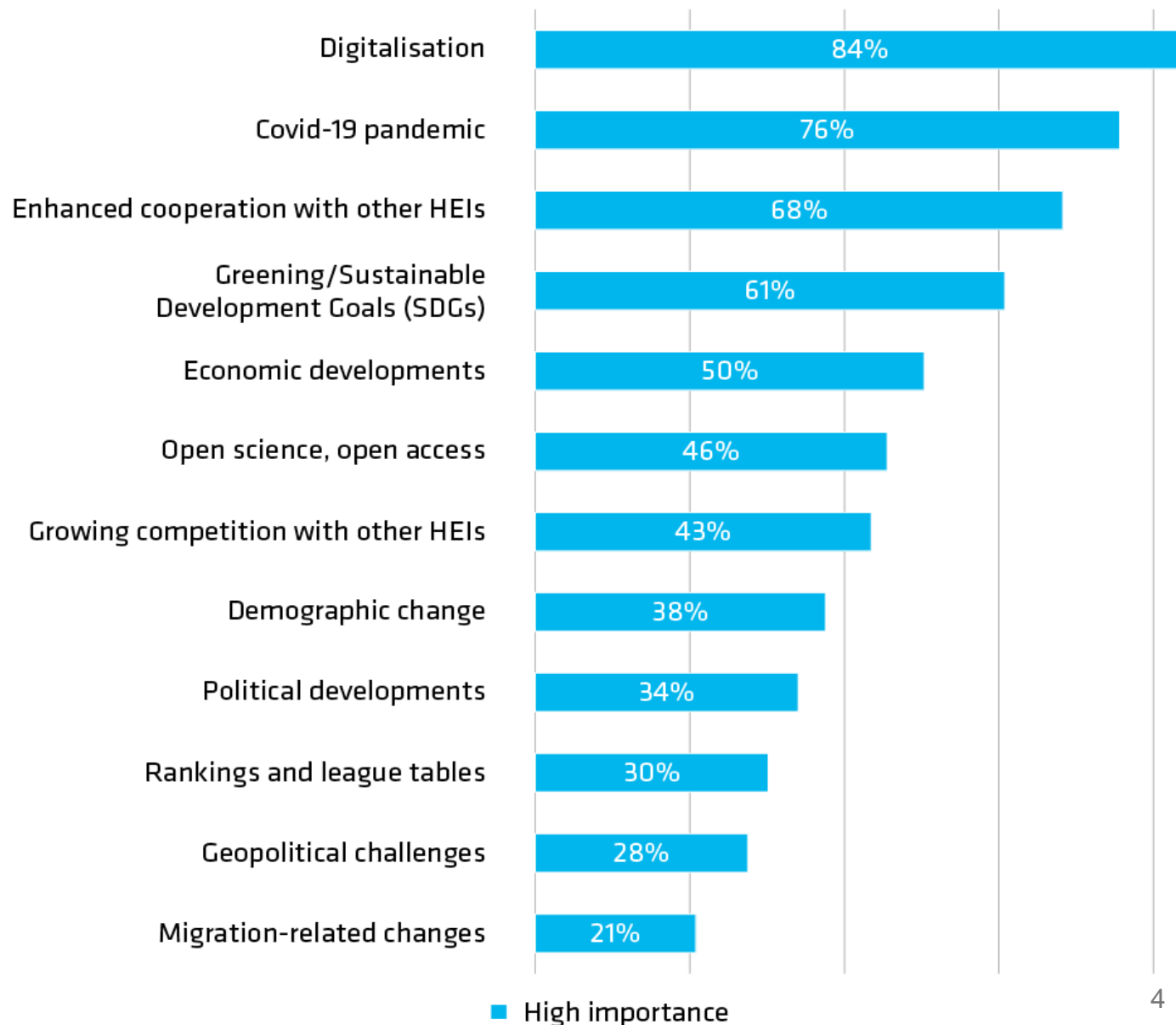
Associated with the reforms under the Bologna Process

A few trends

1. “Times of change”? University missions and priorities
2. Students and the education offer
3. Internationalisation

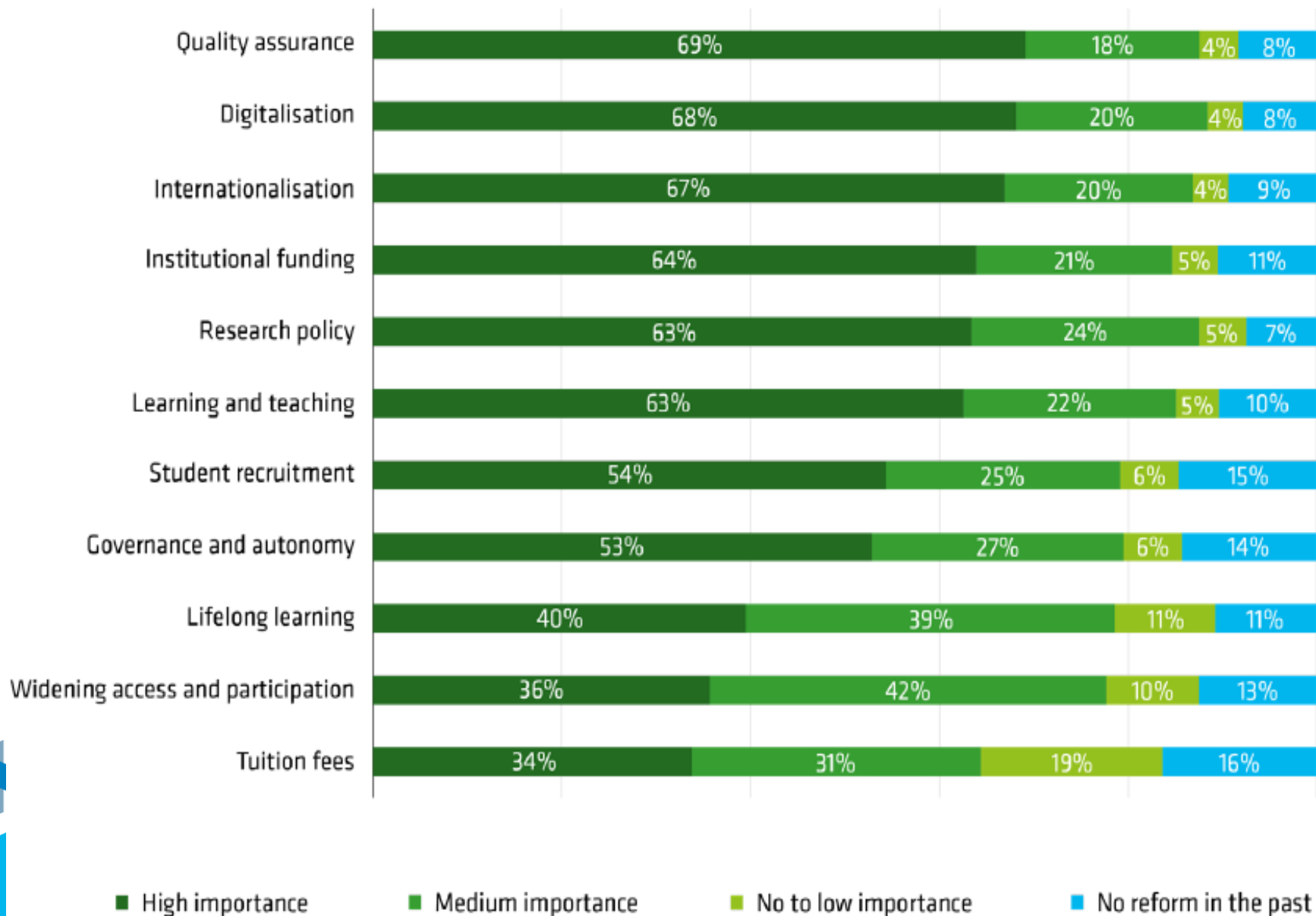
Developments impacting institutions' overall strategy, past five years

Q9. Which of the following developments have impacted your institution's overall strategy in the past five years? N=485

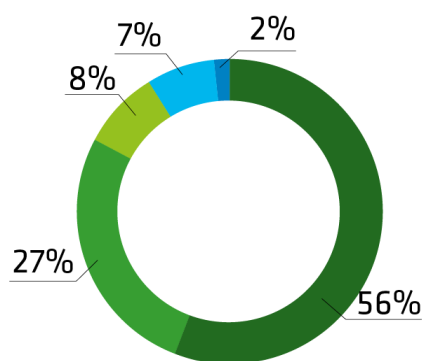


Important national reforms, past 5 years

Q11. In the past five years, how important have national reforms in the following areas been to your institution ? One option per line. N=483



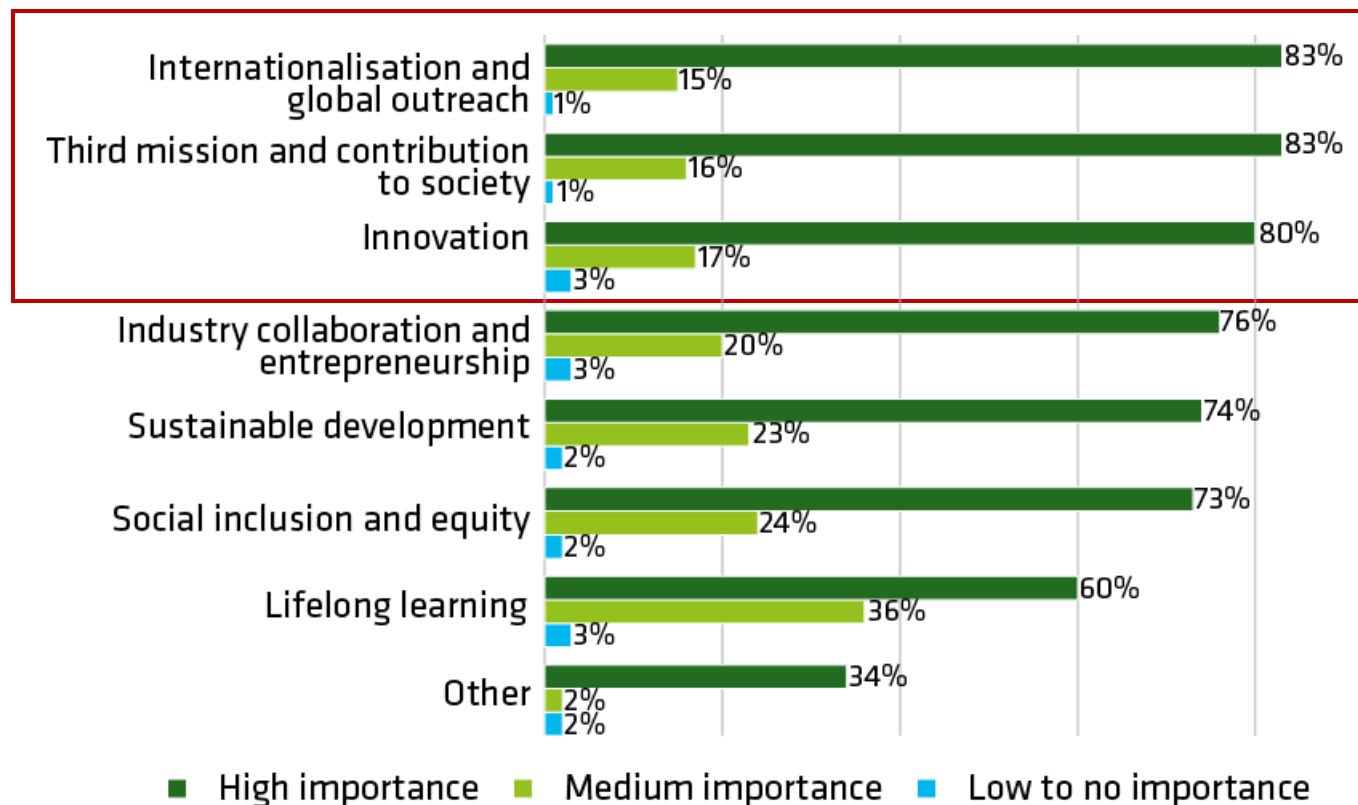
Multiple university missions: complexity, and risk of fragmentation?



- Both are equally important
- Both are important, but education is slightly more
- Both are important, but research is slightly more
- Education
- Research

Primary mission:
research &
education equally
important 56%

Third mission on top,
together with
internationalisation &
followed by innovation



Q7. What would you see as the primary mission of your institution? N=488.
& Q8. How important are the following areas for your institution? N= 482

Increases post-Covid 19 in 2023

Q31. In 2023, do you see any increase in the following areas, compared to the situation before the Covid-19 pandemic? N= 480

| | |
|--|-----|
| Attention to students' mental health and wellbeing | 66% |
| Blended learning | 64% |
| Teleworking for administrative staff | 58% |
| Students' demand for more blended learning | 57% |
| Flexible learning offer | 52% |
| Online testing and examinations | 50% |
| Institutional preparedness for emergencies and crisis management | 48% |
| Attention to staff's mental health and wellbeing | 47% |
| Teleworking for academic staff | 47% |
| Hybrid learning | 45% |

Student enrolment

- General increase in the past 5 years
- BUT noticeable decreases in some Eastern and Central European countries (degree education)

Expectations: next 5 years

- 77% of HEIs: increase of international students
- 51%: increase of learners in non-degree education
- 41%: increase of mature learners*

“Model” and processes in place?

- 1/3 of HEIs: no info on numbers for the mature learners

Non-degree learners are registered as...

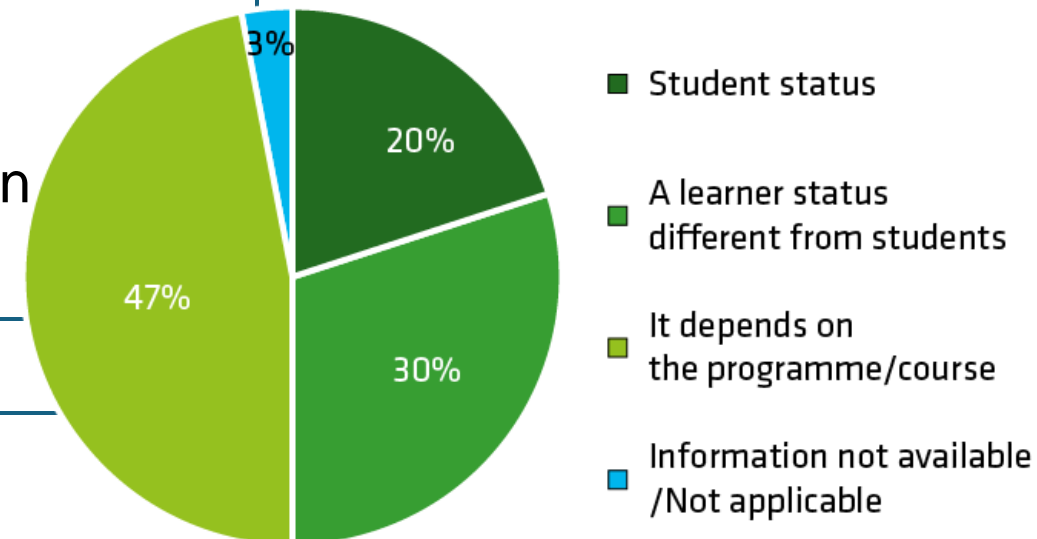


Figure 25: Implementation of learning outcomes

Q30. Have learning outcomes been implemented? Please select one option. N=484

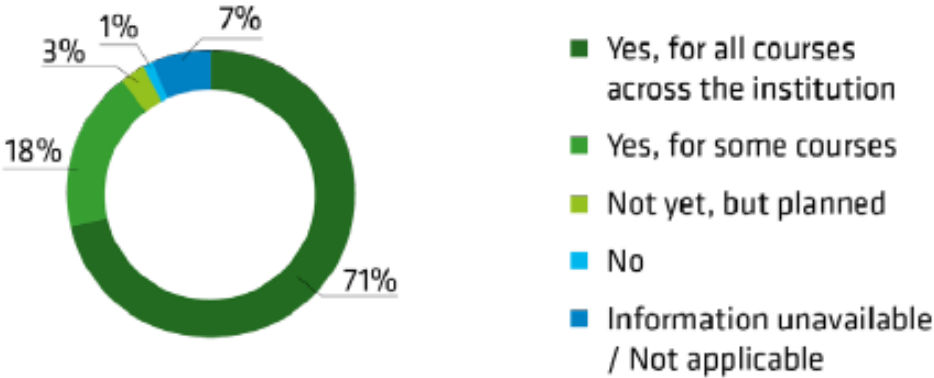


Figure 26: Progression in the implementation of learning outcomes since 2010

Have learning outcomes been implemented? Please select one option. Trends 2010 Q19; Trends 2015 Q36; Trends 2018 Q22, N=295; Trends 2024 Q3, N=484.

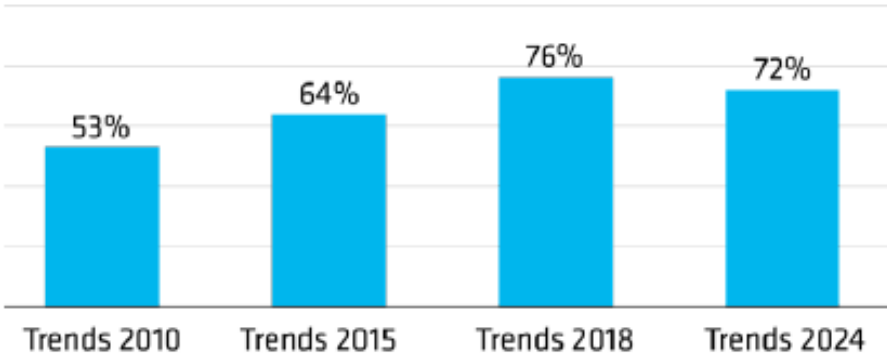
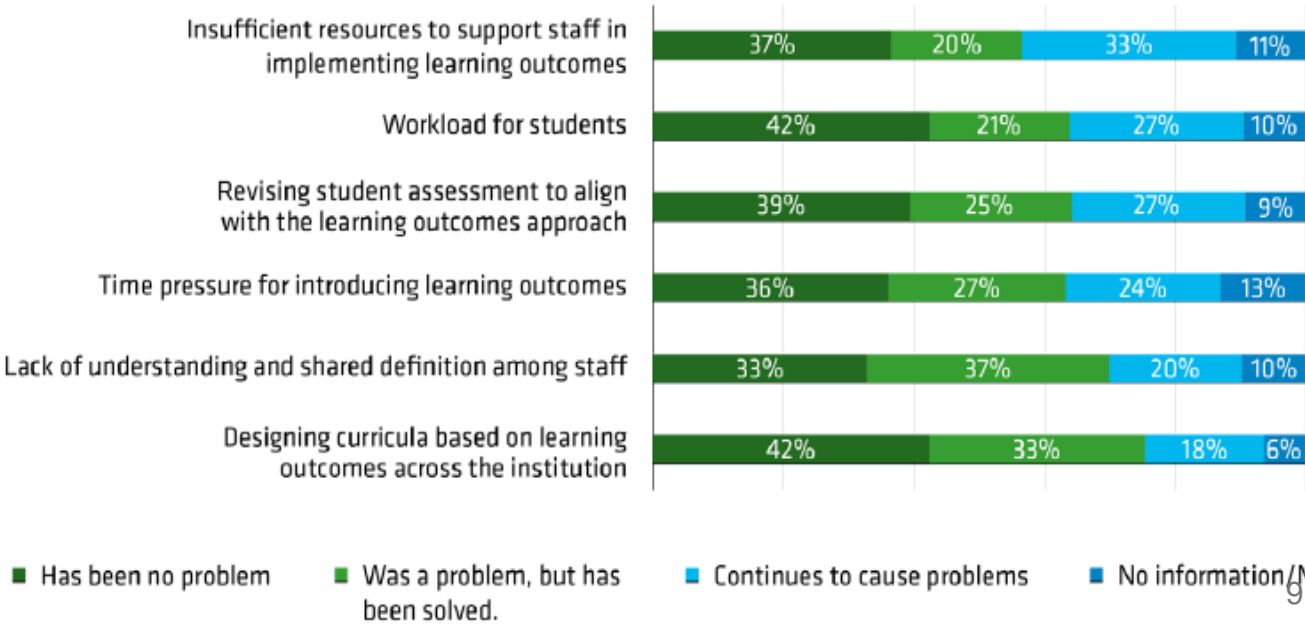
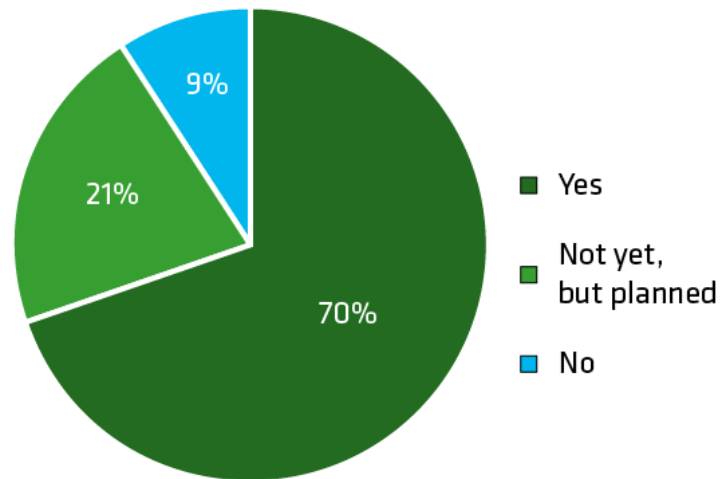


Figure 27: Issues encountered when implementing learning outcomes

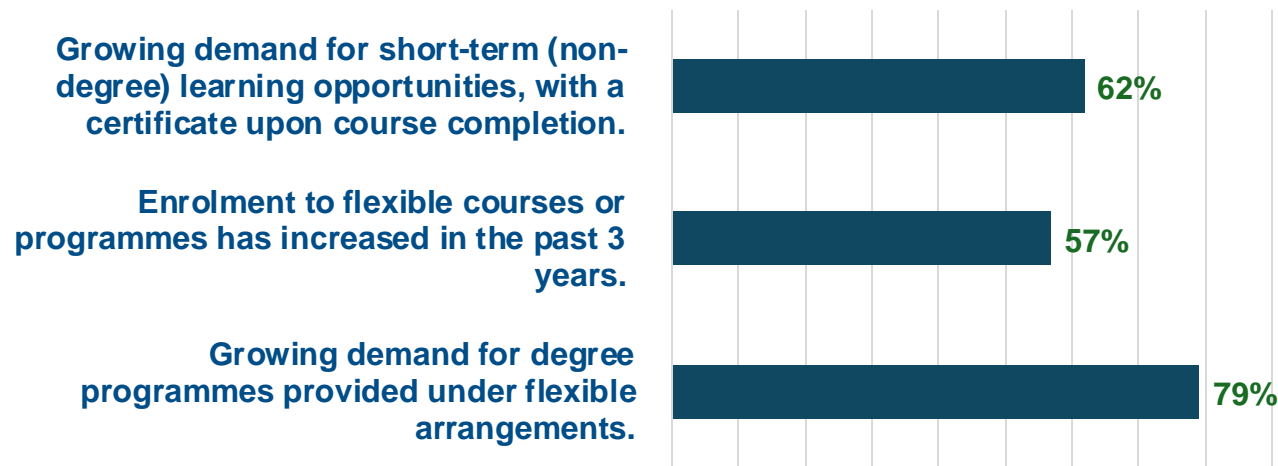
Q30.1. How would you describe issues encountered when implementing learning outcomes? Please select one option per line. N=433.



Offer of non-degree programmes or courses

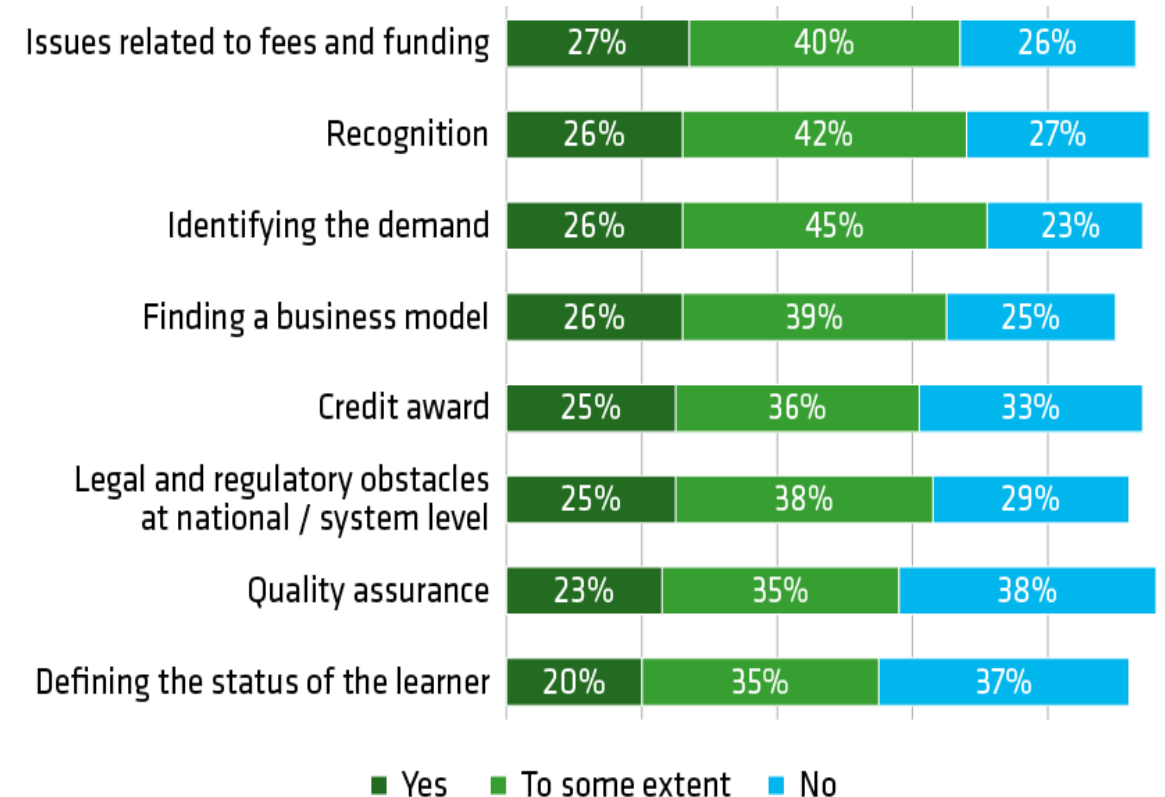


Q24.1. [If you selected "Yes - Does your institution offer non-degree programmes or courses"] How does your institution register learners for these non-degree programmes or courses?



Trends 2018. Q29. Do the following statements reflect the current situation in your institution? Yes/To some extent.
N=289

Challenges for non-degree programmes or courses



Q25. Do you see challenges for non-degree programmes or courses (earning certificates, badges or micro-credentials) in the following areas? N=472

International exchange and collaboration

Q42. How would you describe the situation of international exchange and collaboration at your institution? N=401.



Mobility rates and challenges

Q43. At your institution, what is the approximate percentage of students with at least one physical mobility experience upon graduation? N=478.

& Q45. What do you see as challenges for your outgoing students (credit mobility)? N =473

| Percentage of students with at least one physical mobility experience | | | | | | |
|---|-----|-------|--------|--------|---------------|--------------------|
| | ≤5% | 6–10% | 11–20% | 21–50% | More than 50% | No information /NA |
| Bachelor's | 34% | 25% | 20% | 9% | 4% | 8% |
| Master's | 37% | 20% | 18% | 10% | 4% | 10% |
| PhD | 30% | 10% | 9% | 9% | 13% | 28% |

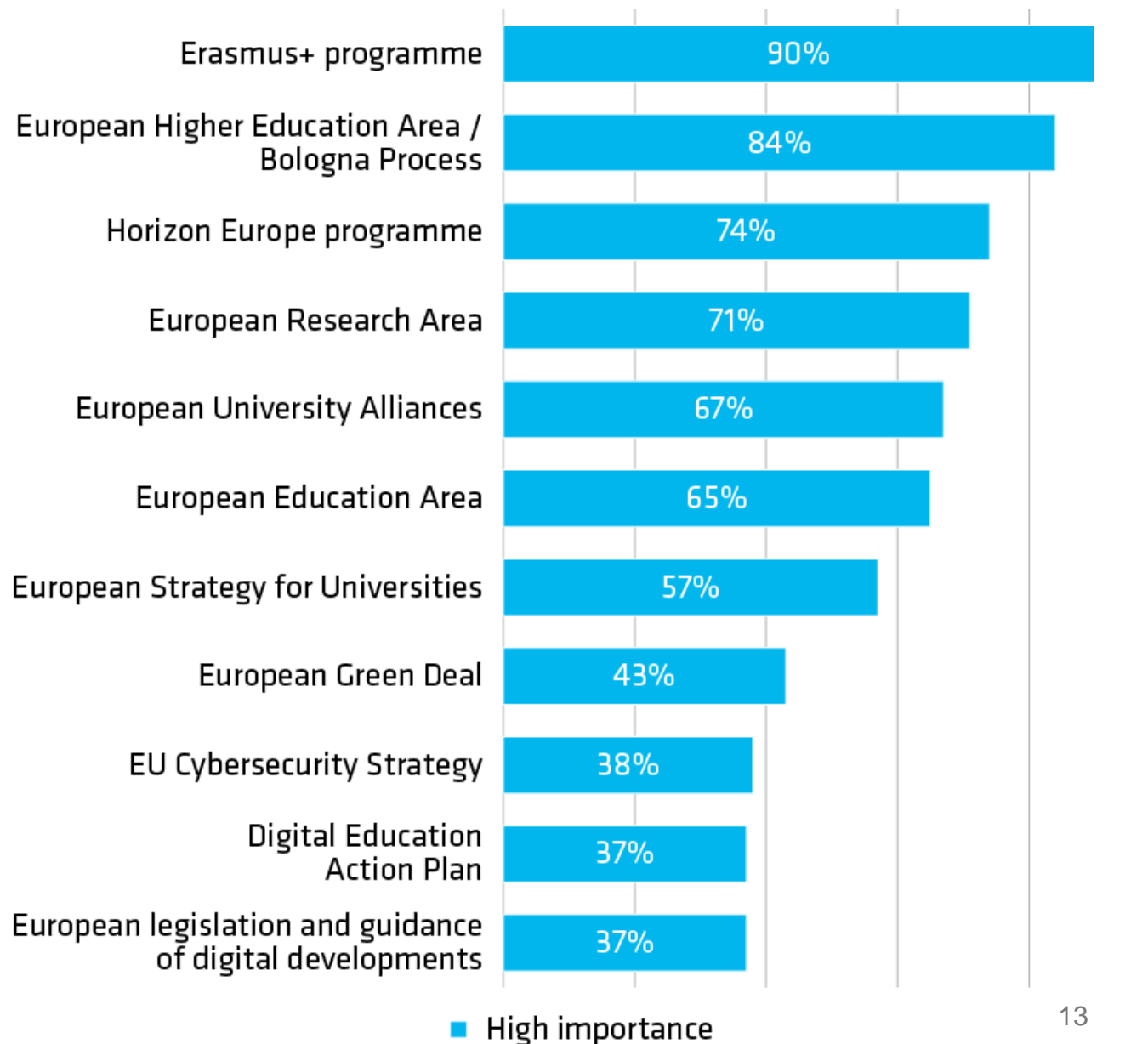
Challenges:

- Students cannot afford it – **81%**
- Difficulty for credit mobility in some academic disciplines - **69%**
- Differences in the academic calendars – **68%**
- Many students face some sort of mental barriers - **67%**
- Difficult to fit into a master's **53%** or bachelor's **49%** programme

“Europe matters”:

The importance of European strategies, initiatives and funding programmes

Q10. What level of importance do the following
European strategies, initiatives and funding
programmes have for your institution?
N=484



Food for thought

Convergence on main evolutions since pandemic

- Impact of pandemic and subsequent developments: digitalisation, more blended/flexible provision, policies needed (ethics, data protection, staff and student wellbeing)
- Importance of inclusion, third mission, and international cooperation and exchange
- Overall view of HEIs' outreach and societal impact: some measures in place, scaffolding/mainstreaming still needed?

Missions of higher education

- More importance granted to more missions and priority areas: mission overload, “do less with more” trap?

A reflection on the education offer of the future

- Changes in numbers and composition of the student body in some countries
- Raise of non-degree education: complementarity with degree education? What does “flexibility” mean and entail? Role in lifelong learning? What student experience to offer?

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Thank you for your attention

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