

# English-taught bachelor's programmes

*Internationalising European  
higher education*

*By Anna-Malin Sandström & Carmen Neghina*



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Internationalising European higher education

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## English-taught bachelor's programmes: an evolving trend

International higher education continues to change with the times: students have more options to study abroad than ever before, new regions and institutions are becoming stronger in providing world-class international degrees and digital learning methods are challenging the traditional views on higher education. As European higher education institutions become more strategic with their international offerings trends emerge, such as the recent proliferation of English-taught bachelor's programmes (ETBs).

The introduction of English-taught degrees at continental European universities has been part of a larger internationalisation trend that took place after the completion of the Bologna Process. The development started at the graduate level with the introduction of English-taught master's programmes (ETMs). In 2001, findings from a study identified 725 ETMs in Europe, a number which soon rose to 2389 in 2007 and 8089 in 2014.<sup>1,2</sup>

This is the first study to investigate whether ETBs are undergoing a similar trajectory and are enhancing internationalisation. Using quantitative data from StudyPortals and qualitative interviews conducted by the European Association for International Education (EAIE), this report provides a first overview of the emergence and growth of ETBs in Europe in addition to exploring the benefits, challenges and impact of these programmes on the institutional and national level.

### Selecting the data

This report covers ETBs at higher education institutions (HEIs) in 19 European Higher Education Area (EHEA) countries (see Figure 1). ETBs refer to programmes that are taught in English and result in a first cycle post-secondary education diploma.<sup>3</sup> The countries were selected based on the availability of sufficient data on ETBs but excluded countries whose local language is English. Countries with sufficient data on at least 30 ETBs were included. Qualitative interviews were conducted with institutional and national agency representatives in six countries to complement the quantitative data.

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1. Maiworm, F. & Wächter, B. (eds). (2002). English-Language-Taught Degree Programmes in European Higher Education: Trends and Success Factors. ACA Papers on International Cooperation in Education. Bonn: Lemmens.

2. Maiworm, F. & Wächter, B. (eds). (2014). English-Taught Programmes in European Higher Education: The State of Play in 2014. ACA papers on international cooperation in education. Bonn: Lemmens.

3. This report covers ETBs taught both fully and partially in English; 92% of the ETBs in this study are reported as fully English-taught. Please see Appendix.

## Analysing the numbers, interviewing the experts

### StudyPortals data

The insights in this report are based on the StudyPortals database of English-taught programmes offered by the institutions listed on its websites. These institutions include the top 1500 HEIs in the world, as well as other HEIs partnering with StudyPortals.<sup>4</sup> The sample consists of the 1617 institutions within the EHEA that have listed at least one ETB. The data are predominantly retrieved from StudyPortals' two main platforms as of May 2017; BachelorsPortal, containing more than 68,000 full degree ETBs and MastersPortal, which contains over 54,000 ETMs. The latter is mostly used for comparative purposes. For each programme, StudyPortals collects information on aspects such as programme content, admission criteria and tuition fees.

To verify the validity of the StudyPortals data, the national agency representatives interviewed were asked to provide data on ETBs in their country. While some countries do not collect these types of data (for publication), a majority of the national agencies provided data on these programmes.<sup>5</sup> In the Netherlands and Germany, the reported number of ETBs were very well aligned with StudyPortals data (99% and 90% overlap respectively), whereas in Finland, they were relatively well aligned with a 77% data overlap. For the Czech Republic, the StudyPortals data only covers 22% of the ETBs in the national database.<sup>6</sup> For Spain, the StudyPortals data contains 2.5 times more ETBs than reported by the national agency.<sup>7</sup> In Poland, the national dataset includes all foreign-language taught bachelor's, thus making it challenging to compare the numbers with StudyPortals data. The discrepancies between the StudyPortals and national agency data can mostly be explained by StudyPortals market penetration as well as different data collection, measuring and definition practices.<sup>8</sup>

4. The top 1500 HEIs is based on the webometrics ranking ([www.webometrics.info/en](http://www.webometrics.info/en)).

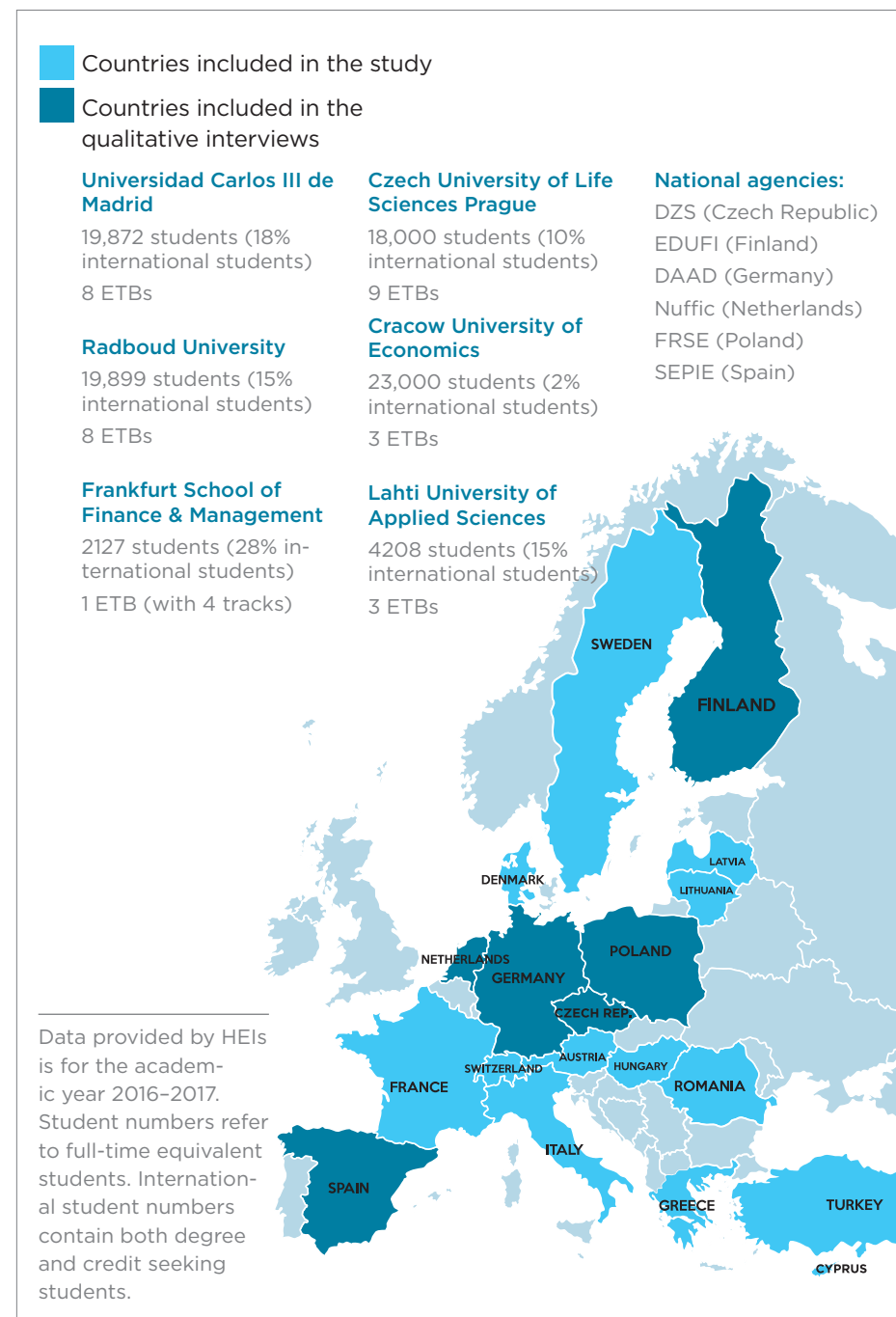
5. The national agencies provided data on programmes taught fully in English.

6. The Czech national database reportedly covers all accredited ETBs *ie* also those not actively offered. A closer look at the national database shows that it also contained multiple duplicates.

7. Some bachelor's programmes in Spain are reported as being offered fully in English in StudyPortals' database whereas they are reported as only being partially offered in English in the national agency database. These programmes are hence not included in the national agency data provided for this report.

8. A rough estimate is that the StudyPortals database lists approximately 70%-75% of ETBs in Europe; this percentage is higher for North-Western Europe and lower in Eastern Europe. StudyPortals data includes ETBs offered by both local institutions and foreign providers in the countries studied.

Figure 1: EHEA countries included in the study



Hence, the ETB data in this report are estimates. The large number of programmes provides a first overview of ETBs and indicates a pattern of growth worth further exploration.

### Qualitative interviews

To better understand how ETBs were developed and are perceived at the institutional and national level, semi-structured interviews were conducted in May and June 2017. Six countries were selected, representing different regions of Europe and stages of internationalisation: the Czech Republic, Finland, Germany, the Netherlands, Poland and Spain (see Figure 1). Within these six countries, HEIs of different types, sizes and focus were selected based on StudyPortals data to allow for a variety of perspectives. A final selection was made of one institution per country offering a number of ETBs close to the country average (see Appendix). In each country the national agency with responsibilities for international higher education was included (see Figure 1).

One ETB programme coordinator and one internationalisation administrator was interviewed from each institution, with the exception of two institutions, at which only one staff member was interviewed due to time constraints. At the national agencies a member of staff or an external expert with responsibilities and/or expertise in ETBs was interviewed.<sup>9</sup> The data retrieved through these interviews are not representative of the wider European higher education area, but shed light on the nuances of developing ETBs.

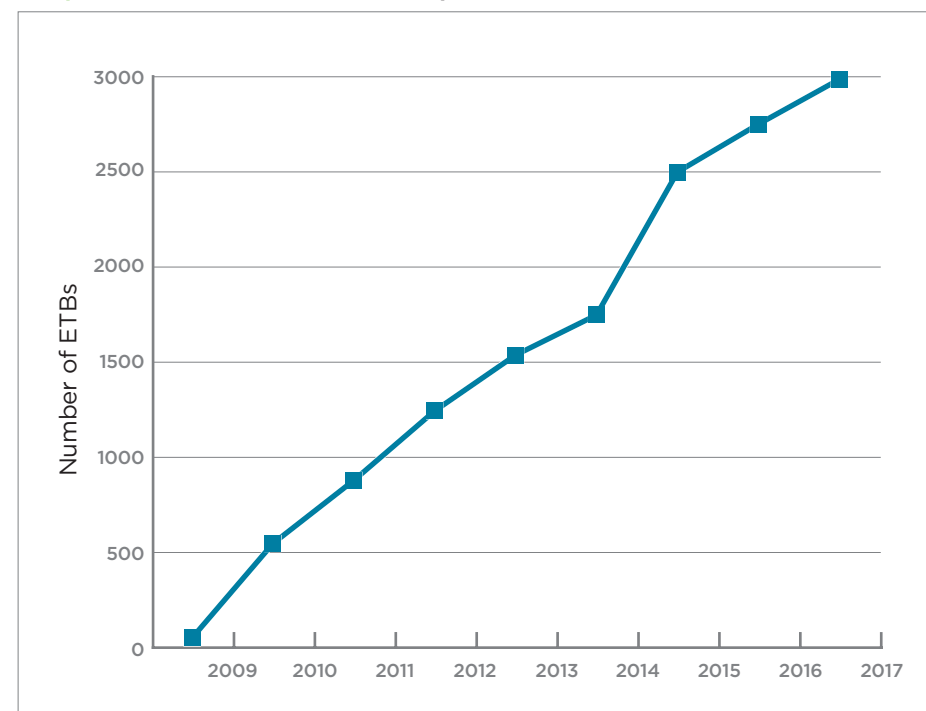
9. All interviews were conducted over the phone/Skype with the exception of those with the German national agency and the Spanish institutional interviews, which were conducted via e-mail.

## From novelty to normal

### Significant growth

The data show that in 2009, 55 ETBs were included on BachelorsPortal. In less than a decade, the number of ETBs included on BachelorsPortal has grown significantly, with 2900 programmes being offered in 2017 (see Graph 1). This shows a fifty-fold growth over the past eight years with 2017 being the first year not witnessing a double-digit growth rate (9%). The growth pattern has been uneven in recent years, with ETBs growing 14% in 2014, 43% in 2015, and slowing again to 10% in 2016. Whether the growth of ETBs is leveling out as predicted remains to be seen.<sup>10</sup>

Graph 1: Growth of ETBs in Europe 2009–2017



Source: StudyPortals

The qualitative interviews corroborate the quantitative data. According to the professionals interviewed, ETBs were a novelty a decade ago when they were introduced but have become a relatively common aspect of internationalisation with many institutions developing more ETBs as a response to increased demand and global competition.

10. Maiworm, F. & Wächter, B. (eds). (2014). English-Taught Programmes in European Higher Education: The State of Play in 2014. ACA papers on international cooperation in education. Bonn: Lemmens. (2)

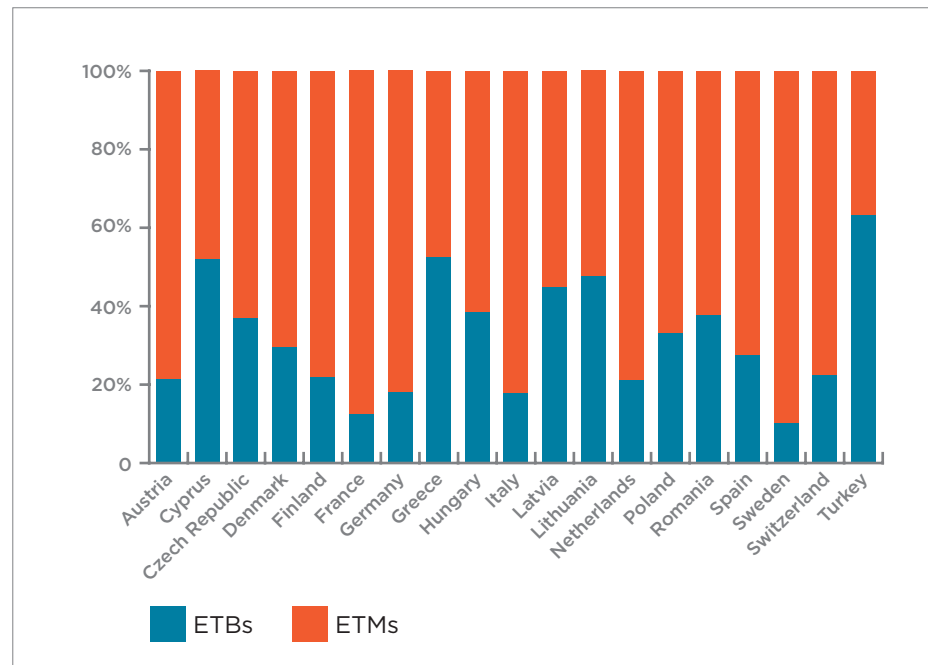
At most institutions, ETBs still constitute a minority of the bachelor's level programmes on offer. Those developing some of their first ETBs feel they are catching up with the trend in the field; *"we're seeking to catch the train"*, one respondent explained.

### From master's to bachelor's

Most institutions interviewed had an ETM in the subject field of their ETBs; in many instances, the ETM was introduced first and the ETB developed later. However, there are exceptions to this; as illustrated by one respondent, for example, when ETB graduates strongly advocated for an ETM in the subject field to allow for them to continue studying at the graduate level.

When comparing the distribution of ETBs with ETMs, the latter are still more popular, in terms of numbers, in most European countries (see Graph 2). ETBs constitute 27% of the total number of English-taught programmes offered on master's and bachelor's level. Some countries show a different pattern, however. Turkey is an outlier in the European context with almost double the number of bachelor's programmes (545) than master's programmes (317), while Sweden is an example of the other extreme, delivering almost nine times as many ETMs (801) as ETBs (90).

**Graph 2: Distribution of ETBs and ETMs by country**



Source: StudyPortals

### Internationalising in an increasingly competitive environment

To place the growing trend of ETBs in the institutional context, the respondents were asked why ETBs were introduced and continue to be offered. Five main reasons recurred in many of the interviews (see Table 1). Becoming more international or internationalising the institution was the most common reason; *"the field is international, so we must be international"* in the words of one respondent.

**Table 1: Respondents' top five reasons to offer ETBs**

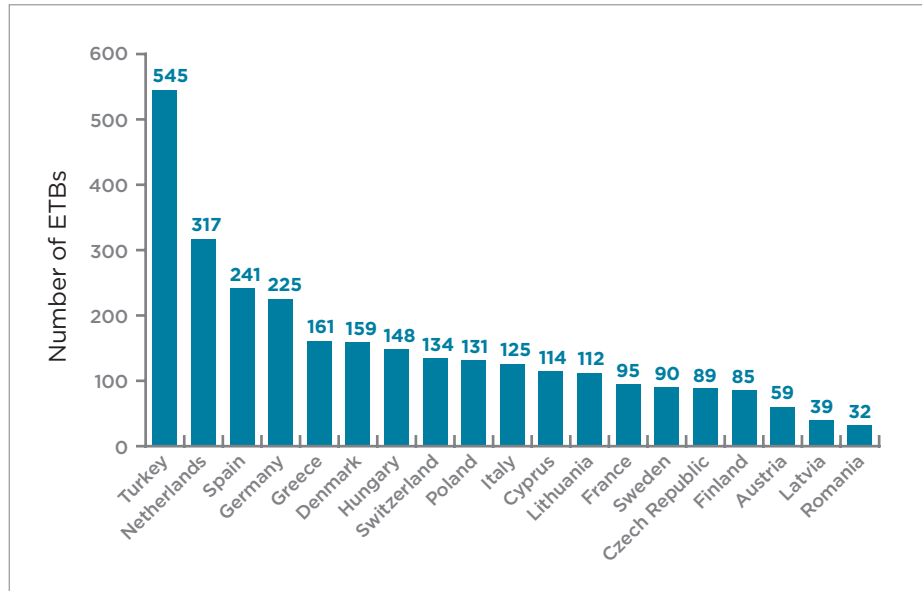
1. Internationalise the institution
2. Become or remain competitive
3. Attract international talent
4. Prepare local students for a global world
5. Respond to demographic shifts (declining local student population)

## The ETB landscape

### Number of ETBs

A total of 2900 English-taught bachelor's programmes were identified in the StudyPortals database in the 19 European countries studied. The number of ETBs per country varied from 32 ETBs in Romania to 545 ETBs in Turkey (see Graph 3).<sup>11</sup>

**Graph 3: Number of ETBs by country<sup>12</sup>**



Source: StudyPortals

### Number and percentage of HEIs offering ETBs

It is important to look beyond the number of ETBs per country to fully grasp the spread of the trend. Therefore, the number and percentage of HEIs offering ETBs in each country were analysed to see if the programmes were limited to a few institutions or were more widespread. The countries with the highest amount of institutions offering ETBs are Germany (69 HEIs offering ETBs), the Netherlands (42), France (41) and Poland (40) whereas the countries with the fewest HEIs offering ETBs are

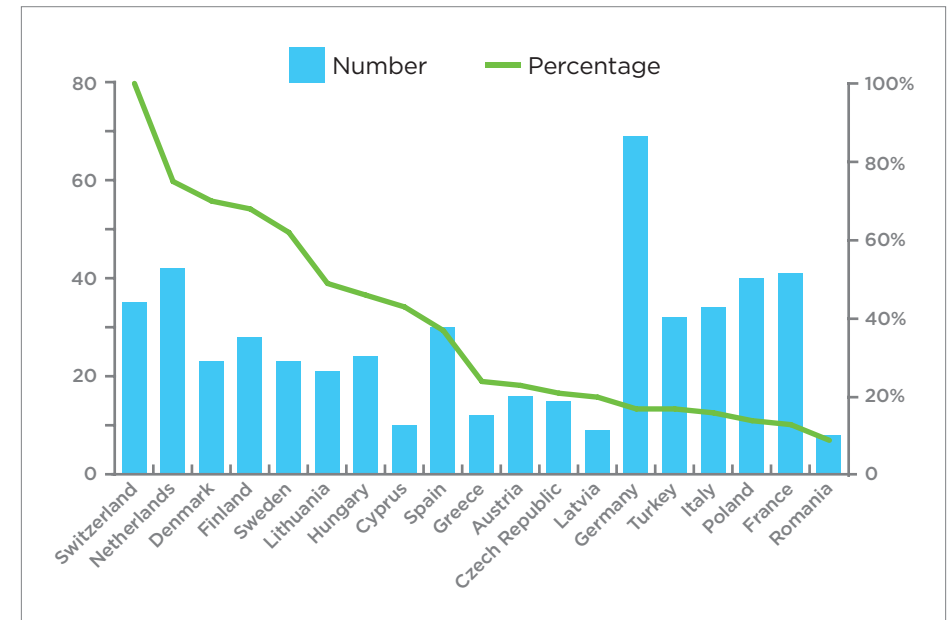
11. Of the countries studied, Turkey has the second largest and a comparatively young population. Traditionally, English is the language of higher education for many HEIs in Turkey; approximately 100 HEIs in Turkey offer mostly/only English-language programmes. Many HEIs are relatively young which probably helped them embrace teaching in English at an early stage; all the top five ETB providers in Turkey, are less than 30 years old.

12. See Appendix for number of ETBs taught fully in English per country.

Romania (8), Latvia (9), and Cyprus (10) (see Graph 4). When taking into account the size of the higher education sector, *ie* number of HEIs, a different picture emerges. Switzerland and the Netherlands have the highest percentage of HEIs offering ETBs followed by Denmark, Finland and Sweden. The Netherlands is thus leading both in the number of ETBs and the spread of such programmes across its HEIs. Romania, France, Poland, Italy, Turkey and Germany, on the other hand, have the lowest percentage of HEIs with ETBs.

While Germany, France and Poland have a high number of institutions offering ETBs, the percentage of HEIs in the country offering such programmes is relatively low; the high number of HEIs offering ETBs is thus an indicator of the size of the higher education sector rather than the spread of ETBs. This applies, to a lesser extent, to the number of ETBs per country. Turkey, Spain and Germany report the highest, third and fourth highest number of ETBs respectively, yet in the three countries 17%, 37% and 17% of the HEIs offer ETBs compared to the European average of 38%. Overall, the distribution of ETBs varies from one country to the next, indicating different national approaches to offering ETBs.

**Graph 4: Number and percentage of HEIs offering ETBs by country**

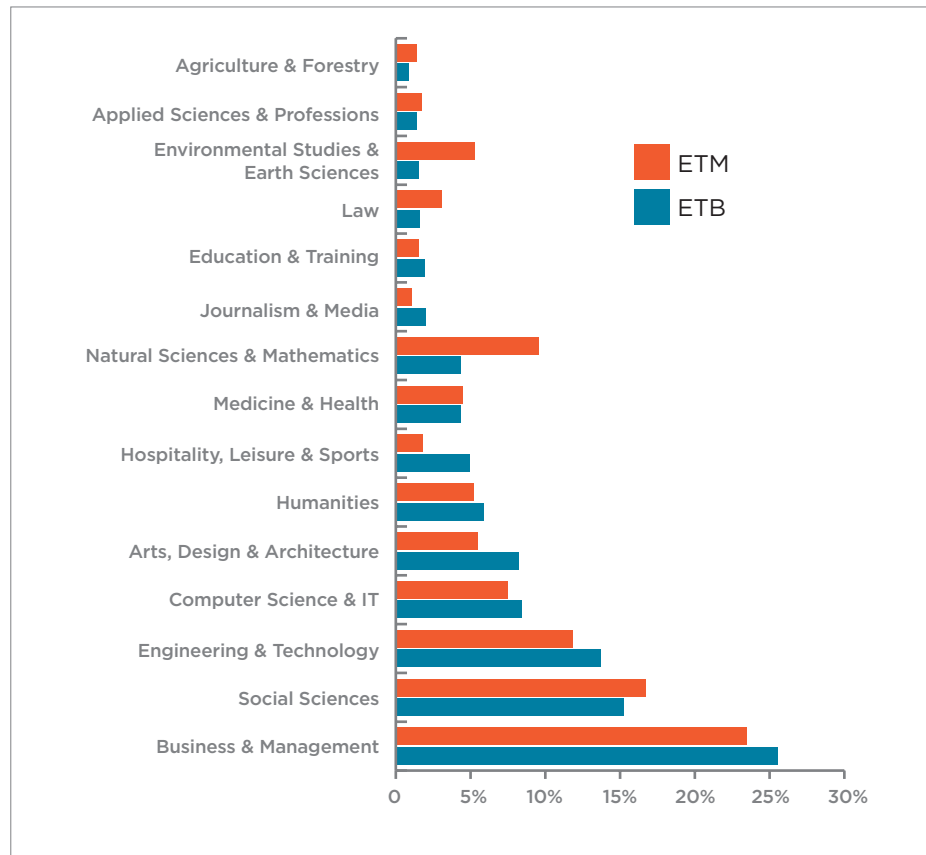


Sources: StudyPortals; ETER

## ETB discipline diversity

In terms of the disciplines of the ETBs, Business and Management was most popular, with one quarter of all ETBs being offered in this field. Social Sciences as well as Engineering and Technology were second and third, respectively. The ETB discipline distribution follows a similar pattern to that of ETMs (see Graph 5), which is also in line with the information provided by the respondents in the interviews. However, some notable differences between master's and bachelor's level programmes can be discerned. For example, in the field of Arts, Design and Architecture, there is a larger supply of ETBs than ETMs. A reverse trend can be noticed in disciplines such as Environmental Studies and Earth Sciences as well as in Natural Sciences and Mathematics, *ie* there are more ETMs than ETBs on offer.

**Graph 5: Distribution of ETBs and ETMs by discipline in Europe**



Source: StudyPortals

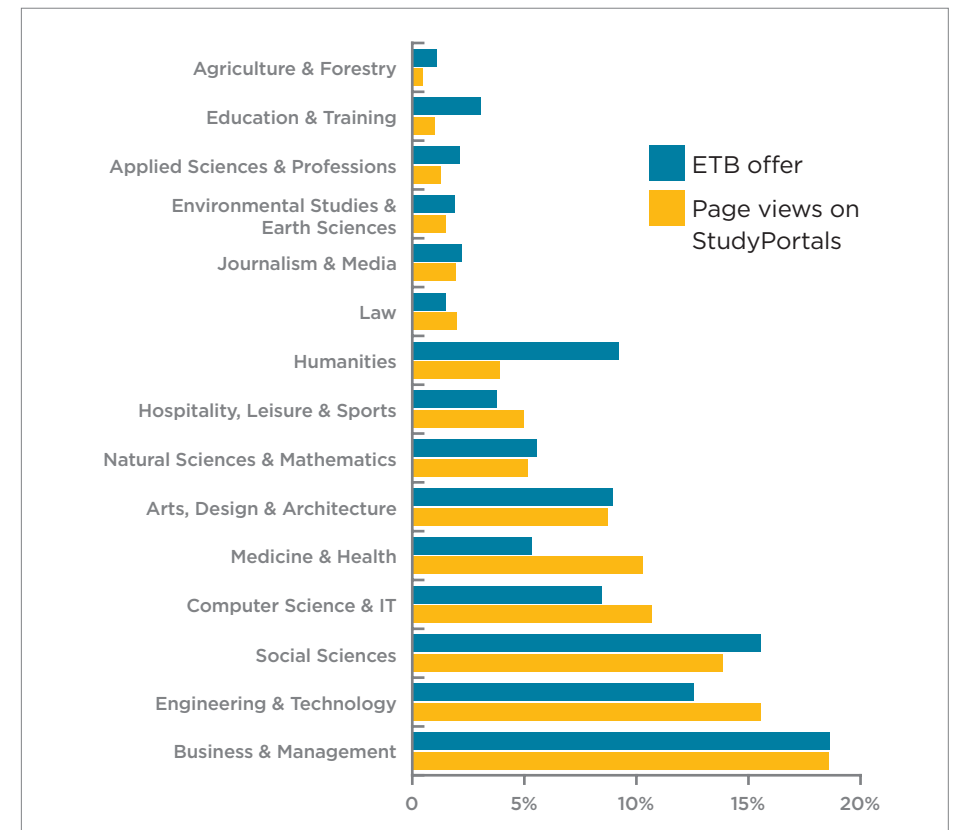
## Identifying interest and enrolling students

### Meeting student interest

Offering ETBs comes with unique dynamics and challenges. Identifying student interest and recruiting and enrolling international students in particular can be challenging. The global secondary education sector is very diverse and often less known to institutions and national regulatory bodies alike. Knowing in which disciplines to offer ETBs can thus be labourious. In some of the interviews it emerged that matching ETB supply with student demand had proven difficult, particularly in a programme's first year of operation. Two respondents explicitly reported that the demand for the ETBs was higher than the supply, whereas for others, the opposite was true; attracting enough students for their ETBs was, at times, a struggle.

The data confirm the ETB supply and student interest mismatch mentioned by some of the respondents (see Graph 6).

**Graph 6: ETB offer and student interest in Europe**



Source: StudyPortals



The discipline breakdown shows the relative supply or number of available ETBs in each discipline and the relative interest in the form of student visitors in percentage of page views that these programmes receive on BachelorsPortal. On an aggregate European level, the data show a greater student interest in ETBs in subject fields such as Engineering and Technology, Computer Science and IT, and Medicine and Health than are offered. The opposite is the case, ie there are comparatively more ETBs offered than there is student interest, for subject fields such as Social Sciences, Humanities, and Education and Training.

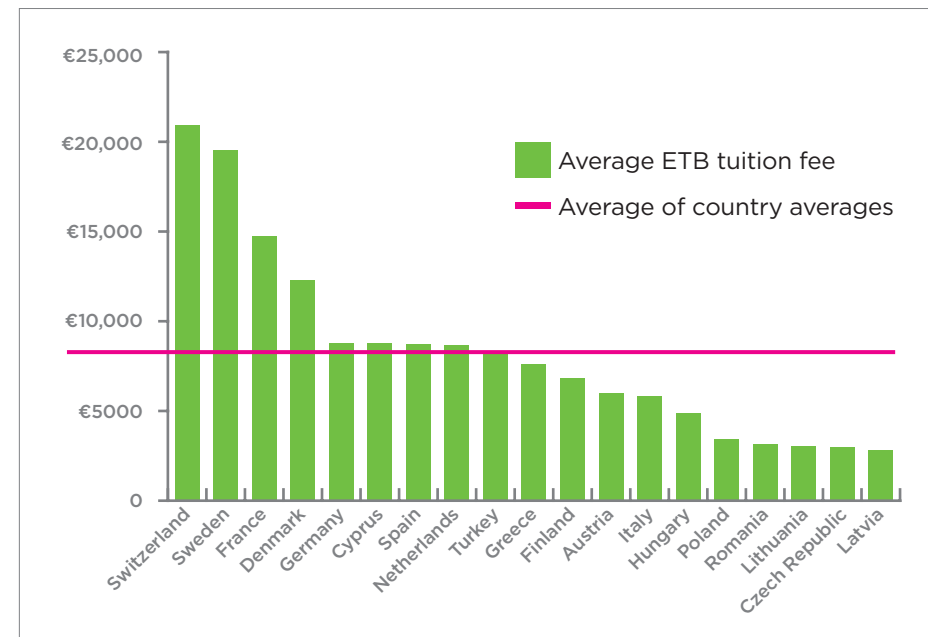
### The role of tuition fees

National policies regulating tuition fees for non-EU/EEA students and/or for programmes taught in a non-local language can impact the rationales and benefits for offering ETBs. For some respondents, fees were perceived to make recruitment efforts more difficult, while others viewed tuition fees as positive since they bring in an additional revenue stream.

Institutions in all 19 European countries included in the study charge tuition fees for non-EU/EEA students for (foreign-language taught) bachelor's programmes (see Graph 7).<sup>13</sup> For non-EU/EEA students, annual tuition fees for ETBs are, on average, highest in Switzerland (€20,942), followed by Sweden (€19,522) and France (€14,746). The more affordable ETBs in Europe are offered by Latvia (€2819), the Czech Republic (€2983) and Lithuania (€3041). In some countries the averages can be skewed by a number of private and/or foreign providers charging comparatively high fees.

13. Studying in Germany is free at public universities, but the tuition fee average of the country is skewed by private institutions charging tuition fees. Turkey and Switzerland are not part of the EU/EEA; the tuition fees shown here apply to international students (non-nationals).

**Graph 7: Annual ETB tuition fees for non-EU/EEA students in the academic year 2017–2018 by country**



Source: StudyPortals

### Dealing with admissions regulations

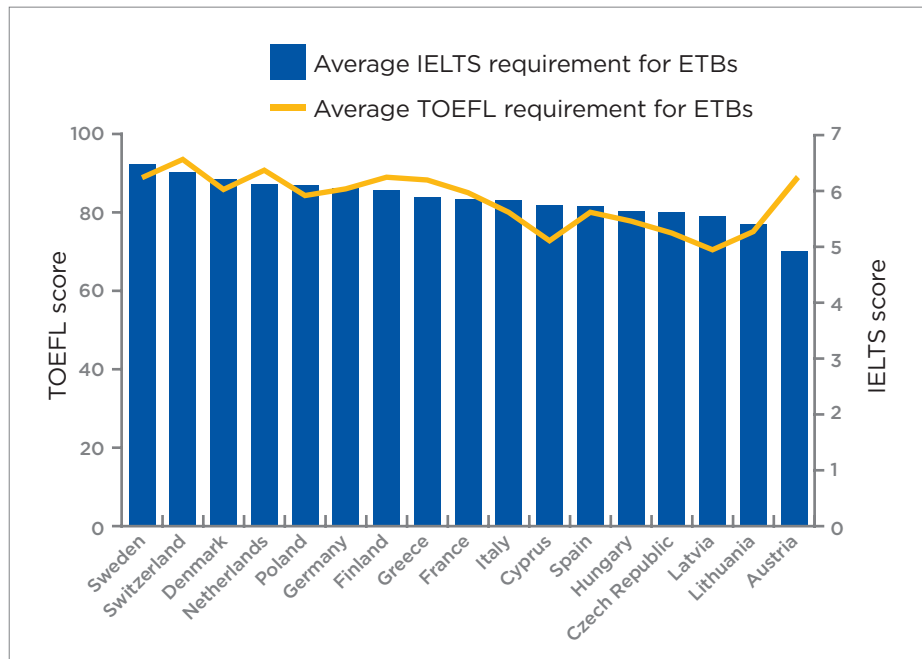
Admissions criteria surfaced in some of the interviews as another important regulatory aspect impacting the recruitment of international students. Strict and complex national regulations on the recognition of foreign secondary education qualifications means that some institutions are restricted in which students can be admitted into their ETBs. As one respondent lamented, *“the [national] regulation system has very strict requirements and [therefore] a lot of international high school diplomas are not accepted”*.

Some of the institutions interviewed didn't have specific target regions for international students, yet in practice the core international student population was drawn from the near neighbourhood, the diaspora, immigrants or selected regions outside of Europe. In one of the interviews international secondary schools also surfaced as a specific target group as a way to overcome the challenges with rigid national regulations on the recognition of foreign diplomas.

## Setting English criteria for students

Once the right student groups have been identified, admissions criteria need to be set. In addition to the GPA, English-language requirements appeared to be the most common criteria. Some institutions reported similar language requirements for both local (or EU) students and international students whereas others had different language criteria for the two student groups with the demands on the international students being stricter. The countries with the strictest IELTS entry criteria are Sweden, Switzerland and Denmark followed by the Netherlands and Poland, all of which require, on average, an IELTS score above 6.0 (see Graph 8). Austria, Lithuania and Latvia have the most lenient IELTS requirements. There are thus small differences in English-level requirements across the sample studied. The TOEFL test score requirements deviate from the IELTS ones in some countries *eg* Austria has above average and Poland below average TOEFL test score criteria.<sup>14</sup>

**Graph 8: Average IELTS and ETS requirements for ETBs by country**



Source: StudyPortals

14. Romania and Turkey were removed because there was not sufficient data on test score requirements for ETBs.

## Internationalising ETBs and the institution

### From faculty initiatives to an integral part of the institution

The introduction of the first ETBs was, according to the vast majority of the respondents, almost exclusively the initiative of faculty at the Department of Economics/Business as a response to the international character of the subject field; this is still the discipline with the largest number of ETBs in Europe as seen in Graph 5. After the first ETBs proved to be successful, other ETBs were created at different faculties. Over the years, ETBs have become a deliberate and integral part of internationalisation; at the majority of the institutions interviewed, ETBs are an explicit part of the internationalisation strategy. Most respondents reported that the majority of staff were positive towards ETBs but there were pockets of both academic and administrative staff who were not convinced of the benefits of ETBs, particularly during the creation phase.

### From translating to internationalising the curricula

Most institutions interviewed initially developed ETBs from a similar/identical programme in the local language. Respondents explained how the curricula was often simply translated to English during the creation of an ETB, but over time the content and teaching methods evolved and changed to fit the needs of an international classroom. Some ETBs developed into a distinct programme separate from the local programme; *“the main milestone was moving from an opportunistic translation of a local programme to something far more unique, strategic and positioned in the market as a stand-alone programme,”* one respondent relayed.

### English skills of staff and faculty

The challenge most commonly cited in the interviews was the lack of English skills of teaching and administrative staff: *“Students complain about English skills of lecturers”*. The limited English language skills of faculty and staff were, by some respondents, feared to negatively impact not only the quality of education but also the international student experience. Not only faculty but also a variety of administrative staff from different units are in contact with international students during their time at the institution, making the English language skills of different groups of staff central to implementing ETBs.

### Institutional support for ETBs

Most of the support offered by the HEIs interviewed centred on improving language skills of faculty and staff. A few respondents also reported that their HEI provides advice on curriculum development and transitioning from a local to an internationally taught programme. At some institutions, specific financial resources were earmarked for these purposes. Individual respondents mentioned other support such as scholarship

schemes and joint institutional marketing or admissions efforts. Overall it appeared as though deliberate efforts were made to hire staff with specific language skills and international experience, resulting in more international staff equipped to work in an intercultural environment.

### Striving for a diverse, integrated classroom

Many respondents stated an international classroom or improved internationalisation at home as a central benefit of ETBs. A diversified student body affects the programme itself as the international students give their perspective from around the globe. On average, 39% of students in ETBs in Europe are foreign with Europe being the largest source region of these students.<sup>15</sup> The student population in ETBs at the institutions interviewed varied from international students being the majority in some programmes to other programmes only hosting a handful of international students. Overall, the student population in ETBs is becoming more international. *“Diverse classrooms in [country’s] HEIs are becoming a reality”*, in the words of one respondent.

Despite great strides to foster an international classroom, respondents reported that there is still work to be done in ensuring its effectiveness. Often times the international student body is heavily geographically concentrated in specific regions of the world. Another area needing further attention is the intentional integration of international students on campus and in the classroom. Several respondents explained how having international students at their HEI does not automatically result in an international experience, on campus or in the classroom.

### Impact on internationalisation

ETBs should not be seen as an end in their own right but as a mechanism to internationalise and improve the learning outcomes for graduates; thus, ETBs are a means to contribute to overall institutional goals. In the words of one respondent, *“it [ETBs] acts as a catalyst and all of these processes of internationalisation (international staff, research, teaching, etc) and a general international environment reinforce one another”*. In this way, ETBs are another international offering that European HEIs have added to their profile to ignite and add to internationalisation efforts. One respondent explained how *“ETBs have helped mainstream internationalisation”* at their HEI due to the change processes that the ETBs brought with it. (See Table 2)

15. Maiworm, F. & Wächter, B. (eds). (2014). English-Taught Programmes in European Higher Education: The State of Play in 2014. ACA papers on international cooperation in education. Bonn: Lemmens.

**Table 2: Top five impacts of ETBs on internationalisation according to respondents**

1. More internationalised administrative procedures
2. More international students and a diversified classroom
3. More international staff
4. Increased English skills of staff
5. Internationalisation becomes more mainstream

## Benefits for the higher education sector

The perceived benefits of ETBs for the education sector and the country at large provide a backdrop for policy discussions and regulatory developments impacting ETBs. The majority of the national agency respondents interviewed mentioned that ETBs have positive financial benefits for the institutions through the collection of tuition fees. The financial value of ETBs also brings more income to the local economy; *“for many HEIs, they are a source of income and they also have a positive impact in [local] economy”* one respondent reported (see Table 3).

The reported benefits go beyond revenue generation, however. Many national agency respondents stated that the international classroom or improved internationalisation at home was a central benefit of ETBs. In some cases, ETBs were explained as a mechanism to increase the international knowledge and skills of the local students and expose them to international encounters. The ETBs were moreover reported by two respondents as a vehicle to attract talent to the local higher education system and the labour market.<sup>16</sup>

The quality of education was also perceived to have increased as a result of the introduction of ETBs according to two respondents. One respondent summarises the main benefit of ETBs as *“an international classroom and employability benefits, as well as a higher quality of education for [local] students”*. Quality of education in ETBs occurs as both a benefit and a challenge in the interviews. As one of the respondents pondered, *“[local] teachers are limited in English, so is it [ETBs] a lower quality offering?”* Some perceive the limited language skills of the faculty impacting quality of education in a negative way while others perceive the diversified classroom and the possibility to recruit the best staff as a positive effect.

16. Most national agency representatives interviewed felt that the tracking or measuring of the benefits could be improved in the country; measuring often stopped short at quantitative indicators.

**Table 3: Top five benefits of ETBs for higher education sector according to national agency respondents**

1. Financial benefits for institution
2. Financial benefits for the local economy
3. Increased opportunity for internationalisation at home/internationalised classroom
4. Quality of education
5. Attracting talent to the institution and the local economy

### National policy instruments and funding schemes

The most common ways for governments to support ETBs beyond legislation, based on the interviews, is to include such programmes as an (explicit) aim in the national internationalisation strategy as well as incentivise institutions through different funding schemes. For example, in Poland the government pays institutions three times more for international students. Additionally, a few national agency respondents mentioned initiatives at the national level that promote international programmes by hosting websites with admissions information and/or attending educational fairs.

## Conclusions

The past decade has seen an impressive growth in ETBs in Europe as they have become an increasingly common feature of international higher education in the 19 countries studied. The countries with the highest reported number of ETBs are Turkey, the Netherlands and Spain whereas Switzerland and the Netherlands have the highest percentage of HEIs offering ETBs followed by Denmark, Finland and Sweden.

Often beginning as mere translations of local-language programmes, ETBs have grown into distinct programmes catering to the needs of a diversified student population. This is, however, not a reality at every institution, as many struggle with English language and international pedagogical skills of staff, illuminating a need for additional training in this area. Many classrooms also still lack in diversity, thus limiting the international environment and learning potential of ETBs.

The respondents interviewed claimed that the main reasons for offering ETBs were to internationalise the institution, become more competitive, attract talent, prepare students for a global world and respond to a demographic shift. Progress appears to have been made towards some of these goals with the institutions now being seemingly more international, and hosting more international students and faculty which in turn internationalises the learning environment.

Three of the five most common reasons given for offering ETBs – in response to growing competition, to attract international talent and to prepare local students for a global world – resonate with the most important reasons for European institutions to internationalise. According to the *EAIE Barometer: Internationalisation in Europe*,<sup>17</sup> the main reasons to pursue internationalisation are to prepare students for a global world (second most important reason), attract more international students (third), and increase competitiveness (sixth). ETBs hence have a potential to become an instrumental part of internationalisation allowing for institutions to achieve their goals.

Yet the main reason to internationalise according to the *EAIE Barometer* – to improve the overall quality of education provided – featured as a driving force only in some of the interviews. Some respondents reported that the quality of education had increased as a result of ETBs whereas others felt the quality of the education the programmes provide is in question. This indicates a need for future research in this area.

17. Engel, L., Sandstrom, A-M., van der Aa, R., & Glass, A. (2015). *The EAIE Barometer: Internationalisation in Europe*. Amsterdam: EAIE.

## The future of ETBs

Two developments stood out when enquiring about the future of ETBs. First, respondents predicted a higher demand for ETBs and, as a result, a larger, more varied offer of such programmes. Second, they recognised the need to identify (niche) programmes the institution can excel in to respond to growing competition. Other trends mentioned were an increased offering of joint and double degree programmes on the bachelor level, bilingual education and more diverse student mobility flows with a potential shift away from the focus on the Anglo-Saxon world particularly in the light of current political developments.

It hence seems as though the future is likely to bring both quantitative and qualitative changes to ETBs. At the same time, as shown by ongoing debates on the use of English as a medium of instruction and its implications on the national language and the quality of education, an increased discussion about the value of ETBs can be expected when they reach a critical mass.

# About

## European Association for International Education (EAIE)

Founded in 1989, the EAIE is the European centre for knowledge, expertise and networking in the internationalisation of higher education. As a member-led association of more than 3000 members from over 80 countries, our mission is to help our members succeed professionally and to contribute to developments in international higher education from a European perspective.

We achieve this mission through a combination of training, conferences and knowledge acquisition and sharing. The EAIE Annual Conference & Exhibition is Europe's largest international higher education event, gathering more than 5500 professionals from over 90 countries to network and discuss the latest trends in the field. The EAIE Academy, the core of our top-class training programme, is a bi-annual training event offering a wide range of in-depth courses delivered by expert trainers. Our extensive knowledge base of publications and resources covering all the major topics in the internationalisation of higher education equips professionals with best practices and workable solutions to internationalisation challenges and provides a platform for strategic exchange.

[www.eaie.org](http://www.eaie.org)

## StudyPortals

Founded in 2009, StudyPortals is the global education search platform, enabling international students to search for degree options and education opportunities worldwide. We work with over 2450 institutions all over the world, delivering on our promise of bringing transparency to international education; students are empowered to make informed decisions about education, while universities can effectively reach students and diversify their classrooms.

This year we expect to reach 29 million prospective students considering their international study options through our platforms: BachelorsPortal, MastersPortal, PhDportal, DistaceLearningPortal, ShortCoursesPortal and PreparationCoursesPortal.

Together, we've all accomplished something impressive: we've helped shape a more tolerant, open and highly educated world through international education.

[www.studyportals.com](http://www.studyportals.com)

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- Cracow University of Economics (Poland)
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- Centre for International Cooperation in Education – DZS (the Czech Republic)
- Finnish National Agency of Education – EDUFI (Finland)
- DAAD (Germany)
- Nuffic (the Netherlands)
- Foundation for the Development of the Education System – FRSE (Poland)
- Spanish Service for the Internationalisation of Education – SEPIE (Spain)

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# Appendix

## Key characteristics of EHEA countries included in the study

Country	ETBs	Number of ETBs (100% English)	Number of HEIs offering ETBs	Average number of ETBs/HEIs offering ETBs	Number of students	Number of international students	Number of HEIs	Population
Austria	59	34	16	3.69	284,000	88,000	69	8,589,984
Cyprus	114	100	10	11.4	33,000	9000	23	1,186,407
Czech Republic	89	87	15	5.93	390,000	40,000	71	10,554,380
Denmark	159	158	23	6.91	215,000	24,000	33	5,709,549
Finland	85	85	28	3.04	N/A	14,000	41	5,539,394
France	95	82	41	2.32	1,400,000	260,000	323	64,909,301
Germany	225	188	69	3.26	2,500,000	250,000	396	80,641,052
Greece	161	161	12	13.42	360,000	25,000	49	10,865,737
Hungary	148	146	24	6.17	N/A	17,000	52	9,791,424
Italy	125	107	34	3.68	1,800,000	70,000	215	59,798,301
Latvia	39	38	9	4.33	130,000	3000	45	1,945,731
Lithuania	112	111	21	5.33	160,000	4000	43	2,832,601
Netherlands	317	308	42	7.55	656,000	82,000	56	17,027,208
Poland	131	131	40	3.28	1,469,000	46,000	282	38,566,708
Romania	32	32	8	4	1,000,000	17,000	90	19,251,798
Spain	241	219	30	8.03	1,800,000	60,000	81	46,069,559
Sweden	90	87	23	3.91	313,000	38,000	37	9,913,313
Switzerland	134	83	35	3.83	235,000	50,000	35	8,446,145
Turkey	545	517	32	17.03	600,000	54,000	189	80,332,864

Sources: StudyPortals, ETER, Worldometers.info