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CONTENTS

1. Introduction

Knowledge, in other words, education, research and innovation, has become a pivotal driving force in terms of growth and prosperity, given its ability to create economic worth within the framework of a new model of socio-economic development based on investment in human assets and intangible goods.

One of the main consequences of the adaptation process for the economy to the demands of a global society and knowledge acquisition is that it has placed the spotlight on education. With this in mind, the European Commission has warned that in the very near future, 90% of jobs posted on European soil will call for qualified or highly qualified candidates[1].

Within this new context, a university is called upon to fulfil an essential role in which qualified human assets will be provided, thus generating knowledge transfer and transmitting existing knowledge to production environments and society as a whole.

Growing globalisation and the need for knowledge endogenous growth affect all nations, including emerging ones such as (BRIC: Brazil, Russia, India and China; MINT: Mexico, Indonesia, Nigeria, Turkey, etc.). Education has become a priority for these countries too, and, at the present time, they are amongst the countries with the greatest number of home-based students enrolled in foreign universities. A trend that will be strengthened in coming years, to such an extent that the growth forecast for the mobile student population is expected to reach 7 million by the end of the decade[2].

This environment of globalisation, openings and exposure of Spanish society and companies to the international stage provides Spanish universities with two major challenges in their triple role as teachers, researchers and transferees of knowledge. Firstly, they have to respond to continually growing demand levels in terms of qualified staff, capable of innovation and entrepreneurship, as well as carrying out their professional tasks on a worldwide scale. Secondly, they cannot remain removed from the efforts being undertaken by universities the world over in order to attract talented undergraduates, professors and researchers, though this depends largely on their opportunities to participate in programmes, projects and international cooperation networks for education, research and innovation.

The internationalisation of university higher education, defined as the process of integration of an international, inter-cultural and/or global scope in terms of aims, functions (teaching / learning, research, services) and the supply of higher education[3], is an essential factor in reforms for the improvement of quality and the efficiency of Spanish universities[4], promotes the vision towards excellence as an element that the Spanish education system must aspire to and a knowledge-based economy that is conducive to a more grounded and stable model of development and growth.

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[1] COM (2011) 5672 "Supporting growth and jobs – an agenda for the modernization of Europe's higher education systems"

[2] UNESCO Institute for Statistics.

[3] Strategies for Internationalization of Higher Education: A Comparative Study of Australia, Canada, Europe, and the United States. Ámsterdam. H. of Wit. 1995

[4] Proposals for the Reform and Improvement of the Quality Standards and Efficiency of the Spanish university system

The **concept of internationalisation** goes far beyond the mere mobility of students and signing of international agreement. Aspects of internationalisation such as tuition syllabuses, *the brain train*, internationalisation of research, joint or multiple international qualifications with foreign partners, internationalisation at home, development of transnational campuses, creation of international systems for the assurance of quality, accreditation and verification, competition for the best students, international ranking levels for universities, development of former alumni associations on an international level, sharing of experiences and good practices, employability and entrepreneurship, etc.

On the other hand, the efforts made in higher education in recent decades must be appraised, considering the same as an **asset** that, as with the **Spanish language,** must serve as an improvement for our positioning within an environment of global competition for structural resources not subject to upturns and downturns experienced in economic cycles.

Higher education universities and institutions must contribute to the increase of Spain´s **attractiveness** and **competitiveness** within a framework of worldwide competition for talent (students, professors, researchers, professionals, entrepreneurs) and for investments relating to knowledge, with a new share of work and capital resources on a worldwide scale between knowledge based activities and others not reliant on knowledge. Universities and institutions for higher education will thus become magnets capable of drawing from a talent pool and human assets linked to knowledge.

Attention must be focused in such a way that internationalisation contributes to the **improvement** of education, learning, research, innovation, increase in regional socio-economic development and the social extent of universities, contributing to the solving of major **global challenges** facing modern societies, which require strident efforts, skills and resources that exceed what is possible to achieve on a national level.

The internationalisation of universities must be a transversal process and **no exclusive** on a regional and national scale. Regional, national and international territorial scopes are complementary. Opening to the international market, to be able to participate in global networks for the production and application of knowledge must be compatible with the impact of the closest territorial environment.

This Internationalisation Strategy has as its aim, based on the analysis of its strengths and weaknesses, along with the opportunities and threats detected, is to develop an executive plan, taking into account specific actions that allow for the Spanish university system to position itself in the upper echelons on the world stage, with an attractive and competitive product offer. The Strategy is proposed as a set of specific measures and actions to be developed by certain stakeholders with the aim of accomplishing measurable results within a determined timeframe.

The Strategy is approved during a period of budgetary austerity that, however, is not foreseen as a hurdle to the same, yet rather is viewed as a source of new opportunities. In this sense, the financing of the proposed actions will be performed through the use of regional, national and Europe-wide programmes with similar aims to those outlined in the Strategy. Furthermore, the Strategy aims to increase the catchment capacity of economic resource on the part of

Spanish universities, thanks to the increase in the number of foreign students and international competitive projects, etc. The commitment to dedicate strident efforts and resources by all of these stakeholders must allow for the accomplishment of the aims and indicators established.

2. International and national Context

On a European level, the scenario is influenced by the renewed agenda for the **modernisation of the universities**, the launch of the **Europa 2020 strategy** in which for the first time in the history of the EU, aims have been established with regard to education, and the official launch of **EHEA** in 2010 under the Spanish Presidency of the European Union and Co-Presidency of the Bologna Process. With regards to the European Commission, this has launched its Internationalisation Strategy on Higher Education in the European Union in July 2013[5] (European Higher Education in the World).

From 2014 onwards, the service start-up of the new generation of educational programmes (**ErasmusPlus**) and for research (**Horizonte 2020**), within the framework of new policies for research and innovation coinciding with reforms in higher education in many countries.

These reforms have a shared aim of progress towards society and **knowledge-based economies** through the strengthening of **global scaling** of the institutions generating knowledge and their interaction with the research, technological, entrepreneurial and social environment, consolidating a model capable of responding to the major **global challenges** faced by societies in the Twenty First Century: sustainable energy, climate, health, water, nourishment, poverty, etc.

On an EHEA level, following the passing in 2007 of the Internationalisation Strategy of the EHEA[6], the Ministerial Memorandum of Bucharest in 2012 passed the 2020 Mobility Strategy: Better Learning Strategy[7], in which it was established that **national and institutional strategies** for **internationalisation and mobility** in higher education, with verifiable **indicators**.

The Internationalisation Strategy of the EHEA identifies 5 areas in which, both on a national as well as joint level, the 47 nations of the intergovernmental process of Bologna must adopt shared measures in order to develop the external scope of the EHEA: a) Improvements to information on the EHEA, b) increase the worldwide attractiveness and competitiveness of European higher education, c) Strengthen cooperation based on structured associations, d) Intensify political dialogue with other regions in the world and e) Progress in the recognition of the qualifications.

The Mobility Strategy for Better Learning defines specific measures to promote international mobility of university students and staff, with the aim of achieving the aim established in the Ministerial Memorandum of Lovaina in 2009 in which *"by the year 2020 at least 20% of graduates in the EHEA will have completed a study period abroad"*.

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[5] European Higher Education in the World. EC. July 2013.

[6] European Higher Education in a Global Setting. A Strategy for the External Dimension of the Bologna Process.

[7] Mobility for Better Learning. Mobility Strategy 2020 for the European Higher Education Area.

Likewise, the Counsel of the European Union in December 2013, as part of its Conclusions on the global scope of European higher education, invited Member States to "*...pursue exhaustive vision towards internationalisation, in cooperation with the relevant stakeholders in the fields of: mobility of students teaching, research and administrative staff; internationalisation of syllabuses and digital learning; strategic cooperation, association and development of skills.*".

With regard to the European Commission and within the framework of the 2020 Strategy, the latter has highlighted the pivotal role that foreign students and researchers perform in the accomplishment of sustainable, intelligent and integrated growth, and therefore, for the compliance with the aims established in said Strategy. Owing to this, in March 2013 it presented a Directive Proposal that recasts the new text of Directives in the fields of entry and residence national subjects in third party countries for research, study and students' apprenticeships purposes with the aim of introducing improvements and simplifying the regulatory framework in relation to these groups. With this, the new text will be configured as a fundamental instrument for the attraction of talent towards the EU.

Spain is the joint chair of the Steering Group on Mobility and Internationalisation for the Monitoring Group on the Bologna Process entrusted with the role of reviewing the Internationalisation Strategy of the EHEA.

This situation allows for, for the first time, Spain to hold a role at the forefront as a driving force of the EHEA strategy with respect to the internationalisation of higher education, which must facilitate its alignment with the Spanish strategy for society as a whole to reap the benefits. The EU, due to its transnational nature, is an important source of financial and organisational support for international cooperation in terms of higher education.

On the other hand, the current **national context** with the **reform** of the educational system and the previously announced reform of the university system with the aim of trying to improve its efficiency, excellence and competitiveness, provides a unique **opportunity** to tackle decidedly the internationalisation of Spanish universities.

Furthermore, it is worth highlighting the Law on Science, Technology and Innovation (henceforth referred to as the LEI), in which internationalisation of universities is expressly mentioned (article 39), and the Spanish Strategy on Science, Technology and Innovation, in which internationalisation is also quoted directly. In both texts, specific references to mobility, a fundamental pillar of this Strategy, are made.

With regard to Law 14/2013, passed on the 27th of September to provide support for entrepreneurs and their internationalisation LEI has introduced a new framework applicable to international mobility that will have on influence on how to attract talent.

Likewise, the Strategic Plan for the Internationalisation of the Spanish Economy 2014-2015 incorporates in its content the stimulus and promotion of culture of internationalisation and human assets as per Measure 38 of the Development and implementation of a strategy for the internationalisation of Spanish universities that contemplates the action plans involved in this strategy.

Furthermore, on a ministerial level, the programme for **International Campuses of Excellence CEI** has boosted the development of strategies for internationalisation of Spanish campuses, financing activities involving: i) development of cross-border campuses, ii) establishment of international bridges with transnational mobility transnational in terms of learning and knowledge, iii) establishment abroad of world class excellence centres, iv) organisation in Spain of international events, v) participation in projects, associations and international networks for education, superior, research and innovation and vi) development of institutional programmes and strategies for international mobility in terms of learning, knowledge and employment. This programme establishes a series of actions for the internationalisation of Spanish universities that must be maintained for a given period of time.

3. Diagnostic

3.1 Analysis of Weaknesses, Threats, Strengths and Opportunities

The diagnostic of the Spanish university system, undertaken several times in recent years[8], shows a weak level of internationalisation with a lack of, despite recent efforts[9], a formal and widely agreed upon strategy to channel the efforts of all stakeholders involved.

In spite of the integration of the Spanish university system in the EHEA, the latter still has a low level of internationalisation. Although there has been a notable advance in recent times, in a short space of time, internationalisation has become a **focal point** of the universities' activities. Nowadays, the majority of the Spanish universities have structures that provide support to international activity, fostering the mobility of its students and staff, signing conventions and agreements of an international nature with foreign universities and participating in international activities concerning education, research and innovation.

Furthermore, Spanish universities have a very active presence in numerous international university networks, participating in the executive bodies and boards of directors of many of these.

Spanish universities devote 28.2% of total national investment in R+D[10]. Owing to the quality of our research system, largely due to the universities, this system is situated amongst the most productive and with the greatest level of influence in the world on a scientific level. With 3.17% of the world's scientific production and 1.19% standardised impact factor[11], Spain holds tenth place in the world in both indicators.

Spanish universities request 14.9% of the national patents (compared to 4.5% from Public Sector Research Bodies), holding 16th position on the world stage, with a total of 0.49% of the world's patents.

All of this shows notable levels of efficiency on the part of the Spanish university system when judged against its relative level of public financing.

With regard to international programmes international for R+D, Spanish universities participate with Spanish companies in transference of knowledge in

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[8] Please refer to: Boldness to go far: strong universities for the Spain of the future. 2011

[9] Strategy of Internationalisation of the Spanish university system. University Strategy 2015. SGU

[10] Statistics on R+D Activities. Year 2011. National Statistics Institute

[11] Indicators of the Spanish System of Science, Technology and Innovation 2013

international projects, obtaining 23.4% of the Spanish share in the 7th Framework Programme in which Spain stands in 5th place in terms of returns.

However, this reality is somewhat overshadowed for matters concerning innovation, yet stands out in aspects relating to education and research, not reflected in the overall rankings for universities.

With respect to international prestige rankings international (ARWU[12], Times, Taiwan, QS) we can find, in knowledge-based areas, up to 16 Spanish universities in its Top-100 in the world, and 30 in its Top-200. Similarly, in the ranking of young universities given by the THE[13], we have 2 Spanish universities amongst the top 30 and 7 in the Top-100. There are also Spanish university qualifications accredited and homologated in university systems in other countries, with different stamps, mainly in the United States and Europe. However, there are only 10 universities amongst the top 500, and none worldwide according to the Top-200 Shanghai ranking.

It is necessary to transpose this situation to an international stage, whilst aiming to achieve increases in the overall rankings.

International mobility of Spanish students (2.1%) is below the average for the OECD (6.7%) also falling below the number foreign undergraduate degree students (4.2%) compared with the OECD average (8.5%) with this percentage rising to 17.6% for official Master´s Degree students and 25% for Doctorate enrolments[14].

Spain attracts 2.5% of foreign students, still far from figures achieved in countries such as the USA (16.5%), United Kingdom (13.0%), Germany (6,3%) and France (6.2%), although this figure has increased with respect to figures published in 2000[15]. 43.3% of foreign students in Spain come from countries with the same mother tongue (as opposed to 26.1% on average in the OECD) and 21.4% of neighbouring countries (20,7% average in the OECD).

With regards to mobility as it affects Erasmus, Spain holds the first place amongst rival European countries, which would indicate that our system has aspects that attract European students and that Spanish university students increasingly value the importance of a stay in another European country as part of their education.

Europa is an attractive destination for international students, with 45% of the total, though with only three countries: United Kingdom, France and Germany who between them bring in 63% of the foreign students from the EU.

In our country the sector for international higher education is still not considered important and shows figures below those seen in the United Kingdom (8.25 million pounds) and Australia (15.5 million Australian dollars) countries in which the economic importance of this sector is noted. In the Australian scenario, the current figure is a consequence of, amongst other factors, of continuous investment in the quality of the university products offered and their promotion.

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[12] Academic Ranking of World universities. 2013

[13] Times Higher Education. Top 100 under 50

[14] Data and Figures from the Spanish university system. 2012-13 Academic Year

[15] Education at a Glance. OECD 2013

With regards to innovation and the interaction with socio-economic development of the regional environment, the universities have been taking part in the design and drafting of regional strategies and programmes for innovation, a strengthened positioning due to the impact of the CEI programme, which has allowed for several CEI to play a pivotal role in the proposals for new Regional Strategies for Smart Specialisation RIS3.

With this data in hand, a diagnostic model based on **Weaknesses** – **Strengths** – **Threats** - **Opportunities** for the internationalisation of the Spanish university system could be displayed similar to the one below.

	STRENGTHS		WEAKNESSES
F1	Quality of the teaching staff, high valuation of our graduates abroad, especially in certain fields. Education at all levels in Spanish	D1	Scarce internationalisation of the educational activities, with few joint qualifications.
F2	Quality and excellence in specific fields and departments of R+D	D2	Low rate of teaching in English and other foreign languages
F3	Structures for internationalisation in universities with coordination via CICEU	D3	Difficulty to recruit internationally for PDI (Teaching and Research Staff) and PAS. (Admin and Services Staff)
F4	Structures for Internationalisation on a state level, namely; *Universidad.es Foundation, OAPEE. External Network of the Ministry of Education, Culture and Sports* and other official bodies (MEySS, MINECO, MAEC, ICEX and Network of Economic and Commercial Offices, AECI and Cooperation Office).	D4	Scarce institutional presence in networks, bodies and international programmes of a governmental nature.
F5	Quality standards agency registered in EQAR, with institutional quality programme	D5	Average cost of enrolment and duration of the degree course superior to the average of other EU member states.
F6	Notable participation in EHEA and EU forums on strategies and measures for internationalisation in terms of the universities in international networks and groups and in their management bodies.	D6	Low level of attractiveness to draw on talent pool due to low positions on rankings
	OPPORTUNITIES		THREATS
O1	Alignment with the agendas for internationalisation of universities pertaining to the EU and Bologna	A1	High level of competition at an institutional and university system level
O2	Development of joint and multiple qualifications with foreign universities	A2	Difficulty of interaction with companies for international projects
O3	New generation of European educational programmes (Erasmus +) and R+D (Horizonte 2020)	A3	Economic downturn with limitation of recourses for internationalisation. Legislative and economic difficulties for the renewing staff members
O4	Increase in the number of international students with growth potential in emerging markets. Increasing global interest in teaching in Spanish.	A4	Reduction of Structural Funds Forecast
O5	Extra financing due to enrolment fees and other items as a result of the increase in foreign students	A5	Difficulty to continue the high rhythm of methodological and technological development for on-line training
O6	Participation in regional innovation strategies RIS3	A6	Difficult to motivate, hold onto and attract talent

Table I. SWOT Diagnosis Internationalisation

Based on the above SWOT matrix, it is reasonable to propose 4 standard types of actions, which will be presented in Table II:

- **Offensive Actions** enhancing Strengths to take advantage of Opportunities, aiming to **increase the international attractiveness of Spanish universities** and the university system as a whole.

- **Defensive Actions** enhancing Strengths to minimise Threats by aiming to **establish and consolidate a highly internationalised university system.**
- **Adaptive and Survival Actions** overcoming Weaknesses to take advantage of Opportunities and minimise Threats by promoting **international competitiveness of the environment, and,** intensifying **cooperation in higher education with other regions in the world.**

	STRENGTHS	WEAKNESSES
	1. Quality of the teaching staff, high valuation of our graduates abroad. Education in Spanish 2. Quality and excellence in specific fields of R+D 3. Internal structures for internationalisation 4. State structures for internationalisation 5. Quality Standards Agency in EQAR 6. Presence of universities in international networks	1. Scarce internationalisation of the educational activities. Marketing. 2. Low rate of teaching in English and other foreign languages (English) 3. Difficulty to recruit internationally for PDI and PAS 4. Scarce presence in international networks and forums 5. Average cost of enrolment and duration of the degree course superior to the average of other EU member states. 6. Low level of attractiveness to attract talent (rankings)
OPPORTUNITIES	**OFFENSIVE STRATEGIES (FxO)**	**ADAPTIVE STRATEGIES S (DXO)**
1. Alignment with agendas for EU and EEEA internationalisation agenda 2. Development of joint international qualifications 3. New European programmes (Erasmus +, Horizonte 2020) 4. Increase in the number of international students increasing global interest in teaching in Spanish. 5. Extra financing 6. Participation in RIS3	**Increase the attractiveness international of the universities** • Improvement international visibility and recognition • Support services for foreign visitors • Participation in international networks, projects and programmes • Combined or multiple qualifications • Improvement of international positioning • Attract foreign students and professors	**Promote the international competitiveness of the university environment.** • Commitment with the business environment and transference of knowledge • Employability. Insertion into the job market • Promotion of the quadruple helix model, with the university as a driving force in collaboration with the public sector administration, companies and society. • Return of knowledge to society, contribution to major social challenges
	Use Strengths to take advantage of Opportunities	**Overcome Weaknesses utilising Opportunities**
THREATS	**DEFENSIVE (FXA) and SURVIVAL (DXA) STRATEGIES**	
1. High level of competition at an institutional and university system level 2. Difficulty of interaction with companies for international projects 3. Economic downturn with limitation of resources. Difficulties for the renewing staff members 4. Reduction of structural funds 5. Development of on-line teaching 6. Holding onto and bringing in talent	**Establish and Consolidate a highly internationalised university system Cooperate with other regions in the world** • Supply of teaching and skills to work in an open international environment • Staff with international experience • World class levels of education in prioritised subjects • Recognition, verification and accreditation • Increase in the number of foreign students and staff • Use of resources in a flexible and dynamic manner. • System flexibility for access to university • Intensification of cooperation in higher education with other regions in the world. Geo-strategy	
	Use Strengths and Minimise Weaknesses to Prevent Threats	

Table II. Strategies Matrix derived from the Internationalisation SWOT Analysis

3.2 Challenges

It is considered that amongst the prioritised practices and strategies regarding internationalisation[16] that the universities adopt, we will find: i) exchange of students, professors and PAS as a growing aspect in line with internationalisation, with diversification of the sources providing students, professors and researchers, along with administrative and service staff ii) development and contrast of academic standards and assurances in terms of quality levels, iii) international collaboration in education, research and innovation, that allow for the growth of the institution and the university staff working therein, with improvement of the international recognition procedures; iv) internationalisation of management structures.

On their part, the Spanish universities have expressed their desire to enhance the following aspects: i) Attracting talent: improvement of the coordination of the policies to bring in international students and researchers international from outside of the EU; ii) Contribution of external counsellors for education and cooperation with the internationalisation of the universities; iii) Access to degree qualifications for students from the EU and third party countries; iv) Recognition of the participation in international programmes for the development of teaching staff careers; v) Canvassing of financing for research and participation in international R+D+i; vi) International positioning in the world higher education market and vii) Canvassing of resources due to the increase in the number of foreign students.

When looking at the obstacles and hindrances, the universities have identified the following: i) appointment on the part of the institution of insufficient financial resources due to a lack of resources, which entails also; ii) limited interest on the part of staff; iii) scarce international experience on the part of the staff and reduced knowledge of foreign languages[17]; iv) existence of barriers for entry and residence conditions and v) development of a powerful Agency with support programmes for internationalisation.

As far as the Government is concerned, aside from the commitments undertaken as part of the EHEA and the EU, the reasons to foster an Internationalisation Strategy for the Spanish university system would be: attraction of talent and investments related to knowledge, improvement researcher potential as part of the company fabric as well as their competitiveness, development of collaborative relationships with countries that are reforming their university system and would like to know more about the experiences of the Spanish universities, projecting thus Spain as a driving force in higher education and R+D+i.

The presence of the universities in many countries allows for the generation of company activity (for example, Iberoeka): expansion of companies, opening to investments, also aiding a greater level of international employability on the part of our graduates.

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[16] Please refer to: Internationalization of Higher Education: Practices and Priorities. IAU survey Report. E U A membership consultation 2013"Internationalisation in European higher education: European policies, institutional strategies and EUA support".

[17] IAU 3rd Global Survey report 2010.

Lastly, we must not forget the role that the university may play in the **industry of knowledge**, capable of accruing direct and indirect revenue through the canvassing of non-national students, strengthening thus Spain's position as a reference point in the field of the Spanish language and as gateway to knowledge for those people who have an interest in Latin American studies, as well as the capacity to transfer its tangible assets (results from R+D+i) to national and international companies through transference of knowledge instruments: university patents, licencing agreements, public – private sector partnerships, creation of technology-based companies, etc.

In this sense, it is worth highlighting the growing economic importance of international higher education with the aforesaid cases of the United Kingdom and Australia and the positive economic effects felt by the presence of foreign students in the adoptive countries, as can be seen by the results of recent studies[18].

The aim is that the strategy acts as guidance and supports strategies that higher education institutions must establish to improve their international attractiveness, intensification of their cooperation and commitment with the surrounding environment and other areas in the world, and establish and consolidate a highly internationalised university system. These strategies will be geared towards the final aim of improving the **quality, visibility, recognition and international positioning**, within a dynamic and changing environment of global production of knowledge.

4.   Internationalisation Factors

4.1 Entry and exit mobility. Talent canvassing

The mobility of students, young researchers, professors and administrative and service staff are considered as the driving force for the internationalisation of the EHEA and from European institutions work is being carried out to facilitate and foster the arrival of foreigners belonging to the aforesaid collective and their subsequent mobility between the member states of the European Union.

Similarly, on a national level, the recent passing of the LEI serves to attract talent through the so-called visa or residency authorisation for tuition or research which eliminates mobility barriers for foreign subjects who wish to undertake activities in the field of learning, research, development and innovation in public and private sector bodies.

Mobility of students

The current population of mobile students stands at 4 million and this is expected to rise to 7 million by the end of the decade[19]. This growth of the number of mobile students is the result of the following factors, amongst others:

- The importance of human assets for the growth of countries, with knowledge as a corner stone for socio-economic development.
- Economic development in emerging nations, not yet capable of offering a sufficient and adequate educational system in line with current needs and interests.

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[18] European Higher Education in the World. EC. July 2013.
[19] UNESCO Institute for Statistics

- The economic importance of the higher education sector due to the attraction of foreign students, with the aim generating external revenue for the universities.

- Financial support both on a national as well as international level, dealing with the public and private sector, on international mobility for students, such as the Erasmus + Programme, funded with 14 billion Euros for the period between 2014-2020, whose aim is to achieve by the year 2020 that there are, at least, 4 million mobile students.

- Increase of the higher education tuition offered in English in a large number of non-English speaking countries, both at a Graduate degree level and Post Graduate.

- Growth of mass on-line tuition (MOOCs) and of other web-based teaching methods or distance learning programmes thanks to the development of information and Communications Technology.

- Link between the reputation and internationalisation of the academic institution.

The MECD is working towards the facilitation of university access from students coming from foreign education systems. In accordance with the Organic Law on the Improvement of the Quality of Education, the obligation of passing a university access exam has been eliminated, replacing this with, as a general rule, the grading obtained at Baccalaureate or equivalent pre-university examinations, as well as through the use of procedures established by the universities themselves.

These precepts have been developed through Royal Decree 412/2014, passed on the 6th of June, through which the basic legislative framework for the admission procedures involved in official university teaching at degree levels are established, in virtue of the same, the main obstacles that hindered access for students coming from foreign education systems wishing to access the Spanish university system have been removed, namely, passing an entry examination.

Elsewhere, the negotiation stage is underway at the headquarters of the Directorate General for Home Affairs at European Commission, with the MEYSS acting as the interlocutor for the Spanish Government in the proposal of the Directive issued by the European Parliament and Counsel relating entry and residence requirements of nationals from third party countries whose purpose is to perform research, studies, student exchanges, remunerated and non-remunerated internships, duly modifying and recasting the legal texts currently regulating admission in the European Union for foreign students and researchers (Directives 2004/114/CE and 2005/71/CE).

The aim of the same is to make the European Union into one of the most attractive regions for students and researchers from third party countries, as well as attracting potential qualified workers thus allowing for the promotion of competitiveness of the European Union as a whole

In relation to students the main developments are as follows:
- The possibility of establishing agile and simplified entry procedures in the EU.

- The possibility of the student remaining for a period of time once their studies have been completed to seek employment
- Mobility within the Community.

On the other hand, and insofar as exit mobility is concerned, Spain has signed a series of special bilateral mobility agreements for young people with several countries which have meant that in the last 2 years a total of 1,200 Spanish youngsters have gained temporary professional experience in these countries. The aim is to sign similar agreements with other nations such as Japan, Australia and South Korea.

Mobility of Teaching, Research, Administrative and Service Staff

Greater international mobility of academic staff has been propitiated by the recent passing of the LEI, which eliminates barriers to mobility and contains a specific reference to foreign researcher staff and professors foreign at universities (article 72 of Law 14/2013), due to the following factors:

- Globalisation of the economy with progressive internationalisation of professional markets as a means of assigning working factors on a world scale.

- Revival of considerations such as "*Brain Gain", "Brain Waste" and "Brain Drain"*, following the appearance of recent studies that show socio-economic gains both for countries sending students and qualifications, as well as those receiving them[20].

- Increased level of learning on the sending countries, with imbalance between the tuition offered and the needs of national working markets, often incapable of offering similar workplace opportunities similar to those in place in receiver countries.

- Proliferation of the means of economic integration on a worldwide scale and expansion of the same, which brings with it also a free effective flow of qualified workers between countries, facilitating thus the flow of qualified emigrants within the block.

- Appearance of new countries with medium or low levels of development, as senders of workers with a weaker academic training accredited with a higher qualification, with an increase in the emigration of higher qualified persons in the direction of countries with a greater level of development.

- The adoption of selective measures on the part of certain governments to draw on talent and try to make the best stay, thus facilitating increases in the retention rates of foreign students once these have finished their studies.

On its part, the LEI states in its Title V, Second Section, dedicated to international mobility, the conditions for entry and stay in Spain are regulated, due to reasons of economic interests, for a series of categories of foreign nations amongst which we find researchers, whose entry into Spain we aim to make easier.

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[20] International study on the financial impact of cross-border student mobility on the economy of the host country. DAAD. 2013.

In this sense, Spain has one of the most advanced legislative systems in terms of immigration insofar as this refers to canvassing foreign talent. The same allows for graduates and post-graduate students from prestigious universities to have access to the Spanish job market; that highly qualified professionals need a sole authorisation that enables them to reside and work throughout the national territory, and has extended the figure of the researcher to that of professors contracted by universities, bodies or centres for higher education and research, or business schools established in Spain.

Finally, signing of Bilateral Agreements with Latin American countries on the facilitation of international mobility constitutes further progress in this field.

4.2 Recognition of study periods and qualifications

The recognition of the tuition received abroad and of international qualifications is fundamental in order to achieve an attractive country in the eyes of international talent.

For this reason, a factor of the utmost importance for the internationalisation of the Spanish university system is having a recognition system for credits and qualifications in the field of higher education that is at the same time modern, flexible, efficient, effective and compatible with the EHEA and with changes taking place on a world scale in terms of international mobility for students and staff.

It is necessary to adapt our recognition mechanisms to the new state of affairs marked by the potential affluence of international students and workers that can offer a great deal to our socio-economic development in the medium and long-term.

The EHEA has produced a series of tools that facilitate international cooperation in higher education such as the common framework for qualifications, the European system of credits transfer and the recognition of qualifications, along with the development of a shared understanding in areas such as quality assurance.

The development and progressive use of these tools are leading to fundamental changes in the field of international mobility for students and graduates. Changes that will necessarily affect traditional recognition systems for higher credits and qualifications and which, will therefore demand their adaptation.

Repeatedly, both through the different reports drafted by diverse international bodies such as the European Commission, ENQA (European Association for Quality Assurance in Higher Education), EUA, European Student Union, (ESU), European Network of Information Centres (ENIC) and the National Academic Recognition Information Centres in the European Union (NARIC), have made it patently clear that a review is required into the mechanisms currently in use in order to carry out effective recognition processes for creditors and qualifications in the most effective and efficient manner within the new framework of the EHEA.

The driving forces for the adaptation of our recognition system must entail: i) the ratification by Spain of the *Convention of Lisbon on recognition of qualifications relating to the higher education*, ii) the correct application of the system of

credits transfer ECTS and iii) the implantation of the Spanish system of qualifications in the context of the European Qualifications Framework EQF.

The application of the Convention of Lisbon on recognition of qualifications relating to the higher education should prevent, as a general rule, only those recognitions of European credits and qualifications in which a *substantial difference* between what has been studied in another country signee to the Convention of Lisbon and what has been studied in Spain.

Secondly, the correct application of the ECTS credits as a means of measurement of the work undertaken by the student and their link to the learning results may help in the setting up of a new and more effective recognition system to replace the current one, at least within the framework of the EHEA in the scenario that third party countries from outside of Europe apply ECTS credits or a compatible or similar credits system viewed thus by a duly empowered accreditation agency. In this sense, the creation of a European – Latin American Higher Education Space would need to be promoted, or, at the very least, a common area between Spain and other countries in Latin America.

Especially, the application of the ECTS credits, and their synthesised documental specification in the corresponding European Supplement to the Title, are useful for the improvement of our recognition system.

Therefore, the principles of the Convention of Lisbon must be incorporated into the recognition legislation, promoting thus, a more positive attitude towards qualifications and credits obtained abroad thanks to a climate of mutual trust in the field of higher education in Europe, backed up by a culture of quality generated by the existence of agencies for accreditation or their equivalents that will form part of the ENQA and, in the medium-term, the EQAR (European Quality Assurance Register).

From the outlook of methodological convergence through shared criteria for accreditation, ANECA has participated actively under the wing of the European Consortium for Accreditation (ECA) in several projects devised to simplify the procedures for accreditation of **joint programmes** in sole evaluation linked to the recognition of their results, and of the associated diploma for the programme on the part of agencies in participating countries.

These projects have been the base for the proposal of a European Approach for the Accreditation of Joint Programmes under discussion in the BFUG and must be ultimately adopted by the EHEA Ministerial Conference in 2015.

Outside of the EHEA, tools must be used for the assurance of quality and openness, promoting the application of the qualifications framework in place at the EHEA, of the ECTS system and of the European Supplement to the Title, as well as strengthening the EQAR.

Likewise, ANECA has instigated action plans along these lines with the methodology used by ECA with agencies in Colombia, CNA, and Costa Rica, SINAES, the only ones on the continent that have been externally evaluated by international bodies.

In the same way, the Secretariat General of Universities is working towards the necessary legislative developments to be able to offer an agile procedural system for recognition and homologation of qualifications.

Finally, progress must be made in the field of facilitating mobility between the different teaching methods employed in the EHEA, in other words: university teaching, higher teaching for: vocational, artistic and sports education, through the mutual recognition of credits between the same and the establishment of gateways that allow for the continuation of studies in the different fields of higher education.

4.3 Accreditation of teaching and researcher staff

The current legislation in force for access to university teaching bodies must have an international scope in line with our integration in the EHEA and the European Research Space (EEI).

The regulatory legislation for accreditation barely contains criteria that evaluate the international experience off candidates other than the presence of "experts of renowned international prestige" in the commissions for valuations and of the fact that professors from Member State universities within the EU with a position equivalent to that of professor or tenured university lecturer may be considered homologated in Spain.

For this reason, the recommendation of opening invitations and the contracting of staff on an international level appears in the most recent diagnostic reports and recommendations for the Spanish university system (References 1 and 8). It is considered that all posts, both for professors or tenured university lecturers as well as management staff, must invite for applications on a European / international level as well as nationally, with selection committees that include members not employed by the institution.

Indeed, the recent report on proposals for the reform and improvement of the Spanish university system includes the opening of an additional route to the existing system of national public accreditations, based on the direct and indefinite contracting of Spanish and foreign doctors on the part of the universities.

In this scenario, this Internationalisation Strategy must identify the possible improvements to be incorporated to strengthen the valuation of international activity in the accreditation procedures for teaching and researcher staff at the universities.

This valuation must also affect both teaching organisation as well as recruitment and training for the teaching and researcher staff; incorporating elements that foster internationalisation and the opening to the outside world as reflected in Action Plan Protocols and in the practices used by ANECA and of the Evaluation Agencies in place at the Autonomous Communities.

The composition of the Commissions, Working Groups and Evaluation Teams already in place in the Evaluation Agencies and Bodies must be at all times coherent with the dynamics of internationalisation advocated, and as such, procedures must be established that ensure the incorporation of teaching and researcher staff with a proven international track record

International experience should constitute a fundamental element in the selection process and promotion. Training and learning, teaching and research stays abroad should form part of the development of all academic careers.

4.4 Accreditation of programmes

The evaluation of Spanish university quality revolves around the accreditation of qualifications as established in its national legislation, which has meant major efforts on the part of university institutions and of the agencies responsible for their evaluation.

The year 2014 coincides with the start of the procedure for the renovation of the accreditation system, commenced in 2008 with the verification process. Thus the first cycle of the accreditation process defined by the Spanish judicial framework and which has demonstrated that it must improve in terms of complexity and lack of efficiency.

Following the considerations noted in the EHEA, ANECA has made efforts to develop an institutional vision to accreditation of qualifications that would eventually be more effective. Likewise, its quality assurance systems evaluation programme allows for the transfer of responsibilities to the institutions and "lightens" the load in terms of accreditation when centres have certified their systems in a highly innovative and aligned manner in keeping with international proposals.

Along the same lines, ANECA has incorporated into the national procedure for accreditation the possibility of obtaining European stamps for quality for programmes in engineering and computer studies for those qualifications that so wish. Undoubtedly this can be considered a good European practice, the qualification in question can undertake the national accreditation national procedure with ANECA and, should this fulfil the requirements, aspire to the European stamp contributing to the internationalisation of the national evaluation of the Spanish university system.

In this way, the Spanish system also responds to the demands of the Ministerial Memorandum of Bucharest in 2012 on the opening of national systems to international initiatives, ensuring also their complementary nature with the Spanish evaluation model.

Effectively, one of indicators of the Implantation Report for the Bologna Process 2015 is the level of international participation in the processes for external assurances of quality.

In this context, the Internationalisation Strategy must accompany in this field the proposal for a greater level of internationalisation in systems for external assurances of quality in collaboration with our integration with the EHEA.

4.5 Research. International Doctorate

In relation to the development of doctorate programmes, successive recommendations have been put forward within the EHEA: Ministerial Memorandum of Bergen in 2005, the Salzburg recommendations of the European Universities Associations (EUA) and the innovative Principles for Doctorate Tuition of the European Commission in 2011[21].

The Internationalisation Strategy is focused on the development of measures for international mobility for doctorate students, with the support of the existing

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[21] Principles for Innovative Doctoral Training, EC. 2011

mobility programmes, both on a national level, as well as within the EU, in Erasmus + and in Horizonte 2020 with the Marie Curie actions plans.

Likewise, interrelationships with universities and postgraduate doctorate schools on a Europe wide level will be promoted, with the aim of fostering quality international doctorate programmes in conjunction with foreign universities and companies.

4.6 Transference of Knowledge and Innovation

In order to enhance the international leadership of Spanish universities it is necessary to facilitate and promote the transference of knowledge and technology between business and academic fields in open and flexible environments of collaboration with R+D+i. Interaction, the dissemination of ideas and the adoption of shared models with new ideas and movement towards new applications, both in a commercial as well as non-commercial sense. Furthermore, it is important to highlight that the creation of new technology-based companies, as we are dealing with a fundamental course for the commercialisation of the results obtained from R+D+i and for the strengthening of entrepreneurial activity resulting from the university.

In this context, it would be necessary to adopt new measures that favour the implantation of overall models for open innovation, ensuring the strategic management of industrial and intellectual ownership rights (copyright), the effective transference of knowledge and technology and the international commercialisation international of research results, in such a way that the economic returns are maximised for the Spanish universities. These measures could be structured into the following blocks:

1. Development of economic and competitive intelligence systems and international monitoring tools for the identification, canvassing, analysis and broadcasting of the results.
2. Detection of international research groups and innovative technologies with an elevated potential of application in sectors and technologies vital for our economy.
3. Fostering of international relations between universities, R+D centres, researchers and companies and stimulation of mobility for researchers, technicians and technology workers, as well as public - private sector collaborations of a stable nature.
4. Definition of models for protection of knowledge and research results that facilitate their transmission, incorporating regulated procedures and including actions to strengthen their structure, governance and incentives to researchers, technological workers and professionals involved in international transference of knowledge and technology.
5. Establish efficient mechanisms for cooperation and collaboration on an international stage, as well as the promotion and commercialisation of research results.

4.7 Employability

In the current national and international context, employability, in other words, the potentiality and the capacity to achieve one's first job and adapt to the changes occurring in the future, is a shared aim of the reforms for higher education and therefore must be considered in this Internationalisation Strategy.

The Strategy proposes measures for mobility geared towards the fostering of employment, not only for the university students and staff already mentioned, but also including aspects of professional insertion in said mobility conditions.

In other areas, the participation in observance mechanisms for the international employment market have been promoted, with the aim of having valuable information on the adaptation of the study programmes of to the real demand needs for qualifications in the international environment.

Cooperative international programmes will be promoted with the industry and the business sector, with the possible use of different mechanisms: business professorships, internships, stays in companies for professors and researchers, canvassing of visiting professors to industry, training of international entrepreneurs, etc.

In this point it is of the utmost importance to cooperate with the Social Counsels of the universities and with other bodies, such as the Ministry of Employment and Social Security and the University – Enterprise Foundations Network, in line with the recently signed agreement with the Ministry of Education, Culture and Sports with Social Councils to study the employability of different qualifications and also to promote a responsible choice on the part of the students and the adaptation of those programmes with low levels of employability to the needs of the job market.

4.8. Cooperation in education with other regions in the world

A large part of mobility is linked to knowledge and the dissemination of information regarding the possibilities that Spain and its university system offer.

For this reason we must have, not only the support of the Ministry of Education, Culture and Sports, but also that of the MEySS, the Ministry of Economy and Competitiveness, the ICEX, the Ministry of Foreign Affairs and Cooperation, along with the Spanish Cooperation Agency and Cooperation Offices.

The Ministry of Education, Culture and Sports has an extensive network of Education Departments and Attachés already in place and with a great deal of experience, developing their actions plans in a large number of countries. Its strategic position, in constant contact with the educational authorities and with the university sector for the countries in which it operates, grants them the basic tools with which they can collaborate within the aims of this Strategy.

Furthermore, the enhancement of synergies being created in the field of commercial promotion abroad between the Education Departments, Universidad.es, ICEX and the network of foreign commercial offices must be mentioned.

All of this exterior clout signifies an excellent instrument for the promotion of Spanish universities and its offer in terms of tuition and advanced and research in the dissemination aims for the Spanish language and culture Spanish, and with that provide incentives for demand levels for studying in Spanish. Thus the motivation levels to want to study in our country will rise, as well as the promotion of the possibilities of transference of knowledge within the Spanish university system with national and international companies.

The external educational action plan of the Ministry of Education, Culture and Sports has centres belonging to the Spanish state, in which we can find around

10,000 students enrolled, receiving regulated classes in line with the Spanish education system at the pre-university level; joint ownership centres; numerous centres which offer bilingual teaching to more than 20,000 students; and sections in centres owned by other States where around 12,000 students study courses regulated by the Spanish educational system at the pre-university level, integrated into the own educational system in place in that country. This represents an important opportunity, as knowledge of the language and the interest in Spanish culture are often among the main reasons that students choose Spain as a study destination, and these same students and families thus become disseminators of our culture and boost relations of all types with Spain.

Centres abroad belonging to the Ministries and bodies such as the ICEX, the *Instituto Cervantes* and Cooperation Offices are often meeting points with the citizenship, both to assist them with their doubts regarding recognition of qualifications as well as the possibilities of studying in our country, and offering information or providing incentives for the choice of programmes within the academic offer made by Spanish centres. Also of importance are reference centres in the assistance of Spanish citizens residing abroad. Only in 2013, some Education Departments handled more than 10,000 queries through the different customer service channels that they offer, providing information and guidance, bringing closer and presenting first hand the possibilities that the Spanish university system can offer to all corners of the globe.

Thirdly, centres belonging to the external network, especially Education Departments are in constant contact with the different local, regional and national educational authorities of the countries in which they are located, and are, therefore, important stakeholders in the strengthening and the promotion of cooperation with institutions and university systems in the EU, the EHEA, Latin America and the Mediterranean Region, as well as emerging and industrialised countries. The promotion of the establishment of collaborations and bilateral agreements, and contact and cooperation via international forms and educational fairs are made easier through the action plans of the external network.

5. Aims and Pillars of Actions

The Internationalisation Strategy must respond to the challenges outlined and support the universities in their institutional strategies for internationalisation.

The Strategy be fully integrated into the Spanish Strategy for Science and Technology and Innovation 2013 – 2020 promoted by the Ministry of the Economy and Competitiveness, as well as in the Strategic Internationalisation Plan for the Spanish Economy 2014 – 2015 and at the same time, form part of the aims of the Exterior Action Plan set out by the Ministry of Foreign Affairs and Cooperation in the framework of a strategy global exterior that helps to increase the attractiveness of Spain as an ideal place for the location of knowledge intensive activities.

General Aim

To consolidate a strong and internationally attractive university system that promotes mobility of entry and exit of the best students, professors, researchers and administrative and service staff, the quality of the tuition offered, the potential of Spanish as a language for higher education, the internationalisation of teaching programmes and activities for R+D+i, contributing to the improvement of the international attractiveness and competitiveness of Spain, as well as the socio-economic development of its immediate knowledge based environment.

For this reason, the strategy must contribute to the creation of an international brand based on two fundamental pillars: **quality and the Spanish language.**

Spanish is the second most commonly spoken language in the world, with more than 400 million native speakers the world over, and it is also the second most spoken language in the United States, with around 40 million speakers. Analyses such as the one recently published by the British Council conclude that Spanish is the most useful and necessary second language to learn[22].

With this in mind, Spanish universities, unlike those in other countries, can and must show their commitment to bilingual qualifications in Spanish and English, offered to their students, providing tuition in two of the languages that create the most professional opportunities.

The excellence of Spanish university system is scarcely seen, notably in international ranking lists. Therefore, it is essential to make strident efforts to make people aware of the same, in order to be able to attract talent. The universities must identify their strengths on a scientific and technological level, as well as for the transference of knowledge, making these visible and broadcasting them.

All of this demands improvements in the coordination between the universities and the public sector administration, in line with this national strategy for internationalisation, both for the regional strategies of the Autonomous Communities as well as specific strategies for each university. At the same time, from the public sector administration a service of promotion on an international scale must be provided for the university system as a whole and for specific universities, as well as facilitating each university so that they can embark upon their own Internationalisation Strategy.

Pillars of Action

Based on this general aim, four main pillars of action have been proposed:

1. Establish and consolidate a highly-internationalised university system

Our university institutions must supply their students with the tuition and skills needed to work in an open international environment, having on hand for this with teaching and research, administrative and service staff with international experience who support the internationalisation of the university system. The specific aims in this pillar include:

1.1. **Improvement of the legal framework for internationalisation**

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[22] "Languages for the future. Which languages the UK needs most and why.", British Council, 2013.

1.2. **Internationalisation of teaching programmes**. Offer opportunities for learning and acquisition of the skills to work in an open international environment, including transversal skills: linguistic and communicative skills, intercultural skills, teamwork, ethics and entrepreneurship, leadership skills, etc.

1.3 **Mobility**. International mobility for learning, knowledge and employment both in terms of entry as well as exit. Staff with international experience who support the internationalisation of the university students. Simplification of legislative frameworks that foster the entry, stay and residence of foreign students, professors and researcher.

1.4. **Internationalisation at home** to ensure that the benefits of internationalisation also reach the majority of the students who do not study aboard

1.5. **Recognition of qualifications and study periods**. Standardisation and adaptation of level to the EHEA.

1.6. **Transnational assurance of Quality Values.** Institutional accreditation and that of programmes in the EHEA

2. Increase the international attractiveness of the universities

Improvements must be made to the visibility and international renown of the best Spanish university campuses showing these as attractive environments in which one can live, study, teach and work, with los following specific aims

2.1. Internationalisation of the universities. Modernisation of institutional strategies for internationalisation

2.2. **Welcoming Services.** Support service for arrival, stay and departure of foreign students and visitors.

2.3. **Adaptation courses for foreign students**

2.4. **Tuition programmes in English and other foreign languages**

2.5. **Transnational joint and multiple qualifications** with a flexible academic offer in terms of qualifications and programmes on an international level.

2.6. **International positioning of universities** in terms of world-class education, research and innovation taught on Spanish campuses.

2.7. **Participation in networks, projects and international programmes** for education, research and innovation

2.8. **Promotion** of the Spanish universities in the international markets for higher education.

3. Foster the international competiveness of the university environment

Universities, whilst still forming part of the International Knowledge Networks, must be integrated into the social and productive fabric of its surrounding environment and become an invigorating force for progress of the same, creating and transferring knowledge to society. The specific aims in this pillar include:

3.1 **International university – business forums**. Strengthen the strategic cooperation between universities – business in the international environment.

3.2   Consolidate a university community committed to the **regional, social and business environment**. Giving back knowledge to society, helping to resolve the needs of the same and the challenges faced on a global scale..

3.3   **Internationalisation of the Valuation and Transference of Technology Offices**

3.4   **University products and services**. Identify potential demand sources for university products and services and intensify Spain's presence as a supplier of university services in other parts of the world. Identification of the scientific – technological product offer.

4. Intensify cooperation in higher education with other regions in the world

Spanish universities must participate more actively in international production networks for new knowledge in collaboration with excellence networks and institutions located in all regions of the world: member states of the EU, taking advantage of the opportunities for collaboration and financing offered by the educations and research programmes run by the European Commission, developing nations, emerging nations and more developed nations. For this, the universities could draw on the existence of the external network of the Ministry of Education, Culture and Sports, as well as that of MINECO, MEySS, MAEC, ICEX, AECID and Cooperation Offices. The aims identified herein are:

4.1   Strengthen Spanish cooperation and presence in the EU and the EHEA.

4.2   Strengthen Spanish leadership and presence Spanish in the construction of the Latin American Knowledge Areas

4.3   Strengthen Spanish cooperation and presence with strategic regional areas such as the Mediterranean and growing areas such as Africa.

4.4   Explore avenues of specific cooperation with developed and emerging countries

4.5   Cooperation for development

4.6   Multilateral bodies and programmes for Higher Education

6. Proposal of Action Plans and Indicators

Based on the analysis of the context, diagnostic, challenges and internationalisation factors, along with the aims and pillars of action established in the previous chapters, the strategy proposes the following action plans, presented in the form of informative sheets to facilitate their setting with the strategic pillars and aims.

1. Establish and Consolidation of a highly internationalised university system

A basic action to improvement the internationalisation of the Spanish university system is the **improvement of the legal framework** in order to favour the internationalisation of the different aspects outlined in this strategy.

Operational Aim 1.1	Improvement of the legal framework for internationalisation
Action Plan 1.1	Revision of the legal framework at state level and that of the Autonomous Communities
Approach	Working Group of the SGU with the CGPU, CICEU, to review the current legal framework and identify necessary changes to reduce barriers and promote the internationalisation of the universities
Agents	SGU, CGPU, CICEU, SGIE, OAPEE, MAEC
Results	Report on necessary legislative changes
Date / Indicator	First semester 2015

The improvement of the internationalisation of institutions and the system is based largely on the **human factor**. All members of the university community: students, professors, researchers and administrative and service staff must acquire, update and develop the skills needed for international cooperation, participating actively in the same.

With regard to the students, the acquisition of international skills is linked to the adequate **consideration in study plans**, as well as through the **internationalisation** of tuition programmes. The universities must provide specific and transversal skills that foster the ability of students to work in an open international environment

Operational Aim 1.2	Supply the tuition and skills to work in an open international environment
Action Plan 1.2	Foster the incorporation of **transversal skills** and greater **internationalisation** of the tuition syllabuses
Approach	SGU with CICEU Forums, representatives on the FEU, ICEX Network and companies to promote **guidelines and recommendations** for

	internationalisation of the tuition syllabuses with inclusion of skills such as: communication, leadership, teamwork, active citizenship, internationalisation process, international marketing, information in target markets, etc.
Agents	SGU, CICEU, FEU Network, Companies, ICEX Network, OFECOMES Spanish Economic and Commercial Exterior Offices
Results	Internationalisation of the tuition syllabuses with acquisition of transversal and intercultural skills.
Date / Indicator	First semester 2015

International mobility for all academic collectives must be an essential component of the Internationalisation Strategy of the Spanish universities as this allows for the acquisition of new knowledge, skills and abilities for improved personal and professional development, resulting in the improvement of the institution.

The improvement of mobility requires its **measures,** namely, collection systems and processes for data analysis that allows for the establishment of initiatives based on the evidence found in real data and the characteristics relating to different types of mobility.

Operational Aim 1.3.1	**Measurement of international mobility**
Action Plan 1.3.1	Establishment of collection systems and processes for data
Approach	Establishment of the SIIU and coordinated by the SGU for systems to obtain all types of mobility data necessary for entry and exit students, PDI and PAS
Agents	SGU, CICEU, SGIE
Results	Collection systems on data mobility for all collectives in the SIIU
Date / Indicator	Second semester 2015

The establishment of **mobility windows in** tuition programmes can help to integrate mobility structurally as part of the syllabus, as well as departures, complementing other possible mobility actions.

In relation to the **mobility of credits** for carrying out study periods in other countries, the aid programme offered by the Ministry of Education, Culture and Sports will continue to beneficiaries of the Erasmus + programme, promoting bilateral agreements student mobility schemes in the priority nations outlined in pillar for Cooperation with other regions in the world.

Operational Aim 1.3.2	Increase the **international mobility of students** a at degree and master´s level.

Action Plan 1.3.2.1	**Mobility Windows** in degree and master´s programmes for mobility of credits and qualifications both for entry as well as exit mobility
Action Plan 1.3.2.2	Incentivise the **mobility of credits** and **qualifications** for entry and exit through support to the Erasmus + programme and other multilateral and bilateral aid schemes (Science without Frontiers, Colombia)
Approach	CICEU – RUNAE Report identifying the possibility of structurally integrating mobility windows into the degree and master´s programmes with recommendations for potential actions needed, including, wherever necessary, possible changes to legislation.
Agents	SGU, CICEU-RUNAE, OAPEE, SGIE
Results	Structurally integrating mobility windows into the degree and master´s programmes, by a reserve number of credits for international mobility of entry-exit and students' apprenticeships internships.

Date / Indicator	• Mobility windows 2015 – 2016 Academic Year
	• In December 2015
	  o Mobility of entry/exit: OECD average
	  o Number foreign students: 2.7% of total

The mobility of professors and researchers, including doctorate students is a determining factor in the **free circulation of knowledge**, promoting transnational collaboration in networks and international projects involving education, research and innovation, allowing for improvements to the quality of our university educational system as a result of the contrast with the university educational system in other countries.

National Actions Plans underway for aid to the **international mobility provided by the** National Mobility Plan for Human Resources will continue: i) Work stays abroad for university teaching staff and "senior"; researchers ii) Work stays abroad for young doctors; iii) Post-doctorate researchers in foreign centres.

Furthermore, there is also aid for the **mobility of teaching staff** at Master´s **and** Doctorate level, participation in Thesis Tribunals with European scope and through Bilateral Conventions.

The mobility of academic staff requires flexible working conditions that make possible recognition of international activities in their professional career. The adoption by Spanish universities of the **European Charter for Researchers and Code of Conduct for the Recruitment of Researchers** [23] and its progressive application will allow for the increasing of the renown and

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[23] European Charter for Researchers and Code of Conduct for the Recruitment of Researchers. European Commission.2005

attractiveness of our universities insomuch as the offering of working conditions , recruitment and **the professional careers** of teaching staff and researchers.

Operational Aim 1.3.3	Increase the **international mobility of university staff:** PDI and PAS.
Action Plan 1.3.3	**Evaluation of international activities** involving education, R+D+i and transference of knowledge in the accreditation and professional career of teaching and researchers, administrative and service staff.
Approach	Revision of the legislation and guidance in recognition matters for the accreditation of PDI and the professional career of the PAS.
Agents	SGU, ANECA, CNEAI, CICEU-CASEU, OAPEE, SGIE
Results	Introduction of internationalisation criteria in terms of accreditation, evaluation and recognition complements for the PDI and PAS.
Date / Indicator	Second semester 2015

Mobility of **employment** allows for us to take advantage of the fact that, despite the current economic downturn, many posts remain unfilled in countries belonging to the European Union and beyond The lack of information on employment opportunities in other countries along with the scarcity of mobility schemes including opportunities for professional insertion, internships and students' apprenticeships in international companies, means that many youngsters and adult persons willing to work abroad fail to take this opportunity.

With this in mind, the Ministry of Education, Culture and Sports will continue with aid provided by the **ARGO GLOBAL** programmes, to promote the complementary tuition for qualifications from all of the Spanish universities through the carrying out of students' apprenticeships internships throughout Europa, the United States, Canada and Spanish companies with headquarters in Asia, and **FARO GLOBAL** for the mobility of university students in final courses of any qualification taught in Spanish public or private universities recognised by the Ministry of Education, Culture and Sport.

Operational Aim 1.3.4	Increase the **mobility of employment**
Action Plan 1.3.4	Increase information on possibilities of international employment and professional insertion
Approach	Permanent updating of the **mobility web, with** information on agreements regarding mobility**,** opportunities for professional insertion, students' apprenticeships internships, etc. in foreign

	companies and universities. Maintain the notifications of the subsidy programmes for young people.
Agents	SGIE, SGU, RUNAE
Results	Report on international employability of Spanish graduates
Date / Indicator	On-going action plans

In the framework for global competition for talent, the adoption of measures to simplify regulatory frameworks and facilitate the entry, stay and residence students, professors and researchers from third party countries is fundamental.

Operational Aim 1.3.5.	Facilitate the arrival students, professors and researchers from third party countries
Action Plan 1.3.5	Foster the entry, stay and residence of foreign students, professors and researchers, in line with the Directives and national norms on these issues.
Approach	Simplification of regulatory frameworks that favour the entry, stay and residence of foreign students, professors and researchers
Agents	SGU, SGIE, MAEC, OAPEE
Results	Rapid processing of foreign students and professors
Date / Indicator	Recommendations Directive on Entry and Exit Requirements for Study, Research, Internship purposes: First semester 2015

In relation with the students, the internationalisation of Spanish campuses (internationalisation at home) allows for the development of linguistic and multicultural skills, as well as professional ones that facilitate insertion into the workplace, including non-mobile students.

Operational Aim 1.4	**Internationalisation at home**
Action Plan 1.4	Increase the internationalisation, multilingualism and the international environment of university campuses.
Approach	Foster activities that promote the interaction of learning and exchange of knowledge and experiences with foreign students and professors
Agents	CICEU- RUNAE. Universities
Results	Internationalisation at home guidebook

Date / Indicator	Second semester 2015

For the recognition of qualifications and study periods, it is necessary to adapt the current procedures to those for the EHEA progressing towards the automatic recognition of qualifications that fulfil the demands of the EHEA.

For those countries outside of the EHEA, with member countries of the OECD we must consider whether to sign or not the Lisbon Convention on Recognition of Qualifications, with the possibility of the establishment of Equivalence Tables between ECTS credits and those used in the country in question.

In the case of Latin America, and therefore takes shape within the Framework Agreement for the Recognition of Qualifications and Study Periods discussed in the development of the Latin American Knowledge Area, lists of accredited universities could be produced depending on the accumulated experience on quality assurance of qualifications granted up to the present date.

Operational Aim 1.5	**Recognition of qualifications and study periods**
Action Plan 1.5	Improvements in the efficiency and effectiveness of the **recognition** procedure for study periods and qualifications both for EHEA signees as well as third-party countries
Approach	Foster the use of Bologna instruments: Lisbon Recognition Convention ECTS, Supplement to the Diploma and Equivalence Tables that allow for greater automation of the recognition of study periods and qualifications performed abroad
Agents	SGU, DG PU, CREU, ANECA
Results	Facilitate the affluence of foreign students and qualifications into the Spanish educational and production system
Date / Indicator	Second semester 2016. Maximum response time 1 month

For the Assurance of Quality Standards must consolidate external quality assurance systems in line with the recommendations made by the Ministerial Memorandum of Bucharest for progress towards a **European Approach to Accreditation of Quality Standards**.

Operational Aim 1.6	**Transnational Assurance of Quality Standards**
Action Plan 1.6	Improvement of efficiency and effectiveness of international evaluation and accreditation programmes at an **institutional and programme level.**

Approach	Identification of obstacles for progress towards institutional accreditation and adoption of the **European Approach to Accreditation of Quality Standards** with agreements with Quality Standards Agencies registered with the EQAR
Agents	SGU, DG PU, ANECA, CREU
Results	Development of an international system for external assurance of quality in line with the developments of the EHEA.
Date / Indicator	Second semester 2016. Adoption of the European Approach

2. Increase the international attractiveness of the universities

On an institutional level, a necessary condition in order to achieve a highly internationalised university system, is that the universities develop strategies for internationalisation that show the worth on a global scale of the education and the research performed. Much of this work has already been done based on the tasks performed in the CEI programme and as a requisite for the Erasmus Charters, and as such, the majority of the universities have in place General Strategic Plans that include pillars for internationalisation.

Operational Aim 2.1	Foster the development and implantation of **institutional strategies for internationalisation**
Action Plan 2.1	Support the development on the part of the universities of specific strategies for internationalisation in line with specific aid for this purpose
Approach	Accompanying and support for the institutions for development of **institutional strategies**
Agents	SGU, CGPU, CICEU-CREU, MINECO
Results	Support measures for the development and updating of **institutional strategies** for internationalisation with the use of extra revenue created for institutional improvements
Date / Indicator	70% of universities with explicit strategies for internationalisation by June 2015

Our universities must offer **welcoming and support** services for foreign students and visitors that facilitate their incorporation into our university, cultural and social system

Operational Aim 2.2	**Support services** for welcome, stay and departure of

	students and professors
Action Plan 2.2	Strengthen assessment, guidance and help for mobile students and professors, both upon exit as well as entry
Approach	Development of a Communication of Mobility Actions Plan. Welcome Offices. Residence and stay services for foreign students
Agents	CICEU-RUNAE. External Networks of the Ministry of Education, Culture and Sports, MEySS, MAEC, ICEX, AECID, Cooperation Offices.
Results	"Welcome to Spain" Plan
Date / Indicator	Second Semester 2015

The implantation of **Adaptation Courses** for foreign students with language and cultural tuition, as well as the initiation in specific subjects relating to the qualifications, help for a better and quicker adaptation of foreign students and ensure their academic success

Operational Aim 2.3	Adaptation Courses for foreign students
Action Plan 2.3	Generalise the design and implantation of Adaptation Courses for foreign students in all Spanish universities
Approach	Design of language tuition programmes, methodology and study techniques, culture and specific subjects relating to the qualifications., as necessary. Enrolment in corresponding studies could conditioned by the passing of these courses.
Agents	SGU, CICEU, UIMP, universities
Results	A better and quicker adaptation of foreign students to out higher education system
Date / Indicator	Adaptation Courses for foreign students that cannot accredit their language level or sufficient knowledge to embark on the courses. 2015-16 Academic Year.

The teaching of high-quality international bilingual courses (in **English** and Spanish or in other foreign languages) favours exchange and the mobility of the students, giving the opportunity to Spanish students to study and work in an international and multicultural environment.

Operational Aim 2.4	Increase the number of bilingual degree and master´s programmes taught in Spanish and **English** or in other foreign languages
Action Plan 2.4	Foster the learning of a sufficient level of English for

	all of PDI, PAS and academic posts.
Approach	Establish incentives on an institutional level for the mastery of English and foreign languages on the part of the PDI and PAS
Agents	CICEU
Results	Increase of the number of bilingual degree programmes (50% in English) or wholly taught in English.
Date / Indicator	First semester 2015. Please refer to starting point to set institutional aims for the number of degree and master's students, in English or in other foreign languages

The creation of joint study programmes with **joint or multiple qualifications will be promoted, that allows for the strengthening of personal and institutional skills to work, collaborate and compete in an** international environment.

Operational Aim 2.5	**Joint Programmes**
Action Plan 2.5	Increase the offer of joint and double programmes between Spanish universities and renowned foreign universities, including mobility schemes for students and professors
Approach	Identification of operational **obstacles** and for the development of international joint programmes international, including recognition topics.
Agents	SGU, ANECA, CICEU-CASEU, OAPEE, SGIE
Results	Report on obstacles to joint programmes
Date / Indicator	First semester 2015

Still without constituting the final purpose of the strategy, it is evident that an improved positioning of our universities in global rankings, however debatable their criteria and results might be, helps to make our universities more attractive for national schemes for international mobility, which occasionally use these rankings for the selection of their destination universities.

Operational Aim 2.6	Improvement of the **international positioning** of Spanish universities
Action Plan 2.6	Identification of the criteria and Indicators for education, research and transference of knowledge that allow for a better positioning on an institutional, topical and departmental level as part of the

	prestigious international ranking lists
Approach	Working Group with Universidad.es, MINECO, CICEU, Sectorial of I+D of CREU with practical recommendations and guidelines to improve the positioning in ranking lists
Agents	SGU, CICEU, Sectorial of I+D of CREU, Universidad.es, MINECO
Results	Manual with practical guidelines for the improvement of positions in universities' ranking lists
Date / Indicator	First semester 2015

The international attractiveness international of the universities is closely linked to their participation in international networks, associations, projects, technological platforms and international excellence programmes. This participation is vital along the road to excellence in teaching and R+D +i with the implication of companies in the design and implantation of study programmes.

For this reason, we most promote the participation of Spanish universities and campuses in collaboration with companies in new instruments for Knowledge Alliances and Strategic Collaboration as part of the **Erasmus +** programme and in initiatives for the **Horizonte 2020** programme in order to contribute to the resolving of some of the major global challenges faced in the Twenty First Century. Furthermore, universities can also, in the exercising of the function inherent in them, promote the development of their most immediate environment and strengthen civil society.

Operational Aim 2.7	Participation in European and international networks, projects and excellence programmes
Action Plan 2.7	Promote the participation of the universities and International Campuses of Excellence CEI in new instruments for Erasmus + and Horizonte 2020 in the EU
Approach	Establish incentives and support for the preparation of bids and tender training on an institutional level in instruments such as the Knowledge Alliances and Strategic Associations (Erasmus +) and Communities for Innovation and Knowledge, along with Marie Curie (Horizonte 2020)
Agents	SGU, OAPEE, MINECO
Results	Support measures for tender training and preparation of bids
Date / Indicator	First semester 2015

Improvements must be made to the **brand image** of the Spanish university system promoting the participation in international educational fairs and events along with the development of portals fostering the idea of studying in Spanish

universities. It is necessary to project an attractive image of Spain and its educational offer, grouping together all of this and its values with the use of an adequate logo and brand for this purpose.

Operational Aim 2.8	Promotion of the Spanish universities in international higher education fairs
Action Plan 2.8	Foster the brand image of the Spanish university system in the exterior
Approach	Actions Plans from the Promotion Agency belonging to Universidad.es in collaboration with CICEU ICEX and the OFECOMES Network for participation universities in international higher education fairs and other global educational events.
	Development of portals with information for international students son the possibility of studying in Spain, amongst which, the Immigration Portal, and of the generic brand under the process of international registration: "Study in Spain", in such a way that this is integrated properly with known and recognisable brands that must be upheld (for example, "Universidad.es"), and with brands that may be created as deemed necessary within the international competitive context (for example, along the lines of "Universities of/in Spain", or "Higher Education in Universities of Spain", etc...).
Agents	Universidad.es Foundation, ICEX, CICEU. Exterior Network of the Ministry of Education, Culture and Sports, MEySS, MAEC, ICEX, AECID, Cooperation Offices, OFECOMES Network
Results	Updating of Universities' Promotion Plan of

Criteria for promotion portals to study in Spain |
| Date / Indicator | Second semester 2015 |

3. Foster the international competiveness of the business environment

Universities must foster the international competiveness of **their business environment**, exchanging the knowledge created or acquired in the international knowledge networks with companies in their immediate environment, regional and national.

Operational Aim 3.1	Increase the commitment of the universities with **their business environment**, University – Enterprise Forums

Action Plan 3.1	Promote strategic cooperation between university – business on a regional, national and international level.
Approach	Organisation of University – Enterprise Forums to promote the joint participation in international projects and programmes for professional internships in companies, industrial doctorate programmes and projects for leadership in terms of industry and innovation
Agents	SGU, FEU Network, CREU, OAPEE, MINECO, ICEX, OFECOMES Network, MINETUR
Results	Action Plan for university – business internationalisation
Date / Indicator	Second semester 2015

Universities must act as driving forces for **regional knowledge and innovation ecosystems**, in collaboration with regional authorities and the business environment as well as society and undertaking commitments for the socio-economic development of the environment, in line with RIS3 strategies.

Operational Aim 3.2	Increase the commitment on the part of universities with their regional, administrative and territorial environment
Action Plan 3.2	Promote the participation of the universities in the design and development of Regional Innovation Communities RIC, the Knowledge Innovation Communities KIC and the European Institute for Innovation and Technology EIT
Approach	Foster collaboration with the Autonomous Communities in the participation of the operation of International Campuses of Excellence in the development of regional strategies for innovation
Agents	SGU, CGPU, CREU, MINECO, CC.AA.
Results	CEI in RIC of the European Institute for Innovation and Technology
Date / Indicator	2016

Las universities must improve their practices employed in the transference of knowledge and management of intellectual property in their international activities

Operational Aim 3.3	Internationalisation of Evaluation Offices and transference of results from R+D+I activities.

Action Plan 3.3.1	Implantation of management procedures for intellectual property and transference of results from R+D+I activities,
Action Plan 3.3.2	Internationalisation of Transference Offices belonging to the Spanish universities
Approach	Incentives for the adoption of the good practices and recommendations in place in the European Union in with regard to the management of intellectual property and transference of results from international R+D+I activities
Agents	MINECO, SGU, R+D of the CREU, Red OTRI
Results	Aid services for activities involving the management of intellectual property and transference of knowledge in international projects
Date / Indicator	First semester 2016

The growing internationalisation of the activities relating to knowledge offer opportunities for collaboration in the global production of knowledge and access to higher education markets that must be taken advantage of, developing **models for business, programmes and services** adapted to the same.

Operational Aim 3.4	University programmes and services for exporting
Action Plan 3.4	Development of business and services models and university tuition products. Support in matters of teaching for internationalisation, external markets and collaboration with companies.
Approach	Foster collaboration with the FEU Network and company business models and training products and services for their implantation abroad.
Agents	SGU, MINETUR, FEU Network, CICEU, ICEX and OFECOMES Network.
Results	Business model and university products and services
Date / Indicator	Second semester 2016

4. Intensify cooperation in higher education with other regions in the world

Spain's membership of the European Union and its participation in the Bologna Process for the development of the EHEA makes **Europe** the natural environment for action plan, in collaboration with other European countries, we must promote international collaboration in the field of Higher Education with the rest of the world. Especially in the case of Latin America, given the fact that Spain also forms part of the Latin American Community.

Operational Aim 4.1	Strengthen cooperation on a national level with institutions and university systems in the EU and of the EHEA
Action Plan 4.1	Foster the establishment of collaborations and bilateral agreements with countries in the EU in topics involving recognition, assurance of quality, mobility and commercial promotion.
Approach	Development and updating of bilateral agreements with priority countries that have a tradition of university cooperation and student mobility flow
Agents	SGU, Education Counselling Networks of the Ministry of Education, Culture and Sports, MAEC, Foundation Universidad.es Foundation, CICEU-CREU, OAPEE, ANECA, ICEX
Results	Increase the number of active bilateral agreements with benefits for students, professors and institutions
Date / Indicator	First semester 2016 Full adoption of EHEA instruments. Bilateral agreements and Recognition and Quality Standards with countries from the EU and the EHEA: France, Germany, Italy and Portugal.

Spain for geographical, historical and cultural reasons, along with the shared linguistic heritage in the case of **Latin America**, must have a noted presence in a position of leadership in the project for the construction of the Latin American Knowledge Area (EIC). Spain's dual nature as part of Europe and the Spanish speaking world allows it become a natural bridge between the EHEA and the EIC, called upon to coordinate and be involved in the Euro - Latin American Higher Education Area.

Operational Aim 4.2	Strengthen cooperation with institutions and university systems in Latin America. Latin American Knowledge Area.
Action Plan 4.2	Foster the establishment of collaborations and bilateral agreements with countries in Latin American in the field of construction of shared areas for knowledge and higher education
Approach	Development and updating of bilateral agreements with priority countries with a tradition of university cooperation and student mobility flow. Commercial Promotion.
Agents	SGU, External Networks of the Ministry of Education, Culture and Sports, MEySS, MAEC, ICEX, AECI, Cooperation Offices. Universidad.es Foundation, CICEU-CREU, ANECA

Results	Increase the number of active bilateral agreements with benefits for students, professors and institutions Increase relations between Spanish universities with Latin American universities.
Date / Indicator	First semester 2015. Activation of bilateral agreements with Chile, Mexico, Brazil, Colombia, Argentina and Uruguay. Number of bilateral agreements between universities

In the **Mediterranean Area,** with the process launched via the Cairo Declaration Of the Ministries of Higher Education for countries of the European Union located in the Mediterranean to construct the Euro-Mediterranean Higher Education and Research Area (EEMESI), Spain participates in the Mobility scheme for students enrolled on master's and doctorate course with joint programmes and internships for professional insertion in16 countries of the southern and northern banks of the Mediterranean.

Operational Aim 4.3	Strengthen cooperation on a national level with institutions and university systems based in the Mediterranean. Euro-Mediterranean Higher Education and Research Area
Action Plan 4.3	Foster the establishment of collaborations and bilateral agreements with countries in the Mediterranean region in the area of construction shared spaces for knowledge and higher education. Commercial Promotion.
Approach	Development and updating of bilateral agreements with priority countries in these areas with a tradition of university cooperation and student mobility flow.
Agents	SGU, External Network of the Ministry of Education, Culture and Sports, MEySS, MAEC, ICEX, AECI, Cooperation Offices. Universidad.es Foundation, CICEU-CREU, ANECA.
Results	Increase the number of active bilateral agreements with benefits for students, professors and institutions
Date / Indicator	Second semester 2015. Activation and development of bilateral agreements with Morocco, Algeria. Number of bilateral agreements between universities

In relation with industrialised and emerging countries, the creation and consolidation of the excellence centres in terms of teaching, research and innovation with the best university centres in the world in USA, China, South East Asia and other emerging countries.

The Ministry of Education, Culture and Sports and the Spanish universities should hold a greater presence in the development and implantation of the

Bilateral Agreements that the EU has signed with USA, Canada and industrialised countries Australia, Japan, New Zealand and South Korea. in these programmes, co-financed by the EU, and partner countries, to support the exchange of academic students and personal associated with collaborative projects in education and research, promoting the internationalisation of the universities and academic staff.

Operational Aim 4.4	Strengthen cooperation on a national level with industrialised and emerging countries
Action Plan 4.4	Foster the establishment of collaborations and bilateral agreements with industrialised countries in joint excellence projects for teaching and research
Approach	Development and updating of bilateral agreements with priority countries: USA, BRIC, MINT, Australia, Canada, South Korea, etc. Commercial Promotion..
Agents	SGU, Red Exterior of the Ministry of Education, Culture and Sports, MEySS, MAEC, ICEX, AECI, Cooperation Offices, MAEC, MINETUR, Universidad.es Foundation, CICEU,-OAPEE
Results	Increase the number of active bilateral agreements with benefits for students, professors and institutions
Date / Indicator	Second semester 2015. Bilateral agreements with USA, Russia, India, China, Australia, Canada, Singapore. Number of bilateral agreements between universities

Higher education must be an essential component for the Cooperative Plans with countries undergoing development, contributing to the establishment of the necessary abilities for the socio-economic development of these countries.

Operational Aim 4.5	Strengthen cooperation on a national level with countries undergoing development
Action Plan 4.5	Foster the establishment of collaborations and bilateral agreements with countries undergoing development. Commercial Promotion.
Approach	Development and updating of bilateral agreements with countries undergoing development as part of the Management Aid Plan for Cooperation and Development of the MAEC
Agents	SGU, External Network of the Ministry of Education, Culture and Sports, MEySS, MAEC, ICEX, AECI, Cooperation Offices, MAEC, CICEU-CREU
Results	Increase the number of active bilateral agreements with benefits for students, professors and institutions
Date / indicator	Second semester 2015. Activation bilateral

	agreements with priority countries. Spanish Management Cooperation Plan 2013 - 2016

Efforts must be made to achieve more active and influential participation in **Multilateral Bodies and Programmes** in which Spain is a signee, especially in those that contribute to the development of the internationalisation of higher education and overcoming challenges.

Likewise, more active involvement must also be achieved in forums for political dialogue in subjects relating to education that the EU is carrying out in different regions in the world: Neighbouring Countries, including Russia and Central Asia; previously mentioned industrialised nations; Strategic Partners: Brazil, China, India, México, and South Africa, as well as in multilateral forums such as the Mediterranean and African Unions, along with the Latin American, Caribbean and Pacific regions.

Operational Aim 4.6	Increase participation in Multilateral Bodies and Programmes for Higher Education and in Forums for Political Dialogue within the EU and the EHEA
Action Plan 4.6	Activate participation in international forums for Higher Education
Approach	Improvement of participation in political cooperative forums for higher education on an EU, EHEA, OECD level
Agents	SGU, Red Exterior of the Ministry of Education, Culture and Sports, MEySS, MAEC, ICEX, AECI, Cooperation Offices, MAEC.
Results	Increased Spanish influence on Committees and in international Working Groups for higher education
Date / Indicator	Second semester 2015. Spanish Coordination and leadership Spain on Committees and in international Working Groups for higher education.

7.   Development and Monitoring of the Strategy.

The distribution of skills in the field of university education in Spain means that for the development of the Strategy it is of the utmost importance to collaborate with the **Autonomous Communities** who are empowered with the running and financing of the universities.

For this reason, the Strategy will be adopted in collaboration with the **Autonomous Communities,** updating and aligning the action plans that both the Central Government, through the Ministry of Education, Culture and Sports as well as the **Autonomous Communities** have been developing over recent years and upon which this strategy based.

Specifically, the Ministry of Education, Culture and Sports and the **Autonomous Communities**. in the field their respective skills must be committed to the **improvement of the   legal framework** to favour the

internationalisation of the universities, as well as for the development of **institutional strategies internationalisation**.

The Government of Spain, through its Ministry of Education, Culture and Sports and the **Autonomous Communities** will be entrusted with the implantation the joint aims for internationalisation within the framework of their constitutional skills and with the due respect for the autonomy of the universities.

On the other hand, the successful implantation of the Strategy depends on the active implication as part of its development for all stakeholders involved in the Spanish university system, amongst which the following are worthy of special mention:

Firstly, the **Spanish universities**, as the main stakeholders and beneficiaries of the strategy proposed through this document. They are the ones that will have to carry out many of the actions put forward in the strategy for the internationalisation of the Spanish university system and upon whom, finally, its success is reliant.

The **Ministry of Education, Culture and Sports** is entrusted with the role of university policy definition in in Spain through the SGU and maintains representation in International Bodies and Programmes for higher education in the OECD, European Commission, Bologna Monitoring Committee, European University Institute, etc.

The network of **Education Departments in** Spanish Embassies has the ability to facilitate information and access both of educational systems as well as the universities in the countries in which they are located, thus collaborating with the development of the actions of this strategy.

The **Autonomous European Body for Educational Programmes** (OAPEE) acts as a National Agency whose duty is the management and handling of the current educational programmes in force in the European Community within the scope of Erasmus+, as well as those actions that still remain operational from the time of the previous Permanent Learning Programme, such as for example Erasmus Mundus or Tempus, coordinated with the Bologna Experts Team for the practical implantation of the EHEA in our country.

The **National Agency for the Evaluation of Quality Standards** (ANECA) ensures the standards of teaching staff and programmes and participates in international Consortiums for the development of subjects relating to accreditation and verification.

The **Universidad.es Foundation** undertakes activities for the promotion of the Spanish university system, supporting Spanish universities in their activities focused on internationalisation.

The **Ministry of Employment and Social Security** via the Secretariat General for Immigration and Emigration SGIE, takes part jointly with the MINECO, MAEC and the Home Office in entry permits and renovation of students' visas, and authorisations. Furthermore, the MEYSS manages a **mobility web** that offers Spanish people useful information to be able to work, study and live abroad.

El **Ministry of the Economy and Competitiveness**, via the Secretary of State for Research and Innovation coordinates the **Spanish Strategy for Science**

and Technology and Innovation 2013 – 2020, running the National Plan for R+D with support and international co-financing for projects and participation in programmes for R+D in the EU. Through ICEX Spain Exporting and Investments activities for commercial promotion are undertaken for the Spanish educational offer abroad, as well as promotion in international markets of the brand name "STUDY IN SPAIN". ICEX also develops in collaboration with TurSpain, the Ministry of Education, Culture and Sports and *Instituto Cervantes* the Generic Portal for the Spanish educational products offered: www.studyinspain.info. All of this is complemented by the promotion undertaken by the Ministry of Education, Culture and Sports for the Spanish educational offer abroad

The **Ministry of Foreign Affairs and Cooperation and Cooperation** coordinates the External Action Plan and the **Management Plan for Spanish Cooperation 2013 – 2016**, developing inter-university cooperation programmes with a Working Group for R+D, Innovation and Development Studies.

The **Ministry of Industry, Energy and Tourism** fosters the collaboration between universities– business with programmes for collaborative research and the fostering of entrepreneurship.

The **Conference of Deans of Spanish Universities** CREU via the **Commission on the Internationalisation of Spanish universities CICEU** is involved actively in the internationalisation of the universities with the aim of helping to improve results of the actions for internationalisation on an institutional level. Amongst its sectorial commissions are, R+D, RUNAE, CASEU or the OTRI Network, which holds a very relevant role in the field of internationalisation actions.

The Network of University – Enterprise Foundation fosters and develops processes of commercialisation for the products and services offered by the universities, helping to improve their links with the most immediate environment and to be able to enhance the transference of abilities from universities to international markets.

All of these stakeholders have participated in the design of the Strategy and must also participate in its development as has been established through the identification of the stakeholders that must undertake the proposed actions.

The **Monitoring** of the Strategy will be performed by a **Commission** coordinated from the SGU with the participation of the ministries involved in its development, mentioned beforehand to ensure the coordination of actions, as well as the **General Conference on University Policy** and of the **Universities' Counsel.**

The Working Group for the Internationalisation of Spanish Universities, chaired by the Secretary General for the Universities, will review annually the extent of completion of the different actions proposed in the strategy, which will serve as a base for the drafting of annual monitoring reports with the proposals, wherever necessary for corrective action to ensure the compliance with the aims the strategy. These reports will be presented to the General Conference on University Policy and of the Universities' Counsel.

La Internationalisation Strategy will be equipped with an evaluation system with control chats that allow for the measurement of results and progress of the

process for the internationalisation of the university Spanish in order to evaluate whether or not the specific aims and action lines proposed herein are being fulfilled.

This evaluation system will be run by the Secretariat General of the Universities, in consultation with the institutions implicated in the Plan, including.

- Updating of the diagnostic regarding the internationalisation of the university Spanish in December 2015 and 2018.
- Monitoring of indicators for strategic pillars and specific aims in December 2015 and 2018.
- Valuation of the usage of external questionnaires and surveys to complement information obtained.
- Conclusions and recommendations.

With this system, the aim to provide an instrument that allows for us to undertake monitoring and evaluation, both in a qualitative as well as quantitative sense, for the Strategy with the aim of detecting and tackling changes or corrective actions that might be necessary.

The success of such an ambitious strategy for internationalisation requires a major investment of resources, as well as the specification of other measures and legislative changes that have already been mentioned herein. As has been proposed in the introduction, resources will be drawn on from coherent regional, national and Europe-wide programmes containing the aims and actions included in the strategy

Resources alone do not ensure success, yet many of the actions proposed rely on them. These investments must be perfectly geared towards the followed and never take on the character of generic financing for universities or other bodies involved in the project. Ambitious programmes to attract talent with the possibility of hiring foreign professors foreign, both in the post doctorate stages as well as the senior stage, or occasional visiting professors, made during competitive educational tender for the universities and researchers would be the best means of ensuring the success of the strategy.

Annex I: Indicators and Road Map

The table below shows the proposed calendar for the implantation of the results and indicators proposed in the two initial years.

1st Semester 2015	1.1. Report on legislative changes
	1.2. Manual on internationalisation of educational syllabuses
	1.3.5. Simplification of legislative frameworks that foster the entry, stay and residence of foreign students, professors and researchers.
	2.4. Set aims for each institution depending on its starting point
	2.5. Recommendations for joint programmes
	2.6. Recommendations for the improvement of global ranking positions
	2.7. Support measurements for building consortiums and preparation of bids for Erasmus +, Horizonte 2020, EIT, etc.
	4.1. Full adoption of EHEA Instruments. Bilateral Recognition and Quality Agreements with UE countries and the EHEA
	4.2. Leadership participation in EIC programmes. Bilateral Recognition and Quality Agreements with Latin American countries.
2nd Semester 2015	1.3.1. Mobility measurement system integrated in the SIIU
	1.3.3. Criteria for the evaluations of internationalisation activities
	1.5. Internationalisation of educational syllabuses
	2.2. "Welcome Spain" Plan
	2.8. External Promotion Plan in International Trade Fairs. Criteria for promotion portals to study in Spanish. Immigration Portal.
	3.1. Internationalisation Action Plan "University – Enterprise"
	4.3. Participation in EU funded programmes fostering relations between Mediterranean countries. UpM and OMJ Programmes.
	4.4. Educational joint programmes and projects for R+D+i in excellence programmes with developed and developing nations. Bilateral agreements with USA, China, Australia
	4.5. Participation in the Higher Education Area and Research for the Cooperation Master Plan.
	4.6. Active participation in Working Groups and Committees for EHEA, OCDE, CE, EQAR, IUE.
1st Semester 2016	2.1. 100% of universities with updated Strategy on internationalisation
	1.3.2. Mobility windows in study programmes
	3.3. Aid to Evaluation and Transference Offices
2nd Semester 2016	1.3.1. SIIU Mobility Indicators
	3.3. % of mobile students for entry and exit with the OCDE average
	1.7. European Joint Programmes Approach. Opening to EQAR Agencies
	2.3. Updating and Extension of Adaptation Courses.
	1.6. Maximum period of recognition of qualifications of 1 months
	3.2. CEI participating in RIS3 and RIC with the EIT
	3.4. Business model for university products and services for exporting

Annex II. Glossary of Acronyms Used

AECID: Spanish International Cooperation Agency for Development

ANECA: National Agency for the Evaluation of Quality Standards and Accreditation

ARWU: Academic Ranking of World Universities

BFUG: Bologna Follow up Group

BRIC: Brazil, Russia, India, China

CASEU: Academic Sectorial Commission for Spanish Universities

CCAA: Autonomous Communities

CEI: International Excellence Campus

CGPU: General Conference on University Policy

CICEU: Internationalisation and Cooperation Commission for Spanish Universities

CNA: National Counsel of Accreditation. Colombia

CNEAI: National Evaluation Commission for Research Activity

DAFO: Weaknesses, Strengths, Threats, Opportunities (SWOT Analysis)

DGPU: General Directorate of University Policy

ECA: European Consortium for Accreditation

ECTS: European Credit Transfer and Accumulation System

EHEA: European Higher Education Space

EIT: European Institute of Innovation and Technology

EQAR: European Quality Assurance Register

EQF: European Qualification Framework

ENIC: European Network of Information Centres in the European Region

ENQA: European Association for Quality Assurance in Higher Education

ESU: European Student Union

EUA: European University Association

ICEX: Spanish Exporting and Investments

R+D: Research and Development

R+D+i: Research, Development and Innovation

KIC: Knowledge and Innovation Community

LEI: Support for Entrepreneurs and their Internationalisation Act

MAEC: Ministry of Foreign Affairs and Cooperation

MECD: Ministry of Education, Culture and Sports:

MEySS: Ministry of Employment and Social Security

MINECO: Ministry of the Economy and Competitiveness

MINETUR: Ministry of Industry, Energy and Tourism

MINT: Mexico, Indonesia, Nigeria, Turkey

MOOC: Massive Open Online Courses

NARIC: National Academic Recognition Information Centres in the European Union

OECD: Organisation for Cooperation and Economic Development.

OAPEE: Autonomous Body for European Educational Programmes

OFECOMES: External Economic and Commercial Offices

OTRI: Office for Transference of Research Results

PAS: Administrative and Services Staff

PDI: Teaching and Researcher Staff

QS: Quacquarelli Symonds

RIC: Regional Innovation Community

RIS3: Research and Innovation Smart Specialisation Strategy

FEU Network: University Enterprise Foundations Network

RUNAE: University Network For Student Issues

SGU: Secretariat General of the Universities

SGIE: Secretariat General for Immigration and Emigration

SIIU: Integrated System for University Information

SINAES: National System for Accreditation of Higher Education. Costa Rica

EU: European Union

UIMP: International University Menéndez and Pelayo

USA: United States of America