

## Abstract

### Student Mobility and Staff Mobility in the EHEA Beyond 2010

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Student mobility is generally viewed as the core element of the process of growing internationalisation and Europeanisation visible for more than two decades. Already before the Bologna Declaration, internationalisation and Europeanisation had become so important that most decisions regarding mobility were taken to be meaningful for higher education in general, and most decisions regarding HE were taken to be beneficial for student mobility.

The rationales, the modes, the composition and the impact of student mobility did not develop as a regular growth pattern: continuous growth of mobile students, regular enlargement of valuable objectives, increasing efficiency, effectiveness and quality of exchange programmes, continuous, ever-growing impact. Rather,

- Inward mobility from economically less advanced countries clearly dominated in the past. ERASMUS, in reverse, contributed to a rapid growth of intra-European student mobility. The Bologna Process probably never would have been initiated, if attention had not yet shifted to a certain extent again towards stimulating inward mobility from economically less advanced countries.
- Both, inward mobility from economically less advanced countries and intra-European temporary mobility seem to have increased in the Bologna Process, but the former was primarily due to growing study abroad options from those countries, and the latter growth seems to have been more moderate than expected.
- Many experts came to the conclusion that the "competition" paradigm advocated in the Lisbon Process is closely linked to views and efforts in favour of increasing vertical diversification of higher education. This trend, however, is often viewed as conflicting with the aim of the Bologna Process to facilitate intra-European mobility, for recognition of study periods abroad is likely only in small "zones of mutual trust", if the higher education system is highly stratified according to reputational ranks.
- A substantial proportion of experts and actors believe that the way the Bologna Process was implemented actually discourages temporary student mobility. Notably, students are told or believe themselves that the often tight curricular schedules developed in the new Bachelor and Master programme are likely to endanger the recognition upon return of the study achievements abroad.
- Former ERASMUS students of recent years observe a lower professional value of the study period in another European country in some respects. Study periods abroad might have lost their exceptional character, thus raising the question whether ERASMUS should emphasize more strongly curricular exceptionality in the future in order to remain very valuable.

This list of problems notwithstanding, we observe a further growth and a high value of student mobility. The ERASMUS programme will be extended further. Joint study and joint degree programmes are on the rise. Increasing "internationalisation at home" contributes to similar objectives through different modes. Last not least student mobility in Europe continues to be highly regarded and to be of high professional value for students from Central and Eastern European countries.

Teaching staff mobility is growing as well, notably for very short periods, and it is viewed as extremely valuable by the mobile teachers themselves. However, although each mobile teacher serves quite a number of mobile and non-mobile students, it did not become similarly

important as student mobility. For example, reserving positions for regularly exchanging staff for a semester or a year, remained an exception.