



Mobility in the EHEA

How far have we come after 10 years?

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Education International

EI gives a global voice to teachers and their trade unions from 173 countries

Since 2005, EI is member of the Bologna Follow Up Group

Some recent publications:

EI (2010) Enhancing Quality: Academics' perceptions of the Bologna Process

EI (2009a) Report to UNESCO on the application of the 1966 and 1997 Recommendations on Teachers (includes a section on higher education)

Cradden, Conor on behalf of EI and ESU (2008) Mobility Barometer



The Idea of Mobility

- The basis of a European labour market and identity;
- Europe's higher education institutions can expand on a common heritage;
- The European Higher Education Area and the European Research Area must be based on an integration of people, not only systems;
- Freedom of movement is one of the four principles of the European Union, yet needs adaption of systems;



The Benefits of Mobility

- Personal growth: developing language skills, intercultural skills, personal autonomy;
- Quality of higher education and research: diversity of people leads to a diversity of views and higher quality education and research;
- Employability: people with a mobility experience get access to higher levels of the labour market;
- Networks: relations across countries are an aspect of the knowledge society.



Mobility - Paradox

Growing consensus on the need for intra- and even extra-European mobility;

And yet, we see only modest figures of student and staff mobility between the countries of the EHEA.



Some Data on mobility

Severe problems in defining and measuring mobility, yet we can say:

- In the EHEA, more than 3% of students were enrolled abroad in Europe in 2006 (Eurostat and Eurostudent 2009);
- In the EU-27, there were 1.7 million international students in 2007, which is an annual increase of 11.7 % since 2000 (EC 2009);
- In the EHEA, 42% of academic staff unions (EI 2010) and 21% of higher education institutions claim that there has been an increase in mobility opportunities for staff (EUA Trends 2010).



Erasmus (Mundus)

- About 150.000 students or 0.08 % of the total student population participates in the Erasmus programme each year (EC 2009);
- About 2% of academic staff is mobile in the Erasmus programme each year (Eurostat and Eurostudent 2009);
- Erasmus Mundus: more than 10,000 scholarships between 2004 and 2008, Africa counts for 12 %.



Some of the main problems

1. Weak understanding or delays in implementing the Bologna toolkit (EUA 2010);
2. Immigration policy;
3. Balanced mobility (EUA 2010) or 'brain-drain';
4. Limited support;



1. The Bologna 'Toolkit'

- Divergence in use of ECTS (calculation of workload, use of learning outcomes) within and between countries;
- Problems with recognition tools (Lisbon Recognition Convention and Learning Agreements);
- Inflexible curricula versus modularisation;
- Divergence in the length of the first two cycles: 3+2 or 4+1;



2. Immigration Policy

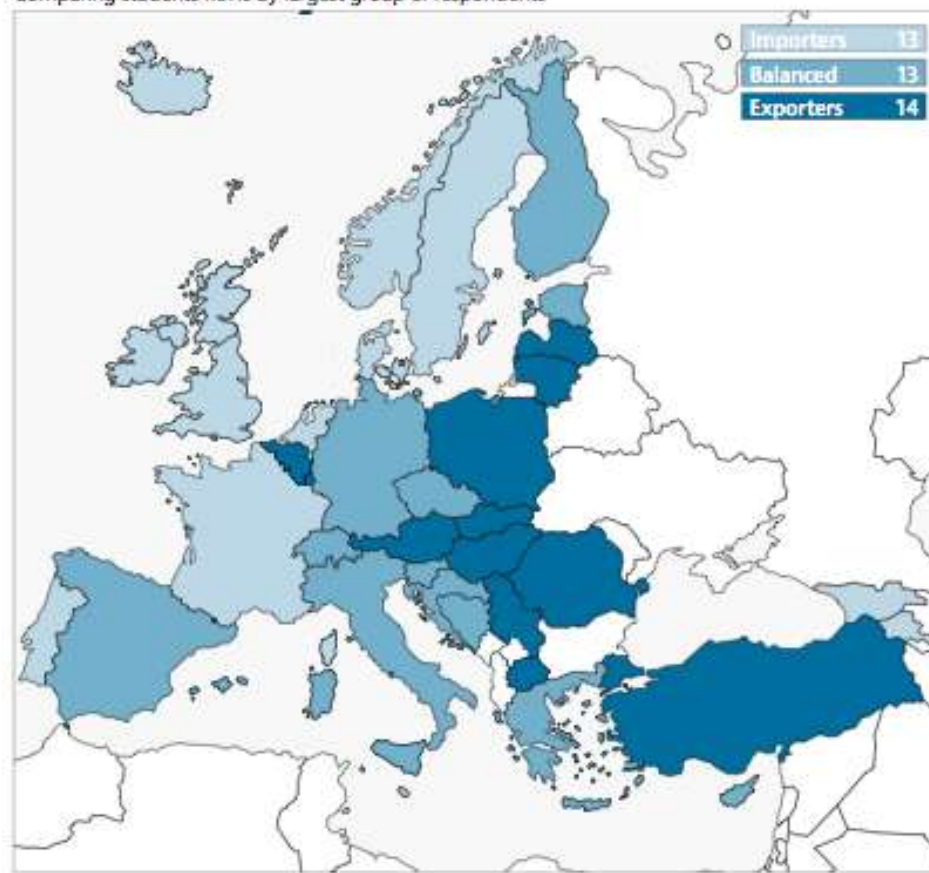
- Only six countries mention amending immigration policy as a consequence of the Bologna Process (Eurydice 2010);
- Staff: EU's recently (May 2009) adopted blue card policy will exist parallel to national legislation, only in EU-27, and only applies to workers with a salary of 1.5 times the average wage.

3. Balanced Mobility

EUA Trends (2010) shows that Eastern European countries have become net 'exporters' of mobile students to destinations all over the world, while Western countries are net 'importers'.

Map 13 — Trends 2010 (2010)

Comparing students flows by largest group of respondents





3. Brain Drain

Europe's increasing attractiveness policy is not yet matched with the needs of developing countries;

EI (2009b) addressed the issue at the UNESCO 2009 World Conference on Higher Education, stressing the need for:

- **Financial compensation;**
- **Capacity building of higher education and research;**
- **Enhancing exchanges in a 'two-way' fashion;**
- **Developing collaborative projects and research networks.**



4. Limited Support

- Different costs (tuition, social) for students from EU-countries and for those from outside the EU;
- International students are seen as a 'market opportunity', leading to a further increase of fees.
- Erasmus and Erasmus Mundus are available for only a limited number of students and scholars;
- Portability of loans, grants, pensions and social security is hard to legislate.
- While there is a European Charter for Researchers and a code of conduct for the recruitment of researchers, career paths of researchers are still extremely diverse (ESF 2010)



Continuous Political Support

- Danger of seeing Bologna as an 'old' or even 'finished' agenda;
- Need to involve other governmental sectors (migration, labour, finance);
- Potential tensions in mobility agenda – commercial versus academic interests;
- EI and ESU ran a campaign called 'Let's GO! – Making Mobility a Reality' to draw attention to these problems.



Conclusions

- Benefits of mobility are widely agreed upon;
- 'Mobility – Paradox' needs constant awareness of the higher education community to achieve real changes, not just empty promises;
- Making mobility a reality means making it an institutional, not an individual responsibility;
- Higher education institutions, academics and students need to work together, across borders, to ensure that mobility serves an academic interest, benefiting all our societies.



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