Mobility for Better Learning

Mobility strategy 2020 for the European Higher Education Area (EHEA)

Seminar: What’s new in Brussels? Recent developments in European policies and programmes

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Dr. Birgit Galler, Head of Unit „International Exchanges in Higher Education, Internationalisation”
Federal Ministry of Education and Research, Germany
1. Why mobility?

To enhance competence, knowledge, skills and personal development, to promote employability.

Aim: high quality mobility

To internationalise higher education systems and improve them through comparison.

To strengthen the cultural identity of Europe.

To further academic collaboration, dissemination of innovations and knowledge within the EHEA.
2. Background

- Mobility has always been at the core of the Bologna Process

- **Leuven Communiqué 2009:**
  
  “We call upon each country to increase mobility, to ensure its high quality and to diversify its types and scope. In 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad.”

- **Bucharest 2012:**
  
  - Communiqué: Strengthening Mobility for better learning is one of the three priority goals until 2015
  
  - **Mobility Strategy 2020 for the EHEA** “Mobility for Better Learning” adopted: mobility aims plus ten measures
3. BFUG Working Group on Mobility

• **Tasks**
  - Leuven-benchmark (definition)
  - Imbalances of incoming and outgoing students
  - Structural, legal, financial and other obstacles to mobility of students and staff
  - Data collection
  - EHEA Strategy for Mobility

• **Composition:**
  - Representatives of about 18 member countries and 5 organisations incl. EC
  - Chair: Peter Greisler (Germany)
4. Mobility Strategy 2020 for the EHEA
“Mobility for Better Learning”

Mobility aims and measures:

- Internationalisation and mobility strategies
- Mobility benchmark
- Better balanced mobility in the EHEA and with countries outside the EHEA
- Measures to dismantle existing obstacles to mobility
- Quality assurance and transparency tools
- More flexibility/reduction of state regulation
- Improved information of study programmes
- Improved data collection
- HEIs shall: adopt own strategies for internationalisation, pay attention to staff mobility, create mobility-friendly structures etc.
4.1 Mobility benchmark

- Physical outward mobility in all three cycles of the Bologna Process
- Periods spent abroad corresponding to at least 15 ECTS credit points or three months within any of the three cycles (credit mobility) as well as stays in which a degree is obtained abroad (degree mobility).

- In line with EU benchmark, agreed by Council in November 2011
4.2 Balanced mobility

- **Aim:** better balanced (degree) mobility *within* the EHEA
  - NOT to be achieved at the expense of high level of mobility
  - Greater imbalances over longer time periods: governments concerned to investigate jointly the causes, consider dis-/advantages and seek solutions

- **Aim:** more and better balanced mobility with non-EHEA countries
  - Intensify structural collaboration,
  - Try to motivate more Europeans to study, teach or research abroad,
  - Develop study programmes to attract students, early stage researchers, teachers and other staff from non-EHEA countries
4.3 Obstacles to mobility

- Take measures to dismantle existing obstacles to mobility

- Mobility funding
  - Quality of mobility periods
  - Staff mobility
  - Language barriers
  - Under-represented groups
  - Visa, residence and work permits

Recognition
4.4 Data collection. Status quo

- Graduates versus students enrolled
- Outward versus inward mobility
- Within EHEA versus to/from non-EHEA countries
- Credit mobility within EHEA:
  - Good data available on EU programmes (ERASMUS)
  - Incomplete data on national programmes and free movers
- Outward degree mobility:
  - Within EHEA: incomplete data
  - To non-EHEA countries: data on Australia, New Zealand, USA and Japan
- Short term mobility (internships, work placements, summer schools, language courses) – data not collected at European level
4.4 Improving data collection

• EU-COM to develop indicators and provide data on
  • degree mobility
  • credit mobility
  • to and from countries outside the EHEA

• Additional data to be developed and provided on
  • short-term mobility corresponding to less than 15 ECTS credit points or three months
  • mobility of early stage researchers, teachers, and staff in higher education
  • social dimension of mobility
BFUG Working group on mobility and internationalisation 2012-2015 - main working fields:

- Implementation of measures of the EHEA Mobility strategy (e.g. mobility obstacles)
- Staff mobility
- Attractiveness of the EHEA (e.g. through a possible target for incoming students)
- Portability of grants and loans
- Better information on study programmes in the EHEA
- Guidelines for further internationalisation developments

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Questions?

The Mobility Strategy 2020 for the EHEA
“Mobility for Better Learning” is available at:


or

www.bmbf.de/pubRD/Mobility_Strategy.pdf