

International mobility, a core challenge for higher education

Patricia Pol

Vice president- University Paris 12

Bologna expert

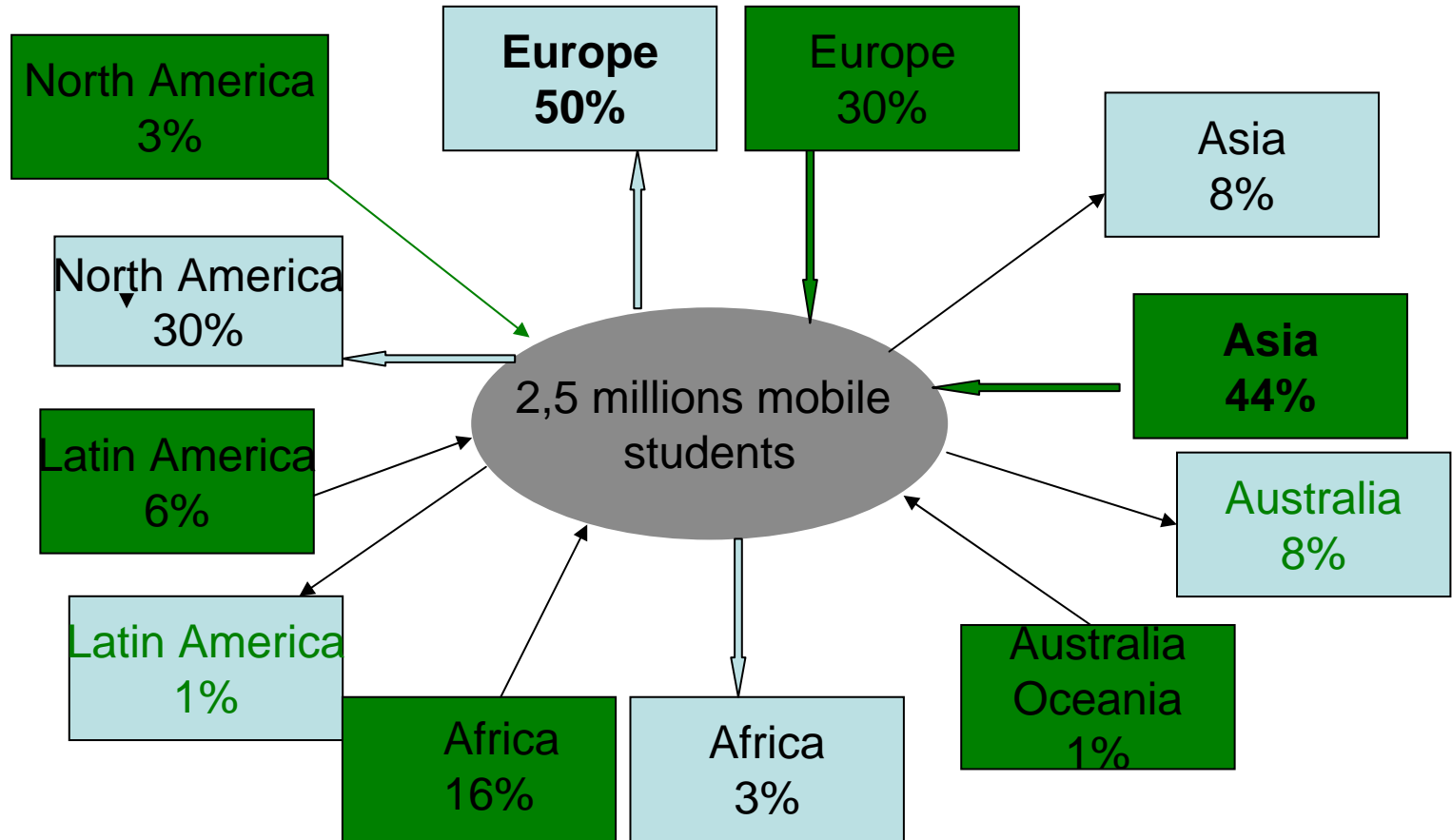
The main issues

- Within a more challenging and competitive context
- International mobility is at the heart of the international policies at the regional, national and institutional levels
- But would require much more cooperation strategies to be enhanced and become a regular practice

A strong competition to attract international students

Some figures

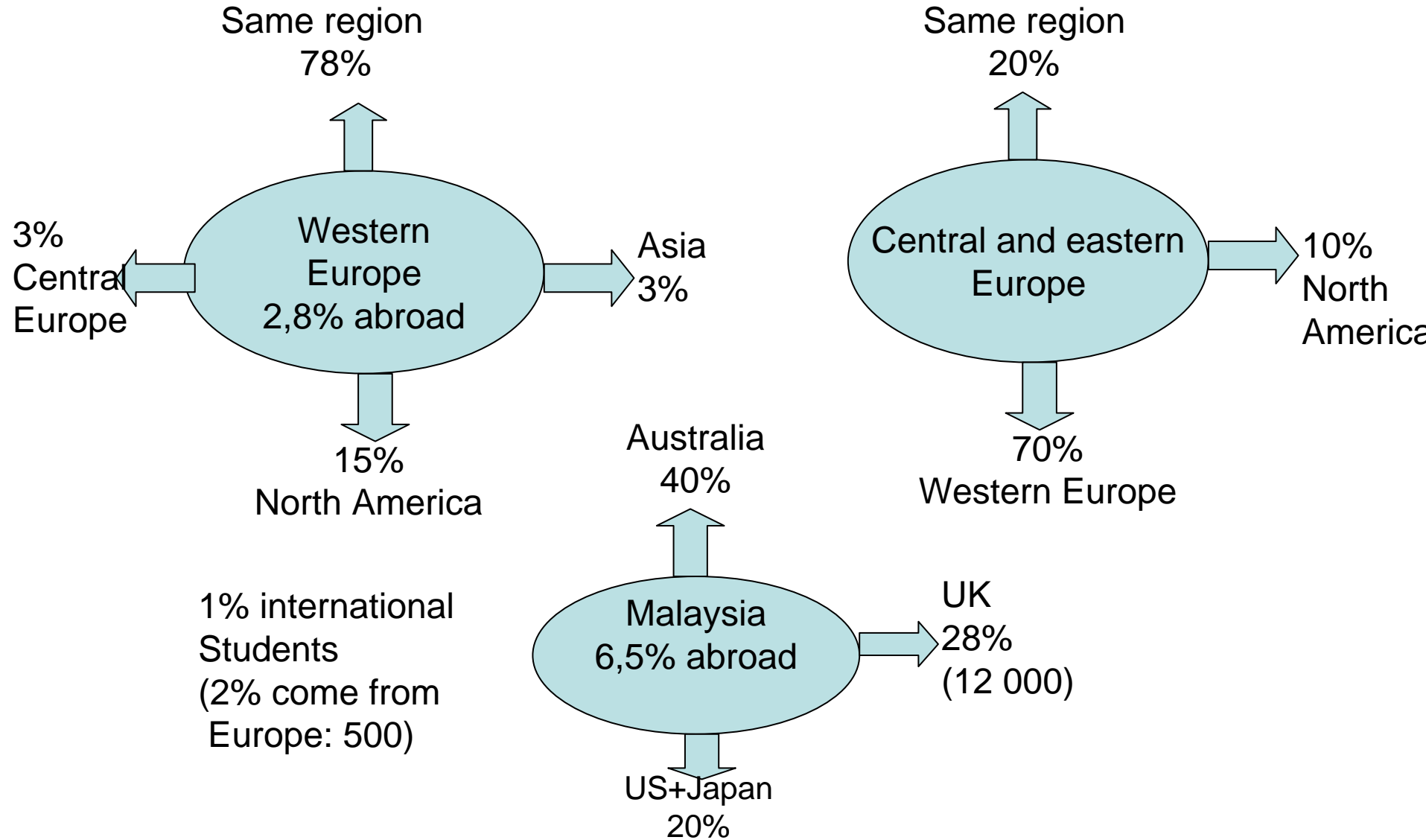
Adapted from the Global Education Digest
(GED), Unesco 2006



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International mobility for European and Malaysian students

- Important margins of progress
- Ambitious objectives (2007-2012)



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International mobility is at the heart of the international policies

- at the regional level (exemple of the European case)
- the national levels
- the institutional level

➔ With a same objective : build strong cooperation and new skills and competences

The European case : 31 millions students, 5600 institutions

Bologna process
(47 ministers of education)

The European Union
(27 countries)



The European policies

- **Bologna process**
 - BAMAD adopted by 82% of the institutions
 - European qualification framework in progress
 - Academic recognition and mobility (ECTS, diploma supplement)
 - Quality assurance
 - International dimension
 - Social dimension
- **European Commission**
 - Programmes : Erasmus, Erasmus mundus, 7th FP, Asia link, tempus
 - European quality charter for mobility
 - Europass mobility



National strategies

- Create National Agencies to facilitate information and promote HE : DAAD, Campus France, British council, NUFFIC...
- Develop financial policies : to support the institutions and the students (ex France : 100M euros/year for students scholarships)
- Invest in the material conditions to attract international students

Institutional policies

- International pro-active policies are more and more integrated in the research and studies policies of the universities
 - International / European departments are developed as a way to stimulate and manage mobility but...
 - International human resource policies begin to be implemented (recruitment, career...)
- ➔ A step to Global Universities with international staff and multicultural students ?

Towards strong cooperation strategies with selected partners

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Internationalisation of the curricula

- **Joint programmes** leading to joint or double degrees (master, Phd) : why, how ? on adapted subjects (Euro-Asia studies..)?
- **International paths** within the curricula (one or two semesters validated by the host institution) for studies or internship
 - Programmes in **English / bilingual**

Some efficient European tools

- **To improve the academic recognition**
 - Credits : ex : 60 ECTS/year to achieve learning outcomes
 - Diploma supplement to describe the student paths within the degree
 - Learning agreement between both institutions and student
 - Transcript of records

Preparation of the incoming and outgoing mobility

- **Intercultural** and linguistic seminars
- **Management** of the financial and logistical aspects (grants, housing...)
- **Adjustment** of the pedagogy : tutorial, e.learning

Conclusion

Facing a **coo-petition** context,
International mobility policies will more and
more rely on :

- A common responsibility from the student and his family and the institutions (origin and host)
- A balance between some core values : trust, flexibility, acceptation of diversity...friendship, fun !

Some references

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- Bernt Wachter, *Europe cooperation in higher education : state of play and challenges*, Springer- verlag, may 2006
- www.iie.net
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