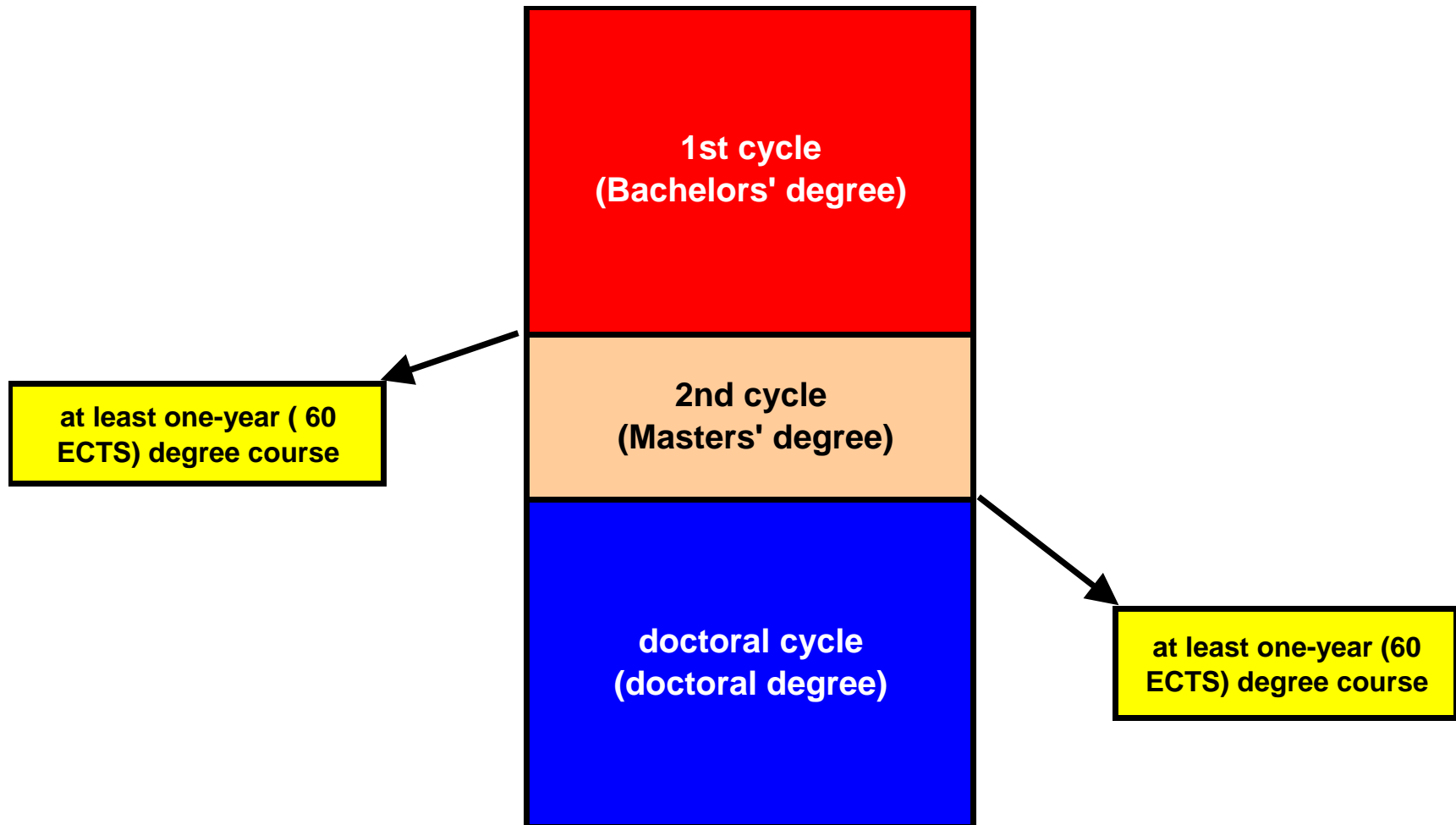


TRANSNATIONAL MOBILITY IN MASTER PROGRAMMES

LF Donà dalle Rose
Università di Padova, Italia
Bad Honnef, 18 March 2005

WHAT ARE WE TALKING ABOUT?



the 2005 context

- **EU objective: trebling the student mobility within 2010**
- **Ongoing Bologna Reforms**
 - Two-cycle organisation plus doctoral cycle
 - ECTS
 - Joint degree conferring
 -
- **The student perception of the Process**
 - The "*time-trial*" syndrome
 -

STUDENT MOBILITY DURING THE TRANSITORY PHASE OF THE BOLOGNA REFORM

THE CASE OF THE UNIVERSITY OF PADOVA, ITALY

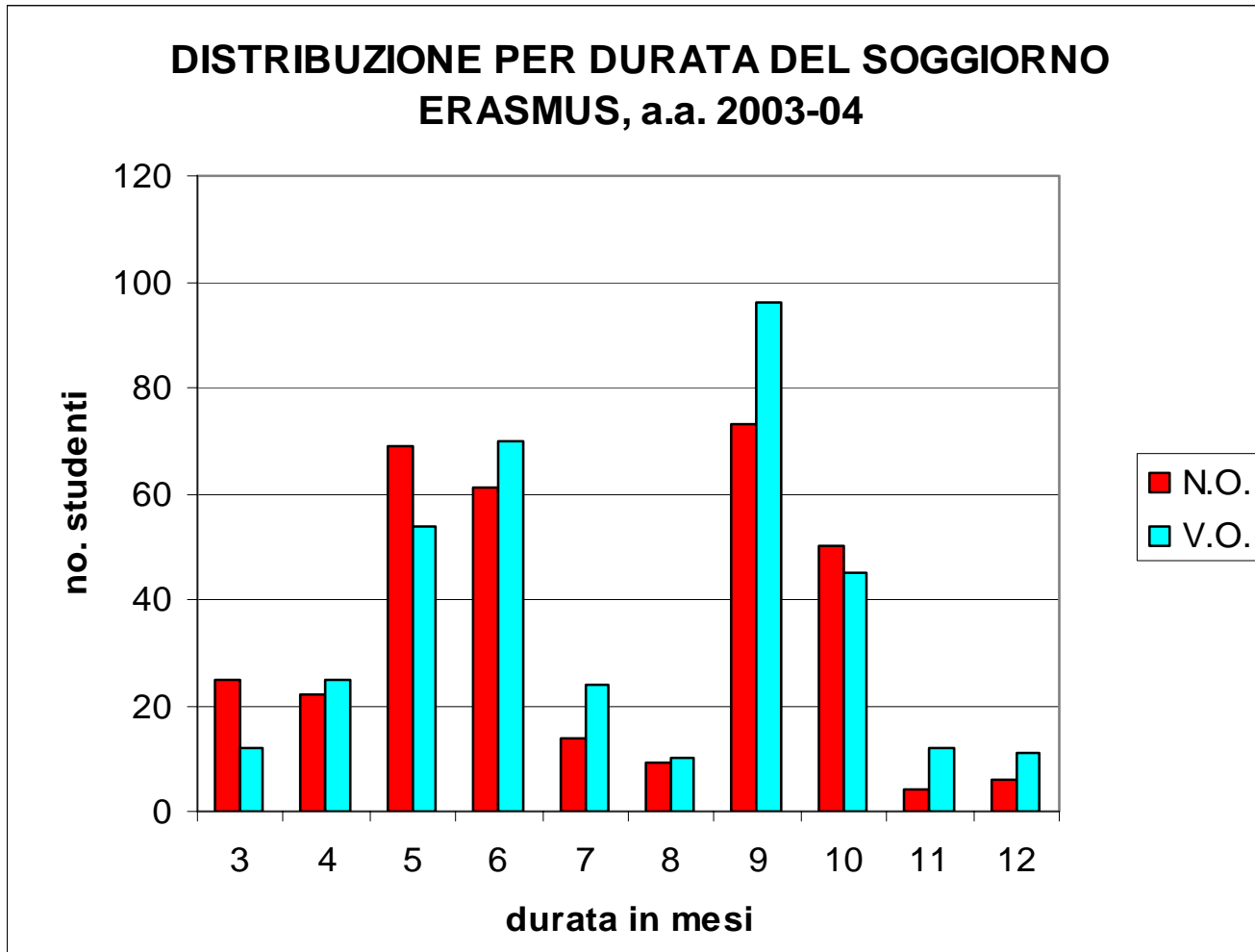
	2002-03	2003-04	2004-05
"overall out" mobility rate (in <i>students per 1000</i>)	11.7	11.4	11.7
"new degree-courses" mobility over total	27.1 %	43.8 %	73.1%
"new degree-courses" mobility rate (in <i>students per 1000</i>)	6.1	8.3	10.7

- **about 700 outgoing students per year**
- **gradual implementation of Bologna Reform**
- **only a small fraction yet of students in the second cycle**

ERASMUS STUDENT DISTRIBUTION per DURATION OF STAY

University of Padova, academic year 2003-04

blue color = old organization of studies - red color = new organization of studies



Possible structural problems of the second cycle

- The basin of the 2nd cycle students may become quite reduced with respect to pre-Bologna organizations of studies (in their fourth & fifth year)
- Moreover some EU countries so far privileged only undergraduate mobility

HOW TO PROMOTE / ENHANCE MOBILITY - I

- Organisational/political variables – possible examples:
 - EU level: "one Erasmus grant per cycle" (and not "one per student life")
 - Governmental / Institutional level: more funding
 - Institutional level: adopting a compulsory mobility period (at least in some degree-courses)

HOW TO PROMOTE / ENHANCE MOBILITY - II

- Academic variables:
 - Mobility agreements are an **asset** of the degree-course and make it attractive
 - Paying attention to and promoting **different types** of mobility
 - **Coordinating the mobility offer** between first and second cycle
 - **Co-operation with other HEIs**
 - Combining **high mobility rates** with **quality**

Mobility agreements are an **asset** of the degree-course and make it attractive

- A **common view** of all the teachers of the degree-course should be fostered
- Revisitation of the existing agreements should occur, possibly identifying in each chosen partner **structured packages of credits**, to be offered as a whole to the guest student;
- **final thesis work** at the guest institution is a valuable option; **co-operation for placements** may become vital, too.
- The partners are chosen on the basis of: **similar standards** in research and/or teaching, **complementary competences**,
- Measures to become more attractive to the guest students should be planned (use of vehicular language, issuing certificates related to a coherent set of units,...)

Paying attention to and promoting **different types** of mobility -1

- **Traditional Erasmus mobility** between independent degree-courses (*optional, within an institutional exchange programme, flexible learning agreement*)
- **Window mobility:** *the degree-course Council suggests the appropriate time window for the optional mobility period. Two main schemes:*
 - *The student gains a package of credits, which is serious and coherent with the home curriculum, but otherwise free*
 - *The Council identifies in advance the units to be attended at the partner institution by most students, possibly adapting the student's home curriculum*

Paying attention to and promoting **different types** of mobility -2

- **Mobility between integrated curricula** (**mandatory** mobility)
 - *Concurrent degrees scheme (e.g. T.I.M.E.)*
 - *Consecutive degrees scheme*
 - *Identifying/negotiating interchangeable parts in the two institutions*
 - *Erasmus Mundus models*
- **Vertical mobility or mobility between cycles** (**optional**)
 - *With level progression (specialisation or complementary studies)*
 - *With level repetition (repetition or reorientation)*
 - *Strategic alliances may become crucial, competition issues are involved*

the expression “integrated curricula”

[from the Coimbra Group Glossary, see Coimbra Group website]

- **at the level of a mobility student**
- **putting together pieces of existing curricula (e.g. double degrees)**
- **jointly planning and implementing a new curriculum (joint programmes)**

Combining **high mobility rates** with **quality**

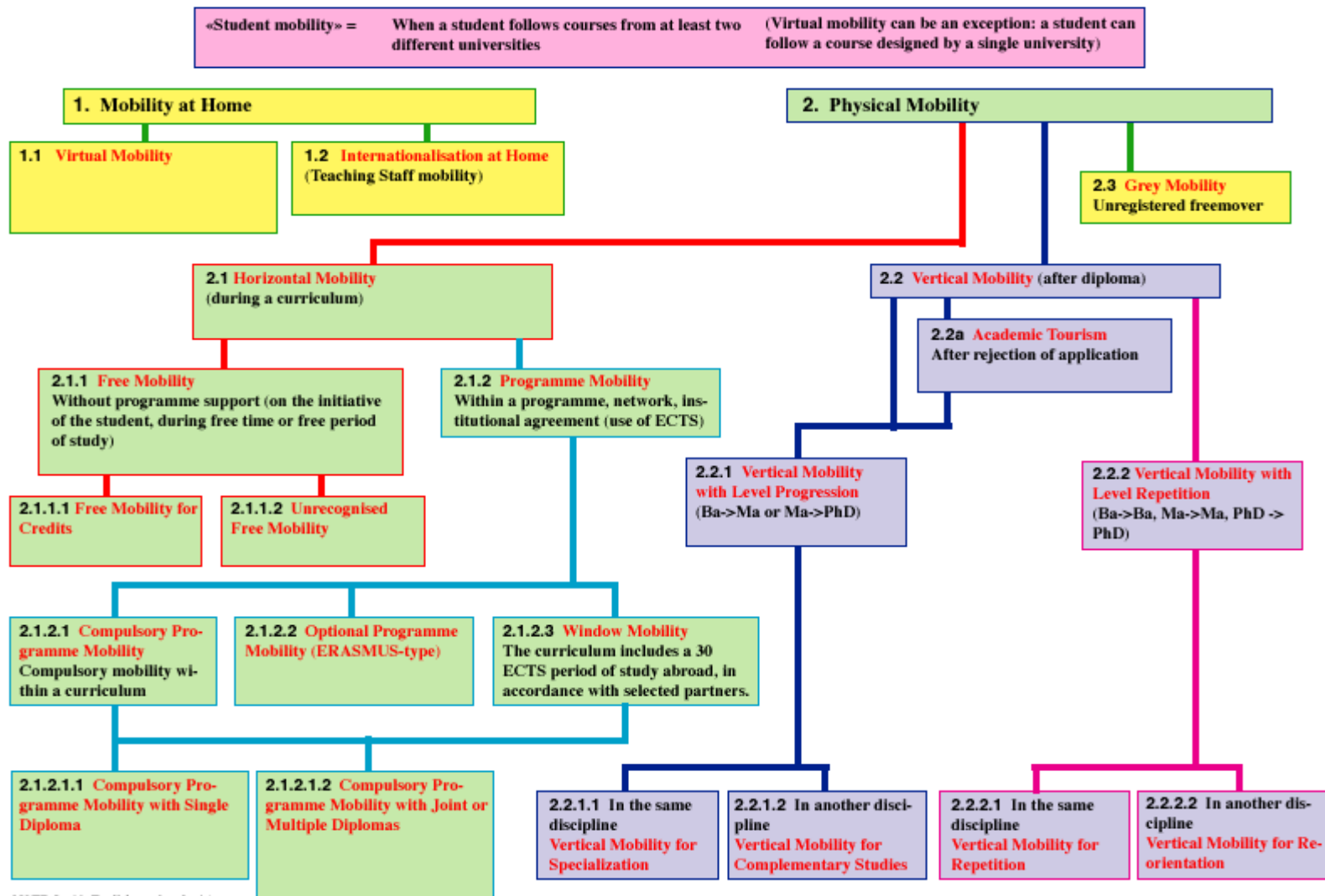
- First of all the **quality** stems from transparent procedures, rigourously planned and carried out.
- Other quality elements, which may favour a **ripple effect** on the overall quality of mobility :
 - Negotiating/offering partial self-closed certificates
 - "Joint " thesis work
 - Adoption of double degrees schemes (a network may become essential here)
 - Developing joint degrees initiatives
- The role of *asymmetric* agreements

WHAT ABOUT THE EU TARGET FOR 2010 ?

the Padova feasibility plan (not official)

NUMERICAL ESTIMATE for ERASMUS MOBILITY July 2004						
A.Y.	NO. ERASMUS STUDENTS			MOBILITY RATE		
	no. Stud old	no. Stud new	no. Stud total	total	new O.	old O.
2000-01	674	0	674	11,9	0,0	0,0
2001-02	673	0	673	11,9	0,0	0,0
2002-03	493	183	676	11,7	6,1	17,7
2003-04	361	331	692	11,7	8,4	18,4 (*)
2004-05	225	375	600	10,4	8,3	18,0 forecast
2005-06	45	460	505	8,8	8,8	18,0 forecast
2006-07	0	660	660	12,0	12,0	0,0 forecast
2007-08	0	990	990	18,0	18,0	0,0 forecast
2008-09	0	1320	1320	24,0	24,0	0,0 forecast
2009-10	0	1650	1650	30,0	30,0	0,0 forecast
2010-11	0	1980	1980	36,0	36,0	0,0 forecast

Different types of mobility, by Olivier Vincent, University of Geneva, CH



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GRAZIE !

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MAINSTREAM UNIVERSITY EDUCATION

