
*Transnational Mobility in the European
Higher Education Area – Position of the
Bologna Follow-up Group and the European
Students' Union*

**Transnational Mobility in
Bachelor and Master
Programmes
Berlin, 5 March 2010**

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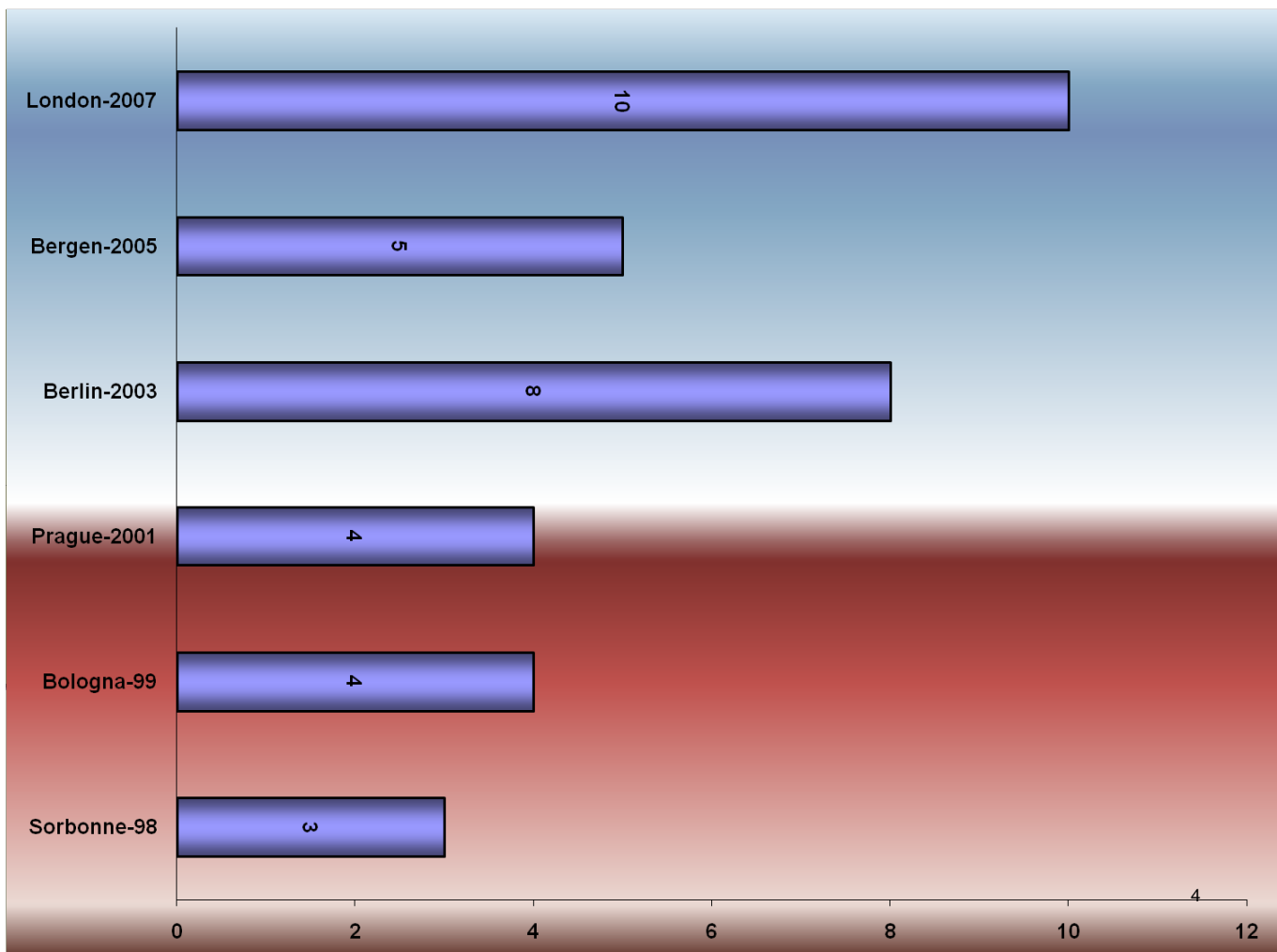
Outline

- 1) Mobility in the key documents of the Bologna Process**
- 2) Student mobility 2020-20%**
- 3) Some “new ways” of trying to increase student mobility**
- 4) Conclusions**

1) Mobility in the key documents of the Bologna Process

*If we take into account the key documents of the Bologna Process we should have no doubts that to increase mobility is one the most important intermediate goal of this process.

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* But only recently, after having mentioned **12** times that mobility is important, we have set a benchmark in the Communiqué of the Leuven and Louvain-la-Neuve (April 2009):

“In 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad”

- Since it is not easy to know the exact meaning of this sentence, one of the first tasks of the Working Group on mobility has been to specify in detail the indicators to be used.

2) Student mobility 2020-20%

To measure progression towards the 20% target of international student mobility defined in the Leuven/Louvain-la-Neuve Communiqué, BFUG was asked in Madrid (18-19 February) to approve the following benchmark indicator:

Percentage of those graduating in the EHEA that coming from the EHEA graduated in a country different from their origin or have spent a period abroad rendering credit for the programme they have completed.

■ **Technically, the indicator proposed is defined as:**

Number of EHEA graduates that have as origin a country of the EHEA different from their destination for full study programme or have spent a period abroad for credit

Total number of graduates in the EHEA

For this purpose, the following definitions are used to measure the degree to which students are mobile:

- 1. Mobility means physical mobility.***
- 2. The measurement is a snapshot picture of the percentage of graduates having been mobile at a given time, i.e. 2012, 2015, 2018 and 2020.***
- 3. Mobility is defined as outgoing mobility.***
- 4. Two types of mobility are being considered: credit mobility and degree mobility.***

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■ Credit mobility statistics are not produced currently by official statistics and there are no operational definitions internationally agreed.

4.1. *credit mobility*: a mobile student has gained at least one credit on returning to his/her home institution with the institution being aware that the student has been mobile. Credit mobility takes place within the programme the student is completing.

4.2. *degree mobility*: a student has been awarded a degree in a country that is different from the one in which he/she has been awarded a qualification prior to the latest degree.

4.3. *Joint degrees should be counted.*

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■ **5. *All cycles of higher education are covered.*** However, during the third cycle only degree mobility is measured.

■ **6. *Regional spread***: Degree mobility is measured within the EHEA while credit mobility covers the EHEA and the other regions of the world.

■ **7. *The origin of a mobile student is his/her country of previous education and/or residence.*** The nationality factor is not considered.

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- **During the discussions in our WG on Mobility we all agreed that the benchmark indicator and the definitions on which it is based require further work from the statistical offices regarding the feasibility of collecting those data.**
 - **We have also asked the UOE (UNESCO Institute for Statistics - UIS, OECD and Eurostat) data collectors to adapt their definitions to the ones given above.**

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- **Qualitative information differentiating by type of mobility and by characteristics of students will be also collected.**
 - **Balanced mobility will be also covered by the overall report.**
 - **In our next BFUG we will react to the Commission position on mobility benchmark, if necessary.**

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3) Some “new ways” of trying to increase student mobility

If we want to reach in “2020 the target of 20% of those graduating in the European Higher Education Area should have had a study or training period abroad”, we have to think on how to do it.

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And it is not an easy task:

-The most important part of student mobility policies are national.

****IN RICH COUNTRIES STUDENTS SEEM TO REACT VERY LITTLE TO AN INCREASE IN FUNDING ALLOCATED TO THEM.**

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- 1) Universities should get incentives to encourage them to send more students abroad. Incentives should be important enough to change the structure of benefits and costs for them.**
 - 2) Academics as Erasmus Coordinators should have recognised all the efforts related to increase the international mobility. If we want more involvement of Academics in student mobility we need to change the current situation.**

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- 3. We have to avoid that many of our students think that Erasmus mobility is a “low profile” mobility. We must introduce quality assurances in our mobility programmes (it cost money).**
 - 4. We should improve and help our International Offices. They have to feel that they are also key players and they have to avoid to see more incoming students as a burden.**

5) We must do our best to make our teachers more mobile (it cost money). If they see the benefits of being mobile they will talk about it in the classroom. Maybe we have to help again to create more networking between academics in charge of mobility (Internet is not enough).

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4) Conclusions

- **1) We have now (thanks to the WG on Mobility) an agreement on the the indicator to be used to assess the attainment of the “20%” of those graduating in the European Higher Education Area should have had a study or training period abroad.**

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2) Increase the funding allocated to students in order to increase mobility is important but probably is not enough.

3) We need to explore ways of increasing student mobility *with more funding but allocated to HEI and Academics.*

Thanks for your attention !