



# Centralised Support to the Network of Higher Education Reform Experts (HERE)

HERE Seminar:

**Towards the 2024 Tirana Ministerial Conference:  
Implications and points of interest for higher education systems in Partner Countries neighbouring the EU**

7-8 November 2023

## **Workshop 3**

**Mobility – a key topic for the EHEA**

# Mobility in the Bologna Process & the EU: Goal & means

Ministers reaffirmed that efforts to promote mobility must be continued to enable students, teachers, researchers and administrative staff to benefit from the richness of the European Higher Education Area including its democratic values, diversity of cultures and languages and the diversity of the higher education systems. *2001 Prague Communiqué*

- Goal: enabling students a seamless study across European countries
- Means:
  - Political: Bringing Europe together – people to people exchanges
  - Educational: “converging” study structures across Europe
- Both – EU & Bologna Process
- Based on: EU European Credit Transfer System – ECTS
  - First: time-defined
  - Then: learning outcomes
- Growing importance of HE internationalisation
  - Students’ international experience, personal development, intercultural literacy
  - Staff mobility (supported by Erasmus)
- Accessible for all students: inclusive mobility
- Quality
  - not only mobility, quality education
  - Presence of international students indicator, and driver for quality

## 2010: 20% Mobility Benchmark



benelux  
2009

### The Bologna Process 2020 - The European Higher Education Area in the new decade

Communiqué of the Conference of  
European Ministers Responsible for Higher Education,  
Leuven and Louvain-la-Neuve, 28-29 April 2009

“Mobility is

- important for personal development and employability,
- fosters respect for diversity
- increases cooperation and competition between higher education institutions.
- hallmark of the European Higher Education Area.

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. “

## 2012 Bologna Strategy - Mobility for better learning

### Start of data collection

“1. We define our mobility target from the Leuven/Louvain-la-Neuve communiqué more precisely as follows:

(a) We measure **physical mobility** in all three cycles of the Bologna Process.

(b) We include in our mobility target the 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 addition data on:

- mobility of early stage researchers, teachers, and staff in higher education.
- social dimension of mobility
- mobility from outside of the EHEA

# Data collection & 2020 results: 9.6% instead of 20% - a successful failure

## Data collection problems

- No distinction between BA and MA (only since ISCED 2011)
- degree mobility data from 2013 on the basis of country of usual residence
  - 2020 some systems still report on the basis of citizenship/nationality
- Comprehensive credit mobility data became available in 2018
  - 2020: still gaps in credit mobility

## 2020 mobility data

- Total 9.6%
- PhD 17.3 %
- Master 16.1 %
- Bachelor 9.6 %
- short cycle N/A

## Bologna Mobility Benchmark 2020

“...it also gave a significant push to improving the international data collections on mobility in general, and on credit mobility in particular - even if this remains work in progress.” Bologna Process Implementation Report 2020

# Mobility Benchmark in the 2020 Rome Communiqué



**EHEA ROME 2020**

2020 Rome Communiqué

- ... we reaffirm our target that at least **20% of those graduating in the EHEA** should have experienced a study or training period abroad,
- **enabling all learners to acquire international and intercultural competences (internationalisation of the curricula, “some form of mobility”)**

## Open issues

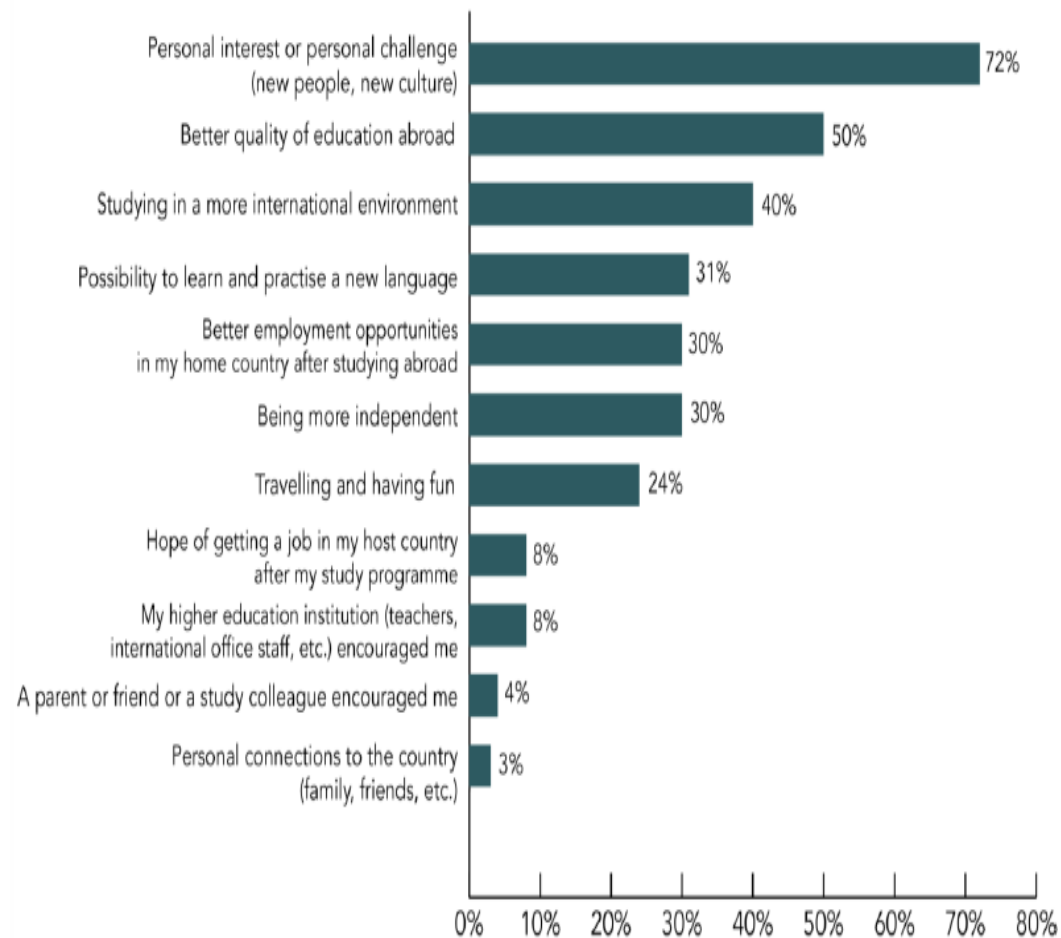
- How will the 2020 benchmark be continued?
  - Requires redefinition, f.e. distinction of
  - Different types of mobility (credit, degree)
  - Differentiation of different degree cycles
- How to enable “**all learners to acquire international and intercultural competences through internationalisation of the curricula or participation in innovative international environments in their home institutions, and to experience some form of mobility, whether in physical, digitally enhanced (virtual) or blended formats.**”

# Questions

- 1. How relevant are the BP discussions/approach on this topic to your context?  
Does it address the main challenges of your system?**
- 2. Does your government recognise mobility as a priority?**
- 3. Are there any statistics/ measurements on mobility? Any defined benchmark or goals for incoming and outgoing students/staff? How is this measured?**

## 4. Why are mobility and exchanges important for students and staff in your context?

Figure 15: Reasons for deciding to study abroad (Source: student survey)



### • The student perspective

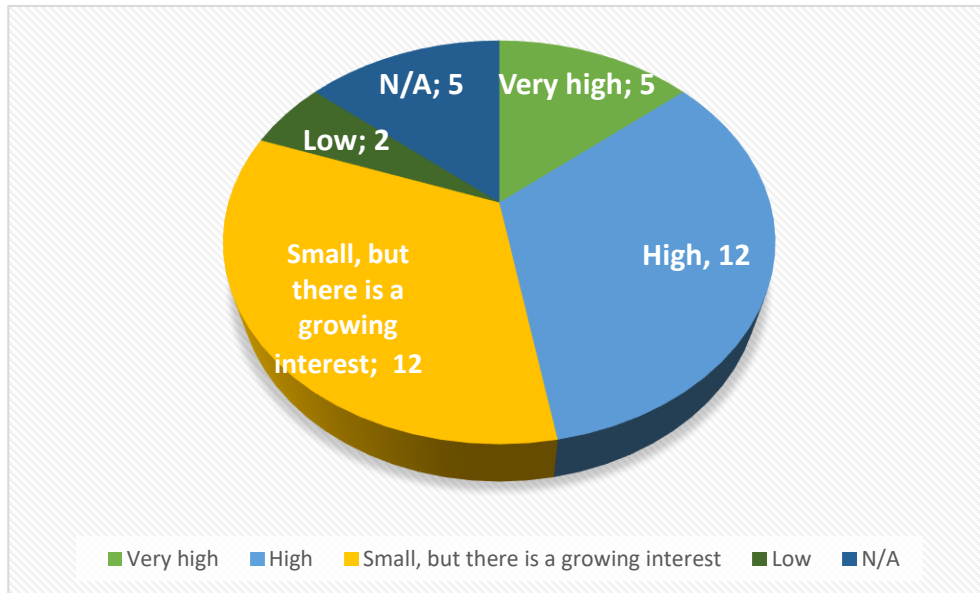
Over 700 International Credit Mobility alumni and currently mobile students from nineteen Partner Countries (and Serbia, a Partner Country until its recent designation as a Programme Country) contributed responses to the online survey.

**SPHERE Report: ERASMUS+ International Credit Mobility - a study of the mobility of disadvantaged students from Partner Countries**

January 2020

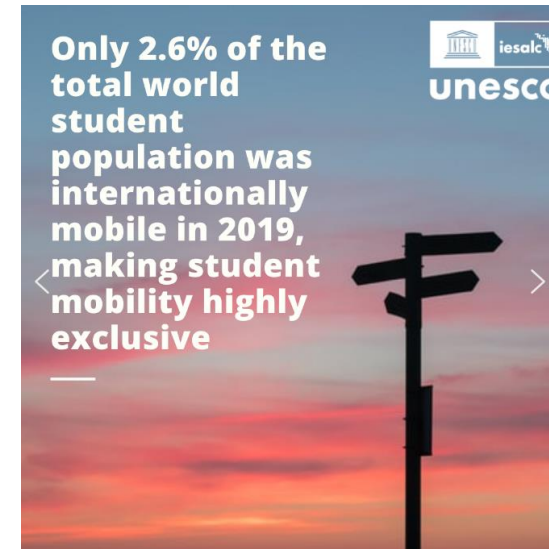
Luisa Bunescu, Howard Davies, Michael Gaebel

## 6. Inclusion: Who gets mobile?



Importance of focusing on the inclusiveness of internationalisation activities (including mobility)

*Participants' survey, HERE Study Visit VUB Brussels, 2020 on Inclusive mobility: from good intentions to measurable outcomes*



*How Europe defines "fewer opportunities"*

*"(young) people who, for **economic, social, cultural, geographical or health reasons**, due to their **migrant background**, or for reasons such as **disability** or **educational difficulties** or for **any other reason**, including a reason that could give rise to **discrimination** under Article 21 of the Charter of **Fundamental Rights** of the European Union, face obstacles that prevent them from having effective access to opportunities under the Programme;"*

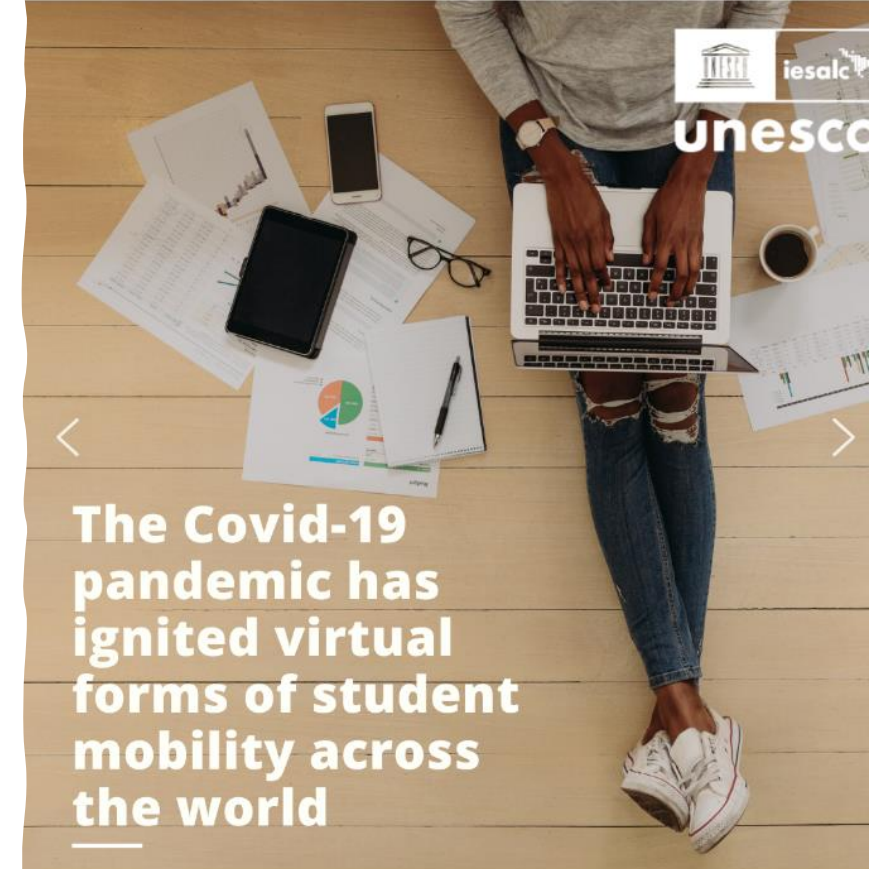




## 6. What observations do you have regarding the new ways of mobility, e.g. virtual, hybrid? How are these addressed in your system?

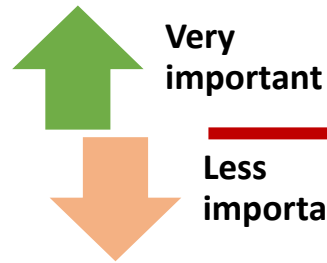
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- Virtual mobility:
  - interactive online exchanges
  - synchronous/asynchronous
- In Erasmus+
  - In combination with physical mobility = blended
- Growing importance for transnational university collaboration
- Economic & ecological aspects
- Inclusion?

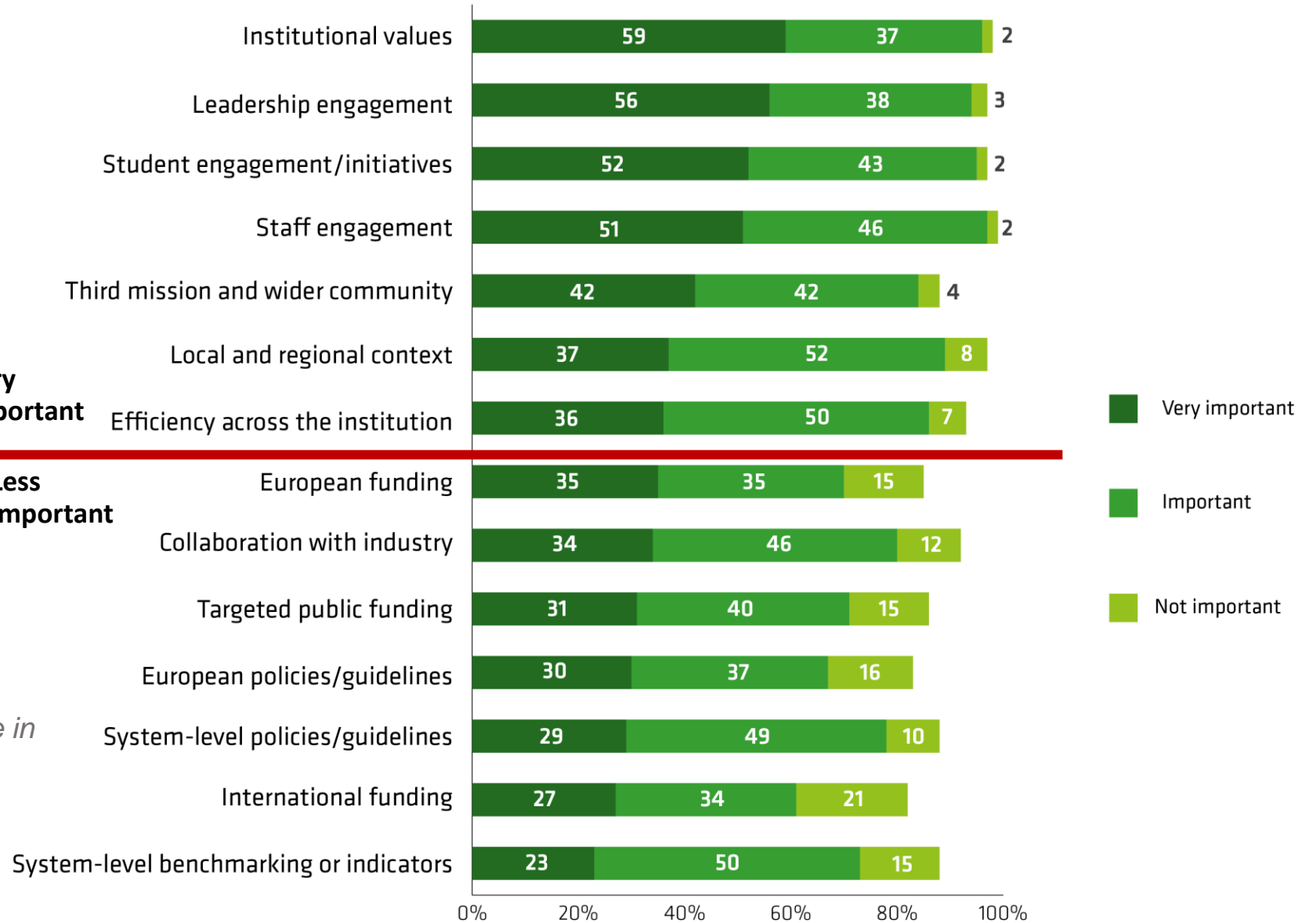




# Motives & drivers for engagement in greening



*N=305. Q11: Please rate how important the following aspects are in driving forward your institution's engagement in greening?*





# Future?

**7. What do you think the objectives for mobility should be in your country/among your institutions?**

# Further reading

- [Implementation guidelines Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy, April 2021](#)
- ERASMUS+ International Credit Mobility - a study of the mobility of disadvantaged students from Partner Countries. Luisa Bunescu, Howard Davies, Michael Gaebel, by SPHERE Support and Promotion for Higher Education Reform Experts, January 2020.
- 2020 [Bologna Implementation Report](#): Mobility chapter
- All official Bologna Process documents at <https://ehea.info/> - which comprises documents from ongoing Bologna meeting and events (“Events”), but also the Archive with all Ministerial Conferences and BFUG meetings (“EHEA”).
- [Greening in European higher education institutions, 2021](#); EUA survey data *Michael Gaebel, Henriette Stöber, Alison Morrisroe*

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