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**“Brauchen unsere Gesellschaften  
Auslandsmobilität?”  
*Sijbolt Noorda***

**„Bologna macht mobil – Auslandsmobilität im Fokus“  
30. November - 1. Dezember 2015  
(in der „Kalkscheune“, Berlin)**

# einfache Frage, vielschichtige Antwort

- *Auslandsmobilität hat einen guten Ruf*
  - “idealistisch & unternehmerisch”
- dennoch machen es nur sehr wenige
  - höchstens 2 bis 3% der Studierenden weltweit
  - oft aus dem benachbarten Ausland
- und aus sehr verschiedenen Gründen
  - nicht immer so ganz freiwillig, eher von den Umständen gezwungen



# einfache Frage, vielschichtige Antwort

- *Auslandsmobilität hat einen guten Ruf*
- dennoch ist sie risikoreicher als gedacht
  - für Student/innen und Hochschulen
- und wird sie vielmehr gefördert als ein lukratives Geschäft für die Empfängerseite
  - für einzelne Hochschulen und die Volkswirtschaft



einfache Frage, vielschichtige Antwort

- *weil individuelle Auslandsmobilität (Qualitäts-) Risiken bergt*
  - für Student/innen und Hochschulen
- wäre die Qualitätsverantwortung der Hochschulen für das Auslandsstudium zu verstärken und verbessern
  - gemeinsames europäisches Vorgehen “for Quality Assurance of Joint Programmes” approved by EHEA ministers in May 2015



# einfache Frage, vielschichtige Antwort

- *ausserdem, Internationalisierung ist mehr als Auslandsmobilität*
  - betrifft die Lehre und die Forschung *insgesamt und für alle*
- Gestaltung und Ausführung der Lehre und der Forschung sind die wichtigsten Felder der Internationalisierung



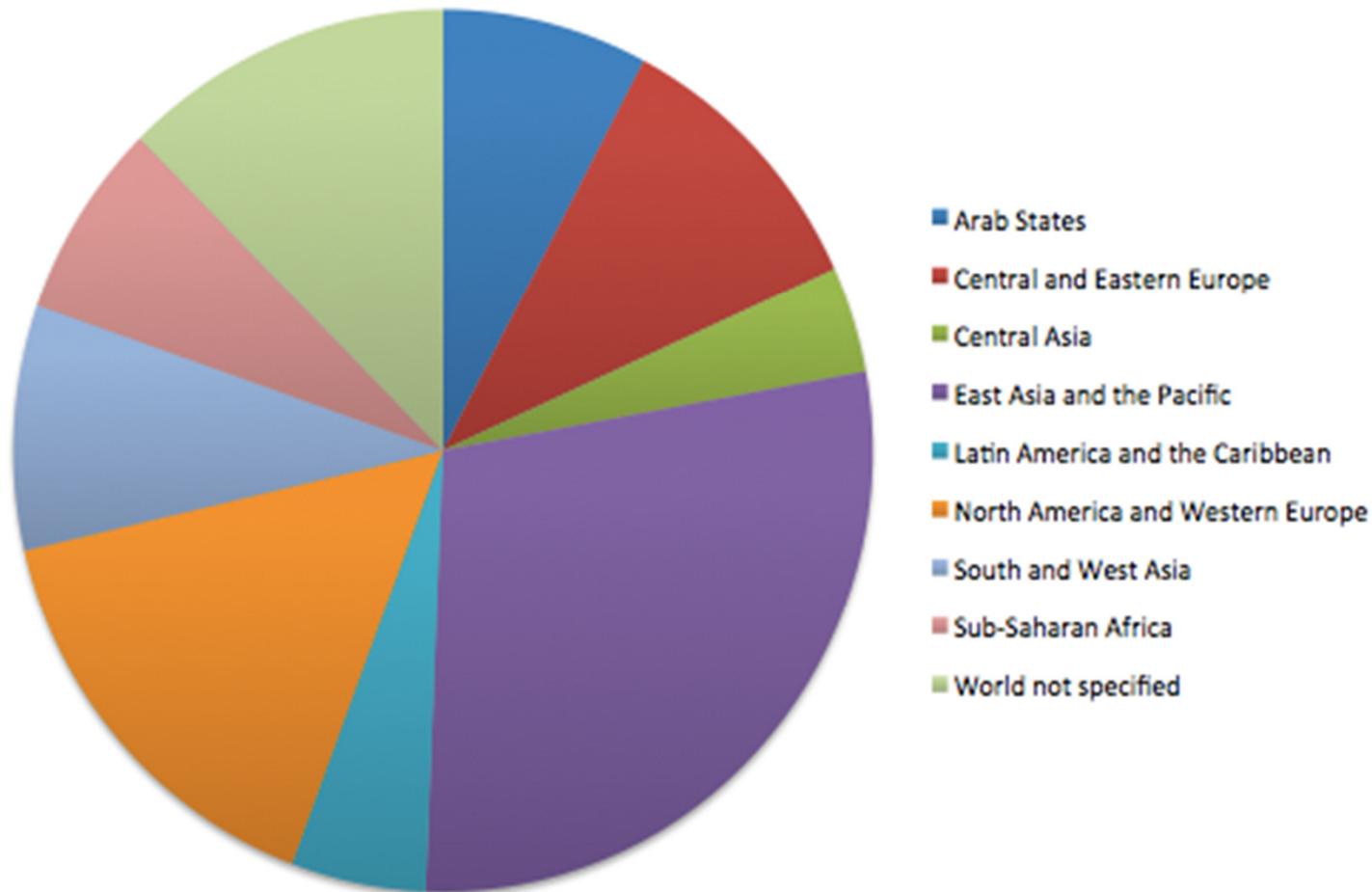
part 1

*on mobility*

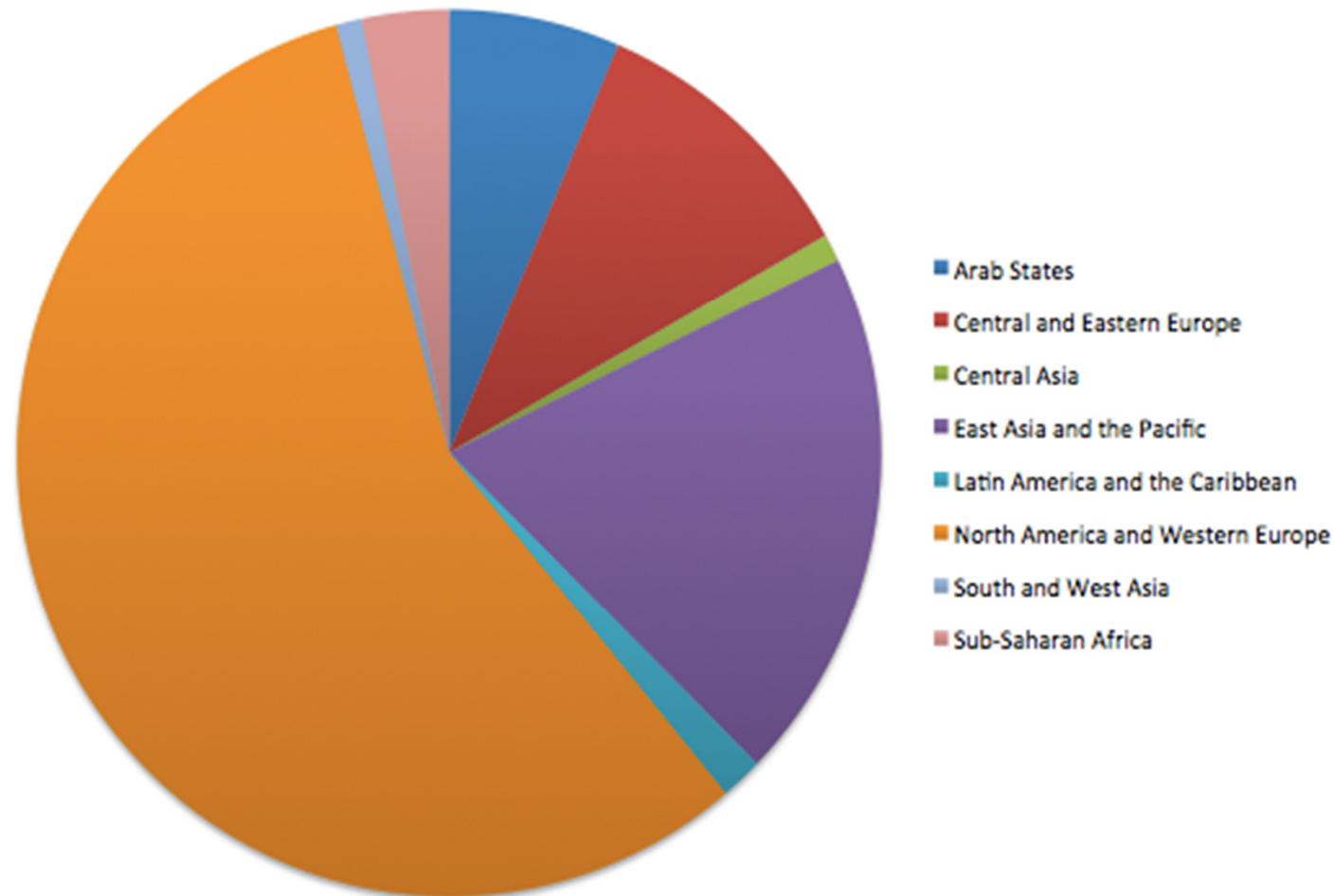
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# outbound degree mobility 2012



# inbound degree mobility 2012



# Germany

- inbound 206,986 (C RF AU BG PL)
- outbound 117,576 (AU NL UK CH US)
  
- Erasmus students abroad 2011/12
  - inbound 21,217
  - outbound 27,593



# variety of 'mobilities'

- international student mobility is a *container* concept
- there are different modes of mobility
- with different motivations
- and a variety of success & failure factors



# why study abroad?

- good reasons and/or real reasons
  - from *student* perspectives: study abroad because of higher reputation, better quality or greater availability, labour market value & job opportunities abroad
  - from *institutional* perspectives: budget gains, shortage repairs, reputation benefits, curriculum quality
  - from *national* perspectives: shortage repairs, budget gains, network build-up



# study abroad not without risk

- risks and dangers
  - from *student* perspectives: uncertain outcomes, high opportunity costs
  - from *institutional* perspectives: quality and reputation damage, volatility of demand
  - from *national* perspectives: brain gain or drain, budget losses or gains



# variety of success & failure factors

- *students* come well prepared academically, with language & learning skills
- *institutions* offer well planned & delivered programs, recognized results, and good facilities
- *or not, or only partly*



# variety of modes

- *purpose*: mainly for academic reasons – mainly for other purposes (traineeship, family, migration)
- *type*: for credit (temporary short stay, ‘exchange’) - for degree (full qualification / degree)
- *organisation*: as part of a programme - self-organised, free movers
- *and, by the way, this explains why statistics of student mobility are so unreliable*



# cross border higher education

- requires a *realistic* policy approach
  - in stead of the cloak of idealism hiding simple ‘business’ interests and real quality differences
- and above all an *educational* quality approach
  - to maximize value to graduates and to be true to core mission in teaching & learning



# core mission of Higher Education

- Higher Education is meant to be beneficial to all graduates and their future
- → *international* competences in terms of academic qualities, professional skills, and value in the labour market *must be part of these benefits*
- → international skills and sensitivities not just for a rich and/or adventurous *minority* among students



# both at home and abroad, because

- this is a zipless world
- grand challenges don't stop at customs
- migration is everywhere, so are mixed populations
- “some jobs are mobile, all jobs are changing”



# to all of these challenges

- international *joint programs* are the best possible response
- to avoid most risks and broaden the impact of cross border education



# definition 1 (IIE report 2011)

- “*International joint degree programs* are study programs collaboratively offered by two (or more) higher education institutions located in different countries. They typically feature a jointly developed and integrated curriculum and agreed-on credit recognition. Students typically study at the two (or more) partnering higher education institutions (i.e., 1 home institution + 1 institution abroad). Upon completion of the study program, students are awarded a single degree certificate issued and signed jointly by all institutions involved in the program.”



# definition 2 (IIE report 2011)

- *“International dual/double degree programs are study programs collaboratively offered by two (or more) higher education institutions located in different countries. They typically feature a jointly developed and integrated curriculum and agreed-on credit recognition. Students typically study at the two (or more) partnering higher education institutions (i.e., 1 home institution + 1 institution abroad). Upon completion of the study program, students receive degree certificates issued separately by each of the institutions involved in the program.”*



# valuable upsides

- structured, safe & simple
  - part of familiar study programme & setting
  - foreign partners of similar level
  - balanced element of the curriculum
  - designed and recognized as such
  - faculty staff implicated & co-responsible
  - logistics usually facilitated by educational partners
  - relevant internationality



# valuable upsides

- promoting international classroom beyond mobility
  - impact on all participants, home and abroad
  - blended modes of delivery & participation feasible (open educational resources)
  - teaching staff involved at all sides and on all sites



# homemade hurdles

- Higher Education, however, is a very *national* thing in terms of
  - legal prescriptions
  - financials
  - quality assurance
  - academic calendars
  - professional qualification specs
  - et cetera



# homemade hurdles

- ..and the paradox about *national* things and thoughts is that even when they want to be inter-national
- we want them in full agreement with local and national preferences and tastes



# European approach

- that's why this past May in Yerevan the ministers of the EHEA have adopted a **European Approach for Quality Assurance of Joint Programmes**
- see [www.eqar.eu](http://www.eqar.eu)



## part 2

*mobility should be embedded in  
the right kind of  
internationalisation policies*



# a means to an end

- what are universities for?
  - *teaching and learning*: preparing graduates for a lifetime as academic professionals in a changing world

“Humboldt 1 diene der Einübung des nationalen Blicks, also der nationalen Elitebildung, setzte ein entsprechendes bildungsbürgerliches Milieu der Staatsbeamten und Besoldungsordnungen voraus. Humboldt 2 dient der Einübung des kosmopolitischen Blicks, bildet die Eliten heran, die national und international die sich in Kämpfen und Kriegen formierende Weltgesellschaft mit gestalten.“ (Ulrich Beck)



# a means to an end

- what are universities for?
  - *teaching and learning*: preparing graduates for a lifetime as academic professionals in a changing world [40 years of future labour market]
  - *research*: producing scholarly work that is both robust and sound according to international standards, relevant to education and to the global research community, and serviceable for all sorts of uses in society now and tomorrow [in very few cases *not* internationally connected]



# implications (1)

- so ⓘ is *not* a separate task or domain
- but a *qualifier* of the core tasks of the university
- which implies that it ought not to be treated (and set apart) as a specific task to be carried out by specialists alone
- it should be part of the habitus of *all*, or at least of many



## implications (2)

- ① must be rooted in university *strategy* at all three levels of the institution
- crucial to this is the choice of identity: *what kind of a university do we want to be?*
  - a fully international institution (like Central European University or Institute of Social Studies)
  - an international network university (like Wageningen University of Food and Nutrition)
  - a more or less internationally open university (a matter of degree: e.g. Louvain or Groningen)

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a university with a basically regional profile

# Nota Bene

- such identities are both a matter of *opportunity* (what can be done) and of *choice* (who do we want to be)
- as a general rule a stronger international identity will express itself in a greater variety of faculty and student body
- such identities must be *sustainable* over time
- in *no* case a modern university can do without  
①



# implications (3)

- so ⓘ must be rooted in university *strategy* at all three levels
- and accordingly be expressed in university *practice* [both in primary processes and support processes] wherever ⓘ is relevant
- changing ⓘ [improving, re-directing] is a matter of *cultural change processes*



# the German situation: strengths

- a solid tradition of internationality in German Higher Education and Research (and in national policies)
- most universities have strategic plans for ⓘ
- enviably strong national support programmes like those of DAAD and Alexander von Humboldt Stiftung and the HRK Audit scheme
- a balanced student mobility picture
- and last but not least, a positive reputation



# the German situation: challenges

- how to be strategically innovative and *special* (in stead of traditional and following the crowd)
- how to overcome internal *fragmentation* (bring about a change of culture in a community of individualists)
- how to realize ⓘ in an *integrated* manner (in classroom and in research, in hiring and in governance)
- how to *operate* a ⓘ friendly, multilingual campus



by way of conclusion

two quotes from Hans de Wit,  
director Center for International  
Higher Education, Boston College



## **Focus of national and institutional strategies tends to be still predominantly on:**

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- **Mobility**
- **Short and/or long term economic gain**
- **Talent recruitment**
- **International positioning**

### **Far greater efforts needed to:**

- **Incorporate approaches into more comprehensive strategies**
- **Focus on internationalisation of the curriculum and learning outcomes to enhance quality of education and research**



# WHERE IS INTERNATIONALISATION GOING?

## Perceived Desirable Outcomes

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**A higher education system capable of producing global citizens and professionals**

**Respectful and appreciative of other cultures**

**Able to contribute to the development of knowledge economies and socially inclusive societies.**

**Better positioned to address global issues**

**To compete and cooperate, with the rest of the world, including the emerging regions**



# **“Brauchen unsere Gesellschaften Auslandsmobilität?”**

**Ja, unbedingt.**

**Aber sie soll eingebettet sein in  
sorgfältigen Abkommen und gut  
durchdachten Internationalisierungs-  
strategien**

