



Conditions for learning mobility in higher education

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Attractive vocational education and training:
what really matters?

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PRESENTATION OVERVIEW

- 1) LEARNER MOBILITY IN HIGHER EDUCATION
- 2) DEVELOPMENTS AT EUROPEAN AND NATIONAL LEVEL
- 3) CHALLENGES & QUESTIONS

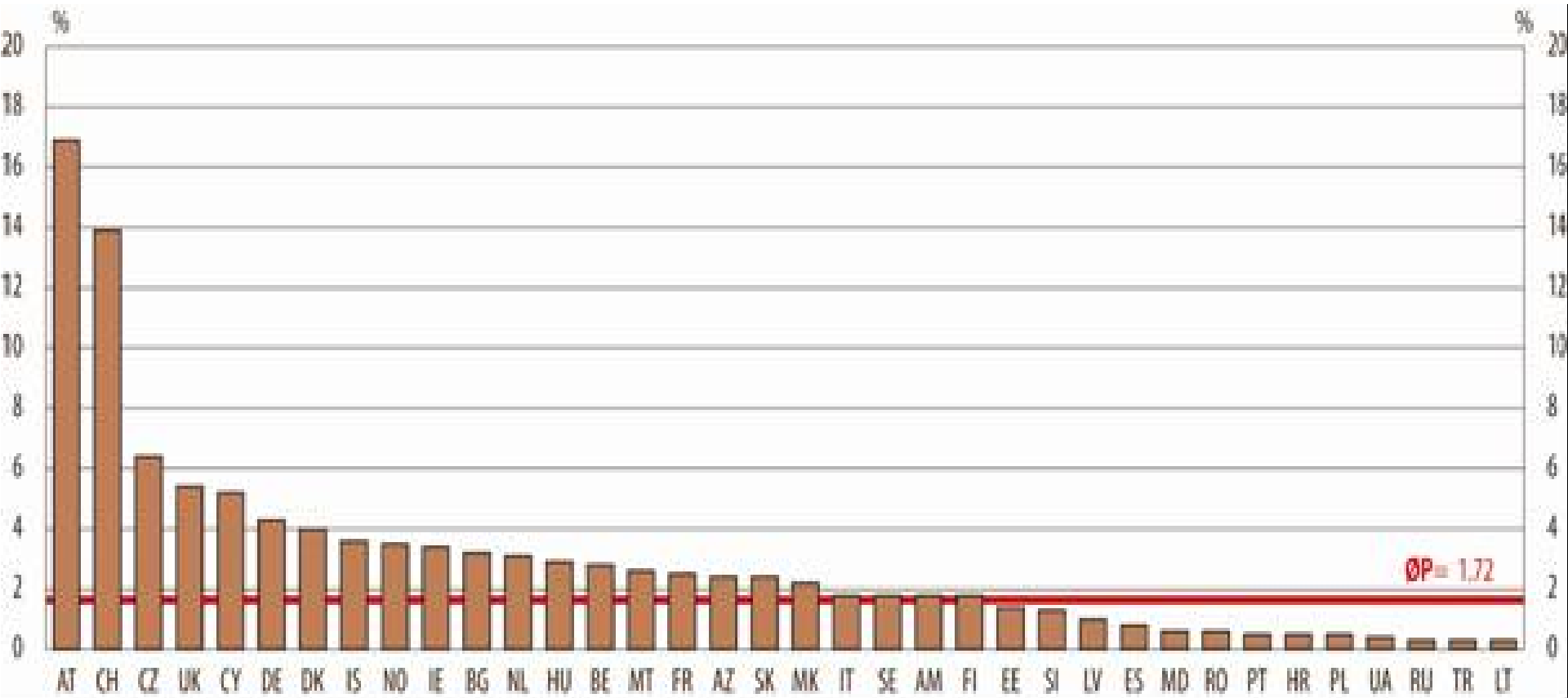
Learner Mobility in higher education: is it really so well established?

- Bologna dream = Europe as an open, inclusive space where mobility is a normal part of student experience
- In reality, this may be the case of a small minority, but mobility may be a « forced choice » for some, and not an option for many
- Structural features (common Ba/Ma system) haven't yet been exploited to encourage mobility

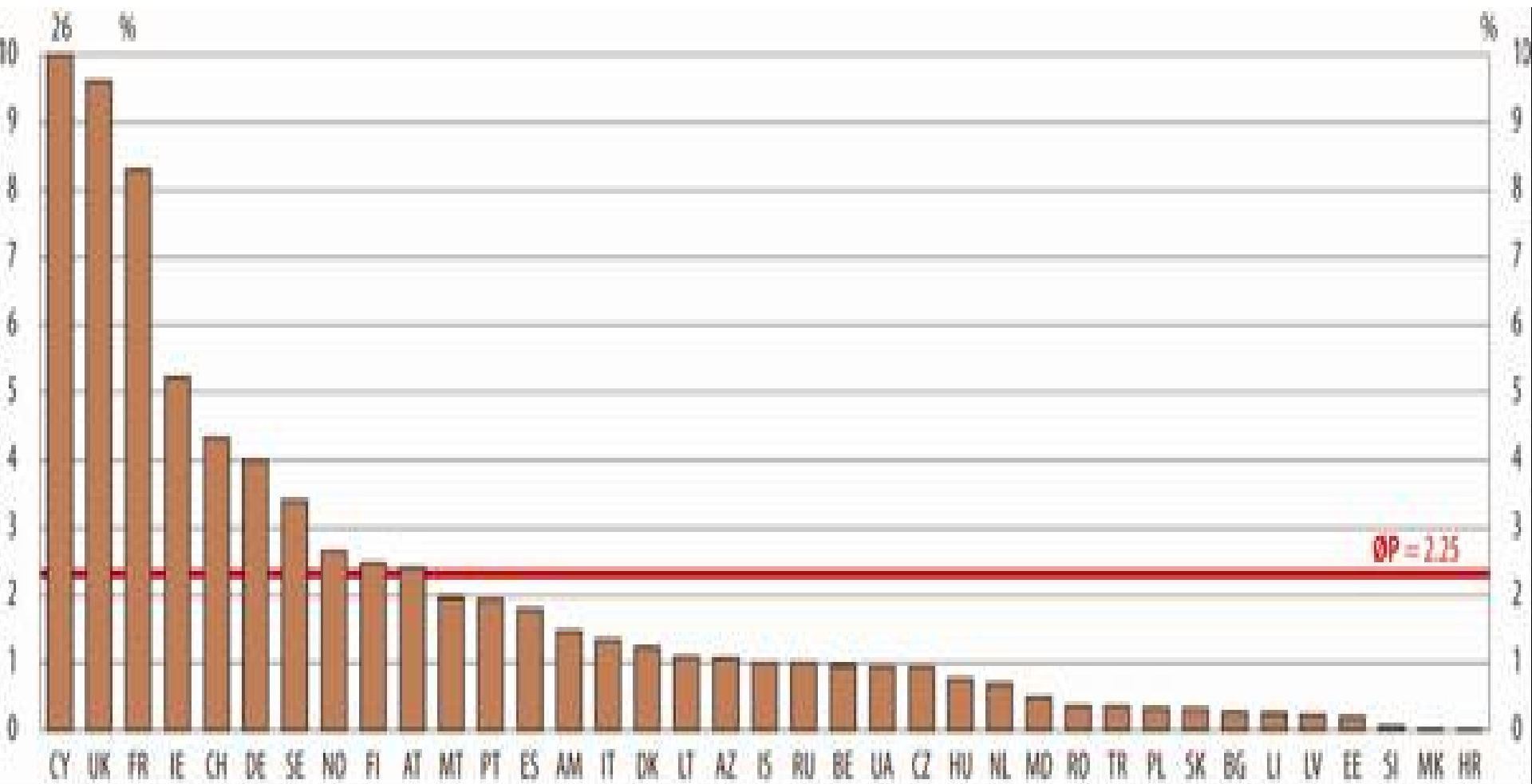
What do we know about Mobility?

- Not as much as we would like...
- International statistical data still has (inherited) conceptual problems
- Data on nationality rather than mobility
- Difficulty to separate forms of mobility (credit mobility vs degree mobility) and still particularly difficult to have reliable credit mobility data outside Erasmus...
- But some patterns of **degree** mobility are clear...

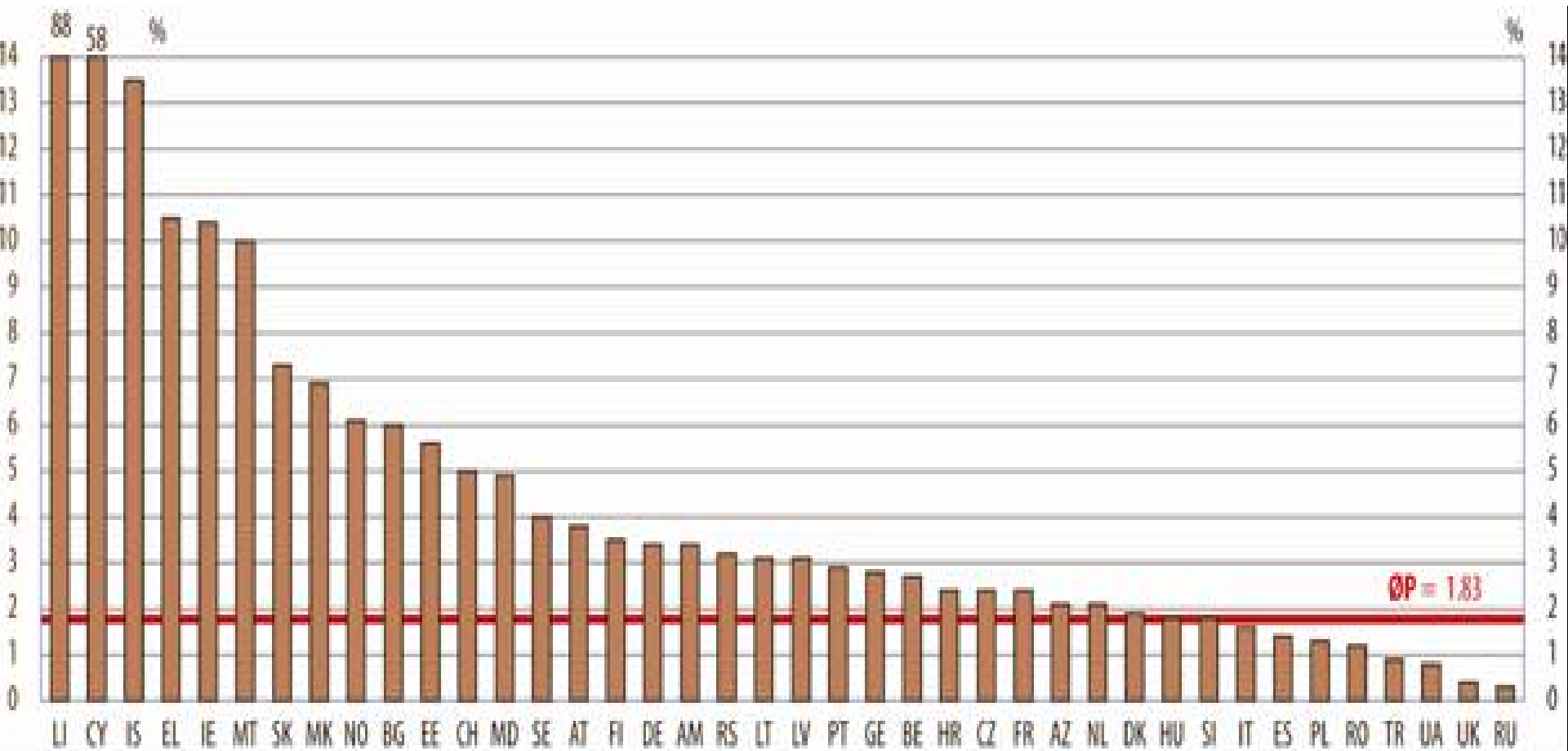
Incoming degree mobility FROM INSIDE EHEA



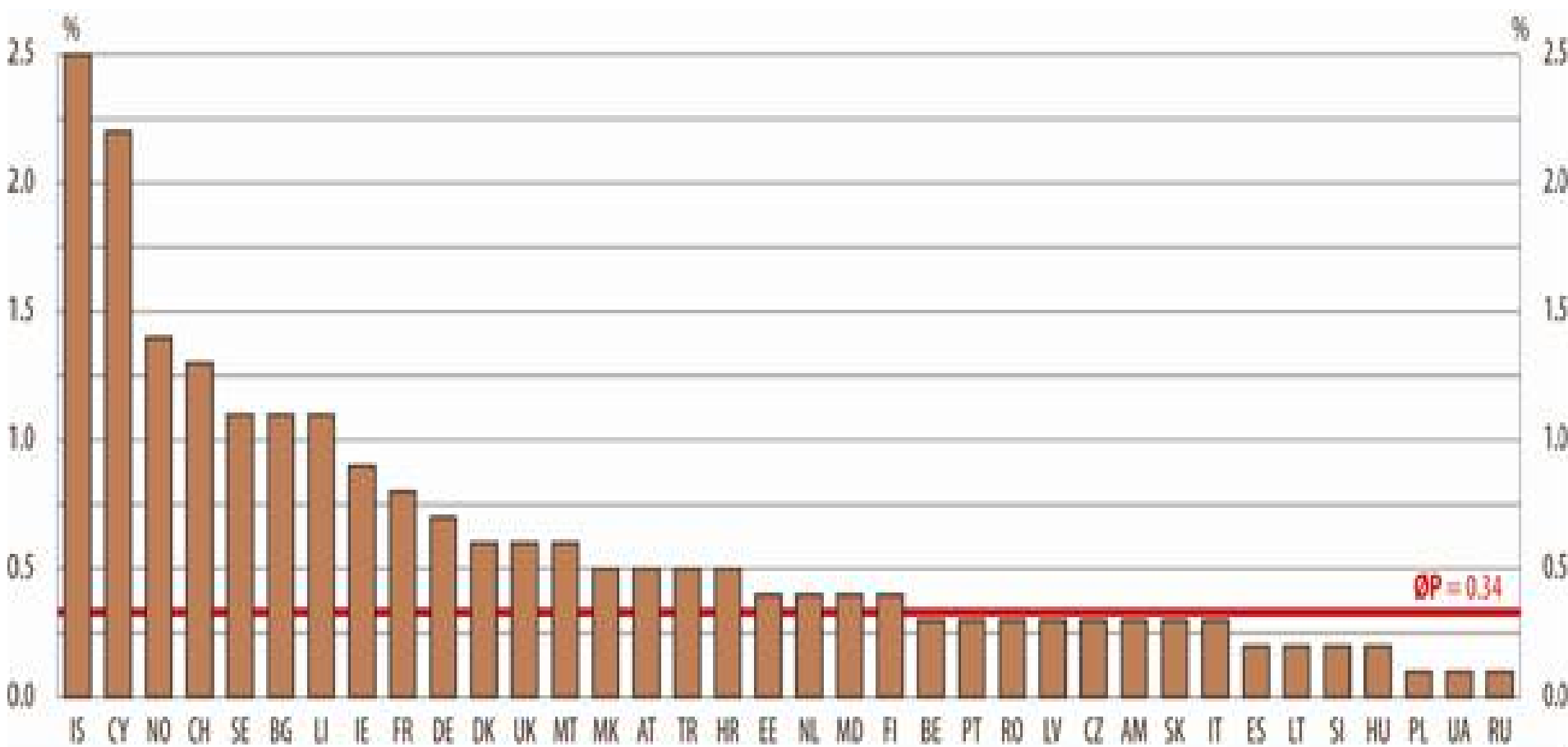
Incoming degree mobility FROM OUTSIDE EHEA



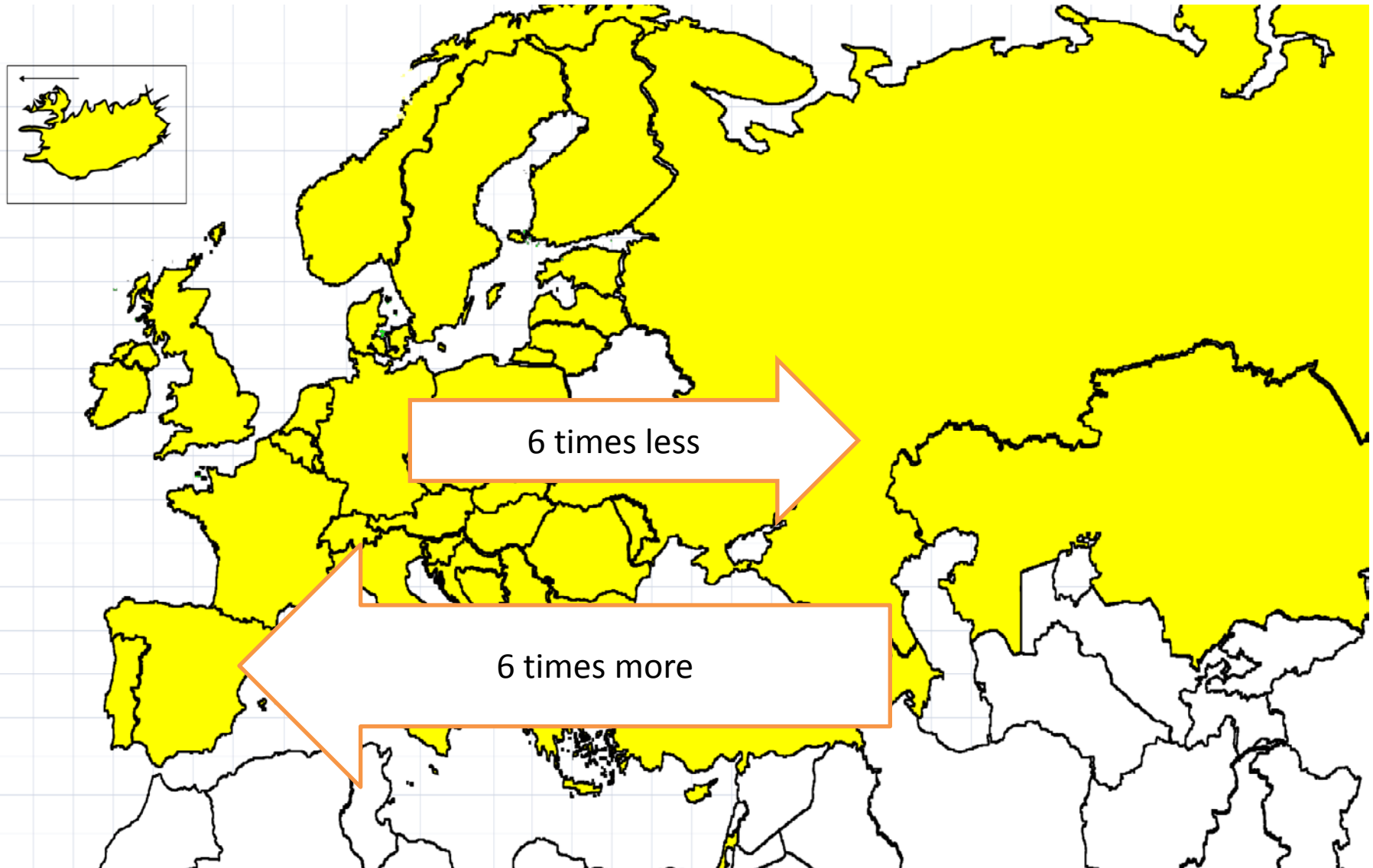
Outward degree mobility rate TO INSIDE EHEA



Outward degree mobility rate TO OUTSIDE EHEA

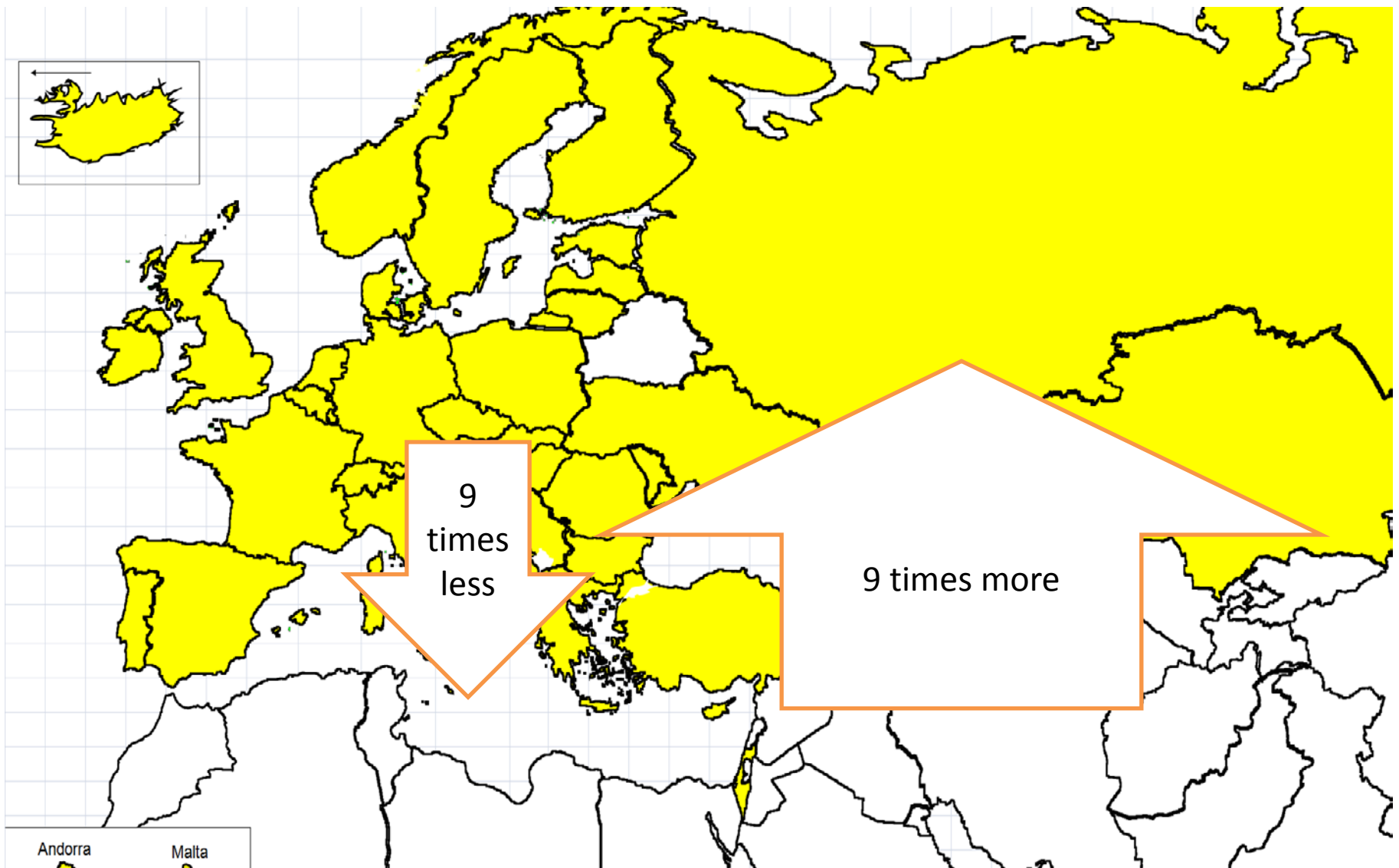


East west flows



Source: Eurostat, UIS

South north flows



Source: Eurostat, UIS.

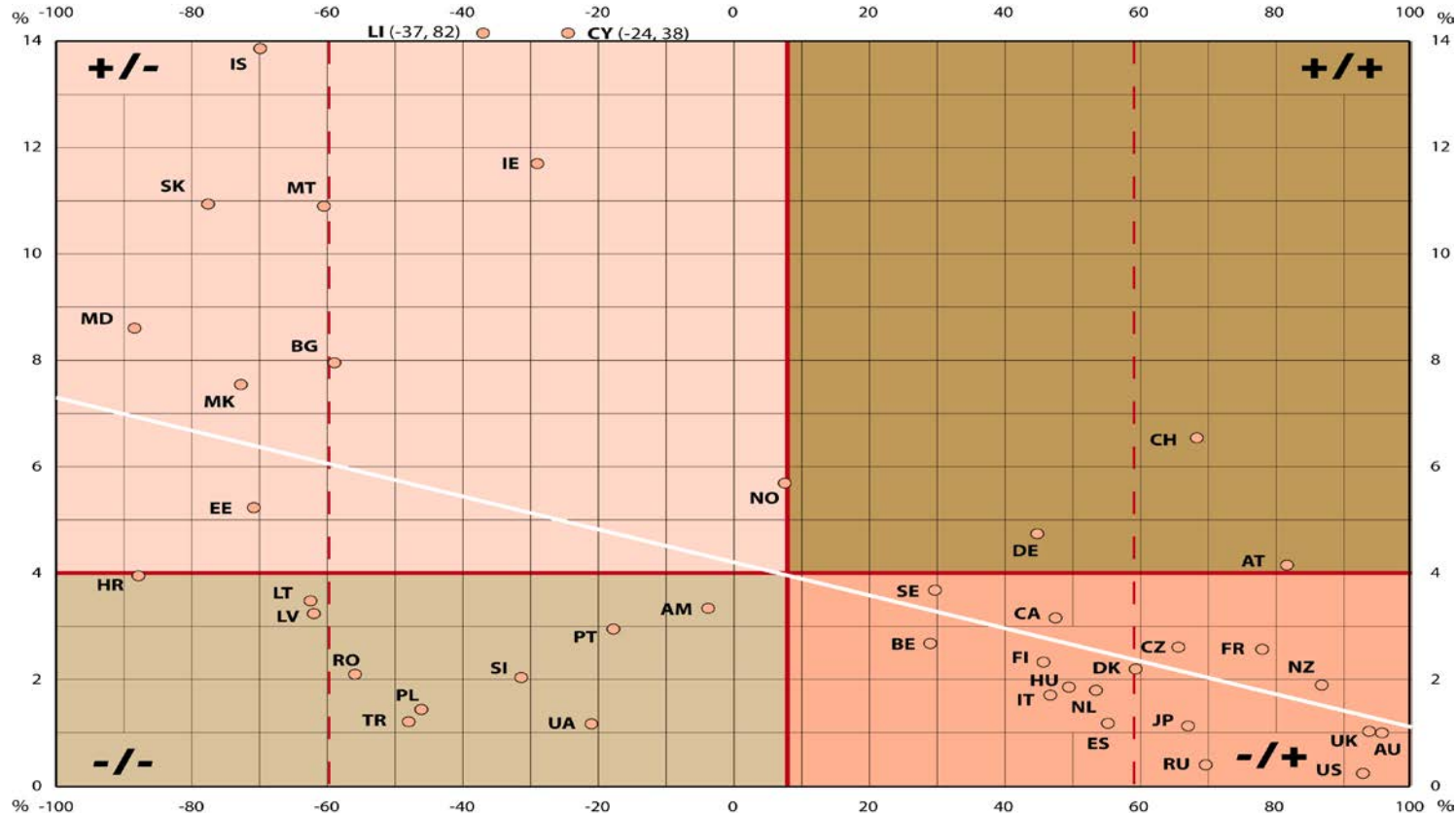
Mobility: « Attractiveness » of EHEA

(high outward and negative balance)

(high outward but positive balance)

"Limited" systems

"Open" systems



"Closed" systems

(low outward and negative balance)

"Attractive" systems

(low outward and positive balance)

National Strategies for mobility?

- Most countries have very little strategy for mobility (real strategy more likely at institutional level)
- Is it even possible at national level? (relationship with immigration / priority for mobility when public expenditure is under pressure...)
- European strategy can partly fill the void

EU and Bologna: complementary strategies

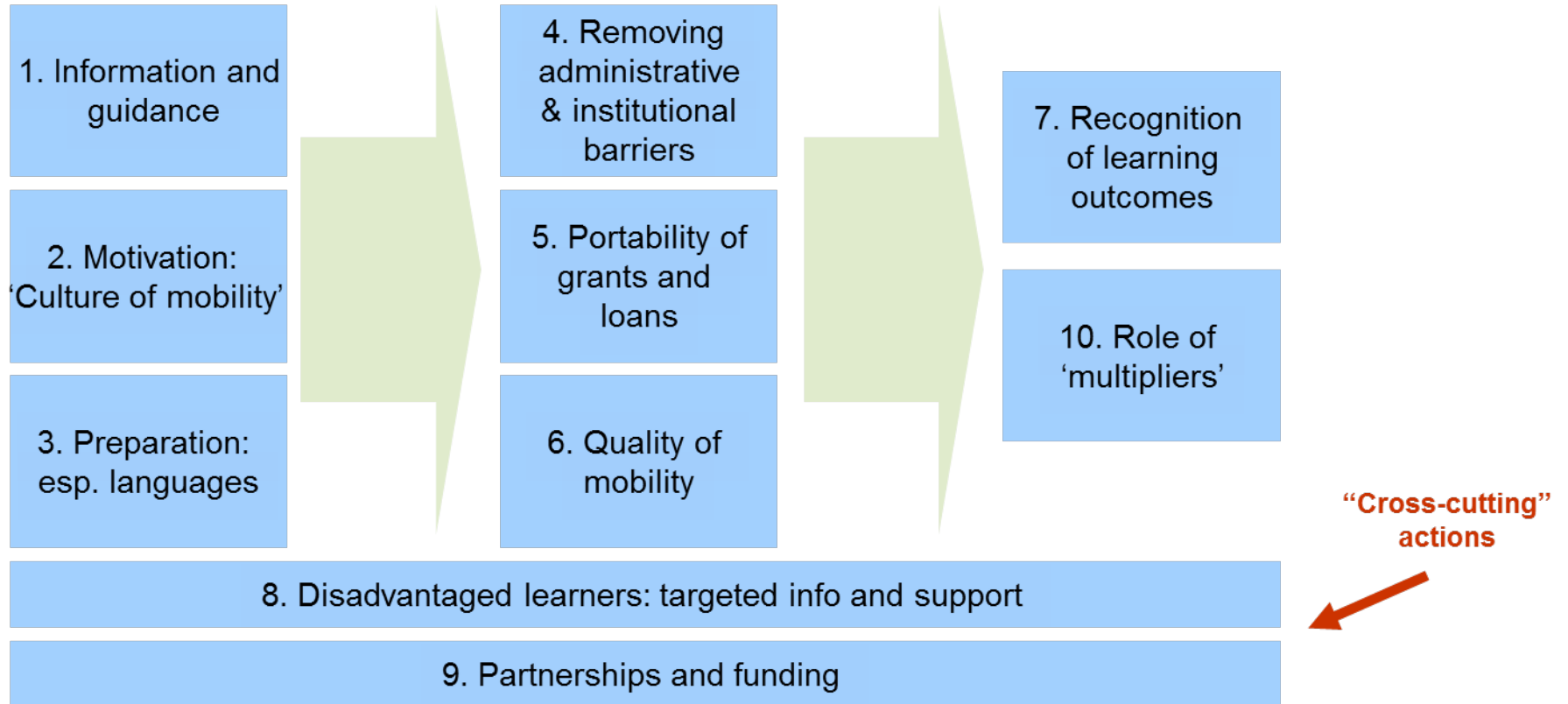
- In both contexts, target-setting and benchmarking seen as the path to progress
- 2009 Bologna target of 20% by 2020 not clear to anyone when it was set, but a good stimulus for debate
- 2012 Bucharest: adoption of EHEA strategy for mobility
- Debate has led to the same target for EU (Nov 2011)..

at least 20 % of higher education graduates in the EU should have had a period of higher education-related study or training (including work placements) abroad by 2020. (minimum of 15 ECTS / minimum of 3 months)

EU: The Council Recommendation

- **July 2009: Green Paper** on Learning Mobility - public consultation on obstacles to mobility - over 3000 responses
- **Sept 2010: Draft Recommendation** proposed by Commission for adoption by Council
 - 10 key areas for action to promote mobility and remove barriers to it = "framework conditions for mobility"
- **7 June 2011:** Formal adoption by Council

Council Recommendation: 10 key areas to improve...



What will happen next?

- Bologna: new working group, to focus on a variety of issues related to implementation of EHEA strategy
- EU: development of a "mobility scoreboard" related to 10 key areas
 - Eurydice gathering information for national templates to understand the current situation
 - Expert Group advising Commission on indicators

MAIN QUESTIONS

- Is the path to greater learner mobility in higher education relevant for VET?
- What specific considerations need to be thought through in relation to VET mobility?
- Should learner mobility be a bigger national priority for VET?