

Support to European higher education institutions and networks to cooperate with global players

WG on Mobility and Internationalization
15- 16 April 2013

The mandate of the WG on Mobility and Internationalization includes a task *to propose to the BFUG guidelines for further internationalization developments in the EHEA*. This aspect is considered in recent EHEA documents:

- the 2012 Bucharest Communiqué commits the Ministers responsible for higher education for further exploring the global understanding of the EHEA goals and principles,
- the 2007 European Higher Education in a Global Setting. A strategy for the External Dimension of the Bologna Process, establishes 5 core policy areas for further internationalization of the EHEA,
- the Mobility strategy 2020 for the EHEA: Mobility for Better Learning calls to all member countries and higher education institutions to develop and implement their own internationalisation and mobility strategies,
- the 2012 Statement of the Bologna Policy Forum ask to the BFUG to explore active exchanges between the EHEA and other parts of the world through regional exchanges, peer learning and other policy cooperation initiatives.

Presently higher education institutions, namely universities are increasingly becoming international in a context of increasing globalization with a global competition for talent and knowledge-related investments and increased opportunities for transnational cooperation.

The reinforcement of the European model of higher education on a global scale implies the support to European higher education institutions in cooperating with their global peers, the establishment of transnational academic programs and degrees, the support to structural transnational partnerships, as well as cooperation at policy level building capacity in higher education in other parts of the world.

However some challenges seem to be inherent to the globalization of higher education, such as: imbalances in mobility processes, brain drain, commercial provision of low-level quality education, recognition, etc.

To accomplish this task, it is proposed first to reflect on how cooperation of higher education institutions and networks outside the EHEA can be enhanced

The proposed points for discussion at the WG are:

- How can higher education institutions be encouraged to develop their own internationalisation and mobility strategies based on their own profiles and objectives?
- What criteria should be used for higher education institutions and networks to select their global partners?

- What type of cooperation (exchange of staff, mobility, capacity building, joint degrees, apprenticeships, etc.) should be enhanced at institutional level?
- What type of programs and at what level should be used?
- Best practices of initiatives promoting internationalization strategies at institutional level.
- How internationalisation activities of the staff should be awarded and recognised in the development of academic careers?
- How can the internationalisation activities at institutional level contribute to improve the information, attractiveness and competitiveness of the EHEA?
- How can cooperation at institutional level contribute to address the challenges of the globalisation of higher education?
- How can higher education institutions contribute to policy dialogue with other parts of the world?

In following meetings of the WG, topics for discussion could be:

- Development of internationalisation and mobility strategies at national level with specific aims and measurable mobility targets
- Development of policy cooperation through regional exchanges and peer learning on specific topics with other parts of the world