



Transnational Mobility in Bachelor Programmes

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The workshop starts with an example from Katholische Universität Eichstätt (KUE) about how an university wants to ensure student mobility.

KUE is a small university in Bavaria. In 2004, senate decides to implement BP. BP and international dimension is dealt by the same person.

They put an international perspective in every programme

- compulsory studies abroad (one semester) in every BA and MA-Programme
- every BA-Programme has to make it possible within the 5th semester to go abroad

If students want to go abroad for more than one semester, the "Regelstudienzeit" will increase. This change has not passed the ministry of HE, so it is not sure if it will be accepted. Also, the students can get ECTS credits for language courses, which will be accepted back home.

Problems: resistance in some subject, lack of funding.

How to make the university decide this way? Could be much problematic in the uni.

It was a decision to find a specific profile of the university.

Problem fields of going abroad:

- internships, esp. teachers training: There are different internships within teachers training programmes. This is often within the best time of going abroad.
- funding for extra work: lecturers have to do the work additionally to their usual work.

The main question within the workshop:

Can Bachelor/Master be a mile stone of internationalization?

Bologna can be a chance to enhance mobility, but there are several problems. If it is not possible to go abroad without losing time, it is a barrier for students. It is also a barrier for universities, if the funding of the state is connected with the number of students, that are in the official time of the programme.

Also the implementation of the two-tier system is somehow, especially in Germany not increasing mobility. The programmes are really full, so there is no time to go abroad e.g.

Financing problems of the students have not been solved until now.

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Usually the Bologna Process is unfortunately used to cut down university funds, so mobility cannot be increased.

Another question: Is compulsory time abroad a question for accreditation? How is it connected with quality assurance? Accreditation agencies make some problems with accepting the time abroad.

The question is: How to enhance transparency and to define the learning outcomes. Then, mobility will not be a problem. It does not depend on whether 3 or 4 years of study, but on the defined competences. The key to mobility is transparency.

Conclusion of the main question:

For lots of countries it is too early to say yes or no, because the Bachelor/Master has just been introduced. But: The idea of Bologna is not cutting down mobility, but the implementation of the different action lines is usually bad for mobility.

After that, we search the main obstacles of mobility. In the end, there were

5 main obstacles for mobility

1. Inflexible study programs

There is a lack of flexibility in the study programmes. But without flexible solutions, there is no space to go abroad. Students will not go abroad, if they can't be sure that they will not have a lot of problems being back.

2. Indicator-based financing

The indicator-based financing is based on competition between universities and the idea of better, faster, cheaper. This is not working within a honest implementation of Bologna, because this will mean: Transparency, increasing mobility, new experiences for the students that are going abroad.

3. "Implementation of Bologna first, Internationalization second"

Some universities focus on implementing Bologna, but do not want to face internationalization. The connection between both is not really known. This causes a lot of problems, because it will not be able to implement Bologna in a good way without facing internationalization and internationalization will not be implemented, if the Bologna reforms are already passed a short time before.

4. Tuition fees and cutting of financing

The financial situation is a significant reason for students to go abroad or not. Lots of students can't go abroad because they simply can't finance their stay. They need financial support, which is not connected to the destination or the programme. On the other hand, there are several ideas of cutting the university finances. This is a big obstacle, because universities will not pay staff caring for the students that want to go abroad. There are financial restrictions for the university if students are not that fast within their studies. Connected with all of the problems mentioned before, this will be a motivation for the HEI not to support students.

5. **Accreditation**

First, we have to think about the different accreditation systems in the different states. Accreditation is not a problem for mobility in all states, in some it is. The main problem within accreditation is: How to ensure the quality of the courses taking abroad. Some agencies in Germany force the universities to pay the accreditation of the partner university abroad. Of course this is impossible, so this is a big obstacle to fix a window for mobility in the programmes.

Further obstacles were: lack of transparency and wrong implementation of fixing learning outcomes, synchronisation of the academic year, modules lasting more than 1 semester and last but not least the single professors obstruction.