

## Transnational Mobility in Bachelor and Master Programmes

DAAD, Berlin October 2009

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## Statistics

### Numbers: 2:1

...but an increase in Erasmus due to internships ☺

But mobility is expensive for Danish tax payers...

- Most outgoing students interested in social science and humanities
- Most incoming students study social science, technical and health



## Two strings of actions...

**Actions and initiatives taken by the higher education institutions**

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**Political initiatives – eg. The Bologna Process....**

***....but action lines are often to be implemented at an institutional level***

## Few comments on the institutional level:

- **Summer schools as a way for students to catch up**
- **Summer schools improves attractiveness and is a way to achieve balanced mobility**
- **Distributing of funding to faculty and institutes is also based on level of international activities**
- **Internationalisation strategy**

## Denmark and the Bologna process

- **ECTS and Diploma Supplement - a MUST DO since 2001 and 2002**
- **Bologna degree cycles (first, second and third) was relatively easy to implement in DK**
- **DK performance: second best in stock taking exercise**
- **Current focus on Learning Outcome and QF**

## State initiatives and legal frameworks

**Qualification Council: Recognition of courses and competences – obtained national and Internationally**

**HEI-State contracts includes goals and objectives for international cooperation both scientific and often in terms of mobility**

**Mobility windows in study programmes – stated in national education legal framework**

**Danish Government Scholarship (SU)**

Support for central actions (EU) in pipeline

Immigration Service Hot-line

Framework for joint programmes: Erasmus Mundus Masters and joint doctorate

Balanced mobility 2020 (brain circulation)

Strategy on globalisation (2006)

- World Class Higher Education Institutions
- Financial support for summer schools, joint programmes

## National study on the benefits of mobility – studies and internships

### VHY?

Lack documentation of the benefits of studying abroad

Inspiration from Norway

### HOW?

Two string survey asking students and employers/employees

Almost 5000 students in their final year replied (41% had been studying or been interns abroad)

## Results and findings

### I did it: 3% regretted it

- **Benefits:** independence, language and intercultural competences, network, 75% consider their academic competences have improved

### I did not do it: 44% regret no doing it!

- **Fears:** Family and personal issues were very important (job, apartment, relationship)
- Extended studies (BUT **NO!**): 85% got all courses or the most recognized – and up to 10% decided not to have everything transferred and recognized)

## ...more results and findings

### Reasons not to go:

74% Personal reasons

44% economic reasons

30% lack of counselling/ information at HEI

62% of those who planned to go got stuck in organisational difficulties

***“My teachers did not encourage me or advised my not to go....”***



## Study among employees/-ers

- **10 out of 12 interviewed employees express that their study period has been very useful in the current job**
- **International qualifications needed acc. to employers, but the companies are not aware of the specific competences that students get by studying abroad  
– maybe they will if they welcome interns themselves...**



## International strategy on mobility – Danish Ministry of Higher Education (Dec. 2009)

### **Working group has underlined the need for:**

- **Campaign directed towards employers and teaching staff**
- **Teaching staff to get involved in international projects - career move**
- **Mobility ambassadors (benefits for outgoing students)**
- **Internationalisation is not to be left in the hands of the chosen few.**

## Follow-up on surveys and strategy

*To make mobility increase in number and quality...*

- Promoting and documenting “Express mobility” – assure quality and develop it
- Turn experiences in to competences! Think about what your study period abroad has given you of additional benefits and skills (engage employers)
- Promote exchanges to students in natural science and health, who do not see the need and relevance in studying abroad

## What we need to look further into in DK

*To make mobility increase in number and quality...*

- Develop principles for good counselling when it comes to mobility
- First-in-the-family – counselling on mobility at an early stage (social dimension)
- Lack of ownership of mobility by the teaching staff, Is it in safe hands by administrators?
- Language training or love is needed to avoid Anglo-destinations only
- Economic incentives to change...?

Thank you for listening

