

Chapter 3

Mobility, Internationalisation, Higher Education: European Challenges

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ABSTRACT

In this chapter, the author address the following issues: convergence of internationalisation paths in universities and trends in European higher education; international cooperation and education regarding the internationalisation of higher education policy in Europe and other world regions; mobility trends with the growth of selective and qualified migration; student flows and migration in the higher education globalisation and internationalisation process; European and national policies for academic mobility and internationalisation of higher education; consequences of academic mobility and migration regarding the professional value of mobility, interculturalism, and higher education; institutional and social responses to internationalisation, Europeanisation, and globalisation of higher education. The author note how international academic mobility represents a professional added value and a cultural, scientific, and technological enrichment for higher education, which broadens the perspectives of the individuals and institutions involved. The internationalisation of higher education contributes to spreading an educational culture with a tendency to establish itself as a European and global educational model.

INTRODUCTION

The agenda of the sociocultural and political role of the University discussion is very heavy, in society and in the university itself as a social institution. The emergence of new contexts and paradigms brings new challenges in defining what quality education means.

Internationalisation and international mobility, inclusiveness and excellence are priority themes on the higher education agenda. On 11 July 2013 the European commission launched the communication “European higher education in the world”, which outlines a strategy for the internationalisation of European higher education. International mobility is a growing phenomenon in

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contemporary world, which has received increased attention both in terms of policy and research.

Human mobility in the knowledge society experiencing economic, cultural and labour market globalisation is increasing. Transnational interactions which are inherent to globalisation and the building of European Union lead to a growing mobility of cultural, economic and human exchanges (Ramos, 2000, 2005; Taran, Ivkhnyuk, Ramos & Tanner, 2009; Zimmermann, 2013). The growth in mobility at European and world level poses new challenges to education, culture, management, citizenship, the building of Europe and the necessary regulation and integration of migratory flows (Ramos, 2002, 2007, 2008, 2011, 2013). Migrations are at the centre of globalisation and are conditioned by economic, political and cultural facts.

The economic convergence process has implications for education. Globalisation brings new configurations in international migration, with work or education/training goals, thus posing great challenges to universities and European higher education policies. The increase of causalities between migration and education is obvious, in particular regarding the transnational mobility of students, which has evident political and social consequences (King, Findlay, Ahrens, 2010; Robertson, 2013; King & Raghuram, 2013), but also the mobility of researchers, teachers and the development of European and international scientific networks.

A convergence of policies, structures and governance of universities is needed to respond to this increased mobility and international cooperation. Universities have been preparing their management structures and their curricula plans to tackle these new challenges. In Portugal, higher education is organised according to the Bologna dimensions. The document “European higher education in the world” (EU, 2013) places specific emphasis on how member states and higher education institutions can develop strategic international partnerships to tackle global challenges more effectively.

CONVERGENCE OF INTERNATIONALISATION PATHS IN UNIVERSITIES AND TRENDS IN EUROPEAN HIGHER EDUCATION

Globalisation influences labour markets, management and education in many ways. Within the global context, internationalisation of education is considered at a higher level, as it creates and transfer the knowledge which is crucial to the growth of both developed and developing countries (Bhandari & Laughlin, 2009).

Among the current policies for higher education, internationalisation emerges as an important strategy for the integration of countries into the globalised world either by the perspective of solidarity advocated by UNESCO, or by the mercantilist trend promoted by the World Trade Organisation.

Europe’s universities have a long tradition of international cooperation (Altbach, 2004; Teicher, 2004; Byran & Dervin, 2008). In the past 25 years, European cooperation in higher education has increased dramatically. “The Bologna Process, programmes such as *Erasmus*, *Tempus*, *Erasmus Mundus* and *Marie Curie*, and transparency tools such as the European Credit Transfer and Accumulation System (ECTS) and the European Qualifications Framework (EQF) have helped EU national higher education systems to achieve a significant degree of intra-European internationalisation” (EC, 2013, p. 2).

Internationalisation and international cooperation have moved to the center of current higher education debate. The Bologna declaration formulates the objective of enhancing the attractiveness of European higher education on a global scale, and this statement has been repeated and refined since 1999 (David & Abreu, 2007; Robertson, 2009). Universities and other higher education institutions operate in an increasingly international environment. Many of them run international marketing campaigns and recruit students on a global scale. Policies and instruments for attrac-

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