

# **Constructing Paths to Staff Mobility in the European Higher Education Area: from Individual to Institutional Responsibility**

Bologna Process Seminar on Staff and Student Mobility

London, 8-9 February 2007

# Mobility: The Statements of Principle

## The Bologna Declaration

One of the six “**core objectives**” of the Bologna process is the “promotion of mobility by overcoming obstacles to the effective exercise of free movement”

## The Prague Communiqué

“improving the mobility of students, teachers, researchers and administrative staff... is of **the utmost importance**”

## The Berlin Communiqué

“Mobility of students and academic and administrative staff is **the basis** for establishing a European Higher Education Area”

## The Bergen Communiqué

“mobility of students and staff among all participating countries remains one of the **key objectives** of the Bologna Process”

# Objectives of the Research Project

- Clarification of basic mobility concepts
- Overview of the characteristics of Bologna Process members
- Thinking about future patterns of academic mobility
- Conclusions and recommendations on mobility policy

# Basic Academic Staff Mobility Concepts

	Socio-Cultural Emphasis	Market Emphasis
Visits, exchanges & sabbaticals	<b>Supporting Traditional Academic Exchange</b>	
Grants & fellowships	<b>Providing Early Career Training &amp; Experience</b>	<b>Importing Cheap Academic Labour</b>
Untenured/insecure employment		
Tenured/secure employment		<b>Targeting the International Labour Market</b>

# Mobility of Highly-Skilled Labour

- Demand for labour in more developed economies is clear: an open-border regime for highly skilled and educated workers is emerging
- Effects of migration on 'sending' countries remain under debate

# Drain or Gain ? The Effects of Migration

<b>Positive effects</b>	<b>Negative effects</b>
Provides rewarding opportunities to educated workers not available at home	Net decrease in human capital stock, especially those with valuable professional experience
Induced stimulus to investment in domestic education and individual human capital investments	Reduced growth and productivity because of the lower stock of human capital
Return of skilled persons increases local human capital, transfer of skills and links to foreign networks	Fiscal loss of heavy investments in subsidized education
Circulation of brains promotes integration into global markets	Reduced quality of essential services of health and Education

Source: P. Wickramasekara (2002) Policy Responses to Skilled Migration, ILO

# Non-Commercial Cooperation in HE

- Design student and staff exchanges to maximise knowledge and skills sharing.
- Encourage HEIs in the more advanced HE systems to allow the non-commercial licensing of teaching materials, and to establish non-commercial partnerships with developing country HEIs.
- Create joint research networks to allow researchers in the developing world access to research facilities.
- Support academic diaspora networks by promoting online registers of academics from the developing world working outside their home countries.

Source: A. Nunn (2005) Academic and Skilled Migration to the UK and its Impacts on Africa, AUT/NATFHE

# Obstacles to Mobility

- One person's obstruction is another person's protection
- Removing obstacles should not simply be equated with deregulation
- Certain obstacles may be defensible from the socio-cultural standpoint

# The Bologna Process Members

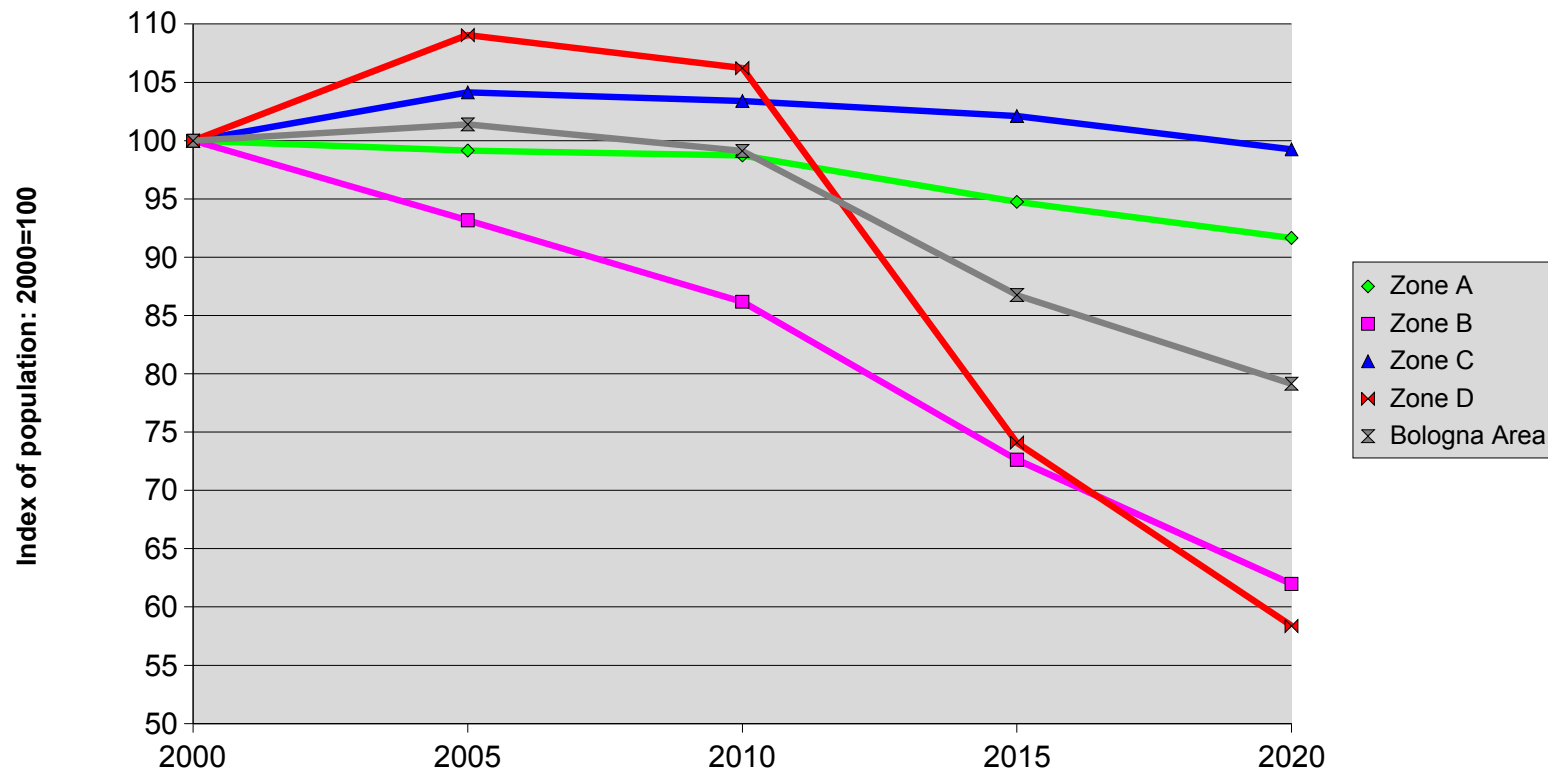
- 46 members
- Population from 1000 to over 140 million
- Public HEIs from 1 to over 1200
- Student numbers from 330 to over 8.5 million
- GDP per capita from less than \$2,200 to over \$40,000
- 7 of the top 10 world economies by GDP per capita are Bologna Process members
- 5 BP members below 100th place by GDP per capita

# Bologna Process Members by Zone

Zone A	Zone B	Zone C	Zone D
Austria	Bulgaria	Albania	Russian Federation
Belgium	Croatia	Armenia	Ukraine
Denmark	Cyprus	Azerbaijan	
Finland	Czech Republic	Bosnia- Herzegovina	
France	Estonia	Georgia	
Germany	Greece	Serbia & Montenegro	
Ireland	Hungary	FYR Macedonia	
Iceland	Latvia	Republic of Moldova	
Italy	Lithuania	Turkey	
Luxembourg	Malta		
The Netherlands	Poland		
Norway	Portugal		
Spain	Romania		
Sweden	Slovak Republic		
Switzerland	Slovenia		
UK			

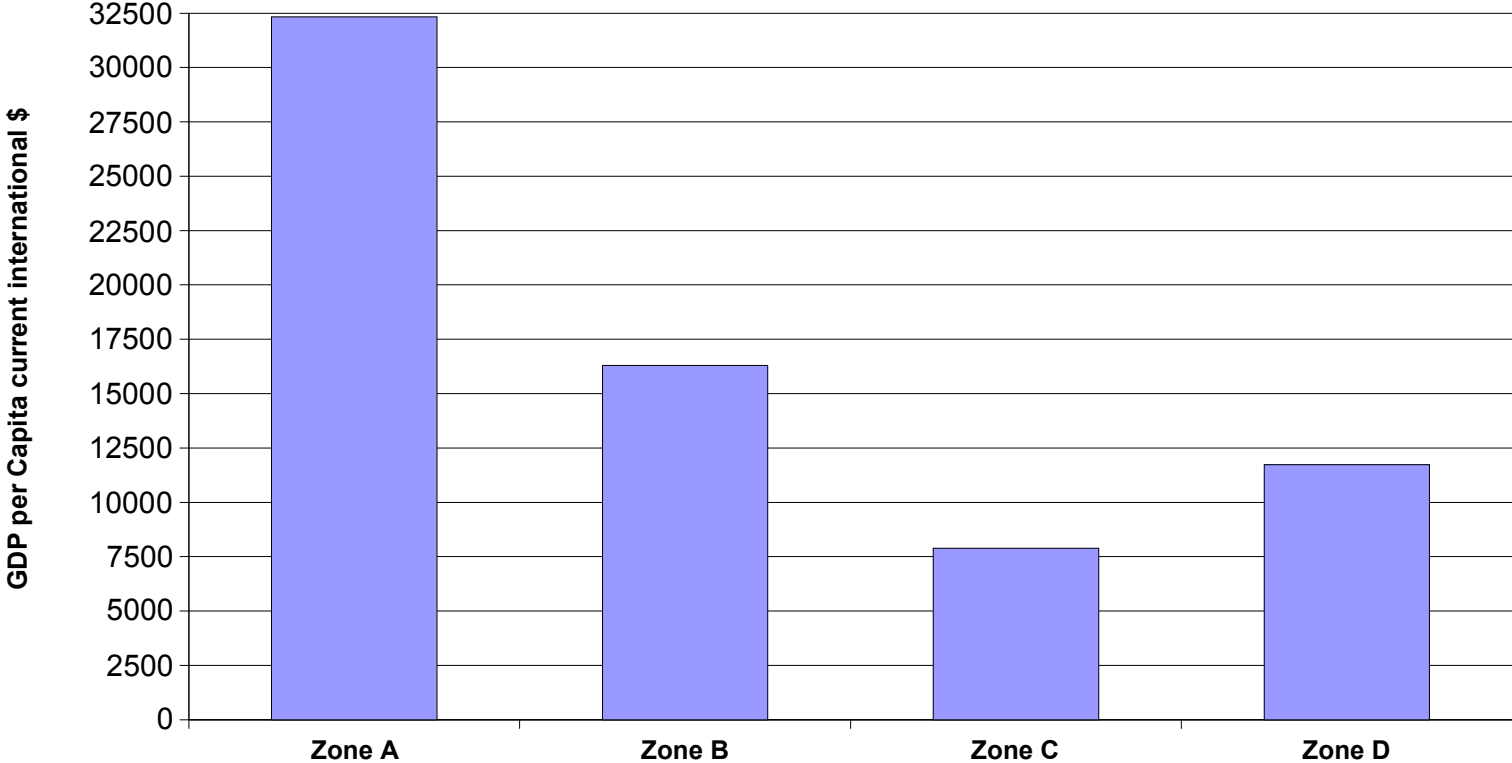
# Demographic Change

Figure 1: Change in 20-24 Year Old Population



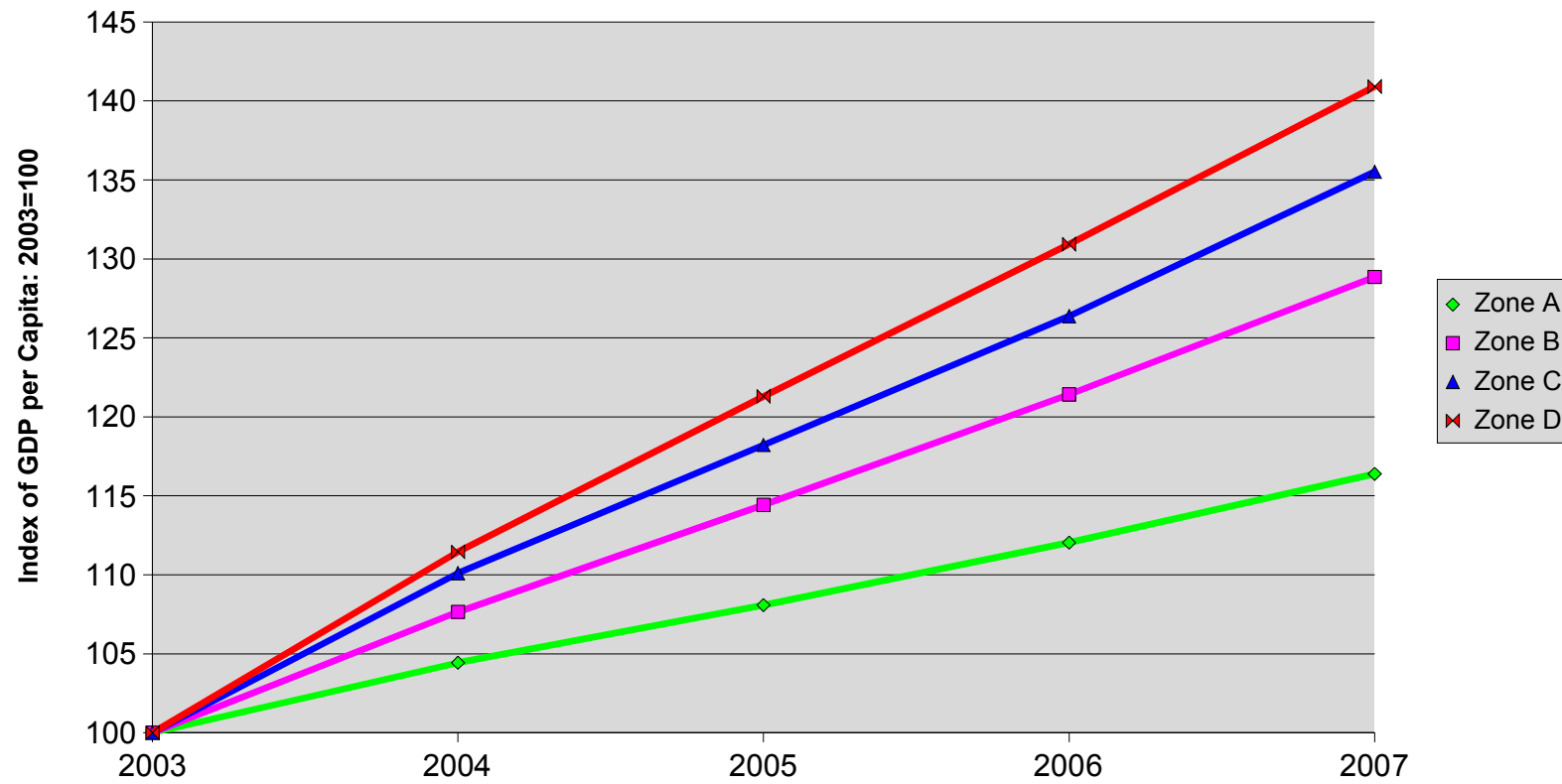
# Economic Development I

Figure 2: Projected GDP Per Capita 2007



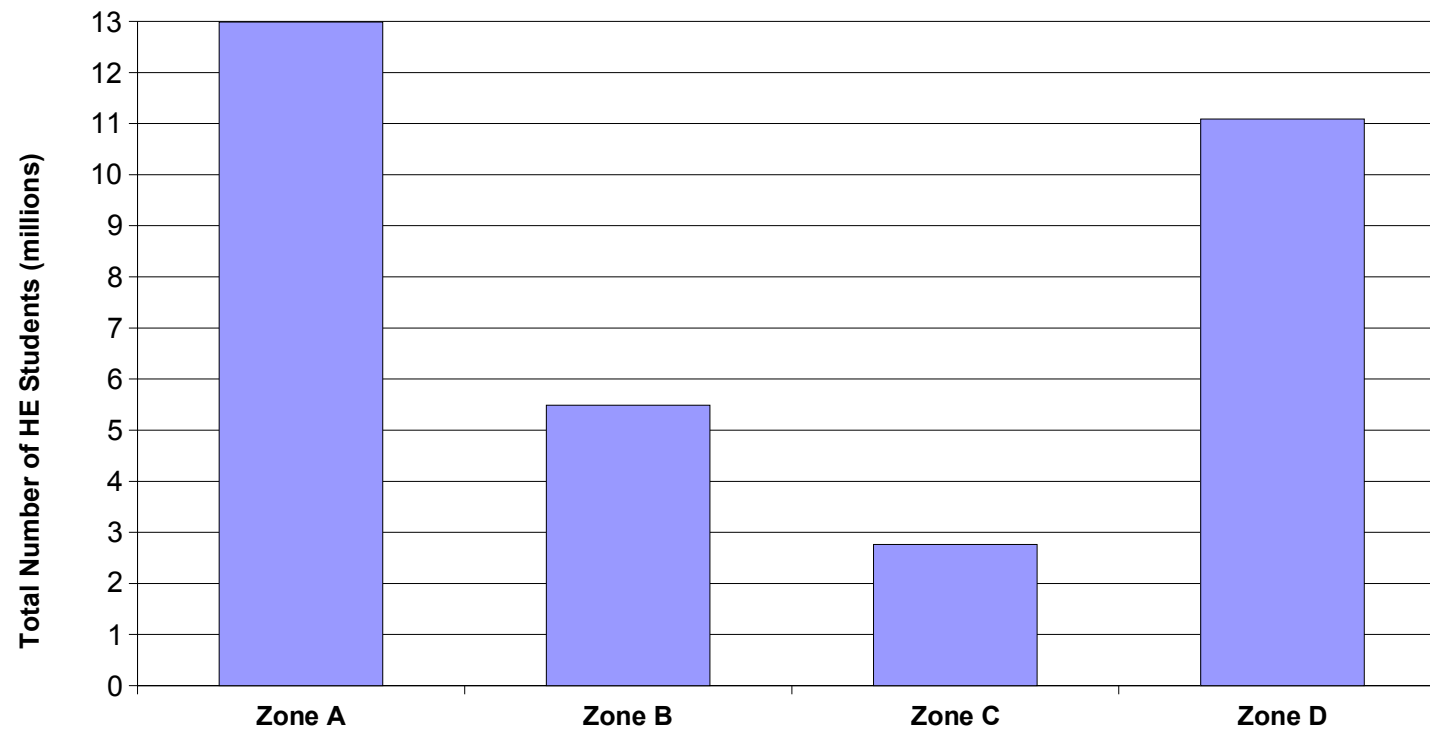
# Economic Development II

Figure 3: Change in GDP Per Capita



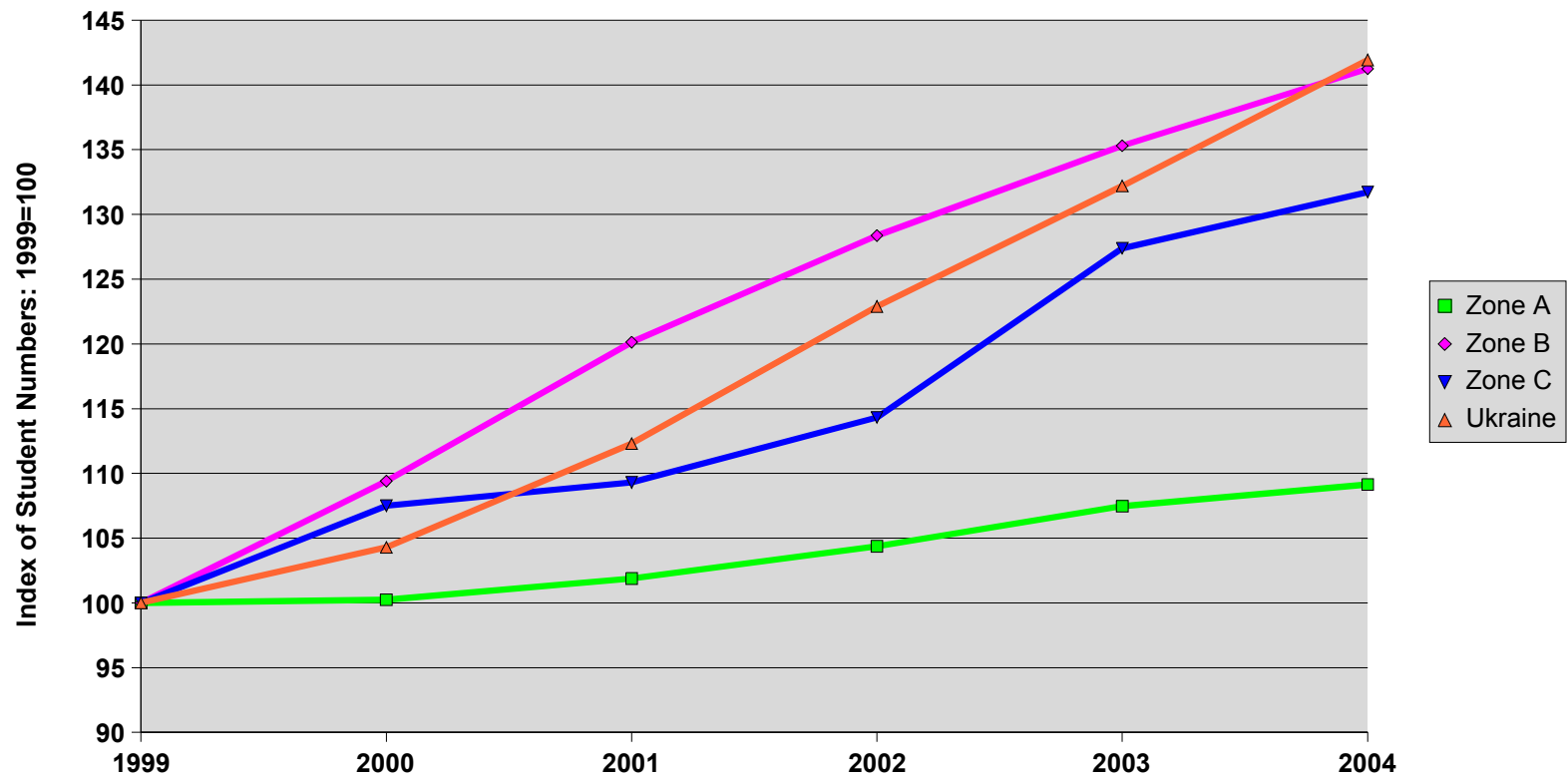
# Student Numbers

Figure 4: Total Number of HE Students in the Bologna Area 2004



# Change in Student Numbers

Figure 5: Change in Student Numbers

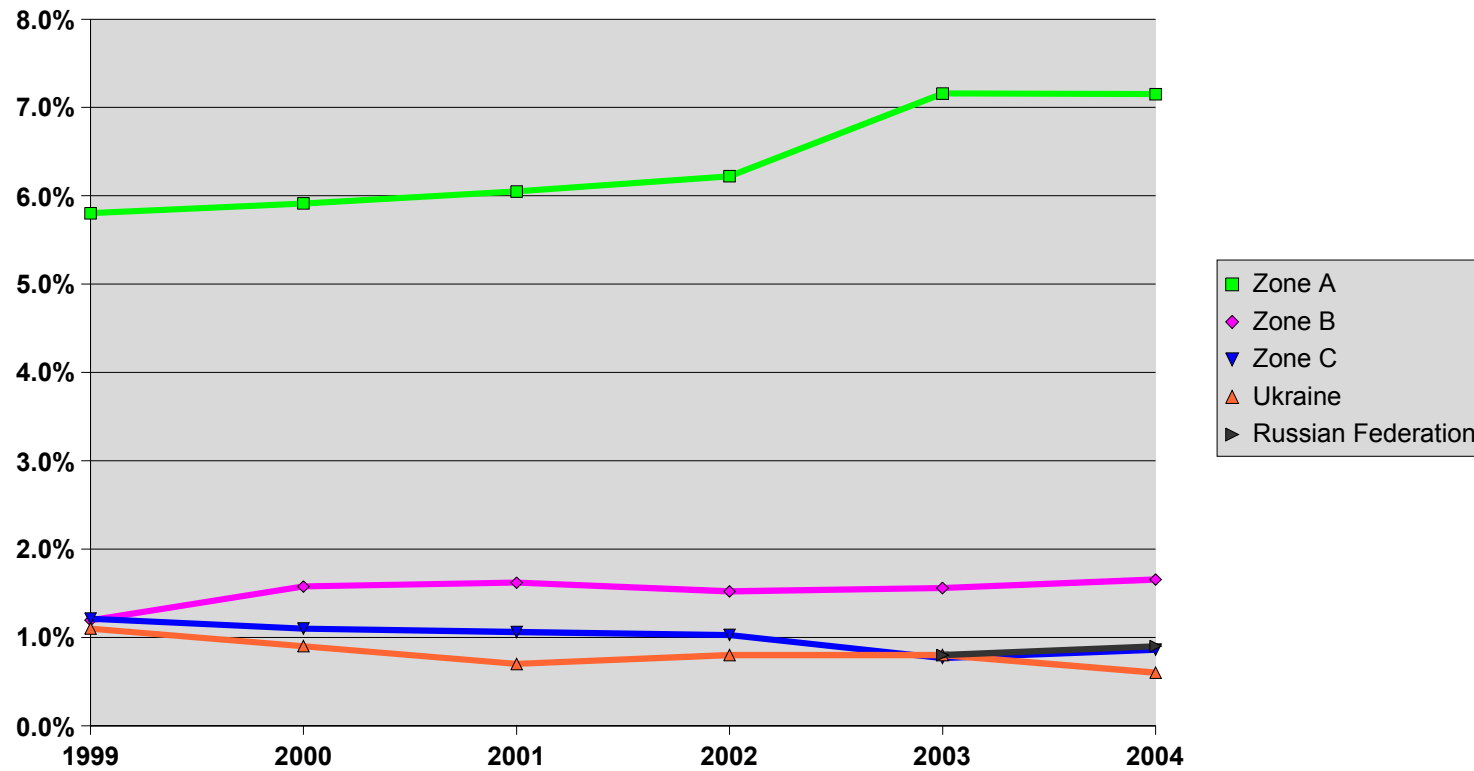


# Student Enrolment by Subject 2004

<b>ISCED Subject Classification</b>	<b>Zone A</b>	<b>Zone B</b>	<b>Zone C plus Ukraine</b>	<b>Total</b>
Education	8.8%	10.5%	10.6%	9.6%
Humanities and Arts	14.3%	9.1%	6.3%	11.2%
Social Sciences, Business and Law	31.2%	38.9%	42.9%	35.7%
Science	12.0%	7.8%	5.5%	9.5%
Engineering, Manufacturing and Construction	13.8%	16.2%	18.6%	15.5%
Agriculture	1.6%	2.9%	4.1%	2.5%
Health and Welfare	14.1%	6.4%	6.1%	10.4%
Services	2.5%	5.3%	4.5%	3.7%
Unspecified	1.6%	2.9%	1.5%	1.9%

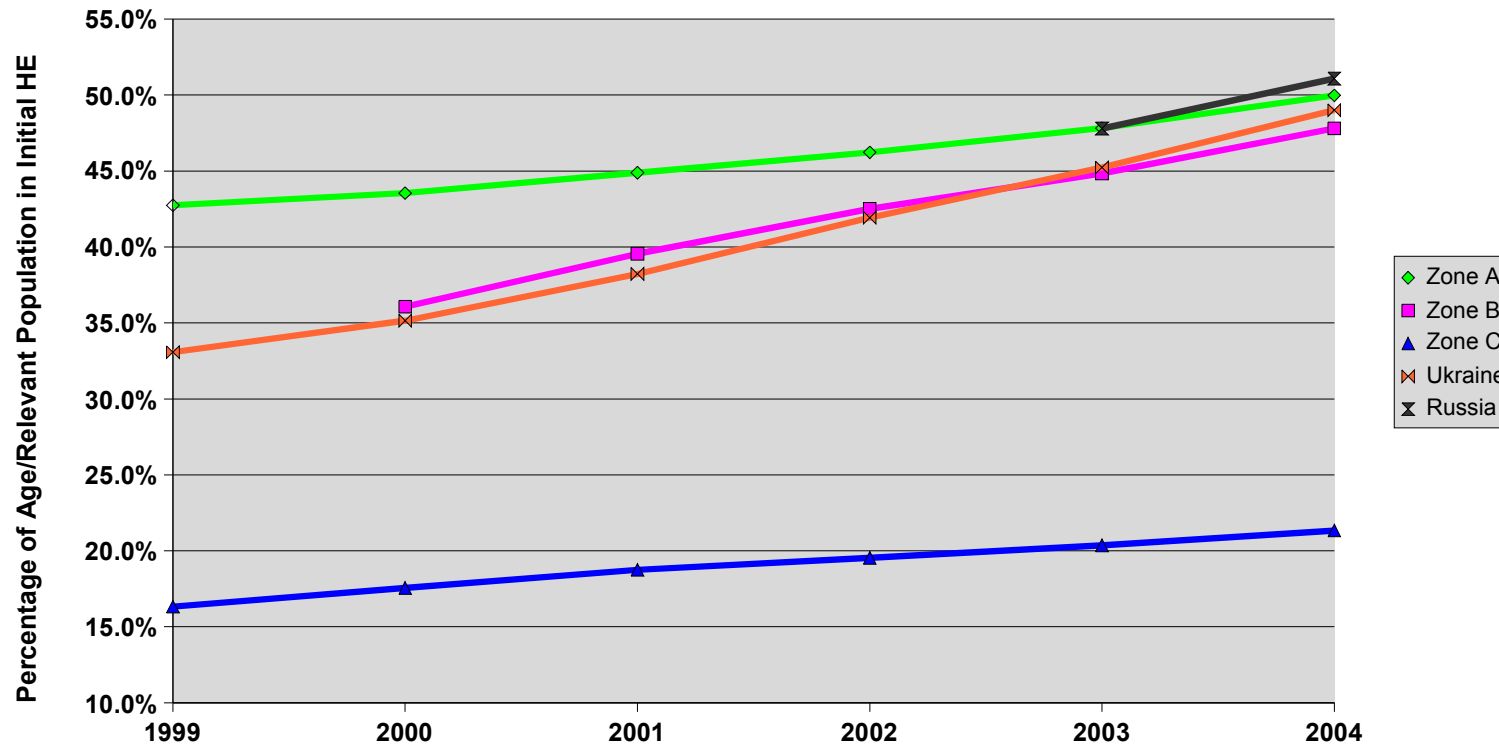
# Foreign Student Numbers

Figure 6: Proportion of Foreign HE Students (UNESCO Inbound Mobility Rate)



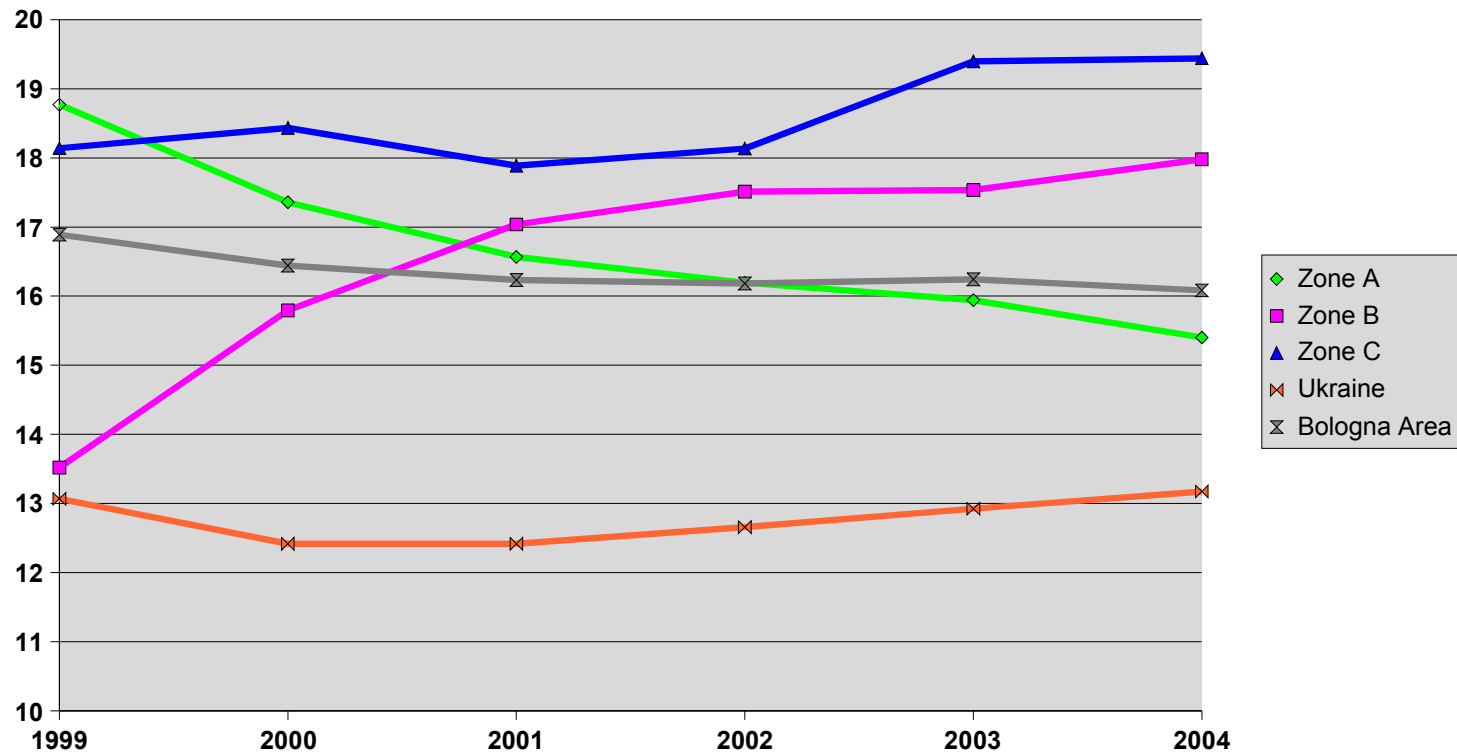
# Participation Rates

Figure 7: Trends in Participation in ISCED 5A Level Higher Education



# Student:Staff Ratios

Figure 8: Change in Student:Staff Ratios



# Existing Patterns of Staff Mobility I

## Erasmus Teacher Mobility 2004/5

- Slightly greater tendency for staff from Zone B (plus Turkey) to depart on teaching exchange.
- National distribution of host institutions between Zones A and B not significantly different from the distribution of staff.
- Greater tendency of staff from Zone B HEIs to seek host institution in Zone A
- Czech Republic and Finland the most active participants in the scheme

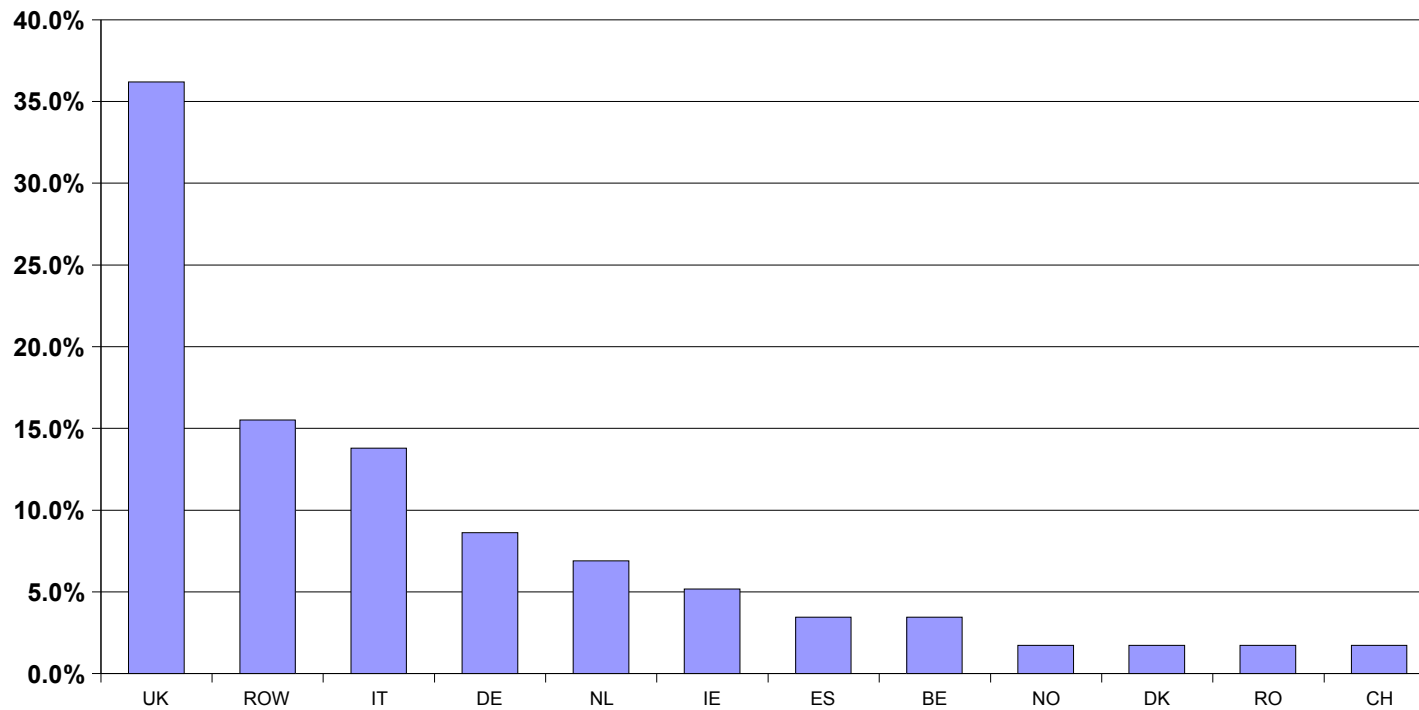
# Existing Patterns of Staff Mobility II

## Indefinite Mobility To and From the UK

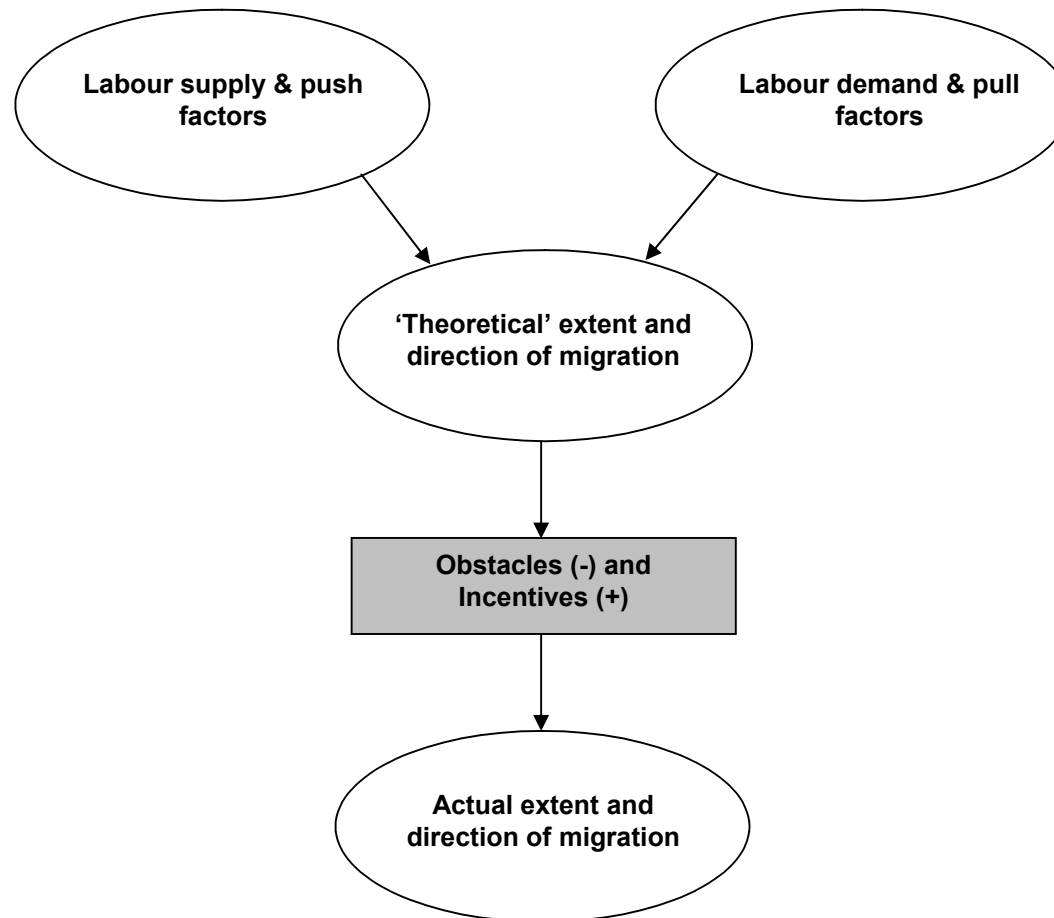
- Young researchers the most mobile category of staff; senior staff are relatively static
- 'Hard' sciences account for a disproportionate amount of mobility
- Well-resourced institutions responsible for the greater part of foreign staff recruitment
- Between 1995/6 and 2002/3, the number of EU immigrants to UK HE increased by 20%, while the number of US immigrants fell by 16%

# Existing Patterns of Staff Mobility III

Figure 9: Destination of EUI SPS Graduates Working in Academia



# A Theoretical Model of Indefinite Migration



# Supply/Push and Demand/Pull Factors

- Economic Development
  - Convergence across the Bologna area likely to be slow, despite faster growth outside Zone A
  - Enormous salary differentials persist
  - Increased investment in HE is not automatic, but depends on policy
- Demand for Initial HE
  - Fall in domestic demand (uneven across the Bologna area)
  - Effect of fall in demand depends on policy choices

# **Institutional Policy Choices in the Face of Population Decline**

- Expansion vs stability vs ‘breathing space’
  - Domestic participation vs foreign student recruitment
- Context of policy choice
  - Existing rates of participation
  - HE Funding and governance systems

# Obstacles to Mobility – Bologna National Reports

- For education ministries, mobility is about academic exchange
- Analysis shows evidence of ‘gradient’ of problems from very basic (Zone C&D) through problems of high demand for mobility (Zone B) to ‘mature’ concern with processes and career outcomes (Zone A)

# Obstacles to Mobility – Staff Unions

- Formal administrative obstacles much less important than informal problems
- Citizenship only problematic in 3 cases
- Some language problems reported
- Findings coherent with European Commission approach

# Action on Obstacles

- Still some need for formal regulation
- Need to implement existing instruments (eg Charter & Code), not least via the provision of information and training
- Need for cultural change in HE management

# **A Complete Vision of Staff Mobility**

- Recognition of the dangers of a market-oriented deregulation
- Recognition of the need to maintain the diversity of national cultures of education and knowledge

# **A Consistently-Articulated Vision of Staff Mobility**

- Coherent with empirical and theoretical evidence
- Arising from principles of academic freedom, equal opportunities and equity between HE systems and institutions

# **Towards a Fair Liberalisation of the Academic Labour Market**

- Informal re-regulation or policy convergence on human resources issues: a mobility charter?
- Re-orientation of policies on traditional academic exchange to support non-commercial cooperation