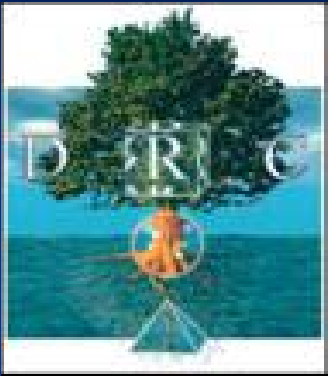


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Minds on the Move

**From Peregrinatio to Academic Mobility -
Ethos and Reality in Europe of the 21st century**

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Migration

Mobility

Peregrination

Academic mobility

in light of educational processes

These are universal phenomena to be analyzed from
European and global perspectives.

Main questions:

What is the nature of knowledge that is useful for humanity?

What types of educational processes can be effective today?

What should be the character of international educational experience?

Education in its broadest sense is any act or experience that has a formative effect on the **mind**, **chracter** or **physical ability** of an individual.

In its technical sense education is the process by which society deliberately transmits its accumulated **knowledge**, **skills** and **values** from one generation to another.

The **right to education** has been established as
a **basic human right**:

since 1952 the first Protocol to the
European Convention of Human Rights

obliges all signatory parties to guarantee the right to education
under its Article 2

At world level, the **United Nations' International Covenant
on Economic, Social and Cultural Rights** of 1966 guarantees
this right under its Article 13

In the **Modern Age** (from Enlightenment to the 21st century) we pronouncedly talk about unalienable human rights.

As we know, the **right to happiness** is one of these.

Can we assert that **education leads to happiness** in any ways?

The term „happiness” is bound to evoke one of the most well crafted, influential sentences in the history of the English language:

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are **Life, Liberty and the Pursuit of Happiness.**

(The United States Declaration of Independence, Sec. 2;
Thomas Jefferson, Second Continental Congress, 4 July 1776)

The **pursuit of happiness** as a major goal of the human race

Many of us envisage **happiness via education** so that people can live and work in civilized, culture-driven societies.

Some believe that the famous phrase is based on the writings of John Locke who expressed that

„No one ought to harm another
in his life, health, liberty, or possessions.”

However, migration may also inflict
conflicts - clashes - wars - conquering - domination

Education in opposition to Erudition: **a life experience**

How important is education? Is it still effective on a large scale? In what forms should it be conveyed to the citizens? Should it be a participatory practice? Is Life Long Learning a feasible objective and a realistic undertaking? What access conditions apply? Can it be financed on the long run?

What is the reality of formal education vs informal education?

What are the possibilities for higher learning and vocational training? How crucial are the **informal levels**?

Education at the informal level: **in** museums and libraries, **via** the internet and **in** life experience, intercultural experiences included.

Many non-traditional education options are now available which continue to evolve.

A minor but not a trifle detour



Education (1890) - Chittenden Memorial Window
by Louis Comfort Tiffany and Tiffany Studios

Education is a stained-glass window commissioned from Louis Comfort Tiffany's Tiffany Glass Company during the building of Yale University's Chittenden Hall funded by Simeon Baldwin Chittenden.

Personifications of **Art**, **Science**, **Religion** and **Music** are represented in the work as angels. Other angelic representations of related **virtues**, **values** and **ideas** attend them, each identified by words in their halos.

Can we today aim at an educational process whose results will ultimately yield **universal knowledge** or **universally applicable knowledge**? How do **skills** and **aptitudes** relate to knowledge?

Can we still cherish ideas about **erudition** and **erudite citizens**?

Is knowledge going to be a possession of a few privileged ones as a private affair based on individual curiosity?

Will knowledge be compartmentalized, fragmented and scattered? How to avoid the danger of mechanistic knowledge?

What function will knowledge have in a **knowledge society**?

Are we not cheating ourselves under the pretext of knowledge?

Seats and centers of knowledge existed a long time ago in the history of mankind. We have evidence of places of higher learning in China, India, Egypt, Mezopotamy, Greece, Central-Asia, etc. etc. even some 5.000 years back.

There must have been mobility and migration of itinerant workers and farm hands, craftsmen, merchants and academics all the way through human history.

We have evidence that the mosques in Damascus, Jerusalem or Cordoba were built and decorated not only by local builders, but by Byzantine, Persian, Indian and Egyptian migrants as well.

We witness **peregrins** studying at European universities in the Middle-Ages. After the foundation of the first modern European university in Bologna in 1088, **peregrinatio** became a means of obtaining international educational experience. However, with **Latin** being the universal language of studies, education was relatively homogeneous across Europe. **Vernaculars** were used locally, thus peregrin students must have been exposed to local languages as well. The linguistic situation slowly changed after **Reformation**, thus Italian, Spanish, Portuguese, French, Dutch, English, German, Czech, Polish, Swedish, Russian became languages of instruction in Europe from Coimbra to Dorpat and Bologna to Oxford.

World War II is definitely a water-shed in the history of global education. The term *international education* has acquired a completely new meaning. Education has become a commodity both in local and international contexts.

Europe has changed dramatically – a long dream of many has come true: the **European Union** is an alliance of European states and nations to secure peace in Europe.

However, the EU is also a huge bureaucratic organization with many **hidden agendas**. The **educational market** is not exempt from complex sets of interests, aspirations and diverse trends .

Fortunately, there has been an extensive **Bologna research** since the beginning of the **Bologna Process** under the rather paradoxical concept of „**continuity and permanent change**”.

Documents of the triggering events (Magna Charta Universitatum 1988; Sorbonne Joint Declaration 1998 and Bologna Declaration 1999) followed by the policy papers (Prague 2001, Berlin 2003, Bergen 2005, London 2007, Leuven/Louvain-la-Neuve 2009 communiqués) and the Green Paper Promoting the Learning Mobility of Young People in 2009 reflect the mainstream of changes and trends.

Research on the diverse aspects of the Bologna Process has been somewhat **controversial**, if not **paradoxical**. Some of the research has been commissioned and financed by the EU. They aim at measuring effectiveness and quality on transnational and national levels. Some research has been conducted on national and regional levels by local educational experts and educational managers. Relatively insignificant research emanates from universities.

Research on **student mobility and academic migration**, internationalization of higher education and student services has revealed many unexpected biases, negative trends and local policy patterns.

Despite the fact that educational matters do not fall under legal harmonization in the EU, enormous efforts have been invested in coordinating education in the EHEA. Educational authorities and educational management agencies on all levels have mobilized university managements to be aware of the trends of development and the recommendations for quality assurance and improvement parameters.

Research findings are imperative to university management
Major deficits have been found in the field of academic migration: there is little understanding of demand and supply mechanisms, the regulation vs. self-regulation tendencies, the planned vs. spontaneous processes and the nature of obstacles in general. There is little consensus whether liberal market principles or social regulatory measures should be a viable practice.

For DRC members attention has inevitably been focused on developments in academic migration of the past decade, starting with the pre-enlargement period (before 2004) and continuing with the post- enlargement period up to 2010 and beyond.

A widely discussed, influential and very professional analysis was a study by the Academic Cooperation Association (ACA) commissioned by NUFFIC in 2004 under the title ***Brain Drain and Brain Gain. Migration in the European Union after Enlargement*** by Maria Kelo and Bernd Wächter.

It yielded a thorough analysis of the east-west balance on the European labor market and gave an accurate projection concerning post-enlargement migration tendencies as the study was designed to assess the migration impacts - on the economies, the labor markets and the academic and scientific communities in general and on the movement of the highly skilled in particular - for the EU-15 countries and the new member states, as well as for the Union as a whole.

The projection predicted a modest movement of the highly skilled and accurately pointed at some deficiencies in higher education to block or slow down academic migration.

As we were approaching the magic number 2010, more and more data had become available to assess progress and trends in a realistic way. Inevitably, more critical voices came to be heard. A recent study by K. Janson, H. Schomburg and U. Teichler ***The Professional Value of ERASMUS Mobility. The Impact of International Experience on Former Students' and on Teachers' Careers*** (Bonn: Lemmens, 2009) points out a paradox of continuity and change. The authors claim that the immediate value of the ERASMUS experience for students seems to be unchanged: the eye-opening value of a contrasting learning experience in another European country.

However, they also argue that internationalization in general has progressed in Europe so much that the ERASMUS experience is bound to lose its exceptionality over time. They draw the conclusion that more ambitious curricular thrusts might be needed to turn a temporary study period abroad again into a clear value added study period. Finally, the study shows that temporary teaching abroad, though being a short activity in the midst of the career, is highly relevant for the subsequent professional activities of faculty members and academics.

The situation of student mobility and academic migration has been changing a lot even within a few years' time. Research has kept up with these changes only to raise awareness of the complexities involved in student mobility and academic migration in all actors: the EU authorities, the national legislative bodies, the national agencies and the universities.

ACA has carried out steady research in the fields of mobility, internationalization and quality assessment.

A widely cited work is ***EURODATA – Student mobility in European higher education*** by Maria Kelo, Ulrich Teichler and Bernd Wächter (eds.) in 2006.

Since there is heightened political importance attached to international mobility, there was an enhanced need for comprehensive, up-to-date, and reliable information on the phenomenon. However, data measuring real mobility is not always available and is rarely sufficiently differentiated. It analyzes which data on international mobility are being compiled and made available both at the international, national and program levels and tries to depict a picture of the main trends in international student mobility into and out of 32 European countries and makes recommendations for the improvement of student mobility statistics both at national and international level.

Two other important research reports concern the practices of international student support and, consequently, the priorities and challenges for higher education in the years to come.

Kelo, Maria (2006): *Support for international students in higher education*, Bonn, Lemmens.

Kelo, Maria (2008) (ed.): *Beyond 2010: Priorities and challenges for higher education in the next decade*.
Bonn: Lemmens.

Hopes were high just a few years ago: 2010 was going to be an important date on the European calendar as was to mark the first decade of advancement on the European Lisbon goals according to which Europe should become a globally competitive knowledge-based economy.

In education policy terms, 2010 is a significant benchmark for both the Education and Training 2010 Agenda and the Higher Education Reforms related to the Bologna Process.

Where are we now? What have we achieved?

Many of the goals of these processes have not been wholly accomplished across Europe by the established timeframe, despite the ambitions and efforts.

What are the hot issues in the next years?

What are the challenges that persist well into the next decade?

Where is European higher education heading and how do the global changes impact its future?

We have to scrutinize on themes that have not lost their centrality by 2010: student mobility, alternative delivery of international education (e.g. distance, on-line, informal), funding of higher education and the impact of labor market changes on higher education.

As mentioned before, the impact of research is very important in two directions: towards policy makers and towards customers. In the summer 2009 a new policy paper appeared about the promotion of young people's mobility.

Green Paper: Promoting the learning mobility of young people (2009): Brussels: Commission of the European Communities.

It is a comprehensive compilation that looks at the phenomenon of learning mobility from an educational, legal, social, linguistic and intercultural point of view.

It is worth looking at the customers' side as well. Research should be done by those too who experience the phenomenon as a living practice within higher educational institutions.

Fortunately, more and more universities are interested in supporting research that reveals the critical aspects in student mobility and academic migration. Such critical results relate both to statistics about participation in international mobility and to deficiencies in designing and managing the system of academic exchanges and mobility.

Remarkable research has been done in Hungary about the invisible character and the impact of the Bologna process.

Ildikó Hrubos, professor of Corvinus University Budapest has widely researched the internationalization process, the structure and quality of international programs and mobility.

Her most comprehensive analysis is available in Hrubos Ildikó (2005): *A peregrinációtól az Európai Felsőoktatási Térségig* (From peregrination to the European Higher Education Area). *Educatio* 2005/2: 223-243.

A fundamentally critical line of research is represented in the volume *The Bologna process in Central Europe* which comprises studies based on experience in different Central European countries.

See Kozma, Tamás and Rébay, Magdolna (2008, eds.): *A Bologna-folyamat Közép-Európában*. (Bologna Process in Central Europe). Budapest: Új mandátum könyvkiadó.

It becomes clear that each country has to analyze and understand local forces, local interests and local developments to complement understanding of global trends and directions.

What emanates from their research is that many of the deficiencies in the Bologna process are put down to the fact that a lot has been initiated from above, very little civil participation was practiced and, probably the worst of all is that the Bologna process has been an experimental field for politicians in many Central European countries. The Bologna Developments often were (ab)used as political causes with hidden agendas. There has been a major lack of social control in the design. As one of the authors in the volume, Károly Barakonyi calls this local phenomenon ***Bologna hungaricum***, a rather arbitrary and uncontrolled local development.

Before making a summary of my survey and putting forward concluding ideas about priorities and challenges concerning mobility, I want to call attention to opportunities of active participation in shaping the landscape of Europe's international education. Participation is encouraged on local levels, at the level of universities and their surrounding communities.

ACA has been organizing conferences and workshops to approach these universal questions via research and debate. One of the series of workshops has been running under the name **The European Policy Seminar** for many years.

The 25th European Policy Seminar will be organized on March 19th, 2010 in Brussels under the title:

Taking care of the 'brains': Principles and practice in international student support.

Prerequisites for global competition for the best 'brains':

- academic, teaching and research standards:
- services to students have come to play an important role in the quality assessment;
- development of suitable and adequate services for international students

Current topics on the seminar:

What do students need and what do they like?

From essentials to ‘nice-to-haves’

The role of national level initiatives in enhancing international student support

From individual responses to institutional strategy to adopt a ‘whole institution approach’

Information and communication: Talk so that students will listen, and listen so that students will talk

Avoiding ghettos: integration of international students into the academic community and surrounding environment

Another promising opportunity for serious analyses and discussions will be the ACA 2010 Annual Conference bearing the title *Brains on the move*.

Will the Lisbon Strategy remain the centerpiece of EU education, research and innovation policies?

Will *new priorities* emerge? If so, which ones?

What is the future of academic mobility in the next decade?

What are the solutions to financing internationalisation and higher education as a whole?

What are the decisive factors of access, inclusive of alternative learning paths and transnational education?

What future language policies are to be adopted for HE institutions?

The very intricate question raised on the conference will be

Brain Drain, brain gain or brain circulation? Who is gaining?

International mobility and the current movements in academia around the globe represent:

- (i) a competitive game of 'brain drain' and 'brain gain' so that there are clear winners and losers
- (ii) a 'brain circulation' where gains and losses are more equally distributed.

Gains and Losses

- (i) Standard approach: explored with a view to countries of origin and destination
- (ii) Individual approach: explored at the level of the mobile individuals themselves and at the level of the higher education and research institutions involved.

Challenging the claim (a widely held belief) that mobility and migration are simply good for every student and researcher, regardless of geographic origin and particular circumstances.

National initiatives for excellence trying to build

‘world class universities’

Complex recipe: a mixture of instruments for recruitment

(i) attraction, (ii) re-attraction and (iii) retention of researchers around the globe.

How do developing countries get affected by the international movements of academics?

Retention and return migration

In parallel to the global trend to attract top researchers from elsewhere, increased efforts are made to keep “essential” researchers in their country of origin and to re-attract the academic diaspora, or at least to keep them in regular contact with their country of origin.

The tendency to establish retention and re-attraction schemes can be observed both in leading research nations and “second-tier” or “emerging” research locations.

What are the basic instruments of these schemes? What are their successes – or otherwise? Can incentives of this sort make up for deficiencies in the research environment?

Recent experiences of return migration in Hungary:
an effective policy as **national initiative**

President of the Hungarian Academy of Sciences,
József Pálinkás initiated a re-attraction policy for return
migration of young scientists under 45 years in 2008 under the
name **Elan** - Lendület Fiatal Kutatói Program .

Euro 3 m / year research fund granted to each of 6 individuals
in 2009 in a public competition for setting up research groups
in one of the research institutes of the Hungarian Academy of
Sciences. Six other grants have been announced in 2010.

Concluding remarks

Conditions, practices, expectations and perceptions concerning academic migration, student and staff mobility and international education have substantially changed in the past five years.

Beside wages and salaries, working conditions, working communities, living conditions and life quality have become decisive factors in attractiveness for research positions.

International student mobility is not seamless either. Beside the lack of financial satisfaction, the transfer and acknowledgement of academic achievements are still problematic, the linguistic deficiencies are still an obstacle in communication and studies. Integration in the labor market is not necessarily in harmony with international experience in higher education. Mobility measurement is also difficult and often unreliable: many young people choose to be on the move for international experience, however a great proportion of international students manage in a non-institutional way, avoiding EU- controlled mobility channels.

Thank you for your attention!

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