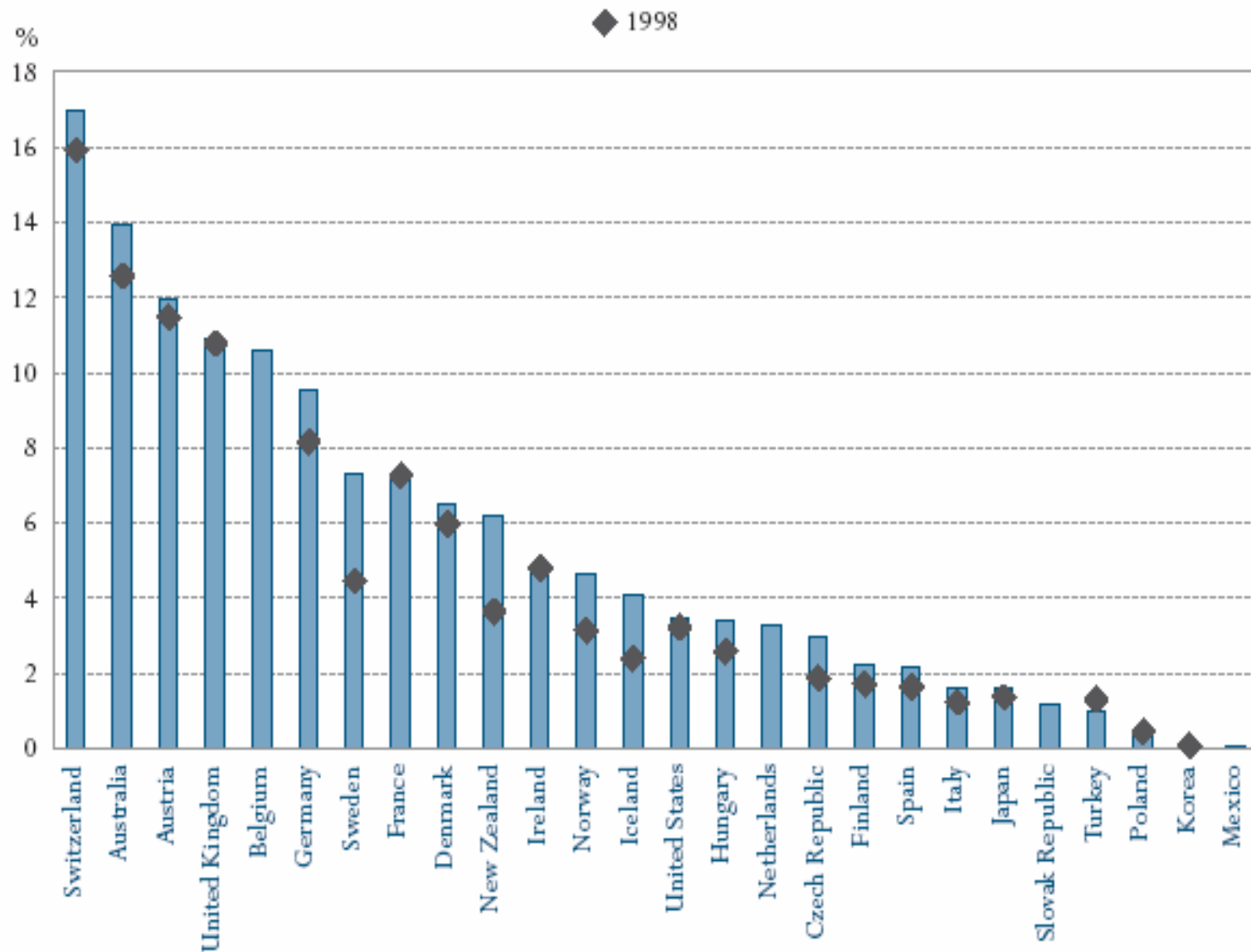


# **Mobility: Personal development or institutional excellence**

**José Ferreira Gomes**  
**Universidade do Porto**  
jfgomes@reit.up.pt

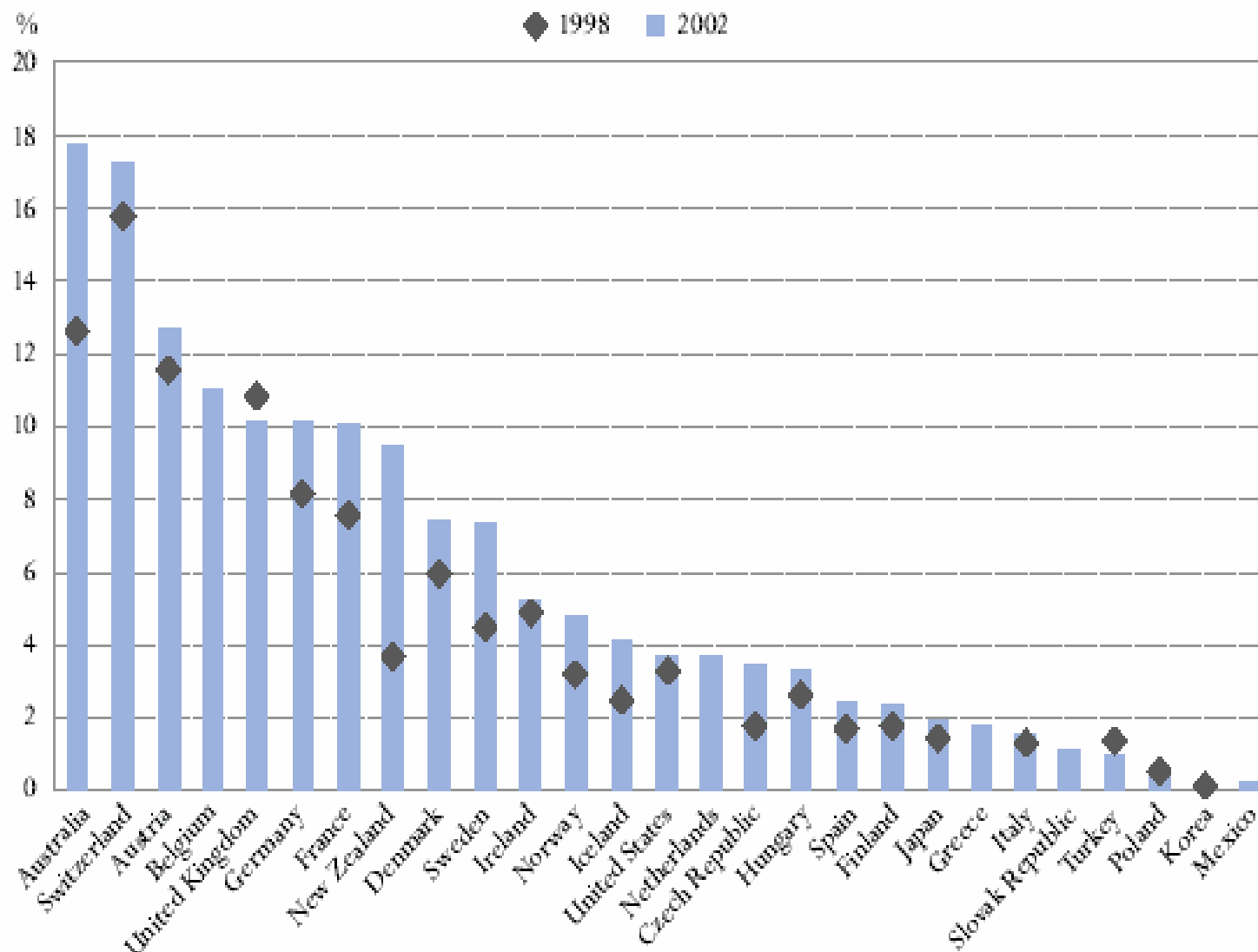
# Mobility: The reality

## Percentage of tertiary students enrolled who are not citizens of the country of study (2001)



**Chart C3.1. Foreign students in tertiary education (2002)**

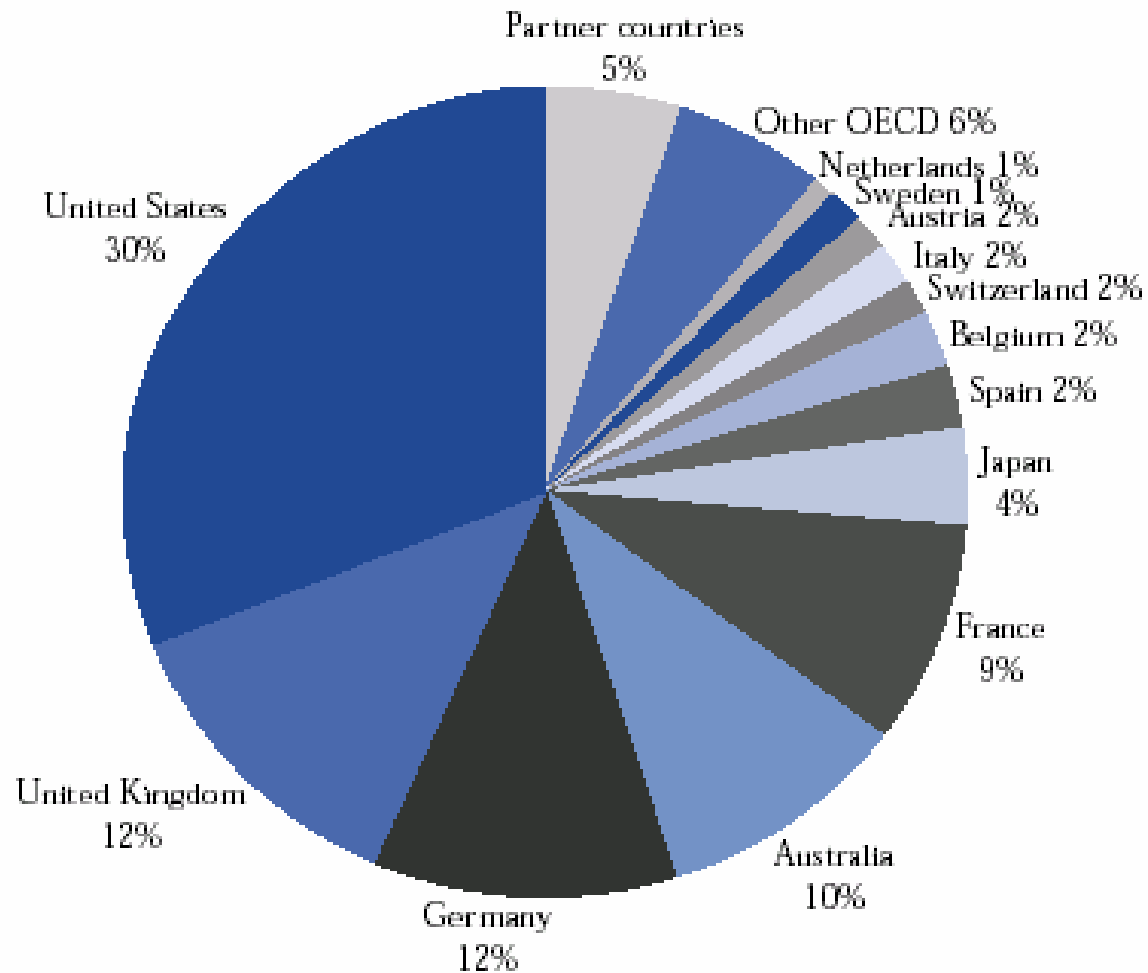
*Percentage of foreign students to total enrolment in tertiary education*



Countries are ranked in descending order of the percentage of foreign students enrolled in tertiary education in 2002.

Source: OECD, Table C3.1. See Annex 3 for notes ([www.oecd.org/edu/eag2004](http://www.oecd.org/edu/eag2004)).

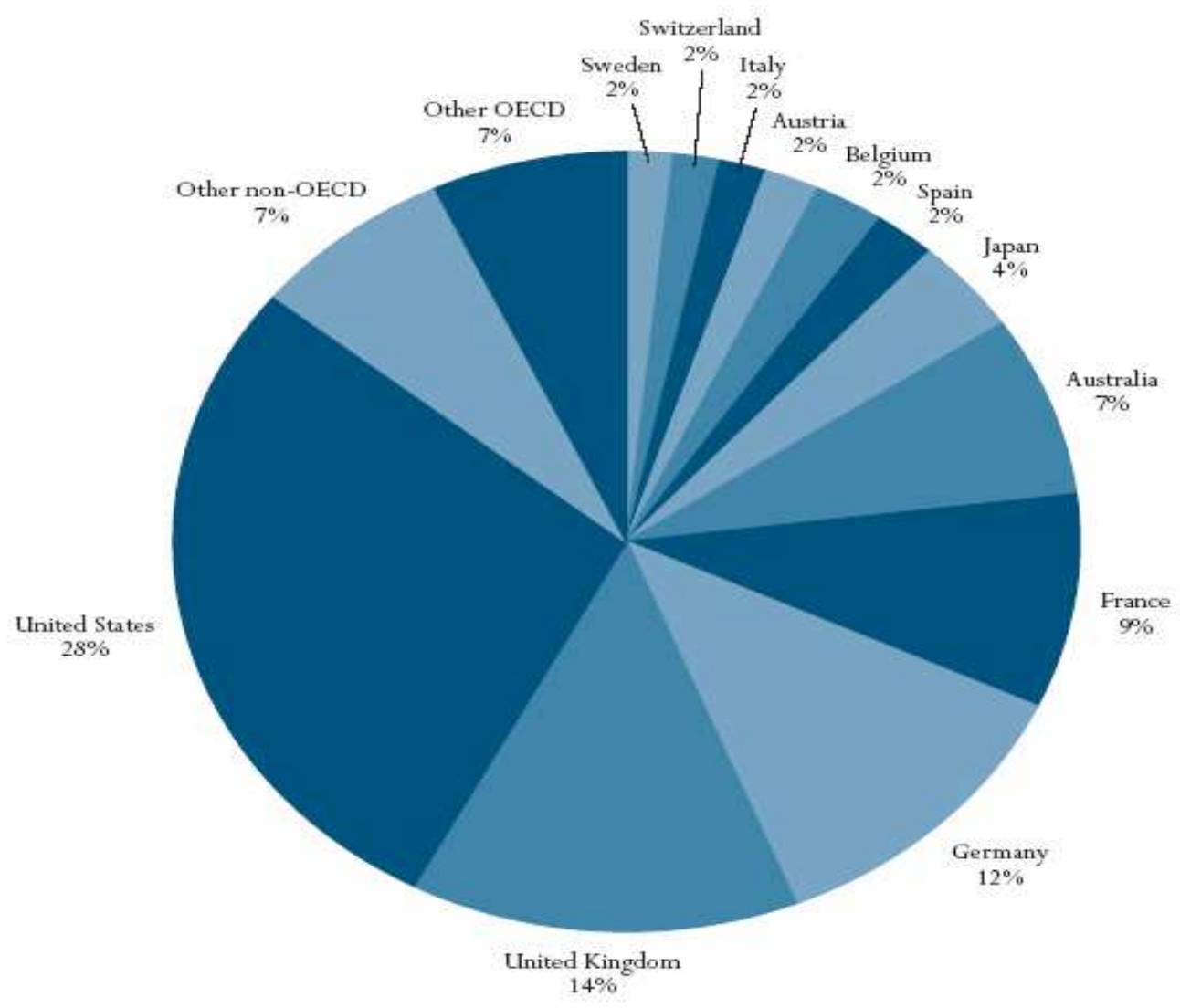
Chart C3.2. Distribution of foreign students in tertiary education, by country of study (2002)



Source: OECD. See Annex 3 for notes and Table C3.7 ([www.oecd.org/edu/eqg2004](http://www.oecd.org/edu/eqg2004)).

Chart C3.2

Distribution of foreign students by host country (2001)



Source: OECD.

## Top 20 countries of origin for foreign students in 2001

1	China	124,000	8%	11	Malaysia	32,709	2%
2	Korea	70,523	5%	12	United States	30,103	2%
3	India	61,179	4%	13	Canada	29,326	2%
4	Greece	55,074	4%	14	Indonesia	26,615	2%
5	Japan	55,041	4%	15	Spain	26,196	2%
6	Germany	54,489	4%	16	United Kingdom	25,198	2%
7	France	47,587	3%	17	Hong Kong	23,261	2%
8	Turkey	44,204	3%	18	Russian Fed.	22,004	1%
9	Morocco	43,063	3%	19	Singapore	19,514	1%
10	Italy	41,485	3%	20	Poland	19,205	1%

Source: OECD: Education at a glance 2003

# Mobility: Some concerns



It is all but impossible to retain doctors and nurses in this country as salaries in Europe or the US are far higher. We plan for new nursing training programmes of such standards that their graduates will not be accepted in Britain.

[The Health Minister, Kenya, 2004]

A global scramble by universities to cash in on the lucrative market for overseas students risks hampering diversity, “dumbing down” postgraduate research and excluding poor nations.

[The Higher Education Policy Institute, UK, 2004]

There is a “strong case for concern” about the quality of UK courses delivered to overseas students in their own countries.

“There is a risk that mushrooming transnational education could lead to opportunities for fly-by-night institutions to enter into the fray and lead to an erosion in the quality of education”

[Observatory on Borderless Higher Education, UK, 2004]

Governments have five concerns about higher education in their respective countries that have an impact, one way or another, on what happens internationally:

- the economic role of higher education;
- expanding access;
- controlling public expenditures;
- ensuring quality of provision; and
- ensuring international competitiveness.

In major “exporting countries,” these interests tend to lead to specific rationales for supporting internationalism. An OECD study has identified three types of rationale:

- mutual understanding;
- human resources; and
- revenue generating

[HEPI, Higher Education Policy Institute, UK, 2004]

# Mobility: Personal development or institutional excellence

## Summary:

- **Modality of the mobility**
- **Goal of the internationalization**

# **Mobility: Personal development or institutional excellence**

## **Modality of the mobility**

# **Mobility: Personal development or institutional excellence**

## **Modality of the mobility**

- 1. Permanent transfer of  
Students,  
Teaching staff,  
Non-teaching staff;**

# Mobility: Personal development or institutional excellence

## Modality of the mobility

1. **Permanent transfer**

2. **Temporary transfer of**

**students to external own campus or to another institution following a program under the responsibility of the original institution;**



# Mobility: Personal development or institutional excellence

## Modality of the mobility

1. Permanent transfer
2. Temporary transfer
3. Temporary transfer of students to another institution to follow a program of the destination institution;

# Mobility: Personal development or institutional excellence

## Modality of the mobility

1. Permanent transfer
2. Temporary transfer
3. Temporary transfer
4. Virtual mobility.

# **Mobility: Personal development or institutional excellence**

## **Goal of the internationalization**

# **Mobility: Personal development or institutional excellence**

## **Goal of the internationalization**

- 1. Academic quality of the institution;**

# **Mobility: Personal development or institutional excellence**

## **Goal of the internationalization**

- 1. Academic quality of the institution;**
- 2. Proper education of the students;**

# **Mobility: Personal development or institutional excellence**

## **Goal of the internationalization**

- 1. Academic quality of the institution;**
- 2. Proper education of the students;**
- 3. External (student) market orientation.**

**Mobility: Personal development or  
institutional excellence**

**Goal of the internationalization**

**“International Division of Labour”**

# Mobility: Personal development or institutional excellence

## Modality of the mobility

1. Permanent transfer of  
Students,  
Teaching staff,  
Non-teaching staff;
2. Temporary transfer of students to external own campus or to another institution following a program under the responsibility of the original institution;
3. Temporary transfer of students to another institution to follow a program of the destination institution;
4. Virtual mobility.

## Goal of the internationalization

1. Academic quality of the institution;
2. Proper education of the students;
3. External (student) market orientation.



Governments have five concerns about higher education in their respective countries that have an impact, one way or another, on what happens internationally:

- the economic role of higher education;
- expanding access;
- controlling public expenditures;
- ensuring quality of provision; and
- ensuring international competitiveness.

In major “exporting countries,” these interests tend to lead to specific rationales for supporting internationalism. An OECD study has identified three types of rationale:

- mutual understanding;
- human resources; and
- revenue generating

[HEPI, Higher Education Policy Institute, UK, 2004]