

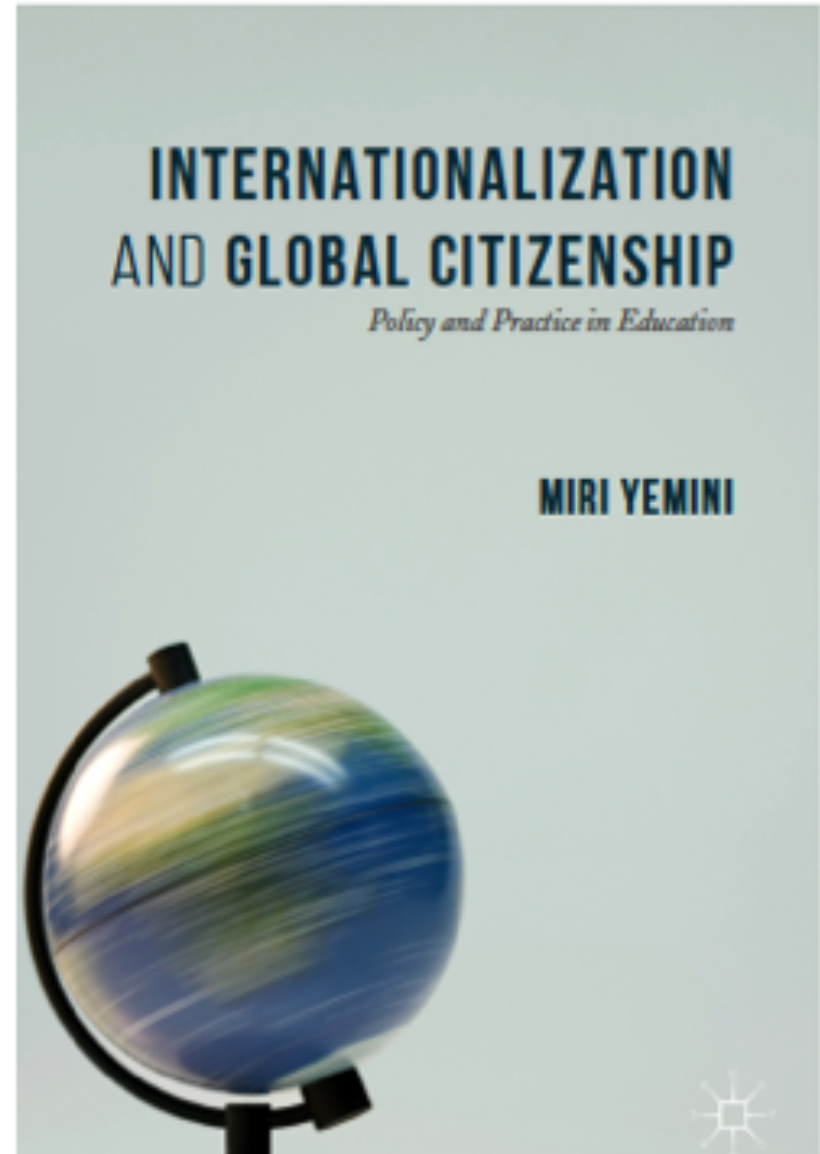


Mobility as a Continuum: European Commission Mobility Policies for Schools and Higher Education

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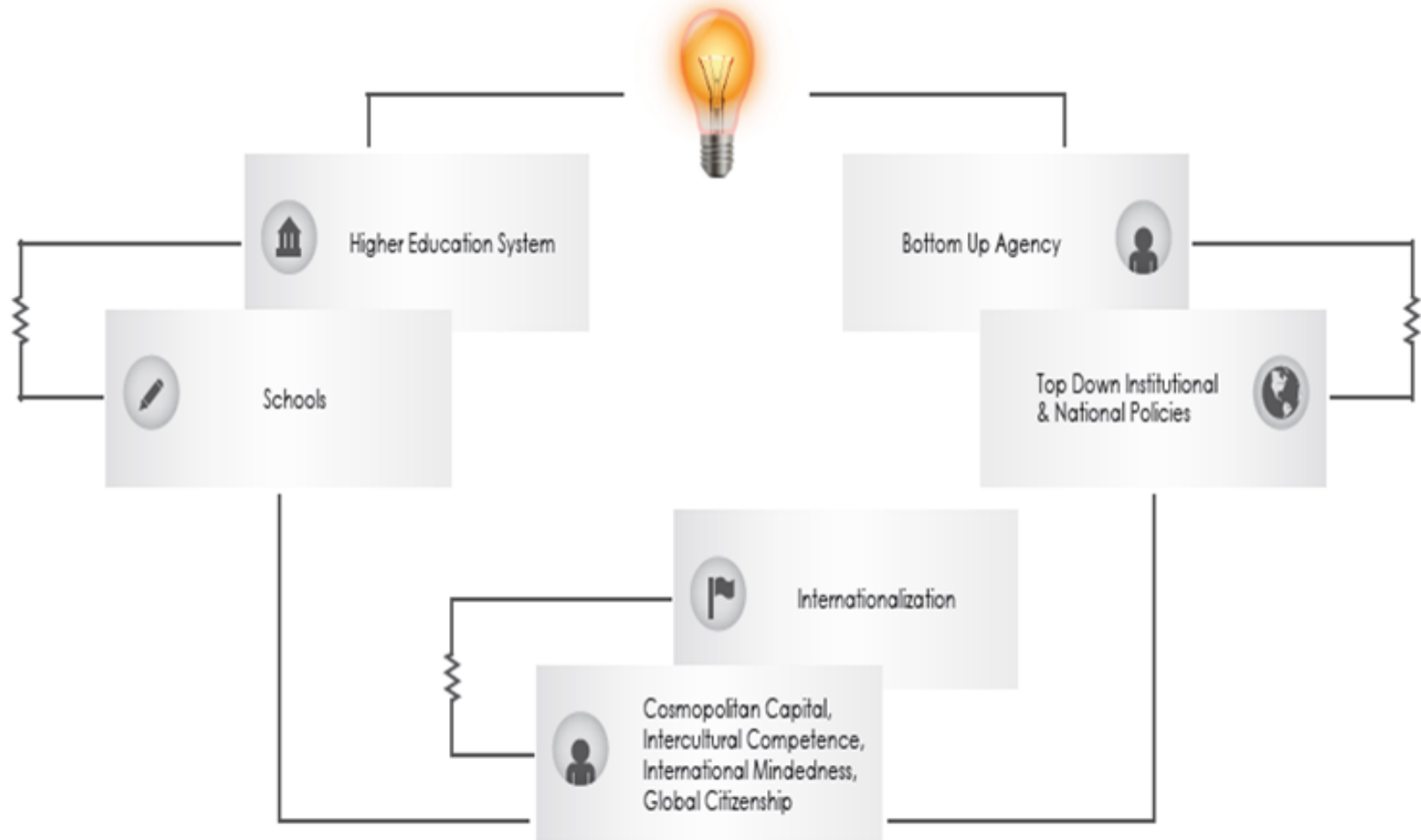
<http://www6.tau.ac.il/yemini/>



Internationalization

- Despite the abundance of the term we should think of definition
 - Multicultural, multilingual and global dimensions
 - Goal of internationalization
- Individual, institutional and national pressures
- Flurry of research
- Heavy economic pressures
- Political pressures – glocalization?

A suggested framework for internationalization research





Objectives

To analyze and compare the rationale, objectives and means of mobility policies of two distinct educational levels - schools and higher education, as implemented by the EU in its Erasmus and Comenius programs

Introduction

- The outcome of internationalization at individual level (global citizenship, international mindedness etc.) is perceived as essential for the individual's cultural, technological and economic welfare
- Research and practice of internationalization traditionally focused on higher education

Introduction

- Internationalization in schools is supported by a neo-liberal discourse in favor of choice and competition, cosmopolitan capital and the demands of the global employment market (Doherty et al., 2012; Fielding & Vidovich, 2016; Resnik, 2012; Weenink, 2009)
- Research of internationalization at schools focus on international curricula (Hayden, 2013; Tarc, 2009, 2012; Yemini & Dvir, 2016), international comparative examinations (Lingard, 2016) and the expansion of international schools (Bunnell, 2008; Hayden, 2011)

Erasmus

- **European Action Scheme for the Mobility of University Students**
- Launched in 1987 by the European Commission, prior to the establishment of the EU (1992) and to the initiation of the Bologna process (1999)
- Erasmus is the largest of its kind in the world and is considered to be the flagship of the EU's educational programs (Papatsiba, 2006; Teichler, 2012)

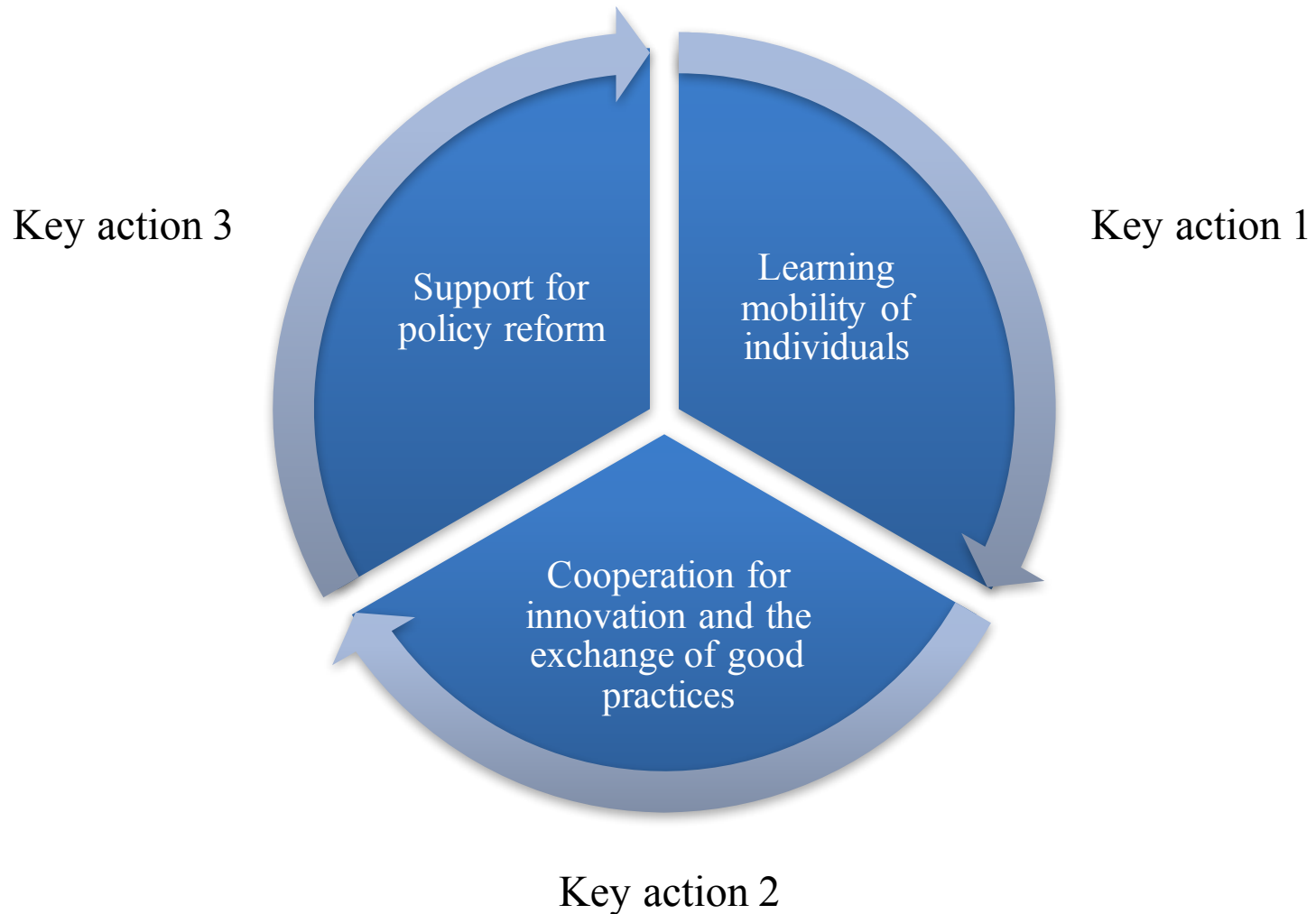
Comenius

- Launched in 1995 by the European Commission and designed for the first phase of formal education, pre-elementary to secondary schools (EACEA, 2014)
- Despite bureaucratic and pedagogic burden experienced by participating schools, Comenius had shown to increase school's prestige as well as the adoption of innovative pedagogic means (Gutiérrez Colón-Plana, 2012)
- Comenius's first declared objective is to promote mobility of faculty and pupils (Liduma, 2014)

Organizational transitions over time

	Socrates	Lifelong Learning	Erasmus+
Period	1995-2006 (two distinct phases)	2007-2013	2014-2020
Scope	<ul style="list-style-type: none"> • General education and training 	<ul style="list-style-type: none"> • General education and training • Vocational education and training 	<ul style="list-style-type: none"> • General education and training • Vocational education and training • Youth and sport
Programs by sectors	<ul style="list-style-type: none"> • Erasmus • Comenius • Grundtvig • Lingua • Minerva 	<ul style="list-style-type: none"> • Erasmus • Comenius • Grundtvig • Jean Monet • Leonardo Da Vinci 	<ul style="list-style-type: none"> • Erasmus • Comenius • Grundtvig • Jean Monet • Leonardo Da Vinci • Youth in Action • Sports • International collaborations (Erasmus Mundus, Tempus etc.)

Erasmus+ components



Research Question

What are the rationale, objectives and means of the European Commission's policies in regards to mobility in secondary schools and in higher education?

Methodology

- The study was conducted using the Qualitative Content Analysis (QCA) method by which data derived from various sources is identified and deciphered (Schreier, 2012)
- The first stage incorporated 8 phases of data analysis for each educational level (Scherier, 2013). The second stage enabled comparative analysis (Schneider & Wagman, 2010)
- The methodology is based on a case study technique (Stake, 2000; Yin, 2003)

Data Collection

Title	Publication date	Link
Erasmus+ Programme Guide	20/10/2011	http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_en.pdf
Regulation (EU) No. 1288/2013	20/12/2013	http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32013R1288&from=EN
A practical Guide for School Leaders	2015	http://ec.europa.eu/education/opportunities/school/school-leaders-guide/guide_en.pdf
My eTwinning Cookbook	12/2011	http://files.eun.org/etwinning/cookbooks/EN_cookbook.pdf
Strengthening Teaching in Europe 2015	6/2015	http://ec.europa.eu/education/library/policy/teaching-profession-practices_en.pdf
Supporting growth and jobs – an agenda for the modernisation of Europe’s higher education systems	20/9/2011	http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52011DC0567&from=EN
European Higher Education in the World	11/7/2013	http://register.consilium.europa.eu/doc/srv?l=EN&f=ST%202453%202013%20INIT
Employment and Social Development in Europe 2014	12/2014	http://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=7736&type=2&furtherPubs=yes

Findings

Branding

“...Erasmus aims at going beyond these programmes, by promoting synergies and cross fertilization throughout the different fields of education, training and youth, removing artificial boundaries between the various Actions and stimulating new formats, fostering new ideas, attracting new actors from the world of work and civil society and stimulating new forms of cooperation. Erasmus aims at becoming a more effective instrument to address the real needs in terms of human and social capital development in Europe and beyond. It is therefore crucial that the new programme is associated with a strong brand name that is widely recognized.”

(EC, 2014: 10)

Comparison of mobility policy for schools and higher education: Key action 2

	Schools		Higher education	
Parameters	Pupils	Faculty	Students	Faculty
Participants	<u>Short term</u> : Group based mobility <u>Long term</u> : above age 14	Pedagogic and administrative staff	Included	Academic and administrative staff
Objectives	Short term delegations <ul style="list-style-type: none"> • Long term learning • Short term learning • Combined physical and virtual mobility 	Long term teaching mobility <ul style="list-style-type: none"> • Short term training mobility • Long term training mobility 	Short term delegations	Long term teaching mobility <ul style="list-style-type: none"> • Short term training mobility • Long term training mobility
Duration	<u>Short term learning</u> : 2 days – 2 months <u>Long term learning</u> : 2 -12 months	<u>Short term training</u> : 5 days – 2 months <u>Long term training</u> : 2 -12 months	<u>Short term learning</u> : 2 days – 2 months	<u>Short term training</u> : 5 days – 2 months <u>Long term training</u> : 2 -12 months
Destination	Between at least 2 member states. Organizations from partner states can join given distinct added value			
Organizing body	Various organizations based in member states	Various organizations based in member states	Various organizations based in member states	Various organizations based in member states

Comparison of mobility policy for schools and higher education: Key action 1

	Schools		Higher education	
Parameters	Pupils	Faculty	Students	Faculty
Participants	N/A	Pedagogic and administrative staff	Included	Academic and administrative staff (including non-academic partner organizations)
Objectives	N/A	Teaching at schools	Studying in higher education institutions	Teaching at higher education institutions
	N/A	Professional training in various organizations	Internships in various organizations	Professional training in various organizations
Duration	N/A	2 days – 2 months	Learning: 3-12 months Internship: 2-12 months	2 days – 2 months
Destination	N/A	33 EU member states	International mobility (apart from clusters 5, 9, 11, 12)	International mobility (apart from clusters 5, 9, 11, 12)
Organizing body	N/A	National Mobility Consortium coordinators	Authorized HE institutions or National Mobility Consortia	Authorized HE institutions or National Mobility Consortia

Solving macroeconomic problems by improving individual capacity

General

- “Education, training and youth activities play a key role in providing people of all ages with the necessary means to participate actively in the labour market and in society at large.” (EC, 2014: 33)

Aim

- “Support learners in the acquisition of competences (knowledge, skills and attitudes) with a view to improving their personal development and employability in the European labour market and beyond” (EC, 2014: 33)

Aim

- “Support the professional development of those who work in education, training and youth with a view to innovating and improving the quality of teaching, training and youth work across Europe” (EC, 2014: 33)

Global competition

- “The internationalization and openness of higher education systems requires a joint approach from a wide range of policy areas and stakeholders, to attract the best students, staff and researchers from around the world...” (EC, 2011: 21)

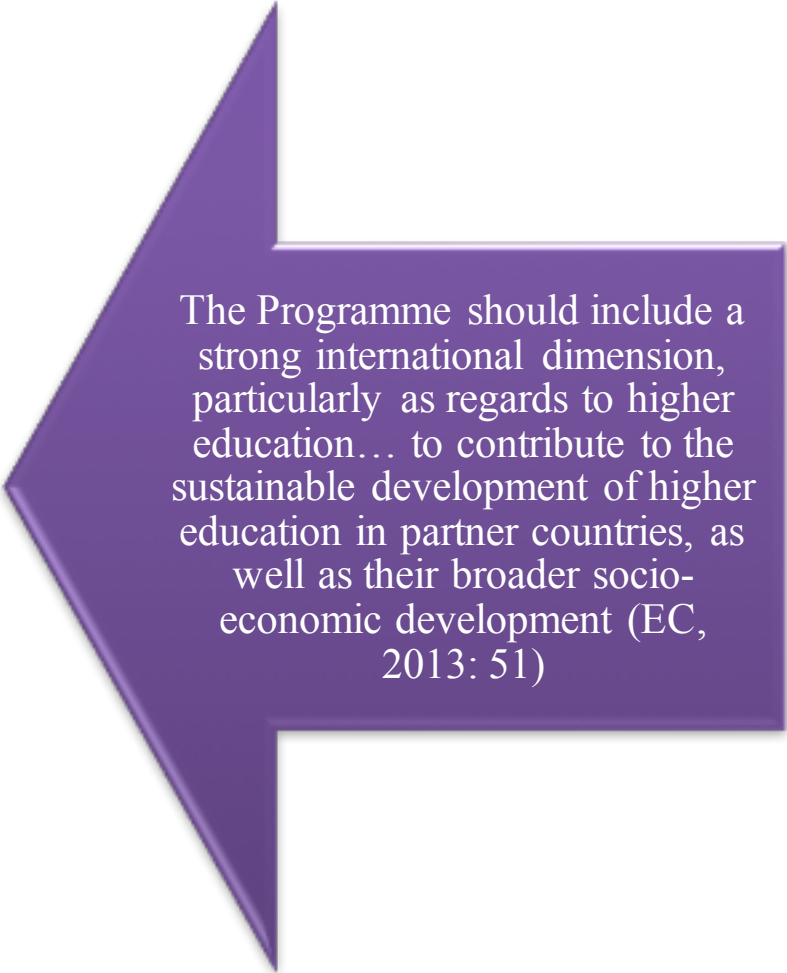
Issues of class and accessibility

“Special attention will be given to the least developed countries as well as to disadvantaged students from poor socio-economic backgrounds and to students with special needs.” (EC, 2014: 33)

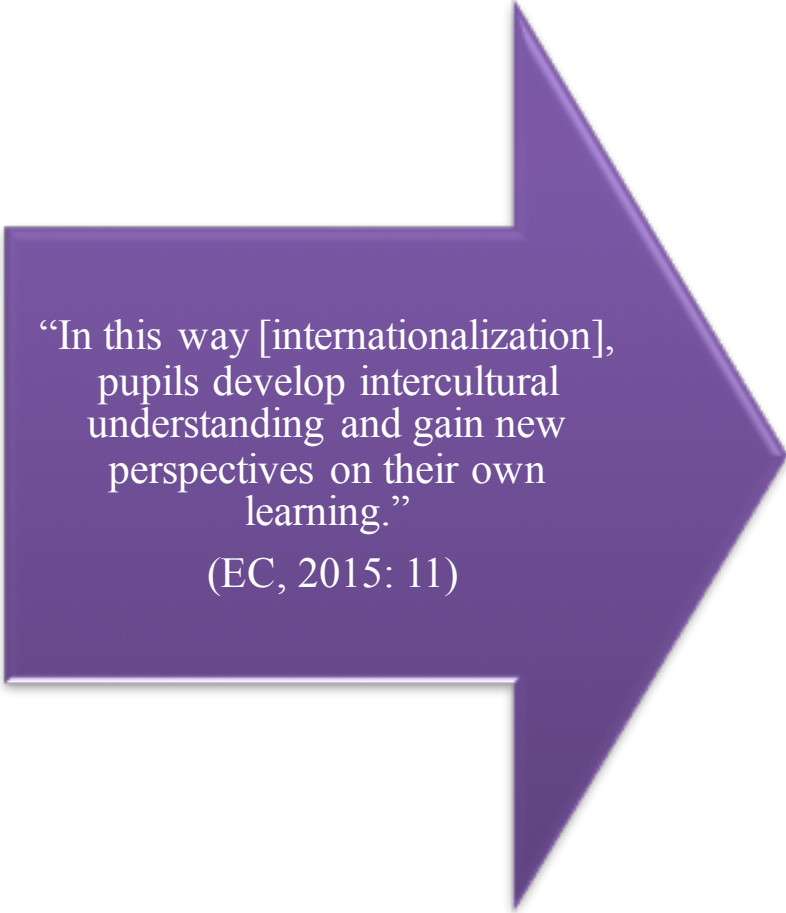
“Being part of international activities signals that your school is ambitious, with bold expectations for pupils and staff. By sending employees and pupils abroad, and working with schools and other organizations through Erasmus+, you will show that your school is a desirable place to study and work.” (EU, 2015: 12)



Pragmatic vs. ideological rationales



The Programme should include a strong international dimension, particularly as regards to higher education... to contribute to the sustainable development of higher education in partner countries, as well as their broader socio-economic development (EC, 2013: 51)



“In this way [internationalization], pupils develop intercultural understanding and gain new perspectives on their own learning.”
(EC, 2015: 11)

Conclusions

- The aims, rationales, and means of mobility programmes for the school and higher education levels are nearly identical in terms of formal policies and prescriptions
- Internationalisation of higher education addresses the European Union's need to compete in the global sphere forging 'global citizenry'
- Internationalisation at the school level aims to strengthen institutions in the internal European arena and 'European citizenry'

Conclusions

- Mobility funding schemes' focus on skills acquisition and individual agency attained through internationalisation as a quest to tackle macro-economic challenges
- Research of internationalisation of schools and higher education institutions will benefit if investigated as a unified field of study

Yemini Group





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