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## The trends of international academic mobility in the world

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### Abstract

The International academic mobility is known as "*growth of cultural and educational*" that promotes various issues of promotion between nations and countries. The international relations between countries can be improved by exchange of knowledge and students to improve economic knowledge and human capital in each country. In this article, the author of the article will try to define the types of academic mobility, the advantages and the reasons, that states can promote international and international relations in propose to improve the relationship with other countries.

**Keywords:** Academic mobility, economic knowledge, globalization, foreign student

### Introduction

The academic mobility, which includes mobility of students and staff, for both teaching and training, has always been considered as a key, if not defining element of Internationalization. This was so above all in Europe, where outgoing mobility for students has been considered a priority in the policy makers' as well as institutional leaders' view. This importance has been amply demonstrated by the European Union's support for the "Erasmus Program". Since 1987, the Erasmus program has enabled millions of students, to study or undertake internships, for a semester of 3 months to full academic year, in another European country [7]. There is a variety of terminology used in higher education to describe student mobility, the UNESCO Institute for Statistics, the OECD and Eurostat use a definition of international students, the European University Association (EUA) and the Academic Cooperation Association (ACA) identify different kinds of mobility and provide their definitions

### Materials and methods

The materials and data presented in the article were taken from reliable sources, OECD data, and UNESCO. The analysis of the data and theories is done by the author of the article as well as the recommendations that appear at the end of the article. The various countries' databases also appear on the World Bank's information sites [2].

### The background of the international academic mobility

The academic mobility received tremendous momentum immediately after the Bologna Reform in 1999 (Bologna, Italy). After the reform began a lot of countries made a lot of structural changes in their academic space in order to adapt themselves to the new reality, to academic globalization, to new academic requirements that will maintain academic relevance to students from within the country and foreign students [5].

UNESCO [1] define the academic mobility as implies a period of study, teaching and/or research in a country other than a student's or academic staff member's country of residence ('the home country'). This period is of limited duration, and it is envisaged that the student or staff member return to his or her home country upon completion of the designated period. The term 'academic mobility' is not intended to cover migration from one country to another. According to OECD [3], the academic mobility is when international students are students who have crossed borders expressly with the intention to study. The UNESCO Institute for Statistics, the OECD and Eurostat define as international students those who are not -

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-residents of their country of study or those who received their prior education in another country. Foreign students are defined according to their citizenship. The fields of education correspond to those defined in the International Standard Classification of Education (ISCED). He/she is considered as internationally mobile if he/she has since moved to a country other than that of his or her usual residence for a period of at least 3 months, except when the move was for recreation, holiday, visits to friends and relatives, medical treatment or religious pilgrimage. There are two main types of student mobility: mobility for an entire program of study (diploma or degree mobility); and for part of a program (credit mobility). The academic mobility exists students and teachers in higher education to move to another institution in their own country or abroad to study or teach for a limited time [6].

**The reasons for the mobility of students**

The mobility will usually be held by young students without family. Students are generally divided into two groups: free students are students who travel entirely on their own initiative, while program students use department, faculty, institution, or national exchange programs (such as Erasmus program). In the Erasmus, where students from different countries can study together without leaving their home.

**Table 1:** The causes of the academic mobility of international students

The causes of Academic Mobility		
Personal	Academically	professional
To know a new coulters'	To learn or improve language	To have an international career
To be challenge by new experience	To improve the resume	To learn other ways of doing business
To get out of the comfort zone	To experience educational that is better in your country	To open "professional doors" to other countries
To build a family in other country	To specialize in areas of interest	To achieve professional recognition
To open possibility for quality life	To get a special academic education	To develop international career

Source: Made by the Author from source [4]

**Different types of Academic Mobility**

In the world of globalization, with trends of immigration and effect of economic knowledge on the policy of governments, the academic mobility has a different type, which every kind of them are different. The different between them is the main issue which create the opportunity for the mobility [5]. The author of the thesis defines two central types of academic mobility:

1. Mobility of student – students which decide to the get the academic higher education out of the country.
2. Mobility of academic staff (lectures, researches) – staff from the universities, colleges, academic institutes.

**Mobility of students** – The author identifies a worldwide trend of student movement from one country to another due to various factors. The world student movement of 4.2 million of students [4] who move to study in other countries. The common causes of the transition were

already presented in Table 1, where the personal reasons for the transition were raised. It should be added that this trend is growing due to economic, employment, political, social, climate, politics and security, academic and personal development.

Dicken [1] adds that the recognized economic reasons are: cost of living, high taxation, low earning capacity, inflation and decline in the value of assets and currency value, non-social policy. The employment reasons are: employment problems in the academic field, employment problems of the academic spouse, inability to advance in the job due to a lack of standards, inability to progress professionally / academically.

The most popular countries for the higher academic mobility are United – state, Germany, Australia, United Kingdom, and lately, some of the eastern Europe (the medicine faculties). International programs for international students – there is a lot of international programs for the student. The most popular are active by Erasmus institute.

**The ERASMUS (European Region Action Scheme for the Mobility of University)** - The Erasmus program is an EU exchange student program that has been in existence since the late 1980. Its purpose is to provide foreign exchange options for students from within the European Union and it involves many of the best universities and seats of learning on the continent [5].

**How does the Erasmus Program work?**

The program is aimed at cross-border cooperation between states to aid the growth of international studying, and with over 4000 students involved in the program at any one time it offers an excellent chance of experience abroad. With the emphasis on international commerce growing all the time it is no surprise that there are a number of international programs in the education sphere. Some universities in many countries offer a chance of international exchange programs that allow students to study abroad for a term, a year or a specified period of time, and this can be an excellent way of getting to grips with languages [7]. Alternatively, the Erasmus exchange program, designed to cater for students who wish to study in the EU member states, is a viable exchange program that is used by over 4000 students each season. There are many universities signed up to Erasmus and to other international programs, and it is worth seeking further information on the internet in order to find the best option. Today (2017) the Erasmus union has an actual data which include: 272,497 – students (60.5% - female / 39.5 – male), 3,465 international programs in academic Institutes, 67% for B.A / 29% for M.A / 1% for Doctoral / 3% for short cycle, average age – 23.5.

**Mobility of academic staff (lectures, researches)** – As a part of the global trends in the mobility – immigration of brain drain. The bologna reform start in the late of the 90<sup>th</sup> trends of mobility in the higher academic staff. A lot of government, such Germany, Greece, U.K, Russia, Australia, India, Israel and other countries phenomenon of mobility in their academic staff [3].

**Results & Discussion -Countries with the phenomenon of high mobility Greece**

The mobility of academic staff, students in Greece start since the mid-1950s and has more increased since 2008

with the economic crisis in the country. The phenomenon is due to the financial crisis not only in Greece but also on other countries in Europe such as Spain, Portugal and Italy. The phenomenon mainly refers to the migration of well-educated and talented people such as researchers, academics, skilled professionals as well as students. Globalization and other factors that are discussed further in this paper contribute to brain drain. In addition, the international environment has intensified the migration phenomenon [7]. A sector in Greece that has been dramatically influenced is academia. The total number of graduates for example living abroad is estimated at 114.000 to 139.000 [7].

### **Germany**

Figures from the European Union and the world bank show that while many German professionals are able to find work abroad with their well-recognized qualifications, Germany doesn't always extend the same courtesy to foreigners [1]. From 2003 to the end of 2013, Germany topped the list of countries whose professionals have sought to relocate and be accredited in other European countries, with 45,175 licensed professionals trying to establish themselves around Europe, mainly in Switzerland and Austria. Germans also enjoyed the one of the highest rates of recognition around Europe, with 89 percent of professionals like doctors, nurses, teachers and architects being accredited outside Germany.

### **Conclusions**

From the data from this article and other sources we understand that academic mobility in higher education is now in full force. By the UNESCO figures and the Erasmus – Data present that over 4 million student's studies in academic institutions around the globe. International cooperation leads to finding a common intercultural language between peoples and students. The place of higher education in the prevention of international conflicts and finding political solutions for a better future is now needed more than ever.

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