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you are here

Sijbolt Noorda, President, Academic Cooperation Association (ACA)

JOQAR MADRID

June 20th, 2013





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you are here! but why?

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Sijbolt Noorda, President, Academic Cooperation Association (ACA)

**former President University of Amsterdam, chair Dutch Research
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Chair expert teams Internationalization Audit in German Higher Education

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why 'international' higher education

- good reasons and/or real reasons
 - from **student** perspectives: study abroad because of higher reputation, better quality or greater availability, labour market value & job opportunities abroad
 - from **institutional** perspectives: budget gains, shortage repairs, reputation benefits, curriculum quality
 - from **national** perspectives: shortage repairs, budget gains, network build-up



‘international’ higher education

- risks and dangers
 - from **student** perspectives: uncertain outcomes, high opportunity costs
 - from **institutional** perspectives: quality and reputation damage, volatility of demand
 - from **national** perspectives: brain gain or drain, budget losses or gains



‘international’ higher education

- a **realistic** policy approach needed
- in stead of the cloak of idealism hiding simple ‘business’ interests and real quality differences
- an **educational quality** approach wanted
- to maximize value to graduates and to be true to core mission in teaching & learning



variety of 'mobilities'

- international student mobility is a container concept
- there are different types of mobility with different motivations and a variety of success & failure factors



variety of types

- **purpose**: mainly for academic reasons – mainly for other purposes (traineeship, family, migration)
- **type**: for credit (temporary short stay, ‘exchange’)
 - for degree (full qualification / degree)
- **organisation**: as part of a programme - self-organised, free movers
- *and by the way this explains why statistics of student mobility are so unreliable*



variety of success & failure factors

- **students** come well prepared academically, with language & learning skills
- **institutions** offer well planned & delivered programs, recognized results, and good facilities
- or not, or only partly



international education is more than travelling

- a matter of curriculum content, and teaching & learning qualities
 - in terms of content
 - teaching faculty
 - learning modes
 - credentials
 - setting
 - and student support



“this program is offered
in cooperation with foreign partners”

- **a matter of shared responsibilities**
 - in terms of curriculum design & content
 - teaching faculty
 - learning modes
 - credentials
 - setting
 - and student support



“speaking about ideals”

- Higher Education is a for-profit-sector in terms of benefits to graduates and their future
- → international competences in terms of academic qualities, professional skills, and value in the labour market
- → international skills and sensitivities not just for a rich and/or adventurous minority among students



both home and abroad, because

- this is a zipless world
- grand challenges don't stop at customs
- migration is everywhere, so are mixed populations
- “some jobs are mobile, all jobs are changing”



to all of these challenges

- international joint programs are the best possible response



definition 1 (IIE report 2011)

- “*International joint degree programs* are study programs collaboratively offered by two (or more) higher education institutions located in different countries. They typically feature a jointly developed and integrated curriculum and agreed-on credit recognition. Students typically study at the two (or more) partnering higher education institutions (i.e., 1 home institution + 1 institution abroad). Upon completion of the study program, students are awarded a single degree certificate issued and signed jointly by all institutions involved in the program.”



definition 2 (IIE report 2011)

- “*International dual/double degree programs* are study programs collaboratively offered by two (or more) higher education institutions located in different countries. They typically feature a jointly developed and integrated curriculum and agreed-on credit recognition. Students typically study at the two (or more) partnering higher education institutions (i.e., 1 home institution + 1 institution abroad). Upon completion of the study program, students receive degree certificates issued separately by each of the institutions involved in the program.”



valuable upsides

- structured, safe & simple
 - part of familiar study programme & setting
 - foreign partners of similar level
 - balanced element of the curriculum
 - designed and recognized as such
 - faculty staff implicated & co-responsible
 - logistics usually facilitated by educational partners
 - relevant internationality



valuable upsides

- promoting international classroom beyond mobility
 - impact on all participants, home and abroad
 - blended modes of delivery & participation feasible
 - teaching staff involved at all sides and on all sites



homemade hurdles

- Higher Education, however, is a very **national** thing in terms of
 - legal prescriptions
 - financials
 - quality assurance
 - academic calendars
 - professional qualification specs
 - et cetera



in short

- that's why you are here:
 - to remove these hurdles
 - or learn how to jump over them
- that's why it's worth your while
- and why we need your creative solutions



in case you wonder what ACA is about,
or might want to know more about international
'mobilities'

check the ACA website for recent literature:

<http://www.aca-secretariat.be/index.php?id=4>
<http://www.aca-secretariat.be/index.php?id=41>

thank you for your kind attention

