

Session 7c- Mobility - CTS

In Europe, even though Bologna and ECTS mechanisms are not known extensively by all HE community, it worked out and have impacted the daily work of Higher Education

CTS and mobility don't develop at the same pace within a country and within an institution. What matters is the increasing commitment of the community (faculty, students and stakeholders). Pointing on champions has been key to move ahead (deans, motivated teacher).

BP has not been a linear, smooth process, rather chaotic! This is part of the game. It is a daily struggle but underpinned by a common direction: improving internationalisation and using internationalisation as a means to improve quality.

Key points on mobility in ASEAN

Several mobility schemes in parallel with their associated CTS

Mobility of high interest for many students, but benefits should be better shared for all (access)

No standardized procedures for enrolling

The ASEAN survey showed credits is an issue (different understanding on the purposes) and sometimes an obstacle to mobility

Key features on ECTS:

- It essentially helped transform Teacher centred to Student-centred approach
- Based on learning achievements and workload
- It is a **system**, that includes a whole range of process and arrangements like: learning agreement, transcript of records, etc.
- Learning outcomes are the building blocks of ECTS (currency)
- In Europe now Return on investment: no need to prolong your studies, the study abroad is integrated since validated. This has been possible due to ECTS! Open to all, not only for the well-off!