9. Education: Academic Mobility [188]

Commitment

“We will promote international academic mobility at all levels, significantly increasing the mobility of students, teachers and researchers.”

*Education for Innovative Society in the 21st Century*

Background

Education was one of the three main topics selected by Russian President Vladimir Putin for discussion at the 2006 St. Petersburg Summit 2006. Education has long been an issue of importance for the G8. The issue has been addressed on three separate occasions from 1996 to 2004. In recent years, it has been examined most often in relation to African development, and primary education in G8 countries.

Education and human capital were core issues at the 1999 Cologne Summit. In 1999, the G8 heads of government issued a separate statement on education, as they did in St. Petersburg, which highlighted the need for international exchanges, high standards, and innovation. The statement released in St. Petersburg echoed many of these same objectives. Nevertheless, the G8 Research Group’s assessment of the Summit by issue area notes the absence of new programs and processes on this commitment.

The St. Petersburg Summit marked a return to higher education, broadly defined, as a G8 priority. Initiatives promoting education in Africa also remained on the agenda. These initiatives, however, did not take centre stage. Instead, education was discussed in relation to labour market and migrant integration, issues increasingly important for Western nations. The leaders adopted a declaration highlighting the importance of education in development and growth and stressing the difficulties many developing countries experience in introducing advanced education methods and information technologies. This document was in line with the Moscow Declaration adopted by the Ministers of Education on 2 June 2006.

Accordingly, the official documents released before and during the summit addressed a wide-range of educational issues, of which educational mobility is a key point.

*Team Leader: Héloïse Apestéguy-Reux*

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502 G8 Performance Assessments by Issue, 1996-2004, G8 Information Centre (Toronto) Date of Access: 22 January 2007. http://www.g7.utoronto.ca/evaluations/assessments.htm Looking ahead to next year’s summit, once again education will not be a main agenda issue. Instead, it will come up within discussions of other issues once again - educational mobility, for example, may be important in discussions on Global Economic Imbalance and the World Economy, as well as Intellectual Property Rights and G8 Outreach initiatives.


504 Interestingly, this is somewhat similar to the G7's goals in promoting education back at the 1977 London Summit, where leaders sought to improve "the training of young people in order to build a skilled and flexible labour force." See John Kirton and Laura Sunderland, The G8 and Global Education Governance, G8 Information Centre,(Toronto), 30 May 2006.

Assessment

2006 Final Compliance Score

<table>
<thead>
<tr>
<th>Country</th>
<th>Lack of Compliance</th>
<th>Work in Progress</th>
<th>Full Compliance</th>
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<tbody>
<tr>
<td>Canada</td>
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<tr>
<td>Overall</td>
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</table>

Canada: 0

Canada registered a score of 0 indicating partial compliance with its St. Petersburg commitment to enhance international academic mobility. The Canadian government has traditionally shown strong support for international academic mobility. A wide variety of programs and scholarships had already been established by the government to promote international studies both for Canadian as well as foreign students. To achieve a higher score, Canada will have to introduce new programmes aimed at increasing academic mobility.

In late March 2007, the Department of Foreign Affairs and International Trade (DFAIT) announced its continued financial support of the Commonwealth Africa Graduate Students’ Exchange. The program gives students from African universities grants of up to $10,000 which enable them to participate in existing graduate-level exchange programs for a maximum of six months.

The Department of Foreign Affairs and International Trade of Canada has made progress with their “Youth on the Move” initiative, signing Youth Mobility Memorandums of Understanding with Italy, Norway, Czech Republic, Belgium, and Switzerland during the compliance period.

In early December 2006, Monte Solberg, Canada’s Minister of Citizenship and Immigration, announced that the Canadian government would begin discussions with interested provinces and territories to initiate a project that would expand the Off-Campus Work Permit program launched in April 2006. The Off-Campus Work Permit program currently allows international students at publicly-funded educational institutions to work off-campus with a permit. The expansion of the program to private educational institutions would allow students studying at approximately 75 additional institutions to participate in the program and work off-campus. This would make Canada more appealing to foreign students interested in studying at a Canadian privately-funded institution, as it would make it easier for these students to find part-time work to fund their studies.

From November 13-17 2006, Canada joined over 85 countries around the globe to celebrate international education week. The purpose of International Education Week is to raise awareness and

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understanding of international education and its significant benefits to Canada, to Canadian educational institutions and to all Canadians.\textsuperscript{512} On November 15, the government of Canada announced its Advantage Canada Strategy,\textsuperscript{513} which emphasized that attracting the best and brightest international students to Canada is a priority for the current government.

On 5 December 2006, Canada and the European Union renewed an eight-year \textit{Agreement on Higher Education, Training and Youth}. This agreement triples the available funding to already existing programs and expands the scope of the agreement to cover youth.\textsuperscript{392} Human Resources and Social Development Canada (HRSDC) is funding Canada's participation, and the European Union has agreed to allocate EUR18 million over the period 2006-2013 for various cooperative programs.\textsuperscript{394} The two parties agreed to examine various policy measures to ease the recognition of credits earned in either of the jurisdictions by the authorities of the other entity, among other things.\textsuperscript{395}

As further testament to their commitment, HRSDC has recently announced a call for proposals for new projects under the International Academic Mobility (IAM) initiative of the Canada-EU \textit{Programme for Co-operation in Higher Education, Training and Youth}.\textsuperscript{514} Funds will be provided for projects that will develop and promulgate transatlantic student mobility.\textsuperscript{515}

\textbf{Analyst: Oana Chivaran}

\textbf{France: +1}

France has registered a score of +1 indicating full compliance with its St. Petersburg commitment to enhance international academic mobility. The French government participated in the annual UNESCO meeting of the high level group on Education for All (EFA) in Cairo, 14-16 November 2006, where it pledged EUR20 million to help UNESCO achieve its education goals,\textsuperscript{516} including exchanges in developing countries.

France encourages European Union (EU) students to use the EU Erasmus Program to facilitate study at French academic institutions and at other institutions within the EU.\textsuperscript{517} Although the French government has not announced any specific funding increases from their ministries to this program, a new web page has been created to educate French students about the program.\textsuperscript{518}

France is also promoting greater international academic mobility through the European Union. The European Union has developed a life-long learning programme, for which easing the mobility of students within the EU is a core principle. In financial terms, a mobility grant of EUR200 per month\textsuperscript{519} will be provided to EU citizens to offset the extra costs of studying abroad. For non-EU citizens, the Erasmus Mundus programme is launching a new External Co-Operation Window for the 2007-08 academic year in order to assist students and academics from Central Asian countries attend EU member states’ universities;\textsuperscript{520} the program will allow for a total of 1300 scholarships.\textsuperscript{521} The Erasmus Mundus programme has a number of new sub-programmes that are designed to bring outside

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academics to EU member states’ universities, such as SDPROMO with a grant of EUR274,000\textsuperscript{522} and CHEMEEPASS with a grant of EUR300,000\textsuperscript{531}.

The French government participated in the Helsinki Ministerial on vocational education and training (VET) on 5 December 2006. At the Ministerial, participants adopted the Helsinki Communiqué, a document that calls for greater European cooperation in harmonizing recognition of VET across the EU.\textsuperscript{524} The Communiqué also draws on the main goals for the ‘Copenhagen Process’ on European cooperation in VET, which are enhancing the quality, performance, and attractiveness of VET in Europe.\textsuperscript{525}

Although the following action did not occur during the compliance period, it should be noted that just prior to the 2006 G8 Summit in July, the French government enacted a law that eases the process for universities to acquire visiting researchers, and from 2006 an extra EUR1 billion will be added to spending to help facilitate the program.\textsuperscript{526}

Analyst: Aaron Ghobarah

Germany: +1

Germany has fully complied with its St. Petersburg commitment to enhance international academic mobility.

In September 2006 the Federal Minister of Education and Research Annette Schavan launched the information and advertising campaign “go out! studieren weltweit,” a joint initiative of the Federal Ministry for Education and Research (BMBF) and the German Academic Exchange Service (DAAD),\textsuperscript{527} an institution financed in large part by the Federal Government.\textsuperscript{528} The goal of the campaign is to enhance the mobility of German students and to encourage them in going abroad by providing information about studying in foreign countries through the internet page www.go-out.de.\textsuperscript{529}

During the Helsinki vocational education and training (VET) Meeting 2006, which took place from the 4th to 5th of December 2006, Minister Schavan demanded “more mobility for [those undertaking apprenticeships] in Europe.” “People in Europe who have to move to another country for an apprenticeship or for other job-related reasons still meet too many barriers,”\textsuperscript{530} she said. The meeting adopted the Helsinki Communiqué, which reviews the main challenges facing VET. The Communiqué also draws on the main goals for the ‘Copenhagen Process’ on European cooperation in VET, which are enhancing the quality, performance, and attractiveness of VET in Europe.\textsuperscript{531}

Germany is also promoting greater international academic mobility through the European Union. The European Union is developing a life long learning program, of which easing the mobility of students


\textsuperscript{526} Research: greater emphasis on long-range planning and cooperation, Office of the Prime Minister, (Paris), 16 May 2006. Date of Access 10 November 2006. www.premier-ministre.gouv.fr/en/chantiers/major_projects_94/greater_emphasis_on_long__55984.html


within the EU is a core principle. In financial terms, a "mobility grant of EUR200 per month" will be provided to European Union citizens to help with the extra costs of studying abroad. For non-EU citizens, the Erasmus Mundus programme is launching a new External Co-Operation Window for the 2007-08 academic year in order to assist students and academics from Central Asian countries attend EU member states’ universities. The program "will allow for a total of 1300 scholarships." The Erasmus Mundus program has a number of new sub-programs that are designed to bring outside academics to EU member states’ universities, such as SDPROMO with a grant of EUR274,000 and CHEMENPASS with a grant of EUR300,000.

In a press release published by the BMBF on 14 December 2006, Minister Annette Schavan stated that: "Education and research are important emitters for societal development in Europe - and the source of future wealth." Ms. Schavan added that the Federal Government will look to use its presidency of the European Council in 2007 intensively to extend co-operation within Europe in the fields of education and research. In the field of education politics specifically, the Federal Government of Germany and the EU-Commission share the joint goal of further increasing the mobility of young people.

During the India-EU Ministerial Science Conference in New Delhi, EU and Indiand representatives signed the "New Delhi Communiqué" on 7 February 2007. The goal expressed in the Communiqué is to intensify the cooperation between India and the EU in strategically important fields of research of mutual interest. The "New Delhi Communiqué" aims to assure assistance for qualified young researchers as well as an increased mobility for researchers between Europe and India. Within this framework, the German government aims to build up and expand German-Indian research networks and joint scientific projects, as stated by Minister Schavan, "Knowledge and talents should have the possibility to circulate worldwide."

On 13 February 2007 the Federal Government enacted the 22nd Amendment to the Federal Education and Training Assistance Act, the Bundesausbildungsförderungsgesetz (BAföG). In a press release the BMBF highlighted that foreign students now qualify for financial support through BAFöG when they qualify for permanent residence. Formerly, parents had to contribute to German tax and social insurance revenues for several years before their children qualify for BAFöG. Minister Schavan stated that "This is a very essential step to advance the better integration of young people with migration background who are willing to study in Germany."

The Federal Government also enacted a broad amendment of the German immigration law (Zuwanderungsrecht) on 28 March 2007. The new law eases the regulations for students and researchers from non-EU countries, such as, for example, regarding the proof of language ability and the verification of financial means for livelihood. According to Minister Schavan: "The new policy will considerably ease the bureaucratic work for researchers to get a residence and work permit in Germany and the EU. Germany and Europe will therefore clearly gain attractiveness among foreign researchers."

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Italy: 0

Italy has registered a score of 0 indicating partial compliance with its St. Petersburg commitment to enhance international academic mobility. While the Italian government seems to be supportive of international exchange programs, it lacks concrete national initiatives for its students to study abroad. Italy relies solely on the exchange programs set up by the European Union. The Italian government does support a number of programs sponsored by the European Commission, such as Erasmus and Leonardo.\(^542\)

Although not new to this compliance period, the Italian government continued to offer bursaries to international students as well as to Italian citizens living abroad who wish to study or do research at Italian universities.\(^543\) The Italian government entitles all international students to the same student assistance services as Italian students, on basis of the same requisites of financial means and/or merit. This applies to scholarships, student loans, housing assistance, refectory meal tickets and fee waivers.\(^544\)

On 15 April 2007, Italy renewed the Youth Exchanges Agreement with the Spain in order to develop youth mobility and information.\(^545\)

On 8 October 2006, Vittorio Craxi, Italy's Undersecretary for the United Nations signed a Youth Mobility Memorandum of Understanding (MoU) between Canada and Italy.\(^546\) This MoU establishes a program that will allow young Canadians and Italians between the ages of 18 and 35 to travel and work on an occasional basis in each other's countries for up to six months.

Italy primarily promotes greater international academic mobility through the European Union. The EU is developing a life-long learning programme, of which easing the mobility of students within the EU is a core principle. In financial terms, a mobility grant of EUR200 per month\(^547\) will be provided to European Union citizens to help with the extra costs of studying abroad. For non-EU citizens, the Erasmus Mundus programme is launching a new External Co-Operation Window for the 2007-08 academic year in order to assist students and academics from Central Asian countries attend EU member states' universities.\(^548\) The programme "will allow for a total of 1300 scholarships".\(^549\) The Erasmus Mundus programme has a number of new sub-programmes that are designed to bring outside academics to EU member states' universities, such as SDPROMO with a grant of EUR274,000\(^550\) and CHEMEPASS with a grant of EUR300,000.\(^551\)

At the St. Petersburg Summit, Italy offered to host, in cooperation with UNESCO, a World Forum on "Education, Innovation and Research: New Partnership for Sustainable Development."\(^552\) The Italian government has scheduled for this conference to take place in Trieste, Italy from 10 to 12 May 2007.\(^553\)

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Japan has registered a score of 0 indicating partial compliance with its St. Petersburg commitment to enhance international academic mobility. The Japanese government has long supported student exchange programs abroad for Japanese students. It has also provided international students with access to Japanese universities through Monbukagakusho Scholarships grants\(^{554}\), as well as through JASSO Short-Term Student Exchange Promotion Programs\(^{555}\). Though no further steps have been taken to enhance these existing programs, since the 2006 summit Japan has keenly promoted the attainment of greater academic mobility among Asian countries. In order to achieve a score of +1, Japan will have to cooperate with other G8 members to achieve more far-reaching international academic mobility for individuals residing outside of Asia.

According to the 2006 UNESCO Report on International Educational Exchange, Japan rated 7\(^{th}\) among the top 2006 global destinations for international students\(^{556}\), but as the OECD’s 2006 Education Report indicates, though 4% of foreign students worldwide are enrolled in Japan (2.7% of which are enrolled at the tertiary level), the majority of these post-secondary international students (94.3%) come from other Asian countries such as China and Korea while only 2.2% are from Europe and 1.3% from North America.\(^{557}\)

Since the St. Petersburg summit, Japan’s contribution to the enhancement of international academic mobility has continued to be overwhelmingly Asia-centric. During the compliance period, the Japanese government has supported new exchange programs for Chinese and Indonesian students through partial funding from the Japanese Ministry of Foreign Affairs.\(^{558}\) Prime Minister Shinzo Abe has signed a pledge on 23 March 2007 to contribute USD52 million to support the promotion of the ASEAN-Japan Comprehensive Economic Partnership and East Asia Youth Exchange Fund.\(^{559}\) Yet Japan has not demonstrated any interest in the revival of the EU-Japan Pilot Cooperation in Higher Education which had been intended to advocate student exchanges between university consortiums in Japan and the EU under specific research topics in the period from 2002 to 2006.\(^{560}\)

Likewise, in an effort to strengthen its international cooperation in the fields of science and technology, Japan has also predominantly sought to reach out to other Asian countries. In October of 2006, Japan held a Science and Technology Initiative meeting with India in order to consider developing joint programs in areas of mutual interest as well as to discuss the possible exchanging of outstanding scientists.\(^{561}\) In January 2007, Japan attended a Trilateral Korea-Japan-China Ministerial Meeting on Science and Technology Cooperation where the respective ministers discussed the importance of encouraging scientist exchanges among the three countries and “stated their willingness to promote exchange of information and personnel in connection with the evaluation of R&D programs and performance-based management techniques among relevant institutions.”\(^{562}\)

Though the updated Basic Plan 2006-2010 White Paper on Science and Technology released by the Ministry of Education, Culture, Sports, Science and Technology in March 2007 highlights Japan’s desire


to support more international science and technology activities by way of "acceptance of talented foreign researchers," Japan has so far done little to promote the mobility of students and researchers.

**Analyst: Nadjiba Karimi and Pascale Latulippe**

**Russia: +1**

Russia has complied with its St. Petersburg commitment to enhance international academic mobility. Although Russia has shown a certain degree of commitment to the promotion of international academic mobility, many of the steps taken are limited as they remain within existing frameworks.

As President of the G8 in 2006, Russia selected education as one of the three central themes of the St. Petersburg summit, marking a return since the 1999 Cologne Summit to the idea of directly addressing the interconnection between education, research, and innovation.

Academic mobility is one of the objectives of the Federal Target Programme for Education Development (FTPED) adopted on 23 December 2005. There are indications that FTPED for 2007, currently being discussed, will include a significant section on academic mobility development. A project on "elaboration and piloting of academic mobility models of students and teachers from institutions of higher professional education" realized under government contract between the Russian Federal Agency on Education and State educational institution of higher professional education "Academy of National Economy under the Government of Russian Federation", which aims to promote schemes facilitating and enhancing inward and outward academic mobility.

Support of academic mobility is an important element of the State Innovative Educational Programs, which are part of the National Project "Education". In 2006 17 Russian higher education institutions received state financing, totaling at RUR10 billion (plus RUR3 billion of HEIs co-financing), 5 per cent of which was specifically targeted to promote mobility. In 2007 an additional 40 Russian higher education institutions received state financing, totaling RUR20 billion (plus RUR4 billion of HEI co-financing), 8 per cent of which was specifically targeted at promoting mobility.

A Federal Chamber of Commerce and Industry Subcommittee on higher professional education was created on 29 September 2006. One of its goals is assisting with the establishment of closer relations between Russian and foreign educational institutions of higher professional education and realization of international projects aimed at the development of innovative activity.

Under the auspices of the Ministry of Education and Science of the Russian Federation several international conferences aimed at discussing the ways of increasing and promoting the mobility of researchers were organized. The Third Europe and Central Asia (ECA) Education Conference – Quality and Relevance of Education (Saint-Petersburg, October 4-6 2006, jointly with the World Bank), and

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571 Statute on Subcommittee on higher professional education, Chamber of Commerce and Industry (Moscow), 04 October 2006, Date of Access: 28 December 2006. www.tpprf.ru/img/uploaded/2006100414365779.doc

the EU-Russia science and technology conference, hosted by the State University – Higher School of 
Economics (Moscow, 22 February 2007).573

Analysts: Maria Kaloshkina and Matthias Gerber

United Kingdom: 0

The United Kingdom has registered a score of 0 indicating partial compliance with its St. Petersburg 
commitment to enhance international academic mobility. While the UK government initiated several 
programs relating to academic mobility in early 2006, there have been few real initiatives since the 
summit.

Before the summit period, in an effort to attract more international students to the UK, and thus 
international academic mobility, Prime Minister Tony Blair launched the Prime Minister's Initiative for 
International Education in April 2006.574 The five-year strategy aims to attract an additional 100,000 
overseas students to study in the UK and encourages partnerships between universities and colleges 
in the UK and overseas. A second project was also announced, entitled the UK-India Education 
Research Initiative (UKIERI). This program is meant to improve educational and research links 
between India and the UK.575

Under the UK-India Education Research Initiative (UKIERI), on 18 January 2007, a total of over GBP5 
million were awarded to UK and Indian research teams.576 These awards are part of the biggest 
education initiative between the UK and India.

To demonstrate its support for international mobility, the UK government has allocated over GBP27 
million in funding over the next two years to the aforementioned programs.577 Prime Minister Blair 
declared that, "these links highlight the growing internationalization of education at all levels. 
Increasingly, education is crossing national boundaries as preparation for careers in the global 
Economy."578

On 28 March 2007, the government introduced a new scheme that will enable international students 
to stay on in the UK for a year to work after they complete their studies.579 The new International 
Graduates Scheme will come into effect on 1 May 2007.580

The United Kingdom is also promoting greater international academic mobility through the European 
Union. The European Union is developing a life-long learning programme, of which easing the mobility 
of students within the EU is a core principle. In financial terms, a "mobility grant of EUR200 per 
month"581 will be provided to European Union citizens to help with the extra costs of studying abroad. 
For non-EU citizens, the Erasmus Mundus programme is launching a new External Co-Operation 
Window for the 2007-08 academic year in order to assist students and academics from Central Asian 
countries attend EU member states’ universities.582 The programme “will allow for a total of 1300 
scholarships”.583 The Erasmus Mundus programme has a number of new sub-programmes that are

574 Prime Minister Launches Strategy to Make UK Leader in International Education, Department for Education and Skills (London), 
575 Prime Minister Launches Strategy to Make UK Leader in International Education, Department for Education and Skills (London), 
578 Prime Minister Launches Strategy to Make UK Leader in International Education, Department for Education and Skills (London), 
581 Common Position No 15/2006. Establishing an Action Programme in the field of lifelong learning., European Commission 
ce25120061017en00370061.pdf.
582 The Commission launches New Scholarship Scheme Outside the EU, European Commission (Brussels). 11 December 2006. Date 
583 The Commission launches New Scholarship Scheme Outside the EU, European Commission (Brussels). 11 December 2006. Date 
designed to bring outside academics to EU member states' universities, such as SDPROMO with a grant of EUR274,000584 and CHEMEPASS with a grant of EUR300,000.585

Analyst: Oana Chivaran

United States: 0

The United States has registered a score of 0 indicating partial compliance with its St. Petersburg commitment to enhance international academic mobility. Through its world-renowned Fulbright Program, the U.S. Government has over the years provided approximately 275,000 students, scholars, professionals, teachers and administrators both from the U.S. and from other countries with the opportunity to seek personal enrichment through a wide variety of state sponsored international education programs.586 In 2006, the U.S. had over half a million international students in its colleges and universities, 60% of them from Asia.587 Since the 2006 G8 Summit, the United States has also successfully introduced a number of new international student exchange programs, but its international academic mobility compliance score is undermined by prevailing accounts of foreign academic, student, and researcher dissatisfaction with post 9-11 American immigration procedures.

In honour of International Education Week (13-17 November 2006), U.S. Secretary of Education Margaret Spellings led a delegation of twenty U.S. university presidents to Japan, Korea, and China with the aim of marketing US academic institutions to the international community.588 In her address to Beijing Normal University, Secretary Spellings emphasized the importance of exchange programs in higher education, and the benefits of creativity, diversity, and critical thinking in US universities for international students.589 In a similar address at Waseda University in Tokyo, Secretary Spellings stressed the important role that foreign students play in the American education system and encouraged greater numbers of Japanese students to study in the United States.590

On 4 December 2006, the United States approved a new eight-year US-EU partnership agreement on higher education and vocational training 591. It has also enhanced its Gilman Study Abroad scholarships by granting an additional USD3000 Critical Need Language Supplement to 25 of its recipients. These bursaries are designated for foreign language training in key tongues such as Arabic, Chinese, Korean, Russian, as well as a number of Turkic, Persian, and Indic languages.592 Furthermore, through the newly created Community College Summit Initiative Program,593 the United States launched in December 2006 a Community College Scholarship Exchange Initiative with the Egyptian government. This initiative "will bring 1,000 Egyptians to U.S. community colleges for one year of vocational and professional certificate study in fields critical to Egypt's economic growth and development."594

Despite noted improvements to recent US visa approval procedures, many international students and scholars continue to find the U.S. foreign admission process particularly discouraging. Though State Department’s assistant secretary Maura Harty explained in January 2006 “that almost all visa applications – some 97.5 percent – are processed within two days, and that the screening process for

the 2.5 percent of visa applicants subject to special screening requirements for security reasons has been streamlined, typically taking one week to two weeks, a recent survey conducted by UCLA's Dashew Center for International Students and Scholars revealed that there is still "widespread frustration" among foreign students over US visa and immigration policies. The study, based upon the reported personal experience of 1,540 UCLA international students found that many had to "endure long waits and rigid rules for visas and security clearances." Sharing similar concerns, a coalition of academic, exchange, and trade groups put forth a proposal for new visa policy recommendations in January 2006. "The efforts of the United States to reach out to the world, whether to recruit talent, train the world's future leaders, or improve our image abroad, continue to be ill-served by the visa system that is currently in place," said NAFSA: Association of International Educators Executive Director and CEO Marlene Johnson. "The diverse voices of this coalition urge the government to take a number of key steps to ensure that the United States presents a truly welcoming face, both in word and in deed, to the academic, exchange, and business travelers that are so important to our global leadership, competitiveness and security."  

**Analyst: Farnam Bidgoli and Pascale Latulippe**

**European Union: +1**

The European Union (EU) has registered a score of +1 indicating full compliance with its G8 commitment to facilitate and improve academic mobility. On 15 November, the Parliament and Council adopted a lifelong learning programme for 2007-2011. With a budget of EUR7 billion over seven years, it will foster interchange, cooperation and mobility between education and training systems within the EU. It will also double the figure of some 1.5 million students who have already benefited from mobility schemes under previous programmes, spending academically validated periods of at least a term and generally a full academic year in another country. Specifically, a “mobility grant” of EUR200 per month will be provided to European Union citizens to help with the extra costs of studying abroad.

For non-EU citizens, the Erasmus Mundus programme is launching a new External Co-Operation Window for the 2007-08 academic year in order to assist students and academics from Central Asian countries attend EU member states’ universities. The programme will allow for a total of 1300 scholarships. The Erasmus Mundus programme has a number of new sub-programmes that are designed to bring outside academics to EU member states’ universities, such as SDPROMO with a grant of EUR274,000 and CHEMEPASS with a grant of EUR300,000.

The EU and Canada are to increase their cooperation regarding the mobility of students, youths, and academics. Through a new agreement announced on 4 December 2006, the EU will “...allocate almost...
EUR18 million to the co-operation programme over the period 2006-2013.”604 The same day, the US and the EU announced a renewal of their Education and Training partnership to promote academic mobility.605 Together, these eight-year renewals of co-operation agreements will allow for 10 000 students and academics to participate in international mobility programs.606 This new agreement represents a tripling of the funding available from the previous Canada-EU agreement.607 The European Commission plans to allocate EUR63 million (EUR45 million for the United States608, EUR18 million for Canada609) to these programmes.

Finally, the new European Council regulation “Industrialised Countries Instrument (ICI),”610 also adopted in December 2006, will provide, for the period 2007-2013, a legal basis and substantial resources for enhanced co-operation in the field of education (in particular higher education) with a range of industrialised and high-income countries and territories. It has been stipulated that the implementation of this regulation will include “joint consortia projects supporting multilateral partnerships for setting up joint study programmes,” including joint/double degrees and transatlantic mobility of students and faculty, as well as policy-oriented measures addressing comparative higher education and vocational training issues.611

Analyst: Aaron Ghobara

611 European Commission Update on St Petersburg commitments, DG EAC contribution (addendum)