



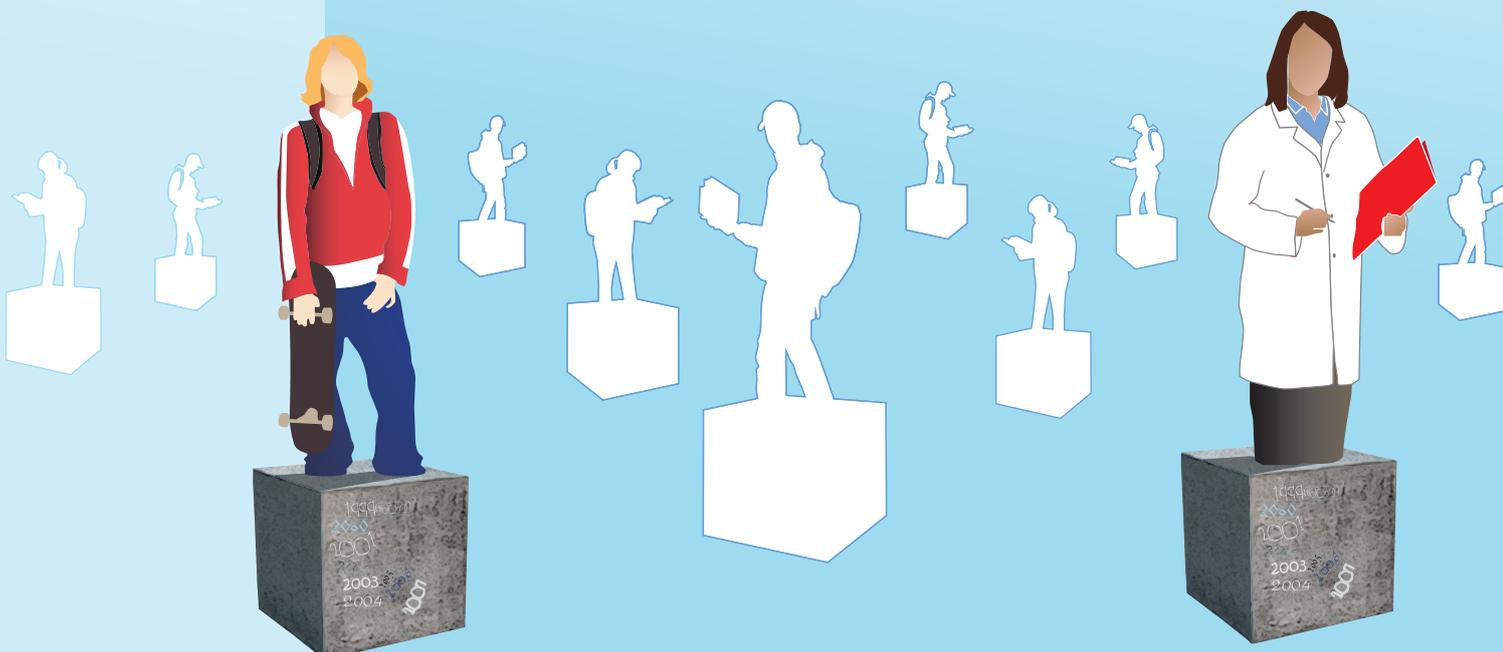
Education International
Internationale de l'Éducation
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READER

Lille Mobility Conference

let's **GO!**
Where to now?



Welcome by Fred van Leeuwen and Ligia Deca

Dear Participants,

We would like to welcome you to this official 'Bologna' Conference, called "Let's Go! –Where to now?". This conference marks the end of a campaign on mobility for staff and students in higher education that has been pursued, since last November, by Education International and the European Students' Union and their national affiliates and members.

Mobility of staff and students is a cornerstone in building the European Higher Education Area. It should also be an intrinsic part of academic activities and studies in all parts of the world. Unfortunately, most academic staff and students will never have the opportunity to be mobile during their academic career, not even for a short period. This is due not only to the failure to recognise the importance of mobility but also to lack of finance, visa and other transnational border impediments, and administrative difficulties related to social security and pensions. It is also due, in some instances to xenophobia and the imbalance in the socio-economic realities between North-South or, in Europe, between European Union countries and non European Union countries.

All these obstacles to academic mobility need to be tackled and all actors in higher education need to work together to address the major issues involved. If we are serious when we say that mobility is one of the most important features of the 'Bologna' Process, all stakeholders need to do their utmost to remove all impediments to academic mobility. From our perspective, special attention should be granted to the social dimension of mobility. We salute in particular recent national commitments to achieve a target of allowing 20% of the student body to be mobile by 2020.

This Reader has been compiled for the participants in this Mobility Conference. It explains and addresses a number of issues, most of which will be discussed during the Conference. In the Reader there is background material for each of the scheduled working groups. We have also tried to collect and include useful sources in the form of document references and website links. In this way we hope that the Reader will also be useful to you when you return home after the Conference.

The principal issues which this Reader addresses are financing mobility, mobility and trade, diversity in mobility, the importance of the quality of the mobility experience and pensions and social benefits related to mobility. We have chosen the topics which we think should be addressed most urgently. By addressing these topics, we see real possibilities for moving the debate forward and providing tangible solutions which could be endorsed by ministers at their meeting in Leuven and Louvain-la-Neuve in April 2009.

We are pleased to welcome a number of speakers and other contributors from several 'Bologna' country ministries, the Council of Europe, the European Commission, the European University Association and UNESCO.

We also want to thank Lille 3 and our local members and affiliates for their kind support in organising this conference.

During the meeting, simultaneous translation in English, French and Russian will be provided.

We would like to wish you good work and a fruitful meeting!



Fred van Leeuwen
General Secretary, EI



Ligia Deca
Chairperson, ESU

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Introduction to the Conference

Ministers responsible for higher education from 46 European countries have engaged in the Bologna Process in order to create the European Higher Education Area (EHEA). The EHEA should promote mobility; attract students and staff from Europe as well as from other parts of the world; and be internationally competitive. It aims to do this by facilitating greater comparability and compatibility between the diverse higher education systems and institutions across Europe and by enhancing their quality. Academic mobility of students and staff is one of the core issues and key stones in building up the European Higher Education Area.

Mobility is one of the most complex and important priority of the European Higher Education Area. Mobility has been addressed in the different phases of the Bologna Process; starting from the Sorbonne declaration in 1998, where promotion of mobility was mentioned in rather general terms. In Bologna, where the process really took off (1999), mobility was given a clearer status: a goal was set to promote mobility by overcoming obstacles. In Prague (2001) the goal was elaborated to say that all obstacles to the free movement of students, teachers, researchers and administrative staff should be removed. The social dimension of mobility was also introduced ensuring that all student and staff, no matter their socio-economic or cultural background, should be able to be mobile. In Berlin (2003) it was said that mobility is seen as the basis for establishing the European Higher Education Area. Portability of student grants and loans was stated as a new focus. In Bergen (2005) the ministers stated that mobility of students and staff among all participating countries remains one of the key objectives of the Bologna Process. They also emphasised that facilitating the delivery of visa and work permits is needed in order to remove obstacles to mobility. Full recognition of study periods abroad was also stressed as one of the basic prerequisite for meaningful mobility and last but not least London (2007) where ministers once again underlined importance of mobility and recognised that much work needs to be done on the national level. For these reasons, it is all the more surprising to see that while European initiatives to increase academic mobility have been plentiful and the obstacles to student and staff mobility are widely known they are still not removed.

After eight years of commitments and words, it is time for actions. A European Higher Education Area without mobility remains just another goal! To ensure that mobility for all is turned into reality the European Students' Union (ESU) and Education International (EI)

Launched the "Let's Go!" Campaign in November 2007. ESU, EI and other actors in higher education have a common interest in making mobility possible and by joining forces we will strengthen our possibilities to solve mobility problems.

EI and ESU have a vision of a European Higher Education Area where students and teachers move freely across borders without timely; costly and complicated procedures. We want a European higher education area where every student and teacher regardless of their socio-economic background; their disability; gender; religion or their nationality can afford to go abroad. We want every student and teacher who is mobile to be able to fully take part in the society. Every mobile student and teacher should be able to study; teach or research in a safe environment with the same rights as their colleagues at the institution. Every mobile teacher and student has to have access to social services and affordable accommodation. Every student and teacher has a right to an academically meaningful period abroad which will be recognised by their home institutions.

Mobility is in the strongest interest of governments, institutions as well as the individual students, teachers and researchers. Students and academic staff can only gain new competences in a learning environment where there is a strong awareness of international developments and where there is a strong encouragement for new information and academic discussion in international forums. Students and academic staff need to have possibilities to learn to act in a multicultural environment. The higher education institutions can only develop and further their quality if their academic staff and students are internationally oriented. European identity can only be developed if people can move across borders freely without obstacles. Today's society needs highly educated citizens, who are able to interact across cultures. Therefore it is the responsibility of the government and institutions to encourage and support mobility as well as remove the existing obstacles to mobility in Europe as whole.

The final phase of the Mobility Campaign "Let's Go!" is the present conference, here the results of the campaign will be presented. Participants will formulate recommendations on how to solve the problems that will be transferred to the Bologna Follow-up Group (BFUG). The recommendations will also form part of the base for discussing mobility for students and staff during the Ministerial meeting in Leuven and Louvain-la-Neuve in April 2009.

We wish you interesting and successful two days with many productive debates!

Description session 2 National Good Practice

Chair: Kevin Guillaume, French Community of Belgium

The "Let's go!" mobility campaign aimed at providing information on the benefits of mobility whilst promoting the removal of barriers to mobility. The Campaign has been motivating students and staff to go abroad and aims to convince higher education institutions and governments that they should remove the obstacles to mobility.

In order to successfully work on removing mobility barriers, ESU and EI members and affiliates have been organising various national activities (consultations, round tables, research activities, expert meetings, information campaigns etc.) under the European umbrella of the "Let's go!" campaign. According to the national context, the above mentioned activities were often finalised with national conferences that brought student unions, teachers' trade unions, agencies dealing with mobility, financing bodies, government representatives and higher education institutions together to assess the progresses made at national level and to agree on a common vision to increase the level of both incoming and outgoing student and staff mobility.

The participants to the panel discussion will have the opportunity to share the mobility campaigns good practice examples presented by national student union and teachers trade union representatives of Georgia, Romania and Scotland. These national good practice examples were considered to be relevant not only in the light of the different socio-economical and political context, but also due to the very interesting particularities raised in connection to student and staff mobility:

Georgia: a very difficult situation due to the continuous political pressures and lack of national financial resources to support mobility programmes

Romania: an interesting mixture of a focus on internal mobility, with a definite concern regarding brain-drain, due to the obvious disproportion between incoming and outgoing students

Scotland: an obvious discrepancy between the number of incoming and outgoing students and staff.

Each country representative will have a fifteen minutes presentation of the outcomes of the national campaign. The national good practice presentations will be followed by a thirty minutes round of questions that will enable the participants to get a better insight into the national challenges related to removing mobility barriers.

Description session 3 Results of the Barometer

Chair: Gottfried Bacher, Ministry of Science and Education, Austria

Background to the Mobility Barometer

As a part of the 'Let's Go!' campaign, Education International and the European Students' Union have worked together to produce the 'mobility barometer'. The barometer aims to provide a broad overview and assessment of the efforts that have been made to encourage and promote academic mobility in each Bologna Process member state. The barometer draws on a range of different sources of information, but in particular on the results of twin surveys of EI and ESU affiliates carried out in May and June of this year. These surveys aimed to gather opinions and observations about mobility from students and staff organisations at national level.

Other sources of information included the following:

- Statistics on the size and origin of the tertiary student population in each country obtained from the UNESCO Institute for Statistics. Data is generally available for the years between 1999 and 2006, but in some cases we have had to use 2005 data because of gaps in the statistics for 2006.
- Government accounts of the process of HE reform, as set out in the 2007 Bologna Process national reports. Wherever the barometer refers to government statements or opinions they are drawn from these reports.

- The Eurydice publication 'Focus on the Structure of Higher Education in Europe', prepared for the 2007 Bologna Process ministerial conference in London.
- The European University Association's 'Trends V' survey of HE institutions, carried out in 2006.
- Statistics on participation in the Erasmus staff and student exchange programmes. When using these statistics the barometer refers to the 'average' participation rate. By this is meant the number of staff and students who participate relative to the total staff and student population of the participating European HE systems. So, if the overall level of student participation in the programme is, say, 2%, then we would expect a country with 10,000 students to have 200 participants. If it has more than this number, its participation is above average; if less, its participation is below average.
- The European University Institute's 'Academic Career Observer'. This programme offers an assessment of the accessibility of European HE systems to non-national staff.

The results will be presented by the principal author of the barometer, Dr Conor Cradden. Dr Cradden is a partner in Public World, a London-based policy and research consultancy. After the presentation one governmental representative as well as one representative from a higher education institution will be given the opportunity to react to the results.

Working group backgrounds

Working group 1 Financing Mobility

Chair: Vanja Ivosevic

Contributor: Stef Beek

Rapporteur: Pedro Gonzalez Lopez

Description of the workshop

While the commitment to true mobility of students, researchers, teachers and administrative staff has been prominent throughout the Bologna process, few commitments have been made concerning the financing of the mobility of these groups. In the case of students, the only tool to which the Ministers agreed is the portability of grants and loans. For researchers and teachers, only the problem of insufficient financing has been recognised, but no commitments have been made as to how to solve the problem. As for administrative staff, nothing has been done at all. Despite the continuous inclusion of administrative staff as relevant stakeholders in the implementation of the Bologna process, the facilitation and financing of administrative staff mobility has slipped off the Bologna process Agenda.

This workshop aims to take the discussion on financing mobility within the context of Bologna Process one step further. The workshop will discuss possible measures that could be undertaken by the BFUG and the respective Bologna countries to increase financial support for the mobility of students and staff which would feed into the next Ministerial summit.

The Workshop will focus on the following questions:

- a. What financial obstacles exist to student and staff mobility?
- b. Are mobility programmes enough? What are the principles on which mobility programmes should be developed?
- c. What national measures can be taken by governments to increase mobility?
- d. What role do institutions play in removing financial obstacles to mobility?
- e. What European mechanisms can be developed to lift the financial obstacles to mobility?
- f. How can the Ministers and European institutions co-operate to ensure sufficient support for mobile staff and students?

The Background paper provided outlines the main financial obstacles to student and staff mobility and presents some of the mechanisms used to finance mobility. The Background paper as well as the input speech by Stef Beek will serve as the basis for the discussion in the Workshop.

1. Mobility of students, researchers, teachers and administrative staff in the context of the Bologna Process

One of the key objectives of establishing the European Higher Education Area (EHEA) was to *"promote citizens' mobility and employability and the Continent's overall development."* Furthermore, it was recognised that mobility should be promoted by overcoming obstacles to the effective exercise of free movement with particular attention to the following:

- for students, access to study and training opportunities and to related services
- for teachers, researchers and administrative staff, recognition and valorisation of periods spent in a European context researching, teaching and training, without prejudicing their statutory rights. (Bologna Declaration)

Already in the Bologna declarations concrete measures are proposed to facilitate mobility (introduction ECTS in particular). However, financing mobility and the socio-economic dimension of mobility are not mentioned until the Prague Ministerial Summit when the European Students' Union (ESIB at the time) raised the issue of the social dimension of mobility, the importance which of was recognised by the Ministers in the Prague communiqué. While numerous tools and actions are proposed to effectively tackle the many and diverse obstacles to mobility in all of the communiqués, the only concrete measure to deal with the issue of financing mobility is a commitment undertaken by the Ministers in the Berlin communiqué *"to take measures to facilitate the portability of national loans and grants"*. The same commitment was reconfirmed two years later in the Bergen communiqué where also

commitments were made *"to intensify efforts to lift obstacles to mobility and to present comparable data on the mobility of staff and students ... as basis for future stocktaking and reporting"* (Bergen communiqué). Despite these commitments, little has been done to ensure the portability of national loans and grants. Moreover, due to the hesitation of a number of countries to the implementation of the commitments made, there was much resistance to facilitating the portability of national grants and loans. It is after Bergen, when a Working Group on Social Dimension and Data on Mobility of Staff and Students in Participating Countries and a Working Group on Portability of Grants and Loans were formed, that the discussion on financing mobility and portability of grants and loans deepened.

The two working groups recognised the need to discuss financing the mobility of students and staff as one of the key elements to increasing mobility across the EHEA. The Working Group on Portability of Grants and Loans concluded that *"the implementation of portability of national grants and loans is a desirable provision to facilitate the mobility of students in the EHEA"*. Additionally it concluded that *"introducing or expanding the portability of grants and loans is possible and generally within the capacity of individual countries"*. Based on the conclusions at the Ministerial Summit in London, further commitments to implement full portability of grants and loans were taken and an Experts Group was formed to provide recommendations and information on the implementation and widening of the portability of grants and loans. The Working group on Social Dimension and Data on Mobility of Staff and Students in Participating Countries concluded that, amongst numerous obstacles to mobility, the lack of financial incentives for both academic staff and students was one of the most commonly observed problems. The working group presented a comprehensive overview of issues, as well as a number of recommendations, concerning the financing of mobility. The Ministers indeed recognised *"insufficient financial incentives and inflexible pension arrangements"* as prominent challenges to mobility; however they committed only to *"encouraging significant increase in the number of joint programmes ..., as well as urging our institutions to take greater responsibility for staff and student mobility"*, as possible actions that could tackle the financing of mobility.

While the commitment to true mobility of students, researchers, teachers and administrative staff has been prominent throughout the Bologna process, few commitments have been made concerning the financing of the mobility of these groups. In the case of students, the only tool to which the Ministers agreed is the portability of grants and loans. For researchers and teachers only the problem of insufficient financing has been recognised, but no commitments have been made as to how to solve the problem. As for administrative staff, nothing has been done at all. Despite the continuous inclusion of administrative staff as relevant stakeholders in the implementation of the Bologna process, the facilitation and financing of administrative staff mobility has slipped off the Bologna process Agenda.

2. Financial obstacles to mobility

Obstacles to mobility are various and numerous; however the lack of financial resources necessary to undertake a study or work period abroad feature as one of the most prominent. The financing of mobility is the first obstacle that students, teachers, researchers and administrative staff face, and it remains the issue that they face continuously during their experience abroad.

2.1 Financial obstacles to student mobility

Despite the general political agreement on the importance of student mobility and the commitments to increasing the number of mobile students by all stakeholders, the number of mobile students in Europe remains low. In 2004 and excluding the European mobility programmes, 401 124 students corresponding to 2.2% of the total European student population studied for at least a year in a European country of which they were not nationals. (EURYDICE, 2007:129)

Obviously, whether a student can finance their study period abroad or not is the key element affecting his or her decision to go abroad. Students need to find resources to cover their expenses related to tuition, travel, administration costs, living expenses, as well as covering the costs of different social and medical services.

Mobile students can be categorised according to the source of their financial support for their study period abroad into several types:

- "free movers" – students who cover their period abroad through their own resources

- Students who cover fully or in part their period abroad through an international or national mobility scheme

According to the results of the EURODATA project conducted by the Academic Cooperation Association, most mobile students from Europe have studied abroad without any financial support from European or national mobility programmes. In 2002-2003, in all of the EU mobility programmes¹ or through regional mobility programmes,² only 140,000 students received a mobility grant. An additional 23,000 students received funding through national mobility programmes.

Tracking the free movers still remains one of the biggest challenges in providing comprehensive data on mobility in Europe. Information on free movers, including their socio-economic background and the financial issues that they face, are non-existent. As well, there is little information on the students in the national programmes, while some data on the students in the EU ERASMUS programme is available. The data on the ERASMUS programme shows that almost two thirds of students in ERASMUS had at least one parent who held an occupation as an executive, professional or technician, compared to less than 40% of those aged 45 and over who have such jobs in the overall employed population. Furthermore, around 58% of students in the ECOTEC survey had at least one parent who had some higher education. Additionally, a large majority of ERASMUS students reported the income status of their parents as being on or above the average income in their country. Consequently, it may be concluded that ERASMUS students do come from well off families. Given that ERASMUS students, who receive some financial support, have a better socio-economic background compared to the overall population, it is reasonable to assume that this is even more likely the case for free movers. Consequently, this would imply that the overwhelming majority of mobile students come from higher socio-economic backgrounds.

While some data exists for the ERASMUS programme, we know very little about the level of financial support within national and regional programmes and the extent to which they effectively cover the expenses of mobile students. During 2004/05, the average ERASMUS grant was 140 EUR per month. Over half of the students reported that the ERASMUS grant was insufficient to cover their mobility period abroad. The insufficient amount of the ERASMUS grants makes it more likely that only those from higher socio-economic backgrounds can take advantage of the program. (Wuttig, 2007:23)

It's interesting to note that the promotion of mobility programmes has been one of the most prominent recommendations on how to enhance mobility. At the same time, the EU Education budget of 2007-2013 makes the original target of tripling the mobility numbers within ERASMUS highly unlikely. Additionally, the regional mobility programmes and the national mobility programmes have not been expanded. Therefore, it seems legitimate to ask whether the promotion of the limited number of grants available through different mobility programmes is enough.

Next to covering direct costs related to studying abroad, students also face the burden of the indirect costs of losing subsidies, access to social security, medical insurance, employment opportunities, etc. These indirect costs add additional costs between studying at home and abroad. These need to be taken into account when developing: mobility programmes, particularly regional and bilateral agreements, where on the basis of reciprocity a number of these issues can be overcome; national financial support schemes; and, national regulation on the rights of incoming mobile students.

Despite the limited number of places, insufficient grants or limited choice of destination countries, regional mobility programmes offer a possibility to arrange financial benefits for students taking part in the programme. The programmes might:

- ensure free access to HEIs taking part in the programme
- ensure access to dormitory accommodation to students taking part in the programme
- ensure equal access to benefits available to domestic students – e.g. transport benefits, access to health insurance, etc.

¹ EU mobility programmes: ERASMUS, LEONARDO, TEMPUS, Alban, EU/US and Marie Curie.

² Regional mobility programmes refer to multilateral mobility programmes covering a specific region within Europe - e.g. NordPlus for the Nordic countries and CEEPUS for the Central and Southeast Europe.

- ease the administrative procedures and associated costs with local authorities and HEIs – e.g. registration costs, residence permits, etc.

Some countries have recognised that mobility programmes are not enough, that the financial support offered is often not sufficient, and have introduced additional mobility funds and/or made full or conditional portability of national grants and loans possible.

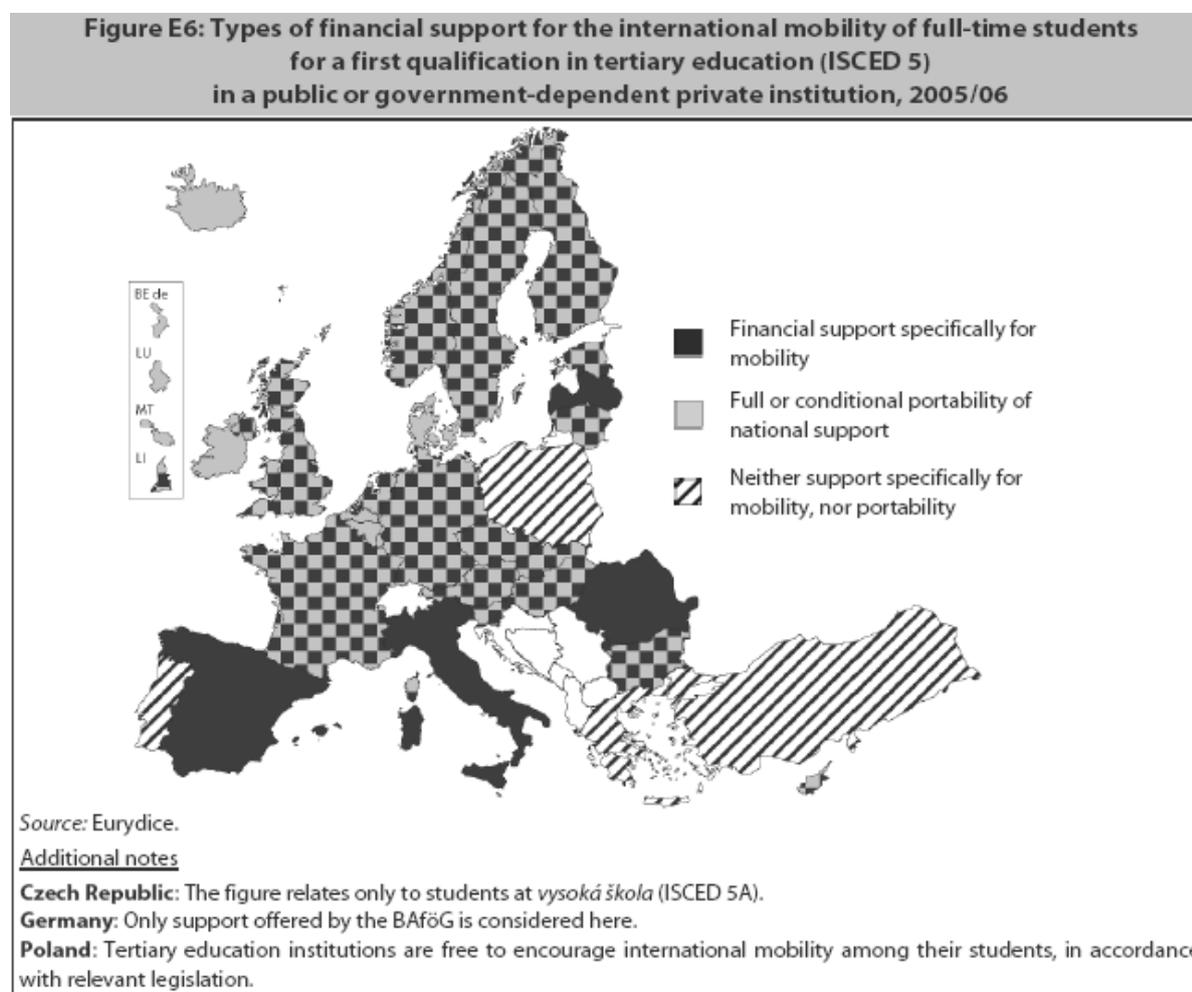


Figure 1: Types of financial support for the international mobility of full-time students for a first qualification in tertiary education (Source: Eurydice, 2007: 145)

The information from the national reports suggests that 12 countries have made their grants and loans portable, while 4 are considering introduction of fully portable grants and loans. More limited portability is in place in a significant number of countries. Typically, portable grants and loans are available for students taking part in exchange programmes or joint programmes. Portable scholarships are also available to third cycle students in some countries, or to first or second cycle students wishing to study programmes not provided in their home country.

However, a number of countries do not offer significant support specifically for mobility. Additionally, Eastern European countries, and particularly non-EU countries, do not have a system of universally available grants and loans – therefore, there is nothing to make portable. Support for mobility in these countries depends mostly on a few scholarships offered by foreign Embassies or cultural cooperation organisations (e.g. British Council). In these countries, mobility is available only to a very few students with exceptional study records. Although data on these countries is extremely limited, some estimates for a few non-EU countries suggest that less of 0.5% of overall student population is mobile which makes mobility in these countries virtually non-existent.

2.2 Financial obstacles to academic and administrative staff

Data on academic and administrative staff mobility is even less available than the already scarce data on students. The Cradden report, prepared for the EI-ESU-UCU Official Bologna Seminar in London 8-9 February 2007, is by far the most comprehensive study on staff mobility available at the moment. While the focus on staff mobility to date has been on researchers, rather than teachers, administrative staff seem to have been excluded entirely. Not even the Cradden report was able to address the issue of administrative staff mobility due to non-existent data.

As Cradden states, staff in higher education institutions are conventionally divided into four categories:

- teacher-researchers – lecturers or professors who divide their time between teaching and research
- teachers – their responsibilities are purely pedagogical
- researchers – their main responsibilities are related to research programmes, and have little or no teaching responsibilities
- administrative staff

The value of researchers' mobility has been widely recognised by a variety of different stakeholders. Furthermore, an impressive amount of time and energy has been expended within the EU in formulating and implementing policies on the mobility of researchers. (Cradden, 2007:9). On the other hand, a lot less attention has been paid to the development of the mobility of teacher-researchers and teachers. From the limited information that is available, it appears that young researchers are the most mobile category of staff, that the hard sciences account for a greater proportion of mobile staff than their presence in the population as a whole, and that well-resourced institutions are responsible for the greater part of the foreign staff recruitment. (Cradden, 2007:4) One of the potential reasons might be the prestige associated with mobility for the purpose of research. Mobility which would in part or fully focus on the pedagogical experience is seen as less prestigious and not seen of the same value as research mobility in the academic career progression. The relevance of teachers' mobility is essential to the development of an international environment in the education process within any higher education institution. The quality of education and pedagogies can only increase with the development of mobility that would in part or fully serve the purpose of teaching and teaching cooperation. Administrative staff, on the other hand, are one of the corner stones of implementing Bologna driven reforms. They provide and ensure the running of the administrative services for students, teachers, researchers and the management of the higher education institutions alike. Development of administration staffs' skills necessary to work in an increasingly international academic environment where more and more changes and reforms are driven by the international processes is essential to the functioning of higher education institutions.

Additionally, in his report Cradden introduced a useful categorisation of four different types of mobility based on their institutional anchoring rather than the length of the period abroad.

Table 1: The Categories of Academic Mobility (Source: Cradden,2007:12)

	Socio-Cultural Emphasis	Market Emphasis
Visits, exchanges & sabbaticals	Traditional Academic Exchange Professional (human capital) development and updating; construction of research and knowledge networks	
Grants & fellowships	Early Career Training & Experience Doctoral or Postdoctoral research and/or teaching experience	Importing Cheap Academic Labour Filling junior research & teaching posts as cheaply as possible
Untenured/insecure employment		
Tenured/secure employment		Targeting the International Labour Market Recruiting the best available candidate to a tenured academic post

Traditional academic mobility represented by academic visits, exchanges and sabbaticals has been a long established practice; therefore it is not surprising that it accounts for the largest share of different types of mobility. Each type of mobility brings a specific set of (financial) obstacles; however the availability of funding is the single most important factor influencing the extent of the traditional academic exchange (Cradden,2007:11). To further increase the traditional academic exchange, it is important that policies are developed that enable equal access to mobility of all staff regardless of their personal situation. Ensuring that appropriate financial support is in place, as well as additional support to ensure that family responsibilities can be fulfilled, are relevant factors that need to be taken into account when designing traditional academic exchange programmes. Academic disciplines and research areas may play an important role in the available funding opportunities for traditional academic exchange. The accent put on the development of MST, innovation and applicable research in the current policies of some stakeholders can lead to disproportional funding for visits, exchanges and sabbaticals between different academic and research fields.

Unlike traditional academic exchange which is principally motivated by socio-cultural factors, grants, fellowships and untenured/insecure employment can be justified from both socio-cultural and economic/labour market standpoints. This type of mobility is typical for young teachers/researchers who receive grants and fellowships to undertake doctoral or postdoctoral research or who accept junior research and teaching positions to develop their skills, enhance their training and gain international experience. Mobility through grants and fellowships, similar to traditional academic exchanges, depends mostly on the available funding where academic disciplines and research areas play a significant role. On the other hand, international recruitment strategies offering limited, short-term contracts are one of the most prominent practices. This may be acceptable where staff subsequently return to their countries of origin with the additional knowledge and experience they have acquired in the course of their time abroad. The question that arises, however, is whether the types of short-term contracts or fellowships used in these cases are always justifiable. Too strong an emphasis on contingent and fixed-term staffing will lead to the emergence of a segmented academic labour market where, in the lower tier, young researchers from abroad who are willing to comply with the unattractive terms and conditions even if natives do not are concentrated. (Cradden, 2007:12).

Tenured/secured employment arises primarily as a strategic choice of higher education institutions to target the international labour market as part of their recruitment strategies. This type of "mobility" should rather be referred to as migration since it suggests a permanent move to another country. There are numerous concerns that can be raised in relation to this type of migration – brain drain and the unequal attractiveness of different countries and higher education institutions in Europe are not the only ones. The migration of highly skilled and educated labour has been a relevant topic in numerous research undertaken by different international governmental or nongovernmental organisations. However, this has rarely applied to the academics specifically and has only recently been discussed within Bologna-related events. Within the Bologna Process, discussion relating to mobility of staff has primarily been associated with its social and cultural benefits, its contribution to increasing the quality of higher education institutions, systems and research, and the development of international cooperation. Nevertheless, numerous actions agreed upon through Bologna process would facilitate the development of an international highly skilled labour market – academics (as well as graduate students) in particular. Due to limited time, as well as the focus of this Workshop on removing obstacles related to financing mobility, this particular form of migration will not be tackled. Nonetheless, the topic is essential and significant to the future development of higher education policies in the European Higher Education Area; hence it seems appropriate to suggest that due attention is paid to it within the Bologna Process.

3. Ensuring balanced mobility across European Higher Education Area

Unbalanced mobility and variable mobility flows across Europe have been a persistent issue within Bologna process. Some countries, predominantly in Eastern Europe, continue to attract small numbers of students and staff, while some Western European countries remain the top destination for students and staff alike.

Unbalanced flows of students are predominantly linked to the perceptions of the quality of higher education in the different countries in Europe. When it comes to staff mobility, next to the perception

of quality, the financial capacity of institutions to attract researchers and teachers is an additional factor influencing unbalanced mobility in Europe. These discrepancies are most obvious between East and West Europe and South and North Europe.

The main principles for any kind of mobility cooperation within the European Higher Education Area should be solidarity and reciprocity. Some EU programmes are highly selective, one-way-oriented and limited to second cycle programmes. Recognising the importance of institutional cooperation and infrastructural support to compose programmes in a way to entice two-way student and teacher mobility is essential if balancing the mobility flows is to be effective.

Additional programmes to increase mobility between non-EU and EU countries, as well as targeted incentives to increase "untypical choices" for mobility can improve the current imbalances. The German Academic Exchange Service (DAAD) with the support of the government developed a "Go East!" programme with an aim of increasing mobility towards Eastern European countries and academic cooperation with respective higher education institutions. The countries of Central and South East Europe developed a regional mobility programme based on reciprocity which resulted in more balanced mobility flows between the countries (although the number of grants per country is very limited) and contributed to the promotion and intensified cooperation between the higher education institutions in the two regions. The regional approach to promotion and raising attractiveness of higher education institutions might be more successful than individual country strategies, particularly if mobility cooperation can be developed between neighbouring "developed" and "less developed" regions. Therefore, considering development of similar programmes across Europe with particular focus on the most recent Bologna countries could prove beneficial for creation of a truly European Higher Education Area.

4. Mechanisms to tackle financial obstacles to mobility

There are numerous mechanisms to ensure that financial obstacles to mobility are successfully removed:

4.1 Mobility programmes

Mobility programmes have been the most common and widespread tool in supporting mobility in the European Higher Education Area regardless of their primary target – students, researchers or teachers. Mobility programmes can be developed as European-wide programmes administered by an international organisation, as regional programmes targeting a particular set of countries or bilateral programmes developed by two countries.

Mobility programmes offer a stable monthly income and often provide indirect support through ensuring that double tuition fees are not charged to students, or by providing subsidised accommodation, transport, and food in the same manner as for domestic students or academic staff. Nevertheless, developing bilateral and multilateral mobility programmes seems to be the common instrument used by the governments to increase the mobility in their countries. One of the reasons might be that these agreements are easily implemented and ensure equal treatment of mobile and domestic students through the legal agreements made between the governments. However, the grants are usually either widely available but not sufficient to cover the expenses of the period abroad, or may be sufficient but the overall number of the available grants is rather low. Additionally, particular groups of students and researchers might be effectively excluded from the programmes since they are usually designed to cater for a "typical student" or a "typical researcher".

4.2 International Mobility Fund

The Bologna seminar "Making Bologna a reality: Mobility of Staff and Students", London in 2006 addressed the discrepancies in living costs between different European countries through a recommendation to create an "*International Mobility Fund, financed jointly on fair basis amongst all Bologna countries, maybe managed by the Council of Europe*". The proposed fund would grant support to residents of all countries on fair basis and according to their needs. However, some countries raised concerns regarding implementation of mechanisms that would require investment of additional resources. Additionally, the principle of "equal contribution" could be easily objected.

4.3 Portability of national support

The research carried out within the framework of the Working group on Portability of Grants and Loans confirmed that when countries support their students through direct grants and loans, the

portability of these or similar grants and loans is necessary if countries have the objective of supporting their students when going abroad for studies. The implementation of the portability of national grants and loans is therefore desirable to facilitate the mobility of students in the European Higher Education Area. The working group also concluded that introducing or expanding the portability of grants and loans is possible and generally within the capacity of individual countries. (Report to the Bologna Follow Up Group, 2007:3).

Portability of pension benefits and rights is of particular concern to the mobility of staff; therefore, a separate Workshop shall be organised at this event to discuss the issue in detail.

4.4 Targeted national funding

Depending upon their national mobility policies, countries may provide targeted financial support for mobility.

In countries where there is comprehensive and a widespread support for mobility through portability of grants and loans, additional support can serve to compensate for the added expenses that students have while abroad – e.g. travel support, additional administrative costs and additional living expenses. Targeted national funding exists also to compensate for the insufficient grants in mobility programmes, and specifically the ERASMUS programme. They may also aim to balance out the differences in living standard between countries and be dependent on the host country of the student.

Often the governments which offer a small number of scholarships for mobility base the awarding of the scholarships on the academic achievements of the students or researchers. Substantial amount of research points out that often students from privileged socio-economic backgrounds have better academic achievement; therefore such policies might further encourage mobility of students from higher socio-economic backgrounds.

Similarly, targeted national funding for academic staff usually entails funding for research and is dependant on the excellence in the academic career of the researchers. Often it is targeted to enhance research in certain academic fields and research areas identified as priorities – usually MST and applicable research – rather than made widely available.

Targeted national funding can also be used in innovative ways to enhance the mobility of groups usually not taking part in mobility. For example, specific funding programmes can be developed for students and staff with disabilities, minorities, Roma students, etc.

4.5 Institutional cooperation

Higher education institutions play an important role in ensuring that true mobility is achieved in European Higher Education Area. As such, they also play a prominent role in decreasing or indeed increasing financial obstacles to mobility.

Through enhancing and developing institutionalised international cooperation, joint academic programmes, research projects and exchanges (often based on reciprocity) can be developed. Institutions can, through institutional agreements, ensure equal treatment between incoming and domestic students and staff. In such cases, students and teachers would face fewer additional expenses related to mobility. Such programmes can also ensure additional funding for those expenses that do arise for staff and students.

However, joint degree programmes are often promoted as “excellence” programmes. Consequently, access to the programmes is limited and students are often charged tuition fees. The tuition fees to joint degree programmes are often charged even if the higher education institutions don’t charge tuition fees to their “regular programmes” or are significantly higher compared to tuition fees charged for “regular programmes”. Additionally, higher education institutions often see mobility and attracting non-EU students as a commercial activity, since non-EU students are charged fees or significantly higher fees compared to EU students. These students provide an independent financing stream for the institutions, which in some cases is used to make up part of the shortfall in national funding to meet the full economic cost of EU students (Trends V, 2007:45). These practices enhance the existing differences between the EU and non-EU countries in access to opportunities for mobility.

4.6 Indirect support

Besides direct costs related to financing mobility, staff and students face a number of financial costs when moving abroad. For students, losing a part-time job in the home country means a loss of income. They also face additional administrative costs related to moving to another country, additional health insurance, and loss of access to subsidised accommodation, transport, food, tax benefits for parents, etc. For academic and administrative staff, differences in salaries, pension rights³, additional health insurance, and administrative costs related to moving play an important role. Moreover, academic and administrative staff are likely to have families which would move with them in case of a longer period abroad. Ensuring integration of families in the new society also brings additional financial costs and possible loss of benefits which the staff might have in their home country.

If increasing mobility and internationalisation of higher education institutions is a true commitment of governments and institutions, different national policies on easing the access to services, subsidised accommodation, transport, health insurance must be developed for students, academic and administrative staff as well as their family members. Some countries have successfully tackled these concerns through comprehensive national and institutional charters on the rights of mobile students and staff.

³ A specific Workshop at this event will address portability of pension rights of staff.

Working group 2 Mobility for Sale

Chair: Mike Jennings

Contributor: David Robinson

Rapporteur: Inge Gielis

1. Mobility for Sale: Trade Agreements and the International Higher Education Marketplace

There is a long standing tradition of mobility in European higher education, highly contributing to European culture, the economy and the advancement of knowledge. As the Bologna Process aims at increasing the number of mobile students and staff, a number of commercial initiatives have been supporting that goal, in particular related to marketing strategies of European universities in Asia. If mobility of students and staff is driven primarily by commercial agreements and commercial values, the central importance of academic values such as integrity, cooperation, and quality can be threatened. Furthermore, it can threaten the equal development of the European Higher Education Area as some countries are more effective than others in attracting foreign students that are willing to pay high fees for their education

An important development within higher education and research in recent years has been the emergence of the international trade in education services. Higher education is today a multi-billion Euro global business. The OECD estimates that the trade in higher education services amounts to around 3% of the total global trade in services.

By far, the largest component of this trade in educational services is represented by students traveling to study abroad. For countries such as Australia, Canada, the New Zealand, the United Kingdom and the United States, tuition fees collected from foreign students represent a significant share of total revenues received by higher education institutions. Europe is attempting to compete in this market by increasing its overseas promotion activities, particularly in Asia, and by raising fees for international (and even non-EU) students.

Today, international commercial agreements like the GATS can have increasing effects on the regulation of mobility. Such a commercial focus on mobility poses potential risks to the development of a European Higher Education Area.

This workshop aims to discuss the potential dangers of a commercial focus on student and staff mobility and identify recent trends in the regulation of mobility within trade agreements. Is this a relevant issue in Europe? How is mobility governed in trade agreements and what are the consequences for staff and students? Do European ministers have to take steps within the Bologna Process in order to prevent mobility from becoming just a tradable commodity?

2. Student Mobility and the Marketing of Higher Education

The international trade in education services occurs predominantly through student mobility across border. The rising competition for foreign students, increasingly driven by economic imperatives, has led to a number of initiatives aimed at marketing higher education institutions abroad. Within the European Higher Education Area agencies such as the British Council, NUFFIC (the Netherlands) and DAAD (Germany), as well as recent initiatives in France and the Nordic countries have been established to promote the attractiveness of Europe as a destination for international students.

These organisations, however, have a number of limitations. They are dedicated to promoting their particular national higher education institutions and systems, not the European Higher Education Area as a whole. Moreover they have a mandate to market higher education – not to provide unbiased information. There is an important distinction to be made between marketing a product and the provision of information, a distinction which might have an impact on the quality of the advice and materials that such agencies give to foreign students and academic staff. Furthermore, these agencies focus on attracting incoming students and scholars, and in few if any countries is there a corresponding organisation taking care of the needs of outgoing students and staff.

It is possible that the Erasmus Mundus Global Promotion project will help alleviate some of these deficits. Funded by the European Commission and partly carried out by the Academic Cooperation Association, the project aims to "improve availability and accessibility of information on European study opportunities, and "enhance the professional capacity of Europe to proactively promote itself as a destination of higher education."⁴ However, the basic tension between treating higher education as a commodity versus a public good remains.

3. International Tuition Fees: Commercialization Higher Education

In the Anglo-American countries, international students have become an important and even essential revenue source. Australia in particular has aggressively marketed its higher education, especially in Asia, and this international trade now brings in more than \$US 4 billion annually. Many European countries are now looking to follow this example. According to *Bologna with Student Eyes*, in 2007 only a few countries in Europe have not introduced or raised tuition fees for incoming international students.⁵

The potential conflicts and limitations to mobility caused by tuition fees and commercialization of higher education, was made obvious when Denmark declared that Danish students participating in Erasmus Mundus programmes are not to pay fees. The differences in legislation regarding tuition fees might force countries not charging fees to either step out of cooperations like Erasmus Mundus, or to introduce fees in their systems. Either way it is clear that this is harming cooperation and internationalisation of higher education.

Increasing the number of international students and staff is important for non-commercial reasons. Bringing their experience and knowledge from a great number of countries, they enrich the overall educational experience for all students and staff. However, looking to international students and staff as primarily sources of new revenue is a potentially high-risk strategy that could inflict long-term damage on the value of European degrees and the international reputations of European higher education institutions.

This is a lesson that Australia, the leading trader in educational services, is now learning. There has been a backlash in Asia against what is seen as crass exploitation by Australian universities.⁶ Many say that Australian universities have sacrificed quality in the hunt for revenue. This claim is now being echoed in Australia as more and more academics warn that that Australian universities, including the most prestigious, have lowered their standards so foreign "customers" do not fail.⁷

4. Trade Agreements and Higher Education

Numerous multilateral, regional and bilateral trade and investment agreements have emerged in recent years that raise new challenges for higher education policy-makers and stakeholders. These agreements have sharply expanded the scope of sectors and government measures covered by legally-binding restrictions and requirements. In the past, international trade agreements largely focussed on the regulation of trade in goods, with negotiations between countries based mainly on quantitative reductions in tariffs. Today, however, trade agreements establish a complex web of rules affecting not just the trade in industrial and agricultural products, but also in areas such as services,

⁴ See <http://www.aca-secretariat.be/02projects/GPP.htm>

⁵ Only non-EEA students can be treated differently from national students, which mean that students from 27 out of 46 EHEA countries face a comparatively better financial situation. In addition to the general accession problems created by tuition fees, this makes it impossible to create a true EHEA with equal access to mobility and education for all students. According to the Eurydice report *The Social Dimension in Higher Education – Key Data on Higher Education in Europe 2007*, students pay between 200-1000 € tuition fees per year for ISCED 5 programmes. The costs for non-EEA students are not included in the survey, but tuition fees for those students in the UK range from between £4,000 and £18,000, and in Sweden the government is proposing that such students "bear the full costs of their education". This is raising concerns about whether such fees are working against the aims of the Bologna Process.

⁶ There has been a similar backlash in India against British universities. Critics say British schools are charging exorbitant fees, in the range of seven times what domestic students pay, to make up for low domestic fees and inadequate public support.

⁷ David Cohen, "A Tarnished Reputation: Australia's universities wrestle with criticism that they're cutting corners to attract foreign students." *Chronicle of Higher Education*. October 14, 2005. 52 (8) p, A39.

domestic regulation, intellectual property, investment, and labour mobility. This has meant that trade rules have increasingly expanded into sensitive areas, including education.

For the education community, one of the most important international trade agreements, and one that has served as a template for bilateral and regional agreements, is the General Agreement on Trade in Services (GATS). Established in 1994, the GATS is a multilateral agreement that defines restrictions on a broad range of government measures that affect the trade in services, including education services. Such restrictions are legally enforceable and can be backed up by WTO-endorsed trade sanctions.

The GATS is a comprehensive agreement. Only government procurement is explicitly excluded from the GATS. All other laws, regulations, rules, procedures, decisions, standards, administrative actions, and guidelines are covered by the scope of the agreement.

The GATS outlines a series of disciplines or restrictions on government measures affecting four "modes of supply" or ways of trading services internationally: 1) *cross-border supply* which describes services supplied from the territory of one country to another country through mail, telephone or the Internet; 2) *consumption abroad* which describes services supplied in the territory of one country to a consumer of another member; 3) *commercial presence* which refers to services directly provided by a supplier of one country in the territory of another; and 4) *presence of natural persons* which covers the temporary entry of persons from one member providing a service in another country.

With respect to higher education, these four modes cover: (1) *programme mobility* (e.g. distance education and online education); (2) *student mobility*; (3) *institution mobility* (e.g. establishment of branch campuses); and (4) *academic staff mobility* (professors and researchers working temporarily abroad).

If countries agree to liberalize the trade in higher education in the GATS, policies developed with respect to the mobility of students and staff will have to conform to GATS rules.⁸ If countries fully cover higher education under the GATS, some of the measures and regulations that would be potentially illegal include:

- conditions relating to nationality (such as the requirement in hiring procedures that preference be given to instructors who are citizens or landed immigrants);
- regulations that require a minimum number of instructors and staff to be citizens or landed immigrants;
- limits on the number of higher education providers permitted to operate;
- regulations that favour public or non-profit providers over for-profit providers;
- regulations that require foreign higher education providers to partner with local institutions;
- restrictions of student loan and student aid programs to citizens or landed immigrants; and
- restrictions of public subsidies to domestic schools or natural persons.

5. Barriers to Trade and Mobility

Since most of the trade in educational services takes place through consumption abroad, trade negotiators have focused a great deal of attention on government measures that are seen to restrict the mobility of students. Direct restrictions may take the form of immigration requirements, quantitative limits on the number of international students, and foreign currency controls. Indirect barriers include difficulties faced by students in having degrees obtained abroad recognized in their home country.

With respect to the presence of natural persons, potential restrictions to trade include immigration requirements, nationality conditions, and recognition of credentials. For example, nationality conditions exist for teachers and board members of higher education institutions in Greece, and France limits the hiring of foreign professors through various regulations concerning length of stay, payments of taxes, and needs tests.

⁸ In addition to the European Community, the following Bologna countries undertook GATS commitments in educational services: Albania, Armenia, Croatia, Georgia, Liechtenstein, Macedonia, Moldova, Norway, Switzerland and Turkey.

The challenge, however, is that what trade negotiators may interpret as a barrier to trade may in fact be a legitimate public policy measure designed to promote educational quality or meet domestic objectives. Requirements that higher education institutions must hire a certain number of nationals, for example, may be needed to help stem a "brain drain" or prevent discrimination. Some governments do not recognize certain credentials or qualifications because of concerns of quality, not because of a desire to restrict "trade". In other words, there are vitally important non-commercial factors that underlie many educational regulations. In the case of disputes before trade tribunals, however, the risk is these issues would likely be interpreted on a narrowly commercial basis.

6. Questions for discussion

1. Should European governments encourage higher education institutions to commercialize higher education with international students?
 - a. What are the risks and opportunities associated with the "trade" in international students?
 - b. What is the impact on equity and accessibility of high fees for international students?
 - c. What is the potential impact on the reputation of European universities?
 - d. Should all students and doctoral candidates in the EHEA be allowed to pay the "EU-price" in those cases where tuition fees are charged?
2. What are the implications for student and staff mobility within the EHEA in light of existing and future coverage under trade agreements like the GATS?
 - a. Are there specific policies of European governments that might be interpreted as restricting consumption abroad or the presence of natural persons that that could be put at risk by the further encroachment of trade rules?
 - b. How can we distinguish between barriers to trade and legitimate public policies designed to regulate mobility to meet domestic needs?
 - c. Under a trade-led approach to student and staff mobility, will limited financial resources be directed to trade initiatives that have an economic return instead of internationalisation activities which stress added academic value?
 - d. What might happen to student and staff exchange, internships, and other forms of academic mobility that do not have an income generation or for-profit motive?
3. How might the substantial financial and regulatory role of European governments in higher education be affected by trade agreements like the GATS?
 - a. What is the likely impact of liberalisation of international trade in education on the quality and availability of education services in economically disadvantaged countries in the EHEA?
 - b. Should national education authorities in Europe focus more closely on possible links between ongoing regulatory developments and GATS and other trade treaty obligations?
 - c. Are these authorities sufficiently aware of the implications of trade agreements?
 - d. Can a functioning EHEA be created within the constraints created by trade agreements?

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Working group 3 Diversifying Mobility

Chair: Bettina Schwarzmayr

Contributor: Sjur Bergan

Rapporteur: Bruno Carapinha

Description of the workshop

Despite the fact that higher education is becoming more and more massified and widely accessible, it still reproduces social inequalities. This is particularly visible in student mobility, where both the age, gender, type of education, social and economic background as well as any disabilities or other special needs plays a very great role determining if a student becomes mobile or not. There is a great need for not only increasing the number of students who are mobile, but also diversifying the mobile student body. The 2006 ECOTEC Report "Survey of the Socio-Economic Background of ERASMUS Students" shows clearly that the international student body is homogeneous, for example:

- 61 % of respondents to the survey had at least one parent who held an occupation as an executive, professional or technician;
- 14 % of students reported their parents' income status as being lower or considerably lower than average;
- Over 60 % of ERASMUS students in the sample were between 21-23 years of age
- Males and students with children take up ERASMUS periods to a lesser extent than others;
- The top four subjects are business studies, language, social sciences and engineering/technology.

The Council of Europe is organising a number of important activities on issues related to discrimination and the creation of equal opportunities, such as the "All different, All equal" campaign, as well as choosing this year as the year of intercultural dialogue and will make an official contribution to the workshop. The Council of Europe aims at considering the roles and functions of higher education, emphasising democratic culture and intercultural dialogue and to make intercultural dialogue and participation in mobility available to all students.

The workshop aims at laying out the next steps ministers should undertake in the Bologna Process in order for making the mobile student body more diverse and provide mobility that suits the needs of all students. The workshop will also come up with recommendations to improve diversity of the mobile student body.

1. Introduction

When it comes to the issue of diversity among mobile students, the very basic question to answer before addressing the mobility issue is about diversity of the general student body. Mobility periods requires additional expenses by students in terms of finances and also time away from students' local commitments such as employment or caring responsibilities. Students, who are facing problems in access to higher education or are facing problems during their studies to participate fully in the study process, are clearly much more prevented from access to a mobility period in higher education. Due to limited support students with special needs might face even bigger difficulties in their (possible) mobility period than in their own higher education institution. All these complications makes the mobile student body even more plagued by problems with inclusiveness and opportunities for students with special needs than the general student population, especially if we consider the very insignificant total number of mobile students in Europe – less than 5%. Obviously, that leaves remarkable consequences on the mobile student body in terms of diversity and participation of students from different backgrounds, different needs and (dis)advantages. The issue of diversity in higher education is extensively addressed in the Bologna Process.

2. Diversifying mobility in the Bologna Process

Mobility of students and staff is at the very heart of the Bologna Process and is considered to be one of the main elements of the attractiveness of the European Higher Education Area. At the same time it is the action line in the Bologna process that is the most closely tied to the Social Dimension, proving

the political need to look at the social and equality aspect separately in the mobile part of the higher education.

The social aspects of mobility in the Bologna Process clearly appeared in 2001 when in Prague communiqué the goal was set that all obstacles to the free movement of students, teachers, researchers and administrative staff should be removed.

In Berlin (2003) it was stated that mobility is seen as the basis for establishing the European Higher Education Area and portability of grants and loans was given a new focus. i.e., the possibility to benefit from state support of the home country also during studies in the host country, this was intended to promote the mobility of students both in organised programmes as well as for so called free-movers, who organise their mobility period wholly by themselves.

In Bergen (2005) the ministers restated once again that mobility of students and staff among all participating countries remains one of the key objectives of the Bologna Process. The ministers confirmed their commitment to facilitate the portability of grants and loans. They also emphasised that facilitating the delivery of visa and work permits is needed in order to remove obstacles to mobility and mandated the Bologna Follow Up group to collect data on the Social Dimension and Mobility.

In the Bergen ministerial communiqué, again a special focus was paid to the Social dimension of the higher education:

"The social dimension of the Bologna Process is a constituent part of the EHEA and a necessary condition for the attractiveness and competitiveness of the EHEA. We therefore renew our commitment to making quality higher education equally accessible to all, and stress the need for appropriate conditions for students so that they can complete their studies without obstacles related to their social and economic background. The social dimension includes measures taken by governments to help students, especially from socially disadvantaged groups, in financial and economic aspects and to provide them with guidance and counselling services with a view to widening access." (Bergen communiqué, 2005)

The Bologna Process Working Group on Social Dimension and Data on Mobility of Staff and Students in Participating Countries, established by the Bologna Follow-up group to fulfil the task mandate by the ministers in 2005, was working towards the goals of defining the Social dimension and collecting data on the Social dimension and mobility for two years. The Social dimension, as reported to the London ministerial meeting in 2007 and adopted by the ministers was defined as the following objective:

"We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity." (Bologna Process 2007, 8)

The rationale for this is the observation that discriminated groups are underrepresented in higher education. As for the part of education, exactly the same concept can be applied also to mobility in higher education. When it comes to available data on the Social dimension and mobility of students and staff, the working group found out that comprehensive and Bologna-region representative data do not exist.

In 2007 in London ministers confirmed the responsibility of the national states for delivering visas, residence and working permits, and urged institutions to take bigger responsibility for staff and student mobility that would be more equitable and balanced across the European Higher Education Area. Finally, they agreed to an individual approach in data collection on mobility progress in the different participating countries through asking countries in 2009 to report on their national action plans towards promotion of mobility of students and staff. Such an approach was supposed to solve also the issue of different national socio-economic and political contexts, interpretations of the concepts as well as solutions for improvement, differences which are especially strongly reflected in such national social issues as the Social dimension in higher education and mobility. A working group produced a set of actions that could be undertaken in the national states to promote mobility of staff and students and to ease the reporting. Actions, proposed for widening access to mobility opportunities are mainly connected to ensuring available and good information sources, targeting

underrepresented groups, ensuring recognition of mobility periods and flexibility in curricula, encouraging and providing incentives for mobility and taking into account individual students' needs, including students with disabilities.

3. Social make up of the mobile student body

One of the main discussion topics in the higher education debate in relation to equality and inclusiveness of higher education in recent years has been social make-up of the student population. As it is confirmed by nearly all studies researching these issues, underrepresentation of low socio-economic groups prevails in all higher education systems. According to EUROSTUDENT III report Scotland, the Netherlands and Finland appears to be the most open systems.

A lack of money and financial security limits choice and the length of time someone is prepared to stay in higher education or in a mobility period before they undertake full-time employment. Those who attend university and work part time at the same time are torn between paid and academic work and this often results in poor performance and low motivation to engage in extracurricular activities such as mobility periods or voluntary work. Even when motivation is not the problem, when seats for mobility programmes are scarce, people with better grades get preferential treatment and therefore such regulations are an indirect discrimination to people who do not have the luxury to fully concentrate on their studies.

Students from low socio-economic backgrounds tend to be older than their counterparts in most countries. This has implications for their expectations and needs concerning the framework conditions of their studies (HIS, 48) and limits their flexibility towards becoming mobile. The same trends were confirmed also by the ECOTEC survey about socio-economic background of ERASMUS students (2006, 9-10) revealing that students from considerably lower than average income families are disproportionately represented amongst the students who considered their financial situation poor during their ERASMUS period (with an increase of around 168% in their representation in that category compared to their representation in the survey sample) whereas students from families with considerably higher than average incomes were considerably overrepresented amongst the students who considered their financial situation as very good during their ERASMUS period (with an increase of 176% in terms of their representation in that category).

Manuel Souto Otero in his article "The Socio-Economic background of Erasmus students: a trend towards wider inclusion?" (Otero 2008, 137) reveals the outcomes of his research: "it is in the richer counties that students from families in the highest national income levels participate in the programme more frequently. By contrast, it is in the poorer countries that we see less people from higher socio-economic backgrounds participating in the programme. This may highlight two different motivations for mobility: the predominance of mobility for "consumption" from higher socio-economic groups in higher income countries versus mobility for "investment" from less well off people from lower income countries, the other countries falling somewhere in between these two extremes. Data reveals, moreover, that individuals from certain middle to low-income countries are those who suffer the greatest "net-cost" of the Erasmus period. The relationship between country income and additional expense is however, and somewhat surprisingly, not too clear or pronounced. This apparently counter-intuitive finding is largely explained by the fact that students from lower income countries adopt strategies to reduce their expenses in their host country.

Discriminated groups and obstacles to mobility.

Apart from existing discrimination and inequalities in higher education systems, mobility entails a number of challenges in itself. There are some examples of them.

4. Financial obstacles to mobility

Financial obstacles to mobility are connected to insufficient support for the direct costs of the mobility period (travel, accommodation and subsistence expenses), indirect support (e.g., lack of support for special needs, for family or other caring responsibilities of the mobile individual) or unportability of national support and social security system as well as the fact that income and various direct and indirect subsidies in the home country may be lost while abroad. Financial obstacles to the mobility can appear also in confrontation with differences in living standards and income level and differences in living and study costs among different countries.

The ECOTEC survey revealed that more than half of the survey's respondents (students involved in ERASMUS mobility) had friends who couldn't afford a mobility period particularly for financial reasons. At the same time, the majority of mobile students faced financial problems related to the insufficiency of the grant (ECOTEC 2006, iv, 9).

Financial costs of mobility include not only direct costs, but also the fact that income and various direct and indirect subsidies in the home country may be lost while abroad. Students who are recipient of welfare or vocational rehabilitation program benefits often do not go on mobility schemes as the welfare systems are not always interoperable with mobility schemes and the students would lose money or fall out of the social protection system. Similar difficulties might be faced by the students who have a job for financial reasons or who have high debts. Even though the scholarship for the study period abroad would sufficiently cover occurred expenses, they are afraid of difficulties to find a job or accommodation when returning home. Fear of debt or other borrowings is frequently a great deterrent for students, especially for those from low socio-economic backgrounds, students from remote and rural areas. As also the survey of the European Students' Union (2007) "Lisbon with Student Eyes" show, in a majority of European countries students are very hesitant to taking loans to finance their studies and are rather willing to take up a job to get immediate financing for their studies and subsistence expenses.

5. Legal obstacles

Unfortunately visas still remain huge obstacle for mobility on the European continent. Visa procedures are often unclear, time consuming, expensive and very bureaucratic. Extreme requirements such as proof of a large sum of money before travelling can make the visa application impossible, especially for people coming from disadvantaged backgrounds. The Schengen borders represent a circle inside which mobility is supported and in many ways subsidised whilst in the countries outside the Schengen borders, visas and other obstacles are substantially hindering the ability and need of young people to travel, learn and cooperate with people and institutions all over the continent. This constitutes a significant discrimination between citizens of different European countries and rises a question, how we can aim at a European Higher Education Area if students and staff from certain countries find it very difficult even to get visas.

Many legal and administrative obstacles appear while looking for solutions to social security and welfare system's portability. What protection exists for academically mobile students who need medical treatment in the host country? What are the costs differences of such services for students and staff coming from different countries? These questions and solutions are most frequently neglected in designing mobility cooperation programmes.

6. "Non-classical" students

According to EUROSTUDENT III report in seven countries participating in the survey, only one in ten students takes a non-traditional route to higher education such as accessing higher education on the basis of validation of their prior learning or work experience or a vocational subject specific certificate. In contrast, in eight countries few or no students enter higher education via this route. At the same time a very clear link could be demonstrated between the share of students entering higher education via non-traditional routes and the equity of higher education, if to take into account connection between the share of non-traditional access students and parental education. (HIS, 28)

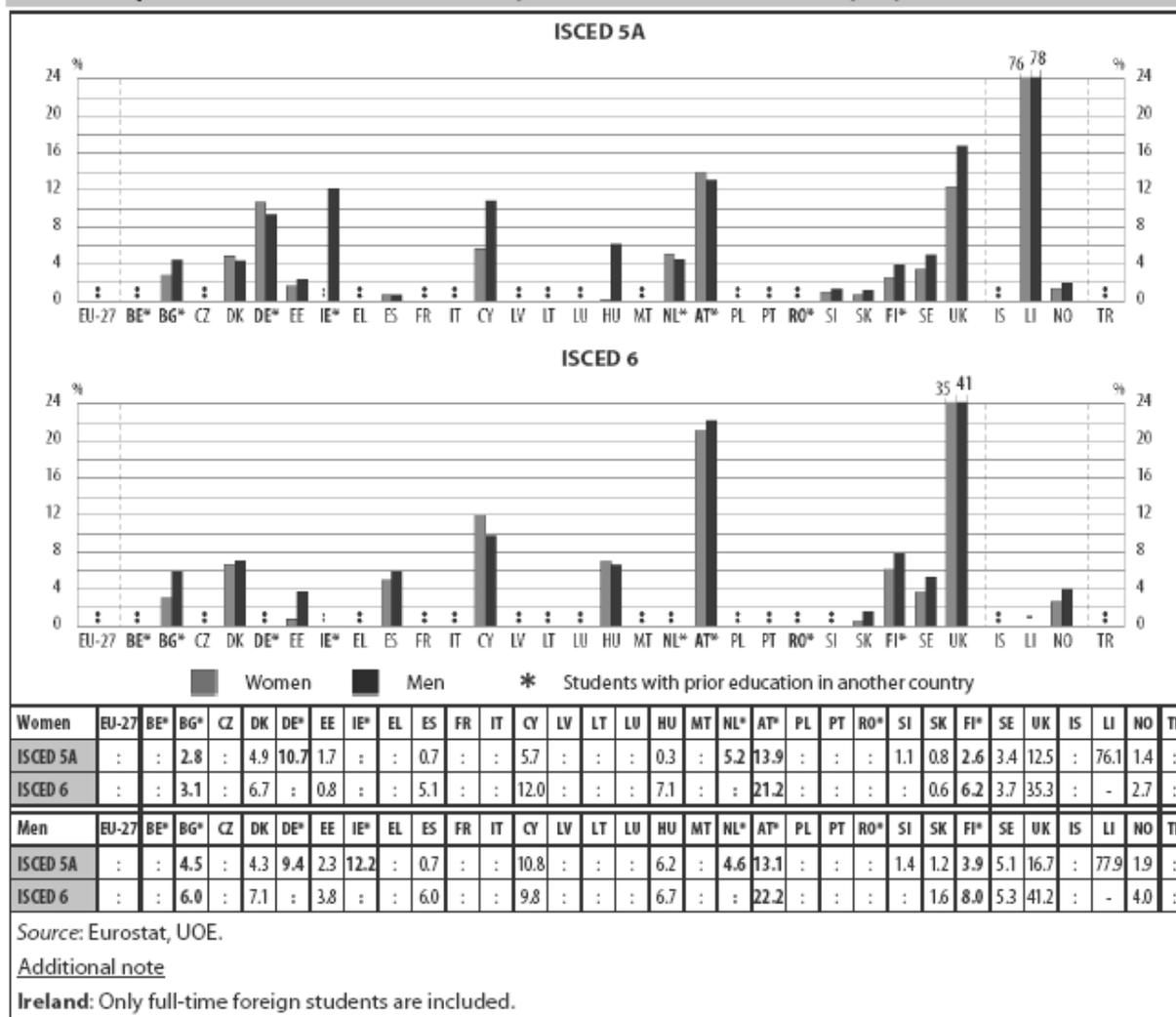
Non-traditional routes to higher education are most frequently used, for example, by older students, students with family or other caring obligations, who are obliged to work for financial reasons, students with physical disabilities, with a need for specific treatment or other special needs. They face a number of particular problems, the effect of which is that they find it more difficult to travel and be away for a long time. If students with special needs would be targeted, currently available practical and financial support would need to be increased significantly.

Non-classical students are also students who are travelling abroad for non-formal education purposes. These are, for example, volunteers doing some youth work.

7. Gender differences in student mobility

At higher education levels for a majority of countries the proportion of male students who have been previously educated in another country is higher than that of women in the same situation:

Figure E4: Percentage of students in tertiary education (ISCED 5A and ISCED 6), who have had prior education or been formerly resident in another country, by sex, 2003/04



Source: Eurydice 2007, 135

At the same time despite the fact that in most of the countries there are more female students studying humanities, humanities and arts are the most popular subject fields for mobility in terms of number of enrolled foreign students. An exception is the ERASMUS programme, where female student involvement is bigger than male. Explanation to this trend can be found in certain subject areas which are dominated by men and which are underrepresented in mobility, reflecting the national situation in general. (The European Commission 2000, 5)

8. Availability of data

Important obstacles for improvement of the overall situation are also: lack of data to base political decision and raise public attention to the existing problems and lack of political willingness to change the situation. The Bologna Process Working Group on Social Dimension and Data on Mobility of Staff and Students (2007, 51) concluded, that current mobility statistics is rather based on available than the most appropriate data. Especially few data are available for tracking disabilities and minorities in mobility.

The strategy of reporting on national progress and not according to concrete indicators in the Social Dimension and mobility was decided exactly because of the reason of great diversity of national

situations and policies. A remaining question however is, whether this strategy will facilitate a real change in the Bologna countries and also will facilitate establishing a system of common indicators for measuring progress.

9. Consequences to discrimination in mobility

Mobility is perceived as a very good experience for development of not only academic, but also social, cultural, communications, interpersonal, linguistic, networking and other skills useful for individual social capital which is so much important for a successful career in the labour market. Mobility periods are very highly valued by employers. Discrimination in mobility should be viewed also in longer term, looking at long term consequences, since certain groups of students and staff is exempted from this valuable experience.

10. Existing and possible solutions to improve diversity in mobility

There are many mobility schemes existing in higher education, the most important is the Erasmus programme of the EU. Important mobility schemes in vocational education and in non-formal education are EU programmes such as Leonardo, Comenius and Youth in Action as well as individual school student mobility programmes. Some students may not have taken an Erasmus but went on a foreign work placement, a European Volunteer Scheme (EVS) year or went to an international youth exchange. It is therefore important, when considering the diversity in Higher Education mobility to look at all mobility in all educational fields. Developing further mobility programmes of different types should be considered also as an option to address very different needs students and staff has in reality.

When it comes to the lack of financial support and administrative obstacles, there are many ways of solving them and majority of them are based in national commitment and willingness to contribute financially and administratively. Portability of loans and grants is still very restricted in the Bologna Process member states.

The European students union in their study Bologna with Student Eyes (2007) has proposed some solutions for ensuring accessible mobility to all staff and students through more financial support. One of them is establishing a system similar to the CEEPUS. CEEPUS is a system where funds are not transferred; instead an internal currency of "1 scholarship month" is used. Each country pays its incoming students and teachers and has to pledge at least 100 scholarship months per academic year. The CEEPUS agreement specifies that these grants are comprehensive grants linked to the local cost of living. Another proposal which was also supported by the seminar organized jointly by the European Students Union and Education International in 2007 is to create a European Mobility Fund where all Bologna countries would support mobility. Grants from the Mobility Fund would differ between host countries and would be linked to the living costs in the country. This proposal has become well-known and is gaining support from more and more stakeholders.

Questions for discussion

- a. How can we create a European Higher Education Area in which mobility for all students and staff is possible, no matter from which country they come from, what background they have and what kind of special need they have?
- b. Who should take the main responsibility to ensure equal opportunities for mobile students and staff: receiving, sending country, international financing mechanisms, institutions or individuals themselves?
- c. Should data on disabilities be collected and tracked in mobility statistics? Why, or why not?
- d. Could European mobility fund contribute towards the goal of diversifying mobile students' and staff body?
- e. What are the equality risks associated to different mechanisms of financing mobility?
- f. What kind of mobility programmes should be developed to address different needs of students, underrepresented in mobility?

- g. How can different ministries and European institutions co-operate to ensure sufficient support for mobile staff and students and promote opportunities of mobility?

Further Reading

1. Bologna Process (2007). *Key issues for the European Higher Education Area – Social Dimension and Mobility Report from the Bologna Process Working Group on Social Dimension and Data on Mobility of Staff and Students in Participating Countries*
2. Chevalier, C., Gérard, M. (2007). *Financing higher education and student mobility across Europe*.
3. Clancy, P., Goastellec, G (2007). *Exploring Access and Equity in Higher Education: Policy and Performance in a Comparative Perspective*. Higher Education Quarterly, Vol.6., No.2.
4. ESIB – The National Unions of Students in Europe (2007). *Promoting Mobility: a study on the obstacles to student mobility*.
5. ESIB – The National Unions of Students in Europe (2007). *Bologna Process with Student Eyes*.
6. European Youth Forum (2004). *Strategy paper on the removal of visa obstacles to youth mobility in Europe*.
7. Eurydice (2007). *Key Data on Higher Education in Europe*
8. HIS Hochschul-Informationen-System (2008). *EUROSTUDENT III: Social and economic conditions of student life in Europe*.
9. Krzaklewska, E., Krupnik S. (2006). *Exchange students' rights. Results of Erasmus Student Network Survey*.
10. The high level expert forum on mobility (2008). *Making learning mobility an opportunity for all*.
11. The European Commission (2000). *Survey into the socio-economic background of ERASMUS students*.
12. European Commission (2004). *Implementation of "Education and Training 2010 programme". Working Group F "Mobility and European Cooperation". Progress report*.
13. Souto Otero, M. (2008). *The Socio-Economic background of Erasmus students: a trend towards wider inclusion?* International Review of Education (2008) 54:135–154

Working group 4 Mobility Quality

Chair: Stamenka Truvalic-Umbic

Contributor: Bruno Curvale

Rapporteur: Jens Vraa-Jensen

Description of the workshop

There is a general notion that mobility increases the quality of higher education and research. Arguments in favour of this assertion can be seen in many official documents in the Bologna Process. The 2007 "Working Group Report on Social Dimension and Data on Mobility of Staff and Students" stated that "*Mobility also has positive consequences for the quality of higher education and the higher education institutions as well as for society as a whole*". How are these positive consequences for the quality of higher education achieved? There is an emerging trend to discuss mobility of (especially) students and staff as something academically less important and less useful as an asset on the labour market. Instead short-term mobility is seen mainly as a "nice-time" and valuable personal experience. But is this really true and if so can or should it be countered? The European Union High Level Forum on Mobility is amongst other things discussing how to make the Erasmus exchange period more valuable from an academic point of view.

A further trend is the increasingly common statements that high quality mobility, or mobility at all, cannot be undertaken in the new three-cycle structure, since in many countries there has been a reduction in time allotted for the completion of all cycles, with a special focus on the first cycle. This is a clear threat towards mobility and the higher education community need to figure out ways to hinder this from becoming true.

The workshop aims at defining what the BFUG needs to do in the future in order to ensure high quality mobility, no matter if it is performed on short-term or long-term basis, to be available for all students and staff.

1. Challenges to quality & mobility in the framework of the Bologna Process three-cycle structure

Many HEI raise the issue of the three-cycle structure as a possible cause for the low numbers recorded to student mobility. The European Universities' Association Trends V Report: "*The Universities Shaping the European Higher Education Area*" outlines that "*one common problem mentioned is that the length of studies for many students may actually increase rather than decrease as a consequence of reform. For example, a programme which theoretically lasted for a period of 4 years becomes adjusted as a combination of first and second cycle programmes of 180 plus 120 ECTS, or in years 3 + 2, thus adding a year to the point of exit for the majority of students. In such cases, it is also common to hear claims that the space for student mobility periods has been squeezed, as there is a concentration of content loaded into the first cycle, while during the second cycle there is apparently insufficient time to undertake a mobility period. Thus there is apparently a lack of time for mobility periods, and only if it is planned as part of the curriculum does it appear possible.*"⁹

Although these worries are often expressed in formal and informal settings, it appears that the same study (EUA, Trends V Report, 2007) points out to the fact that both incoming and outgoing student mobility have risen in over 70% of the interviewed universities under the Bologna system. Also, the report states that there are other explanations for a decline in student mobility, such as:

- the inflexible nature of some programmes, for example all modules being made compulsory;
- rules stating that thesis work must be done at the home university;
- first cycle programmes that are only thought in the national language, while delivering 2nd and 3rd cycle (the Master and PhD programmes) in English. An interesting detail is that, in some cases, staff and students do not consider these English taught programmes to have the same

⁹ European University Association, *Trends V Report: The Universities Shaping the European Higher Education Area* (2007)

quality as the "usual" ones, as they are often regarded as a mean to attract international students and often extra income to the university;

- insufficient recognition of the added value of mobility for the career development of early stage researchers.

Temporary staff mobility for teaching purposes is both one of the essential elements for quality mobility and an area that shows a large number of different obstacles, from lack of relevant data to career progression/employment continuity. The study "Constructing paths to staff mobility in the European Higher Education Area: from Individual to Institutional Responsibility" (Cradden, 2007)¹⁰ outlines that funding and recognition of the professional value of mobility are key factors in facilitating mobility for teaching purposes. Furthermore, "*recognition of the value of periods spent abroad is the second most frequently mentioned problem in the BP national reports, despite the fact that the aspiration to value international experience consistently positively in career decisions is expressed in several research mobility and Bologna-related policy statements, not least the Bologna Declaration itself*". There is also a widespread problem with the 'prestige' attached to mobility for teaching purposes, while the institutions/ employers are not willing to include exchange/ mobility periods in the assessments regarding the performance of teachers.

The High level expert forum report on mobility insists on the benefits of mobility, stating that "*mobility increases the flow and sharing of knowledge between institutions, helping them to break out of national or local patterns ("brain circulation"), opening them up to European and potentially global influences. It causes people to question established ways of seeing and doing; it is an important trigger of change, modernisation and higher quality in all walks of life. Promoting networking and exchange between institutions is an important part of Europe's policy effort to promote the "fifth freedom" of knowledge (see the Conclusions of the European Council of 14 March 2008). Mobility of knowledge workers, academics and students, between educational and research establishments, is a key part of brain circulation.*"¹¹

2. Curricula reform and recognition – embedding quality and mobility in the Bologna Process

To make mobility of students and staff a reality, curricula reform is often seen as indispensable. Also, the increased focus of HEI on attracting students has boosted the attention towards improvements in the curricula, especially through creation of flexible learning paths, promotion of student centred learning and a wide adoption of ECTS. EUA's *Trends V* outlines that: "*Trust in quality is the fundamental prerequisite of mobility and of systems of credit transfer and accumulation. ECTS, the Diploma Supplement, national and since 2005 the overarching European qualifications framework have provided the building blocks towards such mutual trust, but this report suggests that there is still much to do to ensure that academics, administrators, employers and governments fully understand these instruments and will encourage their rapid adoption in practice.*"¹²

Academic recognition is seen as a natural consequence of quality assured provision in HE programmes. The already well known Bologna Process tools for recognition (the use of ECTS, the Diploma Supplement, qualification frameworks and the Lisbon Recognition Convention) are starting to be coupled with methods/ processes for recognition of prior learning, such as the Accreditation of Prior Learning (APL), Accreditation of Prior Certificated Learning (APCL), Accreditation of Prior Experiential Learning (APEL), and Work-Based Learning (WBL). It is expected that efforts in this regard will continue at institutional and national level.

Another key issue in both the success of the curricula reform and increased recognition is the involvement of stakeholders in all stages of curricula design, qualifications framework defining and implementing, as well as in all processes characteristic to quality assurance. ESU's (at the time ESIB) *Bologna with Student Eyes Study* (2007) raises attention to the low involvement of students, for

¹⁰ Cradden, Conor (2007). *Constructing Paths to Staff Mobility in the European Higher Education Area*. Geneva: Public World

¹¹ European Commission, Report of the High level expert forum on mobility: *Making learning mobility an opportunity for all* (2008)

¹² European University Association, *Trends V Report: The Universities Shaping the European Higher Education Area* (2007)

example, in quality assurance at institutional level, with obvious negative effects in the overall development of a quality culture in HEI.

3. Internationalisation of HE, quality and mobility

One of the main international initiatives regarding quality and mobility are the UNESCO/OECD Guidelines on "Quality provision in cross-border higher education"¹³. Their objective is "to propose tools and a synthesis of best practices that can assist EU Member States in assessing the quality and relevance of higher education provided across borders and to protect students and other stakeholders in higher education from low-quality higher education provision." The Guidelines address six stakeholders in higher education (governments, higher education institutions/providers including academic staff, student bodies, quality assurance and accreditation bodies, academic recognition bodies, and professional bodies), provide a set of orientations to practitioners, and seek to promote mutual trust and international cooperation between providers and receivers of cross-border higher education.

Mobility opens doors to one of key features of European society — its diversity. To a student it brings a valuable experience of academic, cultural and social diversity. It supports a student in becoming a European citizen with the enhanced possibility for employment on the international labour market. Mobile individuals contribute to an internationalised environment in the higher education institution, which supports cooperation and networking between higher education institutions necessary for development of the quality of higher education and research. This diversity is a source of enrichment for everyone and offers fertile ground for innovation and the quest for quality.¹⁴

It is widely known that students are searching for programmes that will grant them the necessary skills for living and working in an international environment. ESU argues that "This process should be made flexible in such a way that a student could make genuine choices: whether to study abroad or to find the desirable international skills from the home institution. Thus, internationalisation of higher education is very much linked to the quality of higher education."¹⁵ Also, the same paper asserts that "The concept of mobility should encompass incoming and outgoing exchange students, degree students, teachers, researchers and administrative staff: components that are needed for the internationalisation of higher education. Gaining most advantages from mobility should be on the agenda of both the mobile person and the institution; mobility should be seen as a positive academic resource for the institution."¹⁶

The multiple facets of internationalisation and the strong link between these facets and mobility in a high-quality educational environment are also depicted in the 2007 Report from the Bologna Process Working Group on *Social Dimension and Data on Mobility of Staff and Students in Participating Countries*: "The advantages for an individual can also be transferred to institutional assets. Through mobile individuals, in-coming and outgoing students as well as staff, higher education institutions gain new insights that challenge established traditions and practices. Mobility thereby provides possibilities for the development of academic work through new contacts and ideas as well as an opportunity for comparison and benchmarking between systems. Together with an open-minded atmosphere, it reinforces international cooperation and networking and the development of the quality of higher education and research."¹⁷

4. European initiatives to foster quality mobility

In light of the obvious need for quality as a pre-requisite of successful mobility, a series of European recommendation documents provide guidance for making students and staff stay abroad more academically meaningful.

¹³ http://portal.unesco.org/education/en/ev.php-URL_ID=48333&URL_DO=DO_TOPIC&URL_SECTION=201.html

¹⁴ ESIB study "Promoting mobility" (2007)

¹⁵ European Students' Union, *Policy paper on mobility (2008)*

¹⁶ *ibid.*

¹⁷ *Report from the Bologna Process Working Group on Social Dimension and Data on Mobility of Staff and Students in Participating Countries (2007)*

The European Quality Charter for Mobility¹⁸ constitutes a quality reference document for education and training stays abroad, aimed at supporting an increased number of exchanges, but also at developing recognition of study periods and establishing mutual trust between the actors in mobility. It also consolidates and complements the Erasmus Student Charter and the Erasmus University Charter from the quality point of view. The Charter is addressed to the EU Member States, particularly their organisations responsible for stays abroad, and provides guidance on mobility arrangements for learning or other purposes, such as professional betterment, to both young and adult participants. The implementation of the Charter and its evaluation are part of the Education and Training 2010 work programme.

This guidance consists of ten principles implemented on a voluntary and flexible basis, being adaptable to the nature and peculiarities of each stay. These principles are: information and guidance, the existence of a learning plan agreed by both the sending and the receiving organisation, personalisation (adapting mobility to the personal learning paths), general preparation (covering linguistic, pedagogical, legal, cultural or financial aspects), linguistic aspects, logistical support, mentoring, recognition, reintegration and evaluation, commitments and responsibilities.

The European Commission has adopted in 2005 a European Charter for Researchers and a Code of Conduct for the Recruitment of Researchers. These two documents aimed at ensuring that individual researchers have the same rights and obligations wherever they may work throughout the European Union, stress the importance of mobility and outline the need for recognition, financial support and flexible research career development. One of the general principles and requirements applicable to employers and funders is "value of mobility: *Employers and/or funders must recognise the value of geographical, intersectoral, inter- and trans-disciplinary and virtual mobility as well as mobility between the public and private sector as an important means of enhancing scientific knowledge and professional development at any stage of a researcher's career. Consequently, they should build such options into the specific career development strategy and fully value and acknowledge any mobility experience within their career progression/appraisal system. This also requires that the necessary administrative instruments be put in place to allow the portability of both grants and social security provisions, in accordance with national legislation*"¹⁹. Also one of the general principles and requirements in the Code of Conduct for the Recruitment of Researchers is the recognition of mobility experience: "Any mobility experience, e.g. a stay in another country/region or in another research setting (public or private) or a change from one discipline or sector to another, whether as part of the initial research training or at a later stage of the research career, or virtual mobility experience, should be considered as a valuable contribution to the professional development of a researcher."²⁰

5. Future steps/ proposed policy actions

5.1 High level expert forum on mobility

- The Commission and Member States should work together, via the open method of coordination, to eliminate barriers to mobility, to set targets for cross border mobility, to ensure quality and to exchange good practices regarding all the above
- The EU institutions should define priorities, frameworks for quality, recognition and certification and facilitate the creation of mobility partnerships of all actors. best practices;
- Strengthening partnerships and quality assurance with partner countries in order to develop Erasmus Mundus and to prepare for the future Erasmus "vertical"²¹ initiative.

¹⁸ Recommendation (EC) No 2006/961 of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility [Official Journal L 394 of 30.12.2006]

¹⁹ European Commission, *The European Charter for Mobility, The Code of Conduct for the Recruitment of Researchers* (2005), p.19

²⁰ European Commission, *The European Charter for Mobility, The Code of Conduct for the Recruitment of Researchers* (2005), p.26

²¹ *Vertical mobility* can be defined as a process in which students individually move from one higher education institution to another, completing the first cycle in one institution and continuing to the second cycle or further in another institution and country, while making their own arrangements.

5.2 The Bologna Seminar on Student and Staff Mobility (London, 2007):

- Set up the overarching Qualifications Frameworks, use the ECTS and the Quality Assurance system - The dissemination of these tools shall be brought to the labor market by involving employers in the process. *Note* the need to reconcile the two Qualification Frameworks;
- prejudices concerning quality and recognition still have to be met by better information.

5.3 Report of the BP WG Report on social dimension and mobility (2007):

- Recognition of study periods abroad by higher education institutions and employers;
- Recognition of staff qualifications and working periods abroad by higher education institutions and other employers;
- Flexible curricula and an educational structure that promotes mobility.

6. Questions to be discussed

- a. How can we counter the obstacles for mobility related to the shorter study intervals generated by the introduction of the Bologna Process three-cycle structure?
- b. How can we increase the proper implementation of all the recognition tools, combined with sound quality assurance mechanisms at institutional level?
- c. What impact would a mandatory period of study abroad have on the quality assurance of programmes, at the level of each cycle?
- d. How can we raise the awareness regarding the benefits of mobility of students and staff, at all levels (individual, institutional and societal), as a way of increasing the quality of the overall higher education system?
- e. What are the existing ways to integrate mobile students and staff in the host academic communities, including participation in the quality assurance processes?
- f. What are the best practice examples for sound quality assurance systems that take into consideration the needs of the incoming/ outgoing students and staff?
- g. Are the solutions proposed from other seminars functioning? Do they propose practical and achievable solutions? Which are realistic and which are not? How do we move forward to make progress in this area?

Resources and further reading:

Bologna Process (2007): *Key issues for the European Higher Education Area – Social Dimension and Mobility Report from the Bologna Process Working Group on Social Dimension and Data on Mobility of Staff and Students in Participating Countries*

Cradden, Conor (2007). *Constructing Paths to Staff Mobility in the European Higher Education Area*. Geneva: Public World

ESIB (2007): *Promoting mobility – a study on the obstacles to student mobility*

ESIB: *Bologna with Student Eyes* (2007)

ESU (2008): *Policy paper on mobility*

European Commission, Report of the High level expert forum on mobility: *Making learning mobility an opportunity for all* (2008)

European Universities Association, Trends V Report: *Universities Shaping the European Higher Education Area* (2007)

Kelo Maria, Ulrich Teichler, Bernd Wächter (eds.) (2006) EURODATA – Student mobility in European higher education, ACA paper, Bonn: Lemmens

Recommendation (EC) No 2006/961 of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility [Official Journal L 394 of 30.12.2006]

European Comission, *The European Charter for Mobility, The Code of Conduct for the Recruitment of Researchers* (2005)

Working group 5 Pension schemes and social benefit

Chair: Paul Bennett

Contributor: Peter Greisler

Rapporteur: Razvan Bobulescu

Description of the workshop

For staff to be able to be mobile there is a great need for improving the portability of pensions, making remuneration more predictable and securing the social and economic situation of staff. While the situation inside the European Union is far better than the one outside or between the EU and the rest of Europe, there still remains a lot to be done. Procedures need to become more efficient and better known. The problems connected to pension portability are still substantial, leading to great difficulties for staff to be mobile.

The workshop aims at, building in particular on the Staff mobility seminar held in Berlin, further develop the proposals for how staff pensions can become portable in a near future. The workshop also aims at exploring how the Ministries of Education can cooperate better with Ministries of Social Affairs, Labour, Interior, etc. in order for the problems with portable pensions to be solved.

The workshop should not primarily focus on identifying the problems regarding pension schemes and social benefits, as those are rather well known, but instead see to sustainable solutions.

For the purpose of this workshop staff is understood as all academic staff, including but not limited to researchers.

Background information and information resources on pension schemes and social benefits

1. Difficulties related to pensions, social benefits and mobility

The problems concerning pension schemes for mobile academic staff are rather well-known. This section thus only aims at summarising them as the basis for the discussion in the workshop, for more detailed descriptions of the problems please study the documents proposed at the end of this section. Louise Ackers and Liz Oliver conclude in their study "*Scientific Mobility and Pensions*" (2008) that some of the problems for mobile researchers connected to mobility and pensions are:

- Compounded problems of awareness and increased need for advice as a result of negotiation with agencies across more than one jurisdiction
- The 'geographical' implications of insecurity (not only do they not know when they will secure permanency (which usually triggers membership of schemes) – neither do they know which country they will be in.
- The status of research positions 'designed' specifically for mobility or to attract foreign researchers
- Concerns about the administrative and legal barriers to effective transfer and preservation of entitlements – particularly on a cross- border level
- The level of diversity in the value of schemes across countries
- The impact of mobility on spousal entitlement²²

Problems thus relates to legislation, administrative obstacles, non-portability of benefits and contributions as well as lack of information and general insecurity regarding regulations and the personal employment situation. The European Research Area (ERA) Expert Group writing about the realisation of a single labour market for researchers identifies further challenges on the way towards improving the social security provisions and supplementary pension schemes for researchers;

- lack of awareness of social security and supplementary pensions rules and rights;
- the need to improve cooperation between national administrations, research authorities and institutions both in social security and supplementary pension areas;

²² Ackers, Louise. Oliver, Liz (2008). *Scientific Mobility and Pensions*. Liverpool: European Law and Policy Research Group University of Liverpool

- relatively little tailoring of social security rules of Regulation 1408/71 (883/2004) to individual researcher profiles (whether EU citizens or third country nationals);
- need to exploit potentialities of current instruments to set up (a) pan-European Pension Fund(s) for researchers;
- the need to encourage the use of tax incentives to facilitate the participation in supplementary pension schemes.²³

2. Existing provisions and actions to tackle barriers

Most of the legal provisions, but also policy initiatives to solve pension and social benefit provision problems, are initiated and carried out by the European Commission and thus not covering the whole European Higher Education Area. Furthermore, most of these explicitly are only providing for researchers, not for all academic staff. Only few of the actors in the Bologna Process, dealing mainly with higher education, have paid due attention to these issues. It thus seems important that the higher education community now directs more attention to the needs of mobile academic staff. It also seems important that actions are concerted and coordinated between ministries, governmental agencies and other actors dealing with higher education and research respectively.

2.1 EU Rules

Regulation 1408/71, supplemented by implementing Regulation 574/72, covers social security of migrant workers. Also nationals from Iceland, Liechtenstein and Norway (EEA) and Switzerland (partly) are also covered via different agreements on these regulations.

Regulation 1408/71 lays down four main principles:

- Equal *treatment* between nationals and non-nationals in terms of social security: migrant workers be included within the scope of social security legislative provisions and receive benefits on the same terms as those of national workers in the host country;
- The *need to determine formally which social security legislative provisions are applicable* The principle is that a person is subject to only one country's legislation which, as a rule, is that of the Member State in which he or she is employed or self-employed. *The State of employment* is thus the "competent State" and the rights of the worker/self-employed person to social security benefits are decided by that State.
- The *maintenance of acquired rights or rights in the process of being acquired* (assimilation and totalization); and
- The payment of benefits abroad consists of eliminating any condition of territoriality imposed by social security legislation and concerns not only the worker but his or her family when they reside temporarily in a country which is different from that where the benefits are granted (export of benefits).²⁴

The Commission put forward a proposal for a *Directive on improving the portability of supplementary pensions rights* in 2005, but had to step back on a number of issues part of the proposal. In 2007 the Commission published an amended proposal for a *Directive of the on improving the portability of supplementary pension rights* (COM (2007) 603). The main areas of discussion in the proposal are Acquisition conditions, preservation of dormant rights and transferability.

Apart from legal texts the Commission is providing the European Job Mobility Portal (EURES) and the Euraxess portal for researchers. Both these websites provides information on conditions, rights, job vacancies and other important issues when planning or undertaking a mobility period. These websites tries to accommodate the problem of lack of information. Please visit the sites at Euraxess: http://ec.europa.eu/euraxess/index_en.cfm EURES: www.eures.europa.eu

²³ European Commission, ERA Expert Group (2008). *Realising a single labour market for researchers*. Brussels, Executive Summary

²⁴ Information obtained from <http://www.bb-international.eu/TRESSAJAX/>. The TRESS network provides information on European Social Security.

3. Lacks in the current system

The most obvious and pressing problem regarding the situation is of course that all or most of the current provisions to facilitate mobility of pensions and social benefits are directed at EU citizens only. There are few concrete initiatives to solve the situation for "third-country nationals", one of them is the scientific visa directive (Council Directive 2005/71/EC), that would solve some of the problems, but not all. The directive was supposed to be integrated into national law by 12th October 2007. Many countries have acted to implement it.

Secondly, most of the current policy initiatives are only directed towards researchers and not to all types of academic staff. This means that the goals regarding mobility of staff set up in the Bologna Process are only partly being covered by the Commission initiatives. There is a lack of information and discussion about potential specific problems facing academic teachers who are mobile. It is important that mobility is not only functioning within the European (Union) Research Area, but within the whole European Higher Education Area and for all its students and staff. The link between research and education needs to be preserved and sometimes also strengthened.

Thirdly it is unclear whether the information that is available is reaching its target recipients and if it is useful. There are doubts about the quality and actuality of the information provided, as well as the structure and user friendliness.

4. Future steps/ proposed policy actions

4.1 In the **Communication *Better Careers and more Mobility: A European Partnership for Researchers*** (COM (2008) 317) the Commission proposes the following priority actions to improve the situation:

- Commission and Member States to ensure that researchers and their employers have access to readily available and targeted information on the application of EU social security rules and on the implications for supplementary pensions of transnational mobility, including through improving existing sources at EU and national level such as the EUlisses website
- Member States to better utilise the existing legal framework and agree appropriate bilateral and multilateral agreements on derogations foreseen in Regulation 1408/71 for the benefit of researchers
- Member States to include rules easing international mobility of researchers when concluding bilateral and multilateral social security agreements with third countries
- Commission and Member States to assess the need for a Commission or Council Recommendation on easing transfer of supplementary pension rights for highly-mobile workers, including researchers
- Commission and Member States to encourage pan-EU pension schemes targeted at researchers

4.2 The Bologna Seminar on Student and Staff Mobility (London 2007):

- National governments have to make social rights of individuals in the home country portable in order to facilitate mobility;
- HE Institutions should set up their own HR strategies balancing flexibility of management of research grant with the need to ensure that concerned academic staff do not suffer from pejorative working conditions because of that flexibility;
- the dialogue between the different actors need to be intensified;
- Trade Unions should make additional efforts in view of establishing a more fluid and direct
- trans-national dialogue on social conditions issues in order to concretely contribute to achieving the Bologna goals

4.3 The Bologna Seminar on Staff mobility and pensions (Berlin, June 2008):

- Engaging stakeholders, potential providers and politics in the discussion.
- Provision of accurate, reliable, co-ordinated and comprehensible information and advice to researchers.
- Raising awareness among researchers of the importance of pensions.
- Delivering better information and advice on different levels, with the Human Resources departments at the universities as the link to the individual researchers; national mobility centers as one important institution in the information cascade.

- Possible solutions/suggestions for improving pension contributions: new pension products, pension top-ups, pension registers, pan-European pension scheme
- Further research on pension-related issues and possible solutions to support evidence-based policy making.

4.4 The ERA Expert Group²⁵:

- Information, training and cooperation between social security players
- Posting & 'Article 17 agreements' – (specific to researchers)
- Access to unemployment benefits and specific rule(s) on conflict of law – (not specific to researchers)
- Third-country researchers: agreements, information, Directive 2005/71 – (specific to researchers)
- Pension subsidies attached to fellowships – (specific to researchers)
- Setting up of a Pension Support Centre in the Member States
- Promoting the setting-up of National Pension Registers in the Member States
- A Pan-European Pension Fund (IORP) for Researchers
- Promoting the introduction of tax incentives for participating in second and third pillar systems

5. Questions to be discussed

- a. How can we create a European Higher Education Area in which mobility for all students and staff is possible, no matter where they come from? How can this discussion be extended to cover all academic staff and not only researchers?
- b. How can different ministries and EC DGs work better together in order to facilitate issues regarding mobility and social security and pension schemes?
- c. Is it good to create a pan-European pension fund? How can non-EU academic staff and students be part of such a fund? What problems could there be with having such a fund?
- d. Should pensions be organised via public-private partnerships? Is more flexible handling of academic staff by the HEI the way to solve the problems regarding social security and pensions? Will more institutional autonomy worsen staff and student working conditions? Is there a risk that more flexible and portable pension schemes and social benefits lower social standards and lead to an "import of cheap labour"?
- e. Are private pensions the way forward? Does development of special private pensions for researchers confront the solidarity principle (threat to bases of public pensions schemes)? What is the role of existing pension providers?
- f. How can the information that actually is available be distributed to the academic staff? How can the information flows be improved?
- g. Are the solutions proposed from other seminars functioning? Which are realistic and which are not? How do we move forward to make progress in this area?

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ESU Policy Paper on Mobility

Mobility

Preamble

ESU was founded in 1982 to promote the educational, economic, cultural, social and political interests of students in Europe. ESU, through its 50 members from 37 countries, currently represents more than 11 million students in Europe.

Introduction

This policy paper deals with mobility, including academic and social aspects. Mobility here refers to a study period taken mainly abroad and returning home afterwards. When talking about student mobility, cultural experiences and individual growth have traditionally been emphasised and these are still among the most important skills to be gained from a study period abroad. However, ESU feels that the academic value of a study period abroad has for a long time been neglected. Issues such as recognition, comparability and language tuition must be determinedly addressed in order to make the exchange period genuinely meaningful for both the individual and the institution.

There are still many problems in access to mobility, such as financial difficulties, administrative obstacles and lack of clear information. Social services are not accessible to all mobile students. Sufficient language tuition and relevant integrative measures coordinated by various actors are key to full academic and social integration. Even though mobility has been on the political agenda for several years and it is one of the main action lines within the Bologna Process, the number of students being internationally mobile remains very low, even though it has been increasing over last years.

Challenges to free movers, horizontal and vertical mobility are diverse and require special attention. Free movers here refer to mobile students not taking part in an organised mobility programme like e.g. Erasmus. Horizontal mobility here refers to non-degree mobility: studying for a short period as an exchange student mainly abroad. Vertical mobility here refers to degree mobility: studying mainly abroad for a full degree.

This policy paper should be taken into consideration when developing or creating new international mobility policies, schemes and programmes.

Added value of internalisation

Mobility is in the strong interest of students. Because of the clear added value of higher education, ESU believes that mobility is a right for all students. ESU opposes policies that restrict mobility to a small group of students. Changes in the operational environment, in all fields of society and also in the labour market mean that students also need to obtain new skills to be able to successfully participate in today's society after graduation. These new skills can only be achieved in a learning environment, where teachers, students and administrative staff are aware of the international developments and are prepared to take in new information and have academic discussions also in international forums. Presence of foreign teachers, students and staff supports the international atmosphere of higher education institutions (HEI) in a natural way and gives students possibilities to learn to act in a multicultural environment. With the above-mentioned positive developments we refer to the process of internationalisation of higher education. Internationalisation of higher education in this paper does not refer to commodification of education or phenomena connected to it.

Students want skills necessary in living and working in international surroundings, but also a possibility for an academically and culturally meaningful period abroad. This process should be made flexible in such a way that a student could make genuine choices: whether to study abroad or to find the desirable international skills from the home institution. Thus internationalisation of higher education is very much linked to the quality of higher education.

So far mobility has been one of the most visible and central elements of internationalisation of higher education. Mobility should not be restricted to mean the mobility of an individual student. The concept of mobility should encompass incoming and outgoing exchange students, degree students, teachers,

researchers and administrative staff: components that are needed for the internationalisation of higher education. Gaining most advantages from mobility should be on the agenda of both the mobile person and the institution; mobility should be seen as a positive academic resource for the institution.

The home institution should also develop tools for ensuring that the international experience of a student can contribute developing more opportunities for mobility for other students and to the development of the institution itself.

With the development of new information and communication technologies, new terms such as e-learning and e-mobility "virtual mobility" have started to be used in HE community.

Even though international experience can, to a certain extent, be created virtually, real (physical) contacts cannot be replaced by virtual interaction. Physical mobility as such has an irreplaceable value. Although ESU does see different ways in which student can be mobile, it does not consider e-mobility to be mobility. The very definition of mobility implies movement of person from one place to another, thus e-mobility does not exist.

Access to mobility

As recent research shows, access to mobility is in most countries more a question of Social, economic and educational background than a question of individual propensity to study abroad.

The richer and better educated parents the student has, the higher are chances for that student to be mobile. Furthermore, chances for getting mobile depend strongly on the economic situation and distribution of wealth in each country. In addition mobile students usually manage to get a job, which is more appropriate to their level of education and provides for higher returns.

Consequently fostering mobility is not only a tool for individual development, but also for social mobility. However the lack of proper mobility support systems for students from disadvantaged socio-economic backgrounds still results in mobility programmes to be only partially effective and be rather reflective of existing social immobility in societies. ESU calls for a social dimension of mobility which could make mobility programmes a real opportunity of development for all and not only for a limited segment of society.

ESU demands equal chances and equal access to knowledge and education for all, based on personal interest and capacity, including student mobility. Mobile students should be a mirror of the diversity of the student body, additional effort should be made to increase the participation of the non-mobile group. ESU notes that Europe and the World are far behind this goal.

Taking into account the economic growth of the last decades and today's society's need for highly educated, democratically and socially skilled citizens, we believe the solution for this goal to be a question of political will to ensure equal access to mobility, regardless of differences in wealth between the nations.

Information and transparency

In order to reach genuine mobility and increase the options available for possible programme students and, even more, free movers, the quality, quantity and availability of information for potentially mobile students needs to be enhanced, available in different European languages and constantly updated. This concerns especially four areas: non-academic administrative information (e.g. Visa and residence permit regulations), academic information, student welfare information, and information on social life and culture. It must be assured that information from all relevant sources (e.g. governments, Higher Education Institutions, Quality Assurance Agencies, Student Unions) is freely available and easily accessible also to students without regular access to the Internet and students with disabilities. For students with disabilities, it must be assured that full and reliable information is available on the studying and living conditions taking into account groups with different needs (e.g. blind students, students in wheelchairs etc.).

Clear information should also be available to all students with regard to the application procedure and timeline. Another very important aspect in granting equal mobility opportunities to everybody is

providing students with clear and transparent information on the selection procedures and criteria for the students which will take part in the mobility programmes. Moreover it is of extreme importance to ensure them also transparent information on recognition procedures, which should not be going beyond the powers of the recognition granting body. All administrative, legal, healthcare, social, and academic services should therefore be grouped in at one single place e.g., a Mobility Information Centre or Mobility Agency. Students should only have to stop by one desk for all procedures which might support their mobility.

Academic value of the study period abroad

Not to undermine the cultural experiences and individual growth often connected to student mobility, students have clear academic goals concerning their study periods abroad. Students aim at gaining international aspects to their own field of study and research, which will enrich the studying and teaching in the home institution.

Mobility is an important tool to take advantage of the diversity of the Higher Education systems. This obviously means that recognised courses should maintain the original denomination irrespective of the fact that they are or not included in the study program at home.

It is of utmost importance that full recognition of study periods taken abroad are secured in order to make the study period academically meaningful. Information- sharing and trust, course descriptions, quality assurance and transparency are essential when trying to resolve problems of recognition. Recognition should be based on learning outcomes and workload effectively sustained by students. That means that all credits obtained by the student should be recognised entirely, irrespective of the number of credits usually awarded for the same course in the home institution. One can also attend the courses which are simply not available in the home institutions. The learning agreement helps the recognition mechanisms since it is an agreement between the home and host institutions and the student. Nevertheless, in the long run this is not an ideal solution.

ESU demands that governments sign and ratify:

Convention on the Recognition of Qualifications concerning Higher Education in the European Region, the so-called Lisbon Recognition Convention and that governments, which have already ratified it, take active measures for its correct implementation. Furthermore, better tools and solutions for recognition problems have to be found. Contacts between institutions need to be close, not only to ensure the quality of the education but also to reduce problems of recognition. Adequate and understandable information about the courses should be available to students.

Diploma Supplement (DS) [1] is an instrument for creating transparency, support mobility and promote employability in Europe. ESU insists for an enhanced DS and demands that all HEIs issue it automatically, free of charge in a widely spoken European language as has been agreed in the Berlin communiqué.

DS could also serve for improved recognition of qualifications to promote vertical mobility by assisting universities in comparing the previous studies of the student. Creating a system of an ECTS-based [2] study points gives ample chances for institutions to review and rearrange the contents of degrees.

Not only the mobility of students has to increase, also the mobility of academic staff (such as assistants and professors) has to be improved. The mobility of academic staff has to run parallel to the mobility of students, complete the idea of student mobility and not replace it. In a lot of countries academic staff mobility still needs to be promoted in a stronger way. In all mobility, further growth in numbers should always mean further progress in quality. Participation of students should be guaranteed regarding mobility programmes. Students should be included in the administration of mobility programmes as well as in designing new programmes and development of existing programmes. ESU also speaks strongly for the possibility of students to build up their degree independently. The needs of foreign students should be taken into consideration when developing curricula. Foreign students have an equal right to participate in the development of their own curricula like other student groups.

In Europe there must not be a situation where degrees cycle completed in some European countries are academically less respected. Access to high quality education in all levels must be an option for all regardless of their country or area of birth. It needs to be stressed that the elitism of universities is unacceptable.

Development of the quality of national education should be of more importance to all countries than using a majority of their scarce resources for developing second cycle programmes taught in English. If education is of high quality, there will be enough students on all levels. Development of the European Higher Education Area must not mean mono-lingualism of the world of higher education. [3]

Reduction of economic and administrative obstacles

One of the core reasons for low mobility rates is the insufficient funding for students. Students who are not sure they will be able to fund their living expenses and extra costs caused by their stay abroad are likely not to be mobile. As recent studies verify, students from poorer or less educated family backgrounds are even more deterred by financial insecurities. Financial assistance schemes almost all over Europe are still insufficient to meet the needs. Even when some funds are available, the grants and loans in some cases are not flexible or are given to the students only after the mobility period has already started and, in some cases, only once they come back home.

In some European countries and regions, there are no relevant grant/loan-schemes at all. ESU stresses that students must have the opportunity to study abroad independent of income. Thus, financial support including support for mobility should be family independent. This financial support should be sufficient to cover living costs and additional costs caused by academic and mobility-related needs. These include, but are not limited to costs of accommodation, food, study material, cultural and social participation and travelling costs. Grants and loans must be made portable to insure the students financial situation while studying abroad, for both vertical and horizontal mobility. Transferability of grants and loans must be guaranteed from the very start of studies in order not to hinder mobility. Additional grants for mobile students are necessary in order to even out longer study times and starting problems due to getting familiar with language, culture and academic system of the host country. But if all these measures are supposed to be actually effective, mobility grants and loans as well as all financial support schemes related to the mobility period must be awarded and handed out to the mobile students before the start of their mobility period. This would enable also poorer students to be mobile.

ESU calls upon governments, non-governmental and supranational organisations offering financial support also for mobility to move from loan-schemes to grants and reject introducing new loan schemes. Even if there were chances for students to easily pay back loans after the completion of studies, loans deter students from poorer and less educated family backgrounds due to risks and future burdens.

Furthermore, in the mobility context, loans intended to reduce financial gaps due to economic differences that may stipulate brain drain: students returning to economically weaker areas may not be able to pay back loans due to lower wages and thus decide to stay at their host country due to economic reasons.

Additional financial support for mobile students is therefore urgently needed in situations in which students want to study in states or regions with visibly higher costs of living than in their place of origin. New forms of support measures for mobility in circumstances of substantial economic differences between home and host country must be developed and tested, taking into account the experiences of innovative approaches such as CEEPUS [4]. ESU urgently calls upon the signatory states and parties of the Bologna Process to discuss and implement a European mobility fund or mobility system designed to fill the financial gaps caused by differences in living costs and economic capacities in different countries and regions of Europe. All countries party to the Bologna Process should participate in and contribute to this system on a fair basis. It needs to be stressed that when more and equal mobility is wanted, commitments must be made: there is a great need for visible and sustainable investments and support measures by the societies concerned.

ESU calls upon governments to introduce measures ensuring that no student needs to work in order to finance his/her studies. Nevertheless, nevertheless, all mobile students that want to should be granted the full right to work equal to domestic students. Students should never have to pay a work permit in order to get a part-time job while studying abroad. Students taking part in an exchange programme should also have the possibility to get a special work visa for students for the time being abroad.

Student unions, HEI's or other institutions concerned can help mobile students with finding jobs as well as offering counselling and advice on job possibilities, legal rights and duties. Taking into account that more than 50% of students in Europe are forced to work beside their studies and that mobile students usually face additional financial hardship, working rights play a crucial role in fostering access to mobility and successful completion of studies as long as grants do not cover living and studying expenses.

Another development ESU sees with utmost concern is the increasing introduction of high tuition fees specifically for Non-EU students in EU countries. ESU rejects this development as discrimination based on country of origin, which is drastically limiting accessibility of higher education programmes for Non-EU students. ESU reiterates that higher education is a public good and therefore must remain in public responsibility. This includes adequate funding for higher education, which does not depend on financial contributions from foreign students as "cash-cows".

ESU still sees substantial obstacles to mobility in excessive, inadequate and unnecessary administrative rules. These include Visa and residence permit regulations for students, restrictions on the right and possibility to work and inadequate admission policies. ESU calls upon the European Commission, European Council, Council of Europe and governments and Higher Education Institutions to take measures in order to reduce these obstacles and guarantee fair and equal treatment of mobile students compared to domestic students. Visa problems must be tackled and bureaucracy issues cannot be an obstacle for mobility. That means that special, easier and faster procedures for student visa should be implemented and that student visa should be provided for free. Moreover, in case of horizontal mobility, it should be a responsibility of the home and host institutions to provide students with all the necessary information on visa and if necessary to act as intermediaries with the embassies.

Another important issue ESU should strive for is the facilitation of VISA procedures also for short term period abroad of students attending international meetings related to their representation duties. Special attention needs also to be brought to students with partners and students with children. both regarding visa and working permits for the partner or children as well as regarding financial support and accommodation.

Access to social services

ESU reiterates the need to guarantee equal access for foreign students to all social services offered to domestic students. Furthermore, the special needs of foreign students need to be taken into account, offering special treatment where necessary.

Social services include, among others, adequate and low-cost accommodation, health care, psychological advice and childcare. Specific information and counselling on social services for foreign students, e.g. offered by information centres in different languages, is much needed. The specific needs of students with disabilities must be taken into account by governments, HEI's and student unions.

Accommodation is very important aspect of Mobility and has to be taken into account when dealing with mobile students. It is absolutely necessary to be able to provide foreign students with accommodation. Nevertheless, this must not interfere with the national students needs for student housing.

Governments must provide reasonable funding for building additional student housing to secure all students needs.

Governments, HEIs and communities must take specific measures in order to guarantee low-cost, quality accommodation for incoming foreign students. Enlarging the amount of available student housing mustn't lead to "ghettoisation" of foreign students. As experience shows, integrated living with domestic students and/or other citizens is a prerequisite for integration.

Sometimes students encounter unexpected financial difficulties during their stay abroad. These may be caused by circumstances in their family, health problems, psychological difficulties and other usually unforeseen reasons. In order to prevent interruptions or premature ends of mobility terms as well as serious damage to the academic progress of the studies and further difficulties for the individuals, there need to be emergency funds, offering short time grants or loans, depending on the individual situation of the student. The general existence of these funds must be guaranteed by the governments. Administration and distribution of these funds can be taken care of by different organisations including student unions.

Language barriers must be overcome

Language tuition is key to ensuring greater internationalisation of higher education. The process of internationalisation requires components such as cultural experience and individual growth, but even more is achieved by removing language barriers.

Language courses should be provided at the home institution before the student leaves for the study period abroad. However, language tuition should be available throughout the whole study period abroad and it should be seen as an essential element of the study period. In order to avoid selectivity in access to mobility and promote successful integration, language tuition in all periods of study must be free of charge. Moreover, language proficiency tests must also be free of charge.

Language courses should include information or be accompanied by courses on the cultural and historical situation of the country concerned.

Greater use of e.g. English as teaching language might increase horizontal mobility in countries which are situated in small language areas. In the ideal situation studies are provided and taken in the language of the respective country, and this is possible when ample language tuition is provided.

Full academic and social integration

Integration in student, academic and local community is necessary in order to take full advantage of foreign studies. HEI's and faculties as well as student representatives in general, student unions and other student organisations [5] are the ones responsible for ensuring the integration. Integration is a two-sided process and requires activity both on the side of the domestic institutions and students and of the mobile students. It is in the responsibility of the mobile students not only to form groups of foreign students but to become members of the student society as a whole. Integration must not be confused with assimilation. Social integration can be reached through measures like counselling, peer mentoring, social events and inclusion in orientation measures for new students. Student unions that offer these integration mechanisms need financial support from society. Academic integration includes taking into account knowledge, experience and methods foreign students are familiar with also in study programmes and classes. Furthermore, sufficient information offered on the academic system and requirements as well as local student culture and activities is necessary. This information e.g. can be offered in multi-language student handbooks produced by student unions in cooperation with the respective HEI.

There cannot be integration of foreign students and a functioning internationalisation of HEI's if mobile students are not considered full members of the Higher Education Community. Measures must be taken to ensure the participation of foreign students in student and HEI self-governance and decision-making. This must especially be ensured in all measures specifically concerning mobile students. In order to reach this goal, comparisons of policies concerning foreign student participation and an exchange of good practice should be made. Furthermore, pilot projects in HEI's and student unions should be made and financially supported, taking into account the different situations and needs of horizontally and vertically mobile students.

Integration can be hampered by a lack of respect for other cultures or worse, xenophobia and racism. Governments, HEI's and student unions must address this issue and take all measures possible to create a tolerant and inclusive academic community and introduce means to reduce xenophobia and fight racism. Best practice of dealing with discrimination must be discussed within the community of the HEI as well as between institutions and student unions. Foreign students subject to racist attacks and isolation must be offered institutional help and advice.

Information on the socio-political, cultural and academic background of the different groups of foreign students should be made available in order to realize a mutual understanding and learning experience within the student, Higher Education and local community. Governmental subsidies to support these measures are necessary.

Measures must be taken to guarantee a reintegration of students returning from a stay abroad. Many returning students are faced with financial hardship, accommodation and psychological problems. Some of these problems can be avoided by supportive measures taken prior to the mobility phase. In mobility programmes these issues must be taken into account, e.g. concerning accommodation guarantees. For free movers, special help and advice needs to be designed.

Challenges to horizontal mobility

So far horizontal mobility has been the major mean of mobility for a large number of students all around Europe, and it has clearly been more popular than vertical, so called degree-mobility. After the introduction of the three-tier degree structure within the Bologna-process, the emphasis between these two modes is changing. The influence of three-tier degree system on horizontal mobility has to be monitored, but we can already realize that horizontal mobility is becoming hindered. Thus, efficient solutions have to be found. Increasing mobility – inside one's own higher education institution, nationally and internationally – is one of the central possibilities offered by the Bologna-process. In order to make full use of this possibility the problems of recognition must be solved.

The most visible threat concerning horizontal mobility and the introduction of the three-tier structure is the timing of a short study period abroad. ESU demands that possibilities for mobility should be offered during both first, second and third cycle. This is clearly the responsibility of governments and the higher education institutions. The study period should not automatically lengthen the duration of studies, but as this still seems to be the situation, students should not face the negative consequences because of this. The implementation of the three tier structure should also not hinder the possibility for the student to choose when he or she wants to take part to a mobility programme. Study periods abroad offer general academic competencies but also strengthen the specialisation of the student in one's own field of study.

Degree structures, including doctoral studies, should be flexible enough to encompass different skills learnt through different methods as long as they are relevant to the field of study. By bringing new theories and new knowledge back home and by asking questions we also give input to the subject.

The development of the three-tier degree structure should, at its best, create enhanced possibilities for mobility after the completion of the first, second cycle. However, mobility should be regarded as an opportunity, not as a requirement in order to get a high-quality degree. According to ESU a major function of joint degrees should be to stimulate student and teacher mobility. The risk of European master and joint degrees taking a lion's share from the institutions' resources must be prevented.

In some fields of study structural changes are needed in order to increase flexibility and making horizontal mobility generally possible. For example, there should be some kind of convergence in the time schedule of HE courses around Europe in a way to allow people to be mobile for an entire semester without having to miss a part of the previous semester of study in their home country. Moreover, programmes providing possibilities for horizontal mobility are especially important to allow for increased possibilities for free movers to mobile. Special arrangements also need to be developed for doctoral students, since they have different academic needs that have to be taken into account in the formulation of the programmes. In the framework of the Erasmus programme, it should be possible to establish inter-institutional agreements on an individual needs basis. That means that the programme deadlines and procedures should be more flexible in the case of third cycle students to

allow them to design together with their home institution a mobility period which could be really fruitful for their research.

Challenges to vertical mobility

Vertical mobility can also be a mode of the so called free- mover mobility where students individually choose to complete a whole degree in a country different from their country of origin or the country, where they have completed a degree before.

The popularity of vertical mobility is expected to increase after the introduction of the three-tier degree system. The new degree system will also initiate an even stronger development of various second cycle programmes and joint/double degree programmes. While the implementation of the three-tier degree system might solve some of the traditional problems connected to student mobility, such as recognition of degrees, it does not solve the problems in all fields of higher education.

Financing of vertical mobility should be considered to be of equal importance to the financing of horizontal mobility. Students should have the possibility of choosing the type of mobility which suits them and meets their needs.

Geographical coverage

For a number of developing countries and some countries within Europe the very basics needed to develop the higher education are still not fulfilled, and this decreases the possibility for mobility. It is very important to encourage national governments to invest into their higher education since it is through creation of knowledge-based society that these countries will successfully finish the transition and reach stability in both economical and political sense.

ESU strongly believes that the decision of where to study for the study period abroad must be an independent decision of the individual student, however ESU is very concerned with high differentiation in the number of mobile students between different countries. This differentiation is most obvious between the East and West Europe and South and North European countries. More effort should be made to ensure that the present mobility programmes are truly about equality with members participating on a balanced basis as much as possible. Prejudice concerning quality and recognition in South East Europe still exists and should be efficiently addressed by a better information flow and finding an in depth answer to what the East offers in an academic sense.

Countries in South East Europe and Commonwealth of Independent States should be promoted regionally rather than individually. This should be on higher education institutions and national unions of students to coordinate rather than solely the governments. There is a need for more mobility programmes for South East and Eastern Europe, which allow a greater access to mobility from these countries.

Genuine equality amongst the members of present mobility programmes must be promoted.

Main principles for any kind of mobility cooperation with developing countries should be solidarity and reciprocity. Programmes with developing countries and some European countries are highly selective, one-way-oriented and limited to second cycle programmes. ESU stresses the importance of institutional cooperation and infrastructural support to compose programmes in a way to entice two-way student and teacher mobility. There should be a sufficient number of programmes to increase mobility between developing countries and Europe. A way of recognizing the study period spent in third countries has to be found in order to foster mobility to these countries.

Policy monitoring, benchmarking and comparative studies

In order to achieve progress in the area of mobility, policy monitoring, data collection, benchmarking [7] and comparative studies on mobility as such, the academic and social situation of students are necessary. Governments, HEI's and student unions must exchange information on introduction and success of measures taken and set benchmarks. Comparative studies on student welfare and mobility arrangements must be made on a regular level. Comparative empirical data and analysis on the social situation of students must be produced and made available to all relevant actors and the public on a regular basis. The qualitative improvement and extension of the Euro Student Report to all Bologna-

signatory countries is an important measure to be taken. A European database must be produced containing easily accessible information on the policies and conditions of all individual HEI 's concerning the different groups of students with disabilities.

Conclusions

The academic value of a study period abroad must be one of the most significant incentives for deciding to study abroad. Full recognition of study periods taken abroad must be secured in order to make the study period academically meaningful.

ESU demands that governments sign and ratify the Lisbon convention of recognition. Furthermore, better tools and solutions for recognition problems have to be found. Access to high quality education in all levels must be an option for all regardless of their citizenship, country, area of birth, or socio-economic background. This includes equal treatment regarding tuition fees of both EU and Non-EU students in all European countries alike.

One of the core reasons for low mobility rates is the insufficient funding for students and this needs to be seriously addressed. ESU sees substantial obstacles to mobility on one hand in the influence of economic and educational background of a student and on the other hand in excessive and unnecessary administrative rules. Thus ESU urgently calls upon the signatory states and parties of the Bologna Process to discuss and implement a European mobility fund or mobility system. ESU reiterates the need to guarantee equal access for foreign students to all social services offered to domestic students. Administrative obstacles such as visa, working and residence permits for students must be overcome.

Problems of recognition, financing, information-sharing and language barriers must be determinedly addressed in the context of both horizontal and vertical mobility.

The introduction of the three-tier degree structure must not hinder horizontal mobility. Mobility must be a genuine option, not a requirement, and degree structures must allow students to be able to choose when to study abroad. Students should not face the negative consequences if a study period abroad prolongs studies. Development of the quality of national education should be of more importance to all countries than using a majority of their scarce resources to developing second cycle programmes taught in English.

Participation of students especially in the design of new programmes and development of existing programmes must be secured. The needs of foreign students should also be taken into consideration when developing curricula. There cannot be integration of foreign students and a functioning internationalisation of HEI 's if mobile students are not considered full members of the Higher Education Community. Sufficient language tuition is another key to integration.

In some countries the foundations for development of the higher education system are almost non-existent and thus decrease the possibility for mobility. Because of this, it is of utmost importance to encourage governments to invest into their higher education. Selectivity in the programmes with the developing and some European countries has to be minimised. Main principles for any kind of mobility cooperation with developing countries should be solidarity and reciprocity. ESU stresses the importance of institutional cooperation and infrastructural support to develop balanced two-way mobility between all regions. Monitoring and comparative studies on mobility, academic and social situation of students are necessary.

EI policy on Mobility

Excerpt from EI Policy Statement on the Bologna Process in the "Bergen Round"

This is an excerpt from an EI Policy Statement on the Bologna Process produced for the Ministerial meeting on the Bologna Process in Bergen 2005. Only paragraphs directly linked with mobility, internationalisation and globalisation as well as the general conclusion of the paper have been included. Issues regarding for example the three-cycle structure, recognition, research or institutional autonomy are not included, even if such issues of course also play a vital role in making mobility in the European Higher Education Area possible. To access the full statement please visit <http://www.ei-ie.org/highereducation/en/policy.php>

"Mobility

We call for an expansion of mobility programmes for both students and staff. There are still too many obstacles to mobility. These range from problems in gaining entry to and permission to reside in the foreign country, to unsolved problems in the recognition, in the home country, of studies undertaken and qualifications obtained abroad, to questions of financial support, student fees and uncertain professional prospects. Problems of language and economic differences channel mobility opportunities so that there are wide disparities in the actual opportunities available, and these should be resolved. The trade unions support the idea of regular reports on the social and financial situation of students in Europe to create the basis for a policy of financial support that would grant students from financially weaker social backgrounds and countries free access to the European Area of Higher Education and Research. This must apply in particular to students from central and eastern European countries, if the brain drain of young graduates from these countries is to be reduced. The academic staff unions themselves can do more to promote and support the mobility of their members.

The trend across Europe to casualisation of teachers and research staff, short-term or contingent employment, and pressures to meet non-academic criteria like the pursuit of external funding, all make our members' working lives more difficult, but they also threaten the delivery of the Bologna objectives. The massive restructuring of study programmes, the shake-up of relationships between courses and new quality assurance and accreditation systems all depend on our members. If they work in good conditions, under conditions of collegiality and academic freedom, such an ambitious reorganisation is possible. We would assert that in the emerging environment of contingent labour, this will not be possible. The Bologna process has generated welcome assurances about quality, which must now be given reality.

Private institutions must not be allowed to further erode staff conditions: they must be required to meet rigorous public sector standards.

Academic careers must not face unnecessary or arbitrary obstacles, for example through the imposition of a requirement for a higher doctorate beyond the PhD for senior posts, required in some countries.

The international character of higher education and research

Higher education and research have historically been activities which have taken place regardless of international boundaries almost since their inception: they are truly transnational in character. The underlying philosophy of 'Bologna' is one which the unions can support, insofar as it remains rooted in key principles like the public character of universities, promotion of access and mobility, academic freedom and quality. The relationship of 'Bologna' to the wider debate on globalisation and the threatened commodification of higher education within a global marketplace are a matter of deep concern to us. Experience from outside Europe confirms our fears that such a process can destroy the qualities which provide the value of higher education and academic research, in particular the capacity for objective inquiry and analysis without which modern societies will be unable to sustain and renew themselves.

The higher education and research unions of Europe, represented through EI and ETUCE, have been strong supporters of the proposed European Areas of Higher Education and of Research. Up to now the two processes of integration in the fields of higher education and research have to a great extent been developing separately, in spite of the clear overlaps between the two. Separate proposals reinforce the fear that the official aim is to break the vital link between higher education and research. The trade unions now call for the unification of the two 'Areas' in our members' daily work, leading to

the creation of a European Area of Higher Education and Research. We recognise the difficulties contained in this proposal, given the different geographical coverage of the two 'Areas'. However, we believe that integration as far as is practicable is important in order to sustain the links between higher education and research. Strengthened links between the Directorates General in the European Commission responsible for higher education and research would be an obvious first step. It is also important to bear in mind that while quality higher education depends on its links to research and scholarship, research activity also operates independently with its own culture and goals.

European higher education and globalisation

The European trade unions representing academic and research staff, acknowledge that European higher education and research policies play an important role in the international debate on the liberalisation of trade in services, and are developed in the context of that debate. They consider that education must remain a public good and not degenerate into a commodity. They expect a clear commitment from the participants of the Bergen conference to measures against the commercialisation of education and research. Neither the market and associated short-term trends, nor primarily commercial interests but rather the pursuit of knowledge should determine the aims and content of academic courses and research. Accordingly, the WTO GATS negotiations regarding higher education should be suspended and the control of transnational education in all sectors should be entrusted to UNESCO. EI has been involved in the work on the UNESCO/OECD guidelines, and we attach great importance to getting them right and then implementing them. We believe that higher education and research must do justice to its particular social responsibility for economic, social, cultural and ecological developments, and inter-ministerial discussions at the pan-European level must promote this objective. As the GATS does not deal effectively with quality assurance, there is a real risk that it will open up the market to rogue providers whose only interest is Higher Education for profit. We are also concerned at the implications of the draft directive on Services in the Internal Market, and urge that there is full consideration of the potential impact on service providers in education and other public domains, and that this consideration should include full consultation with the workers in those fields.

We understand that discussions at the global level regarding accreditation are raising some concerns from outside Europe that Bologna may be putting in place criteria and structures which inhibit the free workings of a 'market' in higher education. We would argue that if that is the case, the Bologna initiative is clearly working as it should, to protect the quality and integrity of European higher education and of the different national systems within it. If external sanctions are threatened for example against the countries which have entered the European Union with more 'marketised' higher education systems, and which now have to conform to EU standards, we believe that a collective political solution must be reached which respects the value of the EU structures and which resists this attempt at punishment."

Bologna Seminars on Mobility

Conclusions Bologna Seminar Student Mobility Brussels 2008

Summary conclusions of the Bologna Conference on student mobility

"Fostering student mobility: next Steps?" - Involving the stakeholders for an improved mobility inside the EHEA

Brussels, 29-30 May 2008

The conference *Fostering student mobility: next Steps?* was organized by the Ministry of the French Community Belgium with support of the Austrian Ministry of Science and Research and official representatives from Croatia, Spain, the Netherlands, the European Students' Union and the Bologna network on student support. It took place at the Université Libre de Bruxelles, on 29 and 30 May 2008. The Conference was attended by about 150 delegates from government departments, higher education institutions, bodies responsible for higher education mobility, rectors' conferences, teaching staff as well as European and international inter- and non-governmental organizations. Following the conference, a Conclusions and Recommendations paper was issued and this is a summary of the overall conference outcomes.

The debated topics in the conference proceedings were ranging from general aspects regarding Erasmus history, types of mobility and the need for statistical data, to specific challenges like the portability of grants & loans, national worries regarding asymmetric mobility and the attractiveness of universities for mobile students. The participants reached a general agreement on seven overall conclusions and seven recommendations, that we will briefly present below.

The main conclusions were centered on recognising the high value of mobility for the European society of knowledge, bearing in mind the fact that the Bologna Process has generated a complex mobility phenomenon that encompasses new forms and possibilities of mobility (vertical/ horizontal mobility, joint programmes etc.). Another aspect that was underlined was the need for statistics on student mobility in order to get a realistic picture, to compare, to evaluate and to implement efficient policies at national and European levels. Also, one of the conclusions tackled the difficulties caused by „bypass mobility“ phenomena, that appears when access is restricted and mobility grants the possibility to circumvent the obstacles and find new opportunities to study abroad.

An overall agreement was reached regarding the fact that mobility remains inaccessible for many students due to administrative, institutional and financial obstacles. While portability of grants and loans efficiently tackles the financial obstacles, very few countries have implemented or even discussed this possibility. Furthermore, it was concluded that student mobility in the EHEA remains quite unbalanced. A limited number of countries and institutions attract most of the mobile students. Unbalanced flows of mobile students are persisting.

Based on the conclusions above mentioned, the conference delegates adopted the following general recommendations:

- Mobility remains a challenge within the Bologna process
- More and better statistical data are needed to give governments a basis for further improvements
- Access to higher education and mobility programs should be favoured, together with fostering high standards of quality.
- Governments should further improve the financing of mobility.
- National governments should pay further attention to mobility within the EHEA.
- A general debate on bypass mobility from governments is requested.
- New strategies to boost attractiveness of higher education are needed.
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A more detailed overview on the recommendations issued can be found in the full *Conclusions and recommendations* paper. The full text drafted by the General Rapporteur, can be found at: <http://agers4.enseignement.be/index.php?page=25293&navi=2561>.

Conclusions Bologna Seminar Staff Mobility and Pensions Berlin 2008

Summary Conclusions Staff Mobility Seminar
Berlin, 12-13 June 2008

The German Rectors' Conference (HRK) organised a seminar in June 2008 to discuss the issue of mobility of researchers. The seminar was named "Penalized for being mobile?" and concentrated on pension schemes and other social security issues that need to be solved for academic staff mobility to increase. HRK has issued a statement as the outcome of this seminar and this is a summary of that statement.

The HRK and participants in the seminar concluded that promotion and facilitation of mobility is a good way to increase competitiveness, cooperation, internationality and permeability between and within the diverse European higher education systems.

Furthermore the seminar recommended that:

- barriers such as economic difficulties, non portability of pensions, visa obstacles and barriers to enter the labour market in a different country needs to be reduced,
- the question of transferable or portable pensions should become an eminent part of the social dimension of the Bologna Process without neglecting the needs of free moving students or researchers lacking employment status,
- the autonomy of higher education institutions regarding curricular matters and in financial terms need to be improved and
- HEI should become truly independent employers and fully responsible for its entire staff, independently of its current individual status.

- The seminar participants also outlined a number of factors or steps to increase staff mobility in the European Higher Education Area:
- Raising awareness of this issue (mobility) on multiple levels.
- Providing adequate pension schemes, irrespective of whether offered by state or privately, must meet the high ethical standards and necessities of higher education and research institutes:
 - e.g. the concept of a European pension fund for researchers (for supplementary pensions) based on the IORP Directive of the European Council and the European Parliament of 2003;
 - this concept of cross-border funds can be organised either from the private sector or in the form of a public-private partnership.
- Rethinking governments' involvement and applying more market-oriented approaches and solutions to mobility problems, e.g. ;
 - create package deals allowing for individual approaches for HEI to raise awareness in their departments and invite individual researchers to think of ways to secure retirement,
 - provide for higher financial predictability of pension fund for mobile researchers,
 - create a tool for surveying national pension rights through a National Pension Register. As a pilot for mobile teaching and research staff the register would consist of a data bank and a user friendly, internet based application to be accessed at any time with a password to receive reliable information on pension rights,
 - customise to the specific needs to mobile researchers and students.
- Retracting the state regulation of higher education, and thus overcoming the limits of national traditions, and instead,
- favouring a true partnership model between HEI, the state and providers.
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The full statement can be downloaded from here:

http://www.hrk-bologna.de/bologna/de/home/1945_3448.php

Conclusions Bologna Seminar on Student and Staff Mobility London 2007

Making Bologna a Reality: Mobility of staff and students
Official Bologna-seminar
London, 8-9 February 2007

The official Bologna seminar "Making Bologna a Reality: mobility of staff and students" was hosted by Education International (EI) in collaboration with the European Students' Union (ESU) and the University and College Union from the UK.

The seminar focused on issues connected to obstacles to staff and student mobility, which have been largely overlooked by the Bologna process up to now, such as pay and conditions, job security, career progression, the position of researchers and protection and portability of pension and social security rights. The seminar aimed at bringing together, trade unionists, academics, students, representatives of institutions, as well as key national policy makers to exchange information and experiences, to think about ways to improve mobility at the European, national and institutional level and to propose more effective and positive means of promoting mobility.

The seminar developed 27 recommendations addressing all those who are involved in supporting the development of mobility and regarding the removal of obstacles. In short, the recommendations adopted are the following:

- Data collection on student and staff mobility: qualitative, quantitative data as well as examples of good practices on institutional and national levels have to be collected and analyzed on national and international levels.
- Staff and student visas and working permits: opportunities to obtain fast and cheap visas and working permits have to be ensured alongside with better and more systematic information available to all staff and students.
- Improved attractiveness of the academic profession: in order to attract young people into academic career and to compete with universities worldwide mobility periods have to be scheduled ahead at regular intervals and a charter for mobile university teaches have to be developed.
- Recognition of study and work periods abroad: setting up overarching Qualification Framework, using the ECTS and Quality Assurance system, using and disseminating these tools to the labour market as well as ratification and proper implementation of the Lisbon Recognition Convention are crucial for recognition of student mobility; recognition of working periods abroad, when recruiting and promoting academic staff – for staff mobility.
- Portability of loans and grants and social benefits: the Bologna Process have to ensure that countries move forward to a common agenda similar entitlements in order to facilitate social rights of individuals in the home country to be portable, e.g., loans and grants, pension schemes, sick leave, parental leave.
- Equal access to mobility: additional support is have to be ensured for students who are going to countries with higher living costs than in their home country, probable through international Fund, financed jointly on a fair basis among the Bologna countries; special attention has to be paid to enhance mobility opportunities for staff and students with disabilities as well as – to students and staff with families, especially with children or other caring responsibilities.
- Actions to avoid brain drain: existing regional and socio-economic inequalities and the threat of brain drain need to be acknowledged as problems at the European level, both within the Bologna area and towards the rest of the world.
- Intellectual mobility: academic staff must be guaranteed academic freedom and the right to engage in public debates especially concerning issues in higher education and research.
- Non-traditional forms of mobility: higher education institutions should explore non-traditional forms of mobility through e.g., joint degree programmes, virtual mobility and flexible curriculum.
- Towards making the Bologna Process more efficient: institutional responsibility has to be enhanced through developing and implementing a mobility policy; students and staff have to be truly involved on institutional, national and international levels.

All documents from this conference including General report and two studies which were prepared to facilitate discussions at the seminar are available here:
<http://www.ei-ie.org/highereducation/en/calendarshow.php?id=68&theme=highereducation>.

Biographies; Speakers, Chairs/Contributors/Rapporteurs

Razvan Bobulescu

Ph.D in Physics, Razvan is an Associate Professor (University of Bucharest; Faculty of Physics, Department of Electricity and Biophysics) . Razvan is the President of the University Trade Unions Federation of Romania "ALMA MATER" (National Trade Union Federation), Member in the World Board of the World Confederation of Teachers for 7 years and since 2003 – present: Member in the Executive Board of Pan-European Structure of Education International. Since October 2007 he is a Vice- Chair of the EI Europe Standing Committee on Higher Education and Research (HERSC).

Gottfried Bacher

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Gottfried Bacher is deputy director for EU-Higher Education Programmes and head of the Austrian Bologna Contact Point.

He has been employed with the Ministry of Education, Science and Culture since 1992. Apart from the Bologna Process he has been responsible for bilateral education programmes with Central and Eastern Europe as well as EU-education programmes. He has been Austrian delegate on the Education Committee of the European Council as well as on the TEMPUS and SOCRATES COMMITTEES of the European Commission. He has served on the Bologna Board and is Austrian Representative on the Bologna Follow-up Group.

Gottfried Bachers holds a Master's degree in translation (English, Spanish) from the University of Vienna. He has completed a university course in export management at Vienna University of Economics and Business Administration as well as a training course in EU decision-making processes and institutions at the Federal Administrative Academy. He also spent a year as a Fulbright scholar at the University of Kansas, Department of American Studies.

Stef Beek

Stef Beek has been active as a student representative for several years. In 2002 he took up a post as member of the executive committee of the local union and in 2005 he was elected vice-president of the national union of the Netherlands LS Vb. From 2006-2008 Stef had a position in the European Students' Union (ESU) Committee on Commodification of Education. His main responsibilities in ESU were financing of Higher Education and the future of the (EU) Education and training 2010 program. Currently Stef Beek is writing his Political Science thesis at the university of Leiden.

Paul Bennett

Paul Bennett is a senior national official of the University and College Union which represents 120,000 academic and academic related staff in the United Kingdom. He is a Vice President of Education International (Europe) and one of EI's representatives on the Bologna Follow-Up Group. He has been involved in EI European and international activities and ETUCE work on higher education and research for a number of years.

Sjur Bergan

Sjur Bergan is Head of the Department of Higher Education and History Teaching of the Council of Europe. He has been involved in most of the Council's higher education activities, including:

- Secretary to the Steering Committee for Higher Education and Research (CDES);
- Council of Europe representative on the Bologna Follow Up Group and Board;
- Chair of the Bologna Coordination Group on Qualifications Frameworks and a member of the workign group on the Euroepan Higehr Education Area in a Global Setting.

- Responsible for the Council's activities on recognition and mobility, including the establishment of a joint Convention and program with UNESCO in this area; Co-Secretary of the ENIC Network;
- Bilateral and regional programs with newer member countries ;
- Series editor of the Council of Europe Higher Education Series,
- Author of a book on *Qualifications: Introduction to a Concept* and editor of books on various aspects of higher education policies and on the heritage of European universities, author of numerous articles.

From 1983 until 1991, Sjur Bergan worked in the administration of the University of Oslo, mostly in the Office of Budget and Planning and on international relations. He played an important role in establishing the University's program for cooperation with Central and Eastern Europe in 1990, with focus on the Baltic countries. He was a student representative on the Academic Senate of the University of Oslo and its Executive Board as well as on a number of university committees 1981 – 82. He spent a semester abroad at the University of Grenoble (1980) and was an AFS exchange student in Alton, Illinois (1974 – 75).

Rafael Bonete

Professor of Economics at the University of Salamanca, Rafaele Bonete is Coordinator of the EHEA at the same University. Erasmus Coordinator since 1993

Vice-Dean for International Relations (2000-2004) at the Faculty of Economics and Business at the University of Salamanca he was also involved in the Tuning Project 2000-2007

Bologna Process : Mobility Coordination group, external dimension and Member of the BFUG in Spain
Have done some research on student mobility

Rafael Bonete has a Degree in Law, a Degree in Economics, a Degree in Sociology and Political Science and a Phd on Economics

Bruno Carapinha

Member of the Executive Committee of ESU – European Students' Union

Bruno Carapinha is a doctoral student in Political Science at the University of Lisbon. He has been an active member of student organisations and Higher Education governance bodies at the institutional, regional and national level since 2000. He is currently a member of the Executive Committee of ESU and represents this organisation in the Bologna Follow-Up Group.

Bruno has been developing his work in the area of the Bologna Process from 2005, when he was part of the Portuguese delegation in the ministerial meeting in Bergen, in May 2005, a task he undertook again in London, in May 2007. At the national level, he is a member of the National Bologna Implementation Follow-Up Group. Currently he works as a consultant and advisor for student affairs at the University of Lisbon.

Since November 2006, Bruno has been a member of the internal structures of ESU, starting by the Bologna Process Committee, where he worked first in areas such as recognition of prior learning, qualifications frameworks and ECTS, employability and internationalisation of higher education. Bruno coordinated the survey Bologna With Students Eyes 2007 and is currently undertaking the same task for the 2009 edition.

Bruno Curvale

Bruno Curvale, DEA of Geography, 1987, University of Paris 1– Panthéon Sorbonne, Paris ; Graduate in negotiation and conflict resolution, 1997, University Paris 5 – René Descartes. Vice-President of the "The European Association for Quality Assurance in Higher Education" (ENQA).

Bruno Curvale participated in the development of the French evaluation system for Higher Education Institutions and is, for the time being, International Relations Representative for AERES (Evaluation for Research and Higher Education)

Ligia Deca

Ligia Deca is the Chairperson of the European Students' Union (ESU). She is also a student in Maritime and Port Management, after finishing a Bachelor degree in Maritime Engineering. Her previous experience in the student movement started in her local union (The Students' League from Constanta Maritime University) from 2001-2005 and continued at national level with being General Secretary of the National Alliance of Students' Organisations in Romania (ANOSR) from 2005-2006 and President of ANOSR from 2006-2007. Before being elected as Chairperson, she was a member of the Gender Equality Committee within ESU. Her professional experience includes working in the Quality Assurance field by being active as a consultant in the development of quality management systems in various institutions (HEI, public institutions and private companies). She was also the coordinator of the Coalition for Clean Universities - a Romanian project aimed at fostering academic integrity.

Eric Froment

Eric Froment is currently Professor of economics at the University Lumière-Lyon 2, France, advisor for international relations for the French QA agency (AERES) and member of the European Register Committee (EQAR).

Founding President of the European University Association (2001-2005), he was previously Chief executive of the French National Conference of Presidents (1998-2001) and Treasurer of the Conférence des Recteurs Européens (1994-1998). At the Université de Lyon 2, he was elected Dean of the Faculty of Economics (1973 – 1977), Vice-president of the university (1978- 1981), and finally President (1991-1996).

Member of the EC Forum on University-based Research (2004-2005) and of the EC expert group on "Strengthening research institutions with a focus on university-based research".(2007)

Eric Froment received a Master's degree in Economics and Political Science from the Université de Lyon, and a Doctorate in Economics from the Université de Paris1Panthéon-Sorbonne (1971).

Inge Gielis

Inge is a Master student in Economics and Business Administration at the Lessius Hogeschool in Antwerpen (Belgium). She has been a student representative for several years, at various levels. At the moment she is a member of the Social Affairs Committee of ESU. She is currently employed by VVS, the national union of students in Flanders, where she is a member of the secretariat, working on international affairs. She is also one of the student Bologna Experts in Flanders.

Kevin Guillaume

Education:

- Bachelor and Master in political sciences, International relations (Université catholique de Louvain)
- Specialised Master in economics (Katholiek Universiteit Leuven)

Work:

- Current position: attaché at the Ministry of the French Community, DG higher education and scientific research.
- Main responsibilities: responsible of the information centre on higher education NARIC; representative of the French Community within the Bologna Follow-up Group and subsequent working/coordination groups; follow-up and implementation of international and European affairs/initiatives on higher education.

Peter Greisler

Peter Greisler started his professional career at the then Federal Ministry for Research and Technology in 1991, where he worked in different areas ranging from international nuclear energy policy and other international affairs to staff, cabinet and parliamentary issues and research for sustainability, science and society. He has been Head of the BMBF's Higher Education Directorate since 2004. His responsibilities include the Deutsche Forschungsgemeinschaft (DFG), higher education legislation, social issues regarding university studies (BAföG training assistance), the promotion of young

researchers, the internationalization of universities and continuing education at higher education institutions.

Gayane Harutyunyan

G. Harutyunyan's professional career has moved across various institutions and sectors: covering academic, governmental and business sectors. She worked for the area of education during the years of 1991-1998 and once again since 2006.

Currently, she is the Executive Director of Armenian National Information Center for Academic Recognition and Mobility. Her recent job has been mainly focused on education services-reforms of higher education, recognition. Starting from 2006 she has been representing Armenia in the Bologna Follow-up Group and is presently the Chair of the Mobility Coordination Group (2007-2009).

Dr. Gayane Harutyunyan is a graduate of Yerevan State University in the field of physics. Her professional interests include educational change, improvement of higher educational institutions, international education policies and recognition procedures.

Vanja Ivosevic

Vanja Ivosevic is a student at the Faculty of Political Science, University of Zagreb. She has been active in Croatian Student Union as the international officer and a vice-president. In 2003 she was elected to the Executive Committee of ESIB and in 2005 as the Chairperson. Since then she carried out several evaluations of Quality Assurance Agencies and Universities as a student expert on the international evaluation teams. Recently, she has been carrying out research in the field of higher education. Amongst others on Gender Perspective of Working and Employment Conditions of Academic Staff and the Gender perspective of teacher pension system reforms in Europe for Education International, as well as a Comparative analysis of financing higher education in South East Europe with the Center for Education Policy in Belgrade.

Mike Jennings

Mike Jennings was appointed as General Secretary of the Irish Federation of University Teachers (IFUT) in April 2007. IFUT is Ireland's leading trade union and professional body for university and higher education staff.

Prior to his appointment Mike had almost 30 years of full-time industrial relations experience and has represented workers in all sectors of the Irish economy.

A graduate of the National University of Ireland, Mike's association with higher education representative bodies dates from his time as the elected full-time President of the Students Union in his university in Galway. He was subsequently employed for two years as a full-time organiser for Ireland's National Union of Students USI.

Anita Liice

Anita Liice holds a position of the Vice chairperson of the European Student's Union. She was born in Latvia and holds B.S. in Mathematics and M.A. in Education Science from the University of Latvia. She has been involved in the student movement since 2002 on institutional, national and international level. Following two years spent as a member of the Executive Committee of the National Union of Students in Latvia, she became elected member of the Committee on Commodification of Education of the European Students' Union (ESU; formerly – ESIB) in October 2005, where she has worked on various higher education issues by organizing and participating in trainings for the national unions of students, representing ESU at international conferences, as well as being co-author of several publications. In July 2008, she has started her mandate as the Vice-chairperson of the European Students' Union.

Dominique Lassarre

Dominique Lassarre has been the General Secretary of Sup Recherche UNSA-ed, since 2004. She is a permanent member of the Higher Education and Research Standing Committee of EI. She has been very active in supporting the implementation of the Bologna Process in France, standing for UNSA Education in the National Council for Higher education and Research for both academic and support personals. She is a Professor of Social Psychology. After working in the Universities of Paris 5 and Reims, her position is now in a small new university in Nîmes. Her Research topics are the cognitive

and social representations of citizenship, of environmental risks and the pro-environmental behavioural changes and the participatory processes in designing environmental policies. Since October 2007 she is a Vice- Chair of the EI Europe Standing Committee on Higher Education and Research (HERSC) and has been recently elected Vice-president for Research of the University of Nîmes

Fred van Leeuwen

Fred van Leeuwen became EI General Secretary during the Constituent Congress of Education International in January 1993. He was since re-elected by EI's World Congresses (July 1995, Harare; July 1998, Washington D.C.; July 2001, Jomtien; July 2004, Porto Alegre; July 2007, Berlin).

A former teacher in the Netherlands, he joined the Algemene Bond van Onderwijs Personeel (ABOP- now AOb) in 1973 and became responsible for its international affairs in the late 70s.

Fred van Leeuwen was elected General Secretary of the International Federation of Free Teachers' Unions (IFFTU) at its World Congress in Panama in 1981. He held this post until the IFFTU and the World Confederation of Organisations of the Teaching Profession (WCOTP) formed the Education International in 1993.

Fred van Leeuwen was Chair of the Conference of Global Unions Federation for 2005-2006.

Lela Maisuradze

Lela Maisuradze is the representative of Georgia at the BFUG since 2005. Presently, she is the Head of Higher Education Harmonization and International Integration Division at the Ministry of Education and Science of Georgia. Lela was delivering lectures on education reforms at the Faculty of Education at Ilia Chavchavadze State University of Georgia. She is a member of Bologna Expert's team and National team of Bologna Promoters in Georgia. Prior to joining the Ministry Lela did her MA degree at the Institute of International Education at Stockholm University. Her research thesis dealt with student participation in decision-making and university governance in Sweden and Georgia.

David Robinson

David Robinson is the associate executive director of the Canadian Association of University Teachers, representing more than 65,000 academic and general staff in over 100 colleges and universities across Canada. David is responsible for CAUT's public advocacy and research division. Prior to joining CAUT in 1999, David was the senior economist of the British Columbia office of the Canadian Centre for Policy Alternatives, Canada's leading progressive think tank. David has worked with a number of labour and civil society groups over his career, and was a lecturer at Simon Fraser University in Burnaby, British Columbia and at Carleton University in Ottawa. He is also currently a consultant on trade and higher education issues to Education International, the global federation of teachers unions representing nearly 30 million teachers and education workers in 171 countries.

Bettina Schwarzmayr

Bettina is the president of the European Youth Forum, the international youth organisation gathering more than 90 members, both national youth councils and international youth organisations. She is dealing with general representation in the YFJ, information and communication and organisational development.

As YFJ Vice-President 2005-06, Bettina was responsible for Council of Europe Relations Coordination and Advocacy. She was previously a member of the Executive Committee of ESIB, and has worked in cooperation with other regional student organisations, and in the fields of anti-discrimination and inclusion. In her role as a member of the Executive of the National Union of Students in Austria, Bettina was involved in major decision-making processes such as the Austrian Bologna Process follow-up group and the EU White Paper on Youth. She is currently studying Social and Cultural Anthropology and Gender Studies at the University of Vienna.

Christian Tauch

Christian Tauch studied history, international relations and literature in Germany and the US. From 1995 to 2005 he was head of the International Department of the German Rectors' Conference HRK in Bonn. He co-authored several studies related to the Bologna Process (in particular the EUA "Trends

reports") and is today working at the Unit for Higher Education Policy and the Erasmus Programme in the Directorate General for Education and Culture of the European Commission.

Stamenka Uvalic-Trumbic

Chief of the Section for Reform, Innovation and Quality Assurance, Education Sector, UNESCO

Stamenka Uvalic-Trumbic is The Chief of the Section for Reform, Innovation and Quality Assurance, in the Higher Education in UNESCO Headquarters in Paris. Her special areas of expertise include UNESCO's work on conventions, recommendations, codes of good practices and guidelines that relate to the recognition of qualifications and quality assurance in higher education. In that framework, she was responsible for the elaboration of the 1997 Lisbon Convention on the Recognition of Qualifications in the European Region and is Secretary of the Intergovernmental Committee for the Mediterranean Convention on the Recognition of Qualifications.

Her more recent responsibilities are aimed at developing policy debates on cross-border education covering a wide range of issue from distance education to trade in higher educational services through the Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications (2002; 2004). One of the most recent outcomes of this work are the Guidelines on Quality Provision in Cross Border Higher Education, elaborated jointly with the OECD (2005) which promote mutual trust and international cooperation in quality assurance and the recognition of qualifications, especially those provided across borders, such as distance education, eLearning and other forms of provision.

Jens Vraa-Jensen

Jens Vraa-Jensen has worked with national Danish higher education and research matters for several decades - first as a student at the University of Copenhagen, then in other Trade Unions and since 1990 in his resent job in DM. From the beginning of his employment in DM he has been working with international questions in relation to university teachers and for almost 10 years he has been the member from DM in the EI-Europe Standing Committee for Higher Education and Research (HERSC) and since February 2007 has served as the Chair of the Committee.

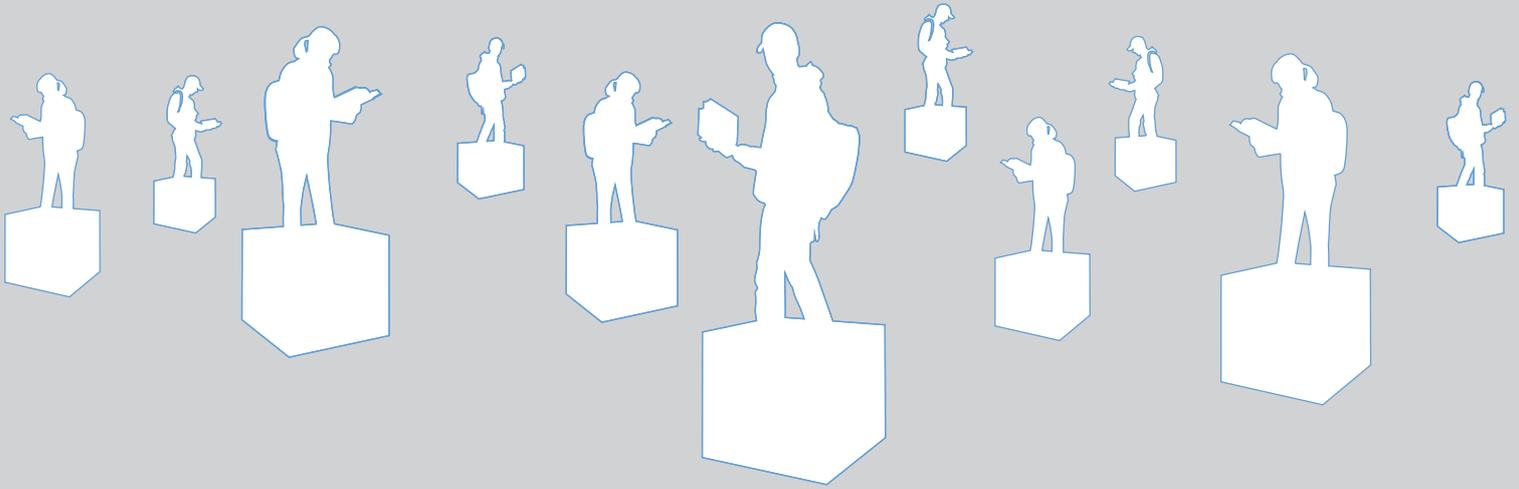
Lesley Wilson

Lesley Wilson joined EUA at its creation in 2001 and formally took over as Secretary General in 2002. Previous to this she held a number of senior positions in higher education and research management at European level, in particular as Director of UNESCO's European Centre for Higher Education in Bucharest (UNESCO-CEPES) from 1995 to late 1999, Head of the newly established Science Policy Unit at the European Science Foundation in Strasbourg (1994/1995) and Director of the EC TEMPUS Office in Brussels from 1990 to 1994.

A graduate of the University of Glasgow and the Institut des Hautes Etudes Européennes at the University of Strasbourg she spent her early career as a scientific staff member of the German Science Council in Cologne before moving to Brussels in 1988 to join the newly established ERASMUS Bureau.

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represents the social, cultural and economic interests of students in Europe. Through its members, the 49 national unions of students from 38 European countries, ESU represents more than 11 million students in Europe.

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