

# Procedure file

Basic information			
INI - Own-initiative procedure	2008/2070(INI)	Procedure completed	
Bologna process and student mobility			
<b>Subject</b> 4.40.01 European area for education, training and lifelong learning 4.40.06 Teachers, trainers, pupils, students 4.40.20 Cooperation and agreements in the fields of education, training and youth			
Key players			
European Parliament	Committee responsible  Culture and Education	Rapporteur	Appointed
		PPE-DE <u>PACK Doris</u>	11/09/2006
Committee for opinion  Budgets			Rapporteur for opinion
			Appointed
			12/03/2008
			PPE-DE <u>IACOB-RIDZI Monica Maria</u>
European Commission			
Commission DG <u>Education, Youth, Sport and Culture</u>			Commissioner
			FIGEL' Ján
Key events			
13/03/2008	Committee referral announced in Parliament		
24/06/2008	Vote in committee		Summary
08/07/2008	Committee report tabled for plenary	<u>A6-0302/2008</u>	
22/09/2008	Debate in Parliament		
23/09/2008	Results of vote in Parliament		
23/09/2008	Decision by Parliament	<u>T6-0423/2008</u>	Summary
23/09/2008	End of procedure in Parliament		
Technical information			
Procedure reference	2008/2070(INI)		
Procedure type	INI - Own-initiative procedure		
Procedure subtype	Initiative		

Legal basis	Rules of Procedure EP 54-p4; Rules of Procedure EP 54			
Stage reached in procedure	Procedure completed			
Committee dossier	CULT/6/41837			

Documentation gateway					
Committee draft report		<a href="#">PE404.721</a>	11/04/2008	EP	
Committee opinion	BUDG	<a href="#">PE405.729</a>	07/05/2008	EP	
Amendments tabled in committee		<a href="#">PE407.619</a>	12/06/2008	EP	
Committee report tabled for plenary, single reading		<a href="#">A6-0302/2008</a>	08/07/2008	EP	
Text adopted by Parliament, single reading		<a href="#">T6-0423/2008</a>	23/09/2008	EP	Summary
Commission response to text adopted in plenary		<a href="#">SP(2008)6073</a>	17/10/2008	EC	
Commission response to text adopted in plenary		<a href="#">SP(2008)6487</a>	29/01/2009	EC	

## Bologna process and student mobility

The Committee on Culture and Education adopted the report by Doris PACK (EPP-ED, DE) on the Bologna Process and student mobility, considering that an increase in student mobility and the quality of the different educational systems should be a priority of the Bologna Process beyond 2010.

The report stresses that, in order to achieve student mobility, actions must be taken across different policy areas, so that mobility can go beyond the scope of higher education and concern the scope of social affairs, finance, and immigration and visa policies.

**Student mobility: Quality and Efficiency:** MEPs insist on the urgent need for comparable and reliable statistics on student mobility and the socio-economic profile of students, in order to overcome the current lack of data and promote the exchange of good practices. They call on universities to improve and simplify the information provided online and off-line to students, and call on universities and Erasmus National Agencies to collaborate with student organisations in order to make available all the necessary information in due time. In order for the Bologna Process to fulfil its objective, MEPs consider it necessary to reiterate the principle of reciprocity in terms of the flow of students and scholars. They emphasise the poor mobility towards the Member States which acceded to the EU in 2004 and 2007. MEPs also point out the importance of mentoring for the social, cultural and linguistic integration of incoming students as well as the real need to improve their command of languages.

**Higher education reform and modernisation of universities:** MEPs call on European universities to undertake curricular reform with regards to both content and organisation, providing for greater flexibility. MEPs consider, in particular, that a ?mobility study period? should be introduced in all degree programmes to enable students to go abroad. They also call for the creation of a framework for a European doctorate and for all efforts to be made to promote the quality and excellence of teaching. In this respect, the presence of qualified teachers in all sectors of studies, their development and ongoing training are crucial aspects for the effectiveness of higher education and for achieving the Bologna Process objectives.

**Funding and investment in student mobility and the social dimension:** MEPs call for special assistance to be provided to students from disadvantaged groups in society by, for example, proposing inexpensive and decent accommodation. They suggest the introduction of a single European Student Identification Card, in order to facilitate mobility and to enable students to get discounts for accommodation and subsistence. They also call on the Member States to guarantee an equal and universal access to mobility by simple, flexible and transparent grant awarding procedures and by additional financial support for high cost destinations. MEPs consider it essential for students to receive this support before their departure to avoid placing an excessive financial burden on them. At the same time, MEPs point out that new means of financing student mobility, such as interest-free loans and/or transferable loans, should be introduced and promoted. They invite European universities to cooperate with the private sector in order to find new effective mechanisms of co-financing student mobility at each cycle (bachelor-masters-doctorate).

**Quality and full recognition of diplomas:** MEPs call on both the Commission and the Member States to proceed with the implementation of the European reference frameworks (Bologna Qualifications Framework, European Qualifications Framework for lifelong learning, European Standards and Guidelines for Quality Assurance, and the Lisbon Recognition Convention) in order to establish the European High Education Area. They stress, in particular, the urgency of implementing the comprehensive, unified and effective credit transfer system (ECTS), bearing in mind that students and scholars qualifications should be easily transferable throughout Europe thanks to a single common framework. MEPs emphasise that the three-cycle degree system (Bachelor degree, Masters Degree and Doctorate) could become more flexible especially by using a "4+1" instead of "3+2" system for the first and second cycles. They consider, for example, that for some studies this could be more appropriate in order to enable greater mobility and employability of graduates. They also stress that internships and other informal and non-formal mobility experience approved by universities should be granted ECTS credits and recognised as an integral part of study curricula.

**Bologna Process implementation in all countries concerned:** lastly, MEPs urge Member States to facilitate visa procedures and to reduce their cost for mobile students, especially as far as Eastern European Member and Candidate States are concerned.

## Bologna process and student mobility

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The European Parliament adopted by 592 votes to 26, with 34 abstentions, a resolution on the Bologna Process and student mobility.

The own initiative report had been tabled for consideration in plenary by Doris PACK (EPP-ED, DE) on behalf of the Committee on Culture and Education.

The Parliament considers that an increase in student mobility and the quality of the different educational systems should be a priority of the Bologna Process beyond 2010. It stresses that, in order to achieve student mobility, actions must be taken across different policy areas, so that mobility can go beyond the scope of higher education and concern the scope of social affairs, finance, and immigration and visa policies.

**Student mobility: Quality and Efficiency:** the Parliament insists on the urgent need for comparable and reliable statistics on student mobility and the socio-economic profile of students, in order to overcome the current lack of data and promote the exchange of good practices. It calls on universities to improve and simplify the information provided online and off-line to students, and calls on universities and Erasmus National Agencies to collaborate with student organisations in order to make available all the necessary information in due time. In order for the Bologna Process to fulfil its objective, the Parliament considers it necessary to reiterate the principle of reciprocity in terms of the flow of students and scholars. It emphasises the poor mobility towards the Member States which joined the EU in 2004 and 2007. It also highlights the importance of mentoring for the social, cultural and linguistic integration of incoming students as well as the real need to improve their command of languages.

**Higher education reform and modernisation of universities:** the Parliament calls on European universities to undertake curricular reform with regards to both content and organisation, providing for greater flexibility. It considers, in particular, that a ?mobility study period? should be introduced in all degree programmes to enable students to go abroad. It also calls for the creation of a framework for a European doctorate and for all efforts to be made to promote the quality and excellence of teaching. In this respect, the presence of qualified teachers in all sectors of studies, their development and ongoing training are crucial aspects for the effectiveness of higher education and for achieving the Bologna Process objectives.

**Funding and investment in student mobility and the social dimension:** the Parliament calls for special assistance to be provided to students from disadvantaged groups in society by, for example, proposing inexpensive and decent accommodation. It suggests the introduction of a single European Student Identification Card, in order to facilitate mobility and to enable students to get discounts for accommodation and subsistence. It also calls on the Member States to guarantee an equal and universal access to mobility by simple, flexible and transparent grant awarding procedures and by additional financial support for high cost destinations. The Parliament considers it essential for students to receive this support before their departure to avoid placing an excessive financial burden on them. At the same time, the Parliament points out that new means of financing student mobility, such as interest-free loans and/or transferable loans, should be introduced and promoted. It invites European universities to cooperate with the private sector in order to find new effective mechanisms of co-financing student mobility at each cycle (bachelor-masters-doctorate). The Parliament also welcomes the fact that, in the context of the mid-term review of the Multi-annual Financial Framework provided for in the Declaration attached to the Interinstitutional Agreement of 17 May 2006 on budgetary discipline and sound financial management, increasing the financial envelope allocated to the programmes in the field of education and notably for Erasmus grants could be considered, subject to the results of monitoring and evaluation of the programme.

**Quality and full recognition of diplomas:** the Parliament calls on both the Commission and the Member States to proceed with the implementation of the European reference frameworks (Bologna Qualifications Framework, European Qualifications Framework for lifelong learning, European Standards and Guidelines for Quality Assurance, and the Lisbon Recognition Convention) in order to establish the European High Education Area. It stresses, in particular, the urgency of implementing the comprehensive, unified and effective credit transfer system (ECTS), bearing in mind that students and scholars qualifications should be easily transferable throughout Europe thanks to a single common framework. The Parliament emphasises that the three-cycle degree system (Bachelor degree, Masters Degree and Doctorate) could become more flexible especially by using a "4+1" instead of "3+2" system for the first and second cycles. It considers, for example, that for some studies this could be more appropriate in order to enable greater mobility and employability of graduates. It also stresses that internships and other informal and non-formal mobility experience approved by universities should be granted ECTS credits and recognised as an integral part of study curricula.

**Bologna Process implementation in all countries concerned:** lastly, the Parliament urges Member States to facilitate visa procedures and to reduce their cost for mobile students, especially as far as Eastern European Member and Candidate States are concerned.