

***11 March 2010, 15.00 – 16.00, Budapest (8 speakers)***  
***Mobility and recognition (paras 20/21, Summary)***

Mobility should be seen as part and parcel of an institution's internationalisation strategy. The Trends data show that internationalisation – also Bologna as an internationalisation process inside Europe – has had a major impact on institutions and that their expectation is that the importance of internationalisation will continue to be grow in the next ten years.

In the past decade, the concept of mobility has evolved from being focused on short term mobility to a focus on full-degree mobility or vertical mobility, and as part of the institutions' overall internationalisation strategies.

Thus, we can expect that mobility levels will rise in the next decade but responses from universities suggest that this will affect mostly vertical mobility i.e. mobility between cycles.

Thus, the *Trends 1020* survey shows that institutional expectations regarding short-term mobility seem to have remained stable and relatively low over the last decade while the expectations for full-degree (vertical) mobility seem to be growing.

The Trends 2010 report provides a rich documentation of institutional experience regarding obstacles to mobility which include visa or language requirements, compressed degrees, problems with recognition, lack of funding, lack of harmonisation of academic calendars across Europe, etc.

Recognition of credit transfer is a central issue in the promotion of mobility. Trends emphasises that problems with the recognition of credits obtained after a short-term mobility seem to have remained stable over time. These data are coherent with the unchanged institutions' expectations regarding short-term mobility.

From a policy perspective:

- There is a need to develop more precise definitions and measurements of the different types of mobility in order to correct the flaws of some current measurements.
- It is critically important to promote mobility by taking appropriate European action to address long-standing problems such as visa requirements, promoting the portability of pension provision for researchers, study grants and loans for students, etc., both for EU citizens and international students, staff and researchers.
- Academic calendars need to be coordinated at European level in order to facilitate short-term mobility.
- There is also a need for institutions to better organise their recognition process. Trends data show that recognition problems are reduced when recognition is done centrally.

***12 March, 9.10 – 10.30, Vienna (4 speakers)***  
***Social dimension (cf. para 16, 17 Exec Summary)***

The Bologna tools and new degree structures are likely to promote greater diversity in the student body. *Trends 2010* data show that an increasing number of European HEIs have begun to rise to the challenge of attracting and teaching a more diversified student body, and to introduce institutional policies which are more inclusive and responsive.

The data indicate, however, that there are still three groups of potential students for which about only one third of HEIs have policies in place. These are students from ethnic minorities, immigrants and students without formal qualifications who need to rely on Recognition of Prior Learning (RPL), but RPL is a practice found in 54% of *Trends* respondents and only 17% give full-degree equivalence.

In the majority of European countries, lifelong learning is considered as a set of activities provided outside mainstream education, in relation to which Bologna