

# Mobility for Better Learning

## Mobility strategy 2020 for the European Higher Education Area

### Working paper of the BFUG Working Group Mobility<sup>1</sup> – as on

**24 August 2011**

#### **Preliminary remarks:**

*The text is a paper written by the working group on mobility as a background paper for a mobility strategy for the European Higher Education Area (EHEA). It was developed on the basis of the discussions in the working group meetings on 13 January 2010, 12 May 2010, 4 November 2010 and 29-30 March 2011, and has been informed by the results of the BFUG questionnaire on mobility as well as other data collections exercises.*

*The paper consists of four parts. Section A gives a short introduction and quotes the latest statements on mobility that were made by Ministers in the Leuven/Louvain-la-Neuve communiqué. Section B gives a motivation for drafting an EHEA mobility strategy.*

*Sections C and D contain the essential mobility aims and targets for the time up to 2020, and the measures that have to be taken to reach these aims, respectively. Both parts are to form the basis of a short strategy paper that the ministers responsible for higher education in the EHEA shall be invited to adopt at the ministerial conference in Bucharest in April 2012. In order to facilitate the transition from the working paper to the strategy, parts C and D are written from the perspective of the ministers (“we intend to ...”).*

*Further steps in the drafting of this working paper and the ensuing strategy paper are:*

- *Revision of the working paper according to the results of the discussion and final approval of the working paper by August 2011.*
- *The working paper will be sent to BFUG in time for the meeting in October 2011 for information and discussion together with a draft EHEA mobility strategy, which is drafted on the basis of parts C and D of the working paper.*
- *The EHEA mobility strategy is proposed to be adopted by Ministers in Bucharest in April 2012.*

#### **A. Introduction**

Promoting the mobility of students, early stage researchers, teachers and other staff in higher education in the European Higher Education Area (EHEA) has been a central concern

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<sup>1</sup> This working paper reflects the state of discussion of the working group mobility as on 24 August 2011, 11 o'clock a.m..

of the Bologna process from the beginning. The Bologna Declaration of 1999 already contains as its goal:

“Promotion of mobility by overcoming obstacles to the effective exercise of free movement (...).”

In subsequent ministerial conferences the Ministers repeatedly referred to the importance of mobility in the EHEA and demanded further progress, also with regard to monitoring mobility. In the consistent development of their declarations and communiqués, they most recently adopted a series of resolutions in Leuven/Louvain-la-Neuve in 2009 to move the internationalisation of the higher education area forward, further intensify the mobility of students, doctoral candidates, teachers and other staff in higher education, and to that end to create a framework allowing for greater mobility as well as a better balance and data situation regarding mobility flows. These resolutions are reproduced once more below:

*(1) Internationalisation of European higher education*

“We call upon European higher education institutions to further internationalise their activities and to engage in global collaboration for sustainable development. The attractiveness and openness of European higher education will be highlighted by joint European actions. Competition on a global scale will be complemented by enhanced policy dialogue and cooperation based on partnership with other regions of the world, in particular through the organisation of Bologna Policy Fora, involving a variety of stakeholders.” (para 16)

*(2) Mobility as driver of internationalisation and hallmark of the EHEA*

“We believe that mobility of students, early stage researchers and staff enhances the quality of programmes and excellence in research; it strengthens the academic and cultural internationalisation of European higher education. Mobility is important for personal development and employability, it fosters respect for diversity and a capacity to deal with other cultures. It encourages linguistic pluralism, thus underpinning the multilingual tradition of the European Higher Education Area and it increases cooperation and competition between higher education institutions. Therefore, mobility shall be the hallmark of the European Higher Education Area. We call upon each country to increase mobility, to ensure its high quality and to diversify its types and scope. In 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad.” (para 18)

*(3) Strengthening mobility by improving the framework conditions*

“Within each of the three cycles, opportunities for mobility shall be created in the structure of degree programmes. Joint degrees and programmes as well as mobility windows shall become more common practice. Moreover, mobility policies shall be based on a range of practical measures pertaining to the funding of mobility, recognition, available infrastructure, visa and work permit regulations. Flexible study paths and active information policies, full recognition of study achievements, study support and the full portability of grants and loans are necessary requirements. Mobility should also lead to a more balanced flow of incoming and outgoing students across the European Higher Education Area and we aim for an improved participation rate from diverse student groups.

Attractive working conditions and career paths as well as open international recruitment are necessary to attract highly qualified teachers and researchers to higher education institutions. Considering that teachers are key players, career structures should be adapted to facilitate mobility of teachers, early stage researchers and other staff; framework

conditions will be established to ensure appropriate access to social security and to facilitate the portability of pensions and supplementary pension rights for mobile staff, making the best use of existing legal frameworks.” (para 19, 20)

*(4) Need for reliable mobility data*

“Improved and enhanced data collection will help monitor progress made in the attainment of the objectives set out in the social dimension, employability and mobility agendas, as well as in other policy areas, and will serve as a basis for both stocktaking and benchmarking.” (para 21)

**B. Motivation for a mobility strategy**

The declarations and communiqués to date clearly set out the great importance which is accorded to mobility in developing the EHEA and the internationalisation of European higher education. The mobility of students, early stage researchers teachers and other staff in higher education contributes to expanding academic collaboration within the EHEA, further internationalising higher education systems and higher education institutions and improving them through comparison with one another, promoting the employability and personal development of the mobile people and strengthening the cultural identity of Europe. It is also an important pillar for exchange and collaboration with countries in other parts of the world.

The aims for the development of mobility in the EHEA are ambitious. However, the progress achieved so far in the expansion of mobility does not yet correspond to expectations. Efforts will need to be intensified if the aims are to be achieved by 2020. A more strategic orientation is required. This should contain clear, implementable and, as far as possible, measurable targets with regard at least to student mobility as well as measures for the implementation of the agreed aims and targets.

### **C. Mobility aims**

Promoting the mobility of students, early stage researchers, teachers and other staff in higher education in the EHEA has been a central concern of the Bologna process from the beginning. Further to our declarations hitherto, we reaffirm<sup>2</sup> that we will, through our collective efforts within the EHEA as well as in our national policies:

- expand the learning mobility of students in all EHEA countries, in all three cycles and in various forms;
- promote greater opportunities for diverse student groups to participate in mobility;
- ensure the high quality of learning mobility;
- promote the mobility of early stage researchers, teachers and other staff in higher education;
- improve the recognition of learning activities undertaken abroad and the recognition of international qualifications;
- strengthen and develop further the higher education institutions in the EHEA as places for international academic exchange which contribute to intercultural and multilingual communication skills of their graduates and enable them to work and research in international contexts;
- achieve by 2020 the target that at least 20 percent of graduates in the EHEA have undertaken a study or training period abroad;

We agree

- in the long term, to strive for more balanced mobility within the EHEA and with countries outside Europe;
- to encourage incoming student mobility, so that by 2020 [5 per cent] of all students matriculated in the EHEA have obtained their prior qualification elsewhere;

### **D. Measures for the implementation of the mobility aims and targets**

In order to achieve our mobility aims for the EHEA, we resolve to undertake the following measures which shall be implemented at institutional, national or European level:

#### **1. We agree to develop and implement national internationalisation and mobility strategies with measurable mobility targets.**

Systematic and sustained support for mobility can only be achieved and quantitative and qualitative mobility aims and targets can only be reached at a European level, if these goals are embedded in national and institutional internationalisation strategies.

We therefore commit to formulating and implementing in our countries national strategies or action plans for the internationalisation of the higher education sector and for the promotion of mobility. The strategies should include mobility aims for the exchange with partners inside and outside the EHEA, include concrete measures for

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<sup>2</sup> In preparation for the strategy paper, parts C and D of the text have been formulated from the perspective of the ministers.

the expansion of mobility and the removal of obstacles to mobility and formulate statements on the creation of a framework which supports mobility. Furthermore, measures should be defined with regard to improving the recognition of studies performed abroad and the foreign language proficiency of mobile students as well as regarding financial support for periods spent abroad.

A survey of member countries has shown a heterogeneous picture: a series of countries has already drawn up more or less comprehensive mobility strategies, some are in the process of doing so and others still need to develop them.

The strategies of the member countries should also include measurable mobility targets and monitoring tools. Some countries have already set themselves quantitative mobility targets for student mobility and to a lesser degree for teacher mobility. We call on all countries to set ambitious and country specific targets and to use the mobility targets defined by us for the EHEA as a guide.

## **2. We reaffirm and elaborate our mobility target formulated at Leuven/Louvain-la-Neuve and lay down additional targets.**

1. We define our mobility target from the Leuven/Louvain-la-Neuve communiqué more precisely as follows:

(a) We have decided only to include outward mobility in our mobility target. In this context people are deemed to be mobile irrespective of their nationality when they go abroad from the country in which they obtained their last educational qualification.

(b) We look at mobility in all three cycles of the Bologna process.

(c) We will include in our mobility target the periods spent abroad within a study cycle leading to credit-point accumulation in the home programme (credit mobility) as well as stays in which a final degree is obtained abroad (degree mobility). Mobility under joint degree study programmes is included in our mobility target as much as mobility in short-cycle programmes. But the latter should be separately shown in the data collected since they exist in only about half the member states of the EHEA. Mobility between two cycles (gap mobility) is not recorded under the statistics used and is therefore not taken into account.

(d) Credit mobility during the course of studies is recorded inside and outside the EHEA. But it is only taken into account if at least one credit point is actually obtained. Degree mobility is, for the time being, only considered within the EHEA due to the absence of worldwide data.

2. In addition to our quantitative target for the outward mobility of graduates in the EHEA, we now also lay down a target for mobility into the EHEA to encourage incoming student mobility. By 2020 [5 per cent] of all students matriculated in the EHEA shall have obtained their prior qualification elsewhere. We request that Eurostat, Eurostudent and Eurydice develop a corresponding database so that we can assess the progress in achieving the targets.

3. Over and above the specified indicators, we request that Eurostat and Eurostudent develop and provide data:

- (a) On degree mobility to countries outside the EHEA: although we are not including degree mobility outside the EHEA in the calculation of our mobility target, this mobility type is included in our fundamental considerations about global higher education collaboration and particularly about balanced mobility with non-European regions.
- (b) On the development of the various mobility types (i.e. credit and degree mobility).
- (c) On mobility of teachers, early stage researchers and staff in higher education.
- (d) On private and social returns arising from mobility.
- (e) On regional mobility flows.
- (f) On credit mobility to countries outside the EHEA.
- (g) On the social dimension of mobility.

### **3. We strive for open higher education systems and better balanced mobility in the EHEA.**

The mobility flows of students between countries and regions of the EHEA are in part in a serious imbalance. This applies to mobility within a study cycle (credit mobility) as much as to mobility with the objective of undertaking the whole study programme abroad (degree mobility).<sup>3</sup> For the analysis of the causes as well as the positive and negative effects of imbalanced mobility, imbalances between specific countries, specific subjects, specific groups of students and other aspects must also be taken into account.

Imbalances in the mobility streams can be useful and, indeed, in the interest of both the sending and receiving countries if a country cannot cover the demand of its students for specific study programmes, if there are excess study places available for reasons of demographic development, for example, or if the higher education institutions of specific countries provide a more attractive range of courses. On conclusion of their studies, mobile students can become important cooperation partners for their home countries in the host country or on returning home become key players in the academic field, business or other areas of society.

Imbalances are of less concern if they are short term, or do not lead to systematic disadvantages, or weakening of specific countries and regions, or to a substantial brain drain. Imbalances in credit mobility are thus less disadvantageous as mobile individuals usually return to their home country after a clearly identifiable period spent abroad.

Our demand for more balanced mobility is therefore directed particularly at degree mobility since it can have a sustained effect on the host and home countries and may lead to brain gain and brain drain. We believe that a better balance of the mobility

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<sup>3</sup> For the purpose of discussion we refer to imbalanced student mobility if the difference between incoming and outgoing students is more than 25 percent of the higher value. Cf Annex: „Statistical indicators on international student mobility“, Presentation by Fernando Reis, Eurostat.

streams must be supported at national level by improving the attractiveness of the higher education institutions in regions suffering from a brain drain and a prudent policy by governments whose countries benefit from a brain gain.

We are furthermore convinced that stronger institutional and structural collaboration and networking in the EHEA increases the success of higher education institutions in achieving their missions, improves teaching and research of the participating partners and supports a balanced exchange of students and academic staff. Joint study programmes, multilateral summer schools and regional forms of higher education collaboration are promising instruments in this respect. The return of graduates to their home countries can be supported through the creation of attractive working conditions and specific incentive systems (e.g. return grants).

In order to be able better to evaluate the development of degree mobility in the EHEA and react in good time to possible negative consequences for certain countries and regions, we intend in future to record and analyse the mobility streams systematically, regularly and in accordance with comparable principles. Hence we call on the BFUG to ensure the collection of the corresponding national and comparative data and qualitative evaluations.

If the findings show greater imbalances over longer periods of time, the governments involved should jointly investigate the causes and seek solutions. If required, dealing with the matter at a European level under the Bologna ministerial conferences might also be considered.

#### **4. We encourage the member countries to strive for more and better balanced mobility of the EHEA with countries outside the EHEA.**

The exchange between the EHEA and other parts of the world is mostly imbalanced. The EHEA is one of the most sought-after target regions for mobile students, graduates, doctoral candidates and academics from all over the world. Conversely, significantly fewer Europeans study, teach and research in other parts of the world, with the exception of a few countries.

Under the Bologna process we have resolved to further strengthen the attractiveness, competitiveness and international openness of the EHEA through joint European actions and to intensify the collaboration on a partnership basis with other regions of the world. Here the exchange of students, early stage researchers teachers and other staff in higher education plays an important role.

The more the institutions and countries in the EHEA are involved in international academic networks extending beyond this continent, the better. With its comparatively good academic infrastructure, the EHEA can be an outstanding partner particularly for the emerging and developing countries. The great global challenges, for example in the field of world nutrition, climate change and combating disease, require the deployment of all existing academic infrastructures and their expansion just as much as tapping into unexplored resources of academic potential. The adjustment of the academic infrastructure to the falling student population numbers in some parts of the EHEA is therefore no adequate solution. On the contrary, we want to use all opportunities to expand this infrastructure, benefit from the full potential of our own population and make the emerging and developing countries an offer to

cooperate with us to make use of the great potential of these countries to meet our common challenges. Against this background we encourage the EHEA countries to intensify the structural collaboration with developing and emerging countries and use appropriate measures to motivate more Europeans in particular to study, teach and research in these countries.

However, to manage the global tasks, intensive collaboration and exchange is also necessary with industrialised nations. Here most of the countries in the EHEA face a completely different challenge. Significantly more Europeans want to learn and undertake research there. Conversely, significantly fewer people from those countries come to the EHEA. In order to become more attractive for people from non-EHEA industrialised nations, we therefore call on the EHEA countries to develop suitable programmes for stays in the EHEA and to make them better known by means of a common strategy. [In this context we acknowledge the proposals of the Information and Promotion Network (IPN) and request that the European Commission support suitable projects for implementing the promotion strategy using its financing instruments. *Update required – the proposals must still be drawn up.*]

#### **5. We shall take measures to dismantle existing obstacles to mobility.**

While increasing the motivation of students and staff to be mobile is of paramount importance for the success of any mobility measures, there are still a series of obstacles which impact on the substantial expansion of mobility inside and outside the EHEA. From the perspective of the students these are above all insufficient financial support for periods spent abroad, the lack of recognition of studies performed abroad and, particularly in exchanges between EU and non-EU countries, problems with the issuing of residence and work permits. The latter also applies with regard to the mobility of doctoral candidates and researchers in general, as well as teachers and other staff in higher education. Furthermore, we already referred in our declaration of Leuven/Louvain-la-Neuve particularly to difficulties in the portability of pension entitlements for this group of people. In order to achieve visible progress in these areas in the coming years, we now intend to take concrete measures.

- (1) With a view to meeting the quantitative targets laid down in our national strategies, and within the limits of our capabilities, we intend to expand mobility funding through portable grants and loans.
- (2) We undertake to enable a wide reaching portability of grants, loans and scholarships provided by our countries and further to improve the exchange of information regarding the portability of national grants and loans across the EHEA. In this connection we underline the important work of the NESSIE network of experts.
- (3) [We request that the European Commission provide for mobility funding with appropriate grants through its programmes focusing on mobility (LLP, Erasmus Mundus, Research Framework Programme). Co-funding by countries is strongly encouraged. *Update required*]
- (4) [We request that the European Commission, in addition to national and regional funding instruments, continue to pursue the introduction of an EU mobility loan. *Update required – feasibility study ongoing* ]

- (5) Regarding recognition, we will ensure that the principles of the Lisbon Recognition Convention are taken up in national legislation and encourage higher education institutions to take a more positive attitude towards qualifications or credits obtained elsewhere.
- (6) [We want foreign students in our countries to be able to complete their studies and move within the EHEA for periods at other HEIs or traineeships as it is necessary in the context of their studies. We will identify in our countries administrative problems, e.g, in relation to issuing residence and work permits for foreigners in the higher education field and where necessary will take measures accordingly to make mobility easier.]
- (7) We welcome the work of the European Commission (EC) on proposals as to how access to social benefits and the portability of pension entitlements for mobile staff might be secured. We request that it inform the BFUG regularly on the status of the discussions and to consider possibilities for the inclusion of the whole of the EHEA.
- (8) As a prerequisite for mobility and internationality, we support the teaching of foreign languages at all levels, starting from primary and secondary education. We recognise that for both students and staff skills in English and other languages are important also to improve the quality of credit mobility and therefore ask HEIs to support through incentives the acquisition of foreign languages.

**6. We will use quality assurance for promoting mobility inside and outside the EHEA.**

Transparency of structures and instruments and mutual trust in the higher education systems of all EHEA countries are at the core of the Bologna process and a necessary prerequisite for mobility. In particular, the promotion of mobility within the EHEA will be easier for higher education institutions, but also for all relevant funding agencies providing grants and loans, if they have confidence in the quality of the study courses attended abroad. To this end the application of the qualifications framework for the EHEA, of the ECTS and of the Diploma Supplement play an important role. In addition, the European Quality Assurance Register (EQAR) and the quality assurance agencies listed in it which use the European Standards and Guidelines as a common reference point make a decisive contribution in this respect. We therefore intend to further strengthen the EQAR and call on governments to use the Register even better as a reference instrument and to deploy the quality assurance agencies listed in it consistently in the respective member countries.

If we want to make progress with the exchange with countries outside Europe, we must seek dialogue with other parts of the world in the way that we have already started within the framework of the Bologna Policy Forum, as undertaken by the education ministers from Asia and Europe in the ASEM Education Process, or as in ongoing projects of the EUA with their partner organisations in Africa and Latin America. We suggest more intensive collaboration in the field of quality assurance with regions outside Europe and call on the networks active in this field to investigate by the 2015 ministerial conference the possibility of establishing greater transparency

and better reciprocal understanding of already existing quality assurance procedures with countries or regions outside Europe.

Worldwide collaboration in quality assurance can also be intensified by more quality assurance agencies from outside Europe being included in the EQAR. Their demand for being included in the Register is currently very low. We therefore request that EQAR should canvass more strongly for applications from qualitatively suitable quality assurance agencies from outside Europe.

**7. In the spirit of mobility we advocate that countries pass on the flexibilities of the Bologna framework to the higher education institutions and restrict the state regulation of study courses to a minimum**

We want to allow our higher education institutions the greatest possible room for manoeuvre within the framework which we have created with the Bologna process so that they can set up co-operations and joint programmes more easily, without affecting the quality of the programmes. More flexibility in national rules is desirable, for example, where different rules on course length or ECTS in the home countries of higher education institutions willing to cooperate make the creation of joint study courses difficult. National rules can also be a barrier for individual mobility, where they play a role in recognition.

With regard to the quality assurance of joint programmes we advocate that joint programmes should only have to go through one quality assurance process that corresponds to regulations in one of the seat countries of the higher education institutions involved. We will create the prerequisites for this and will enable joint procedures for quality assurance agencies and reciprocal recognition of their decisions.

Furthermore, in accrediting or recognising study courses we must pay even greater attention to ensuring that the professional perspectives opened up by a study course are clearly set out.

[In this connection we also request that the BFUG, together with the European Commission, should check whether confirmation of professional qualifications in regulated professions or of the conformity with the EU Directives of the qualification obtained can also be undertaken by agencies registered in the EQAR. Such a system for professional recognition in regulated professions offers new possibilities for accreditation and the extension of recognition to countries outside the EU. That makes an important contribution to the mobility of higher education graduates and to taking up work in a regulated profession abroad.]

**8. [We want to increase mobility through improved information about study programmes and a common internet-based admission system.<sup>4</sup>**

Lack of information about the many different study programmes in the EHEA is still perceived by (prospective) students as a significant obstacle to studying abroad. We

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<sup>4</sup> In order to further explore this idea, a workshop will be organised on 18 November 2011.

therefore propose that each member state should set up a national website providing information about the study programmes of its higher education institutions as has already been done by some countries.

We also want to make admission easier. We therefore request that the BFUG investigate the possibility of developing an internet-based application system in the EHEA which gives all higher education institutions the opportunity to participate on a voluntary basis, present their study programmes, accept applications electronically from the whole EHEA and carry out admission with speed and reliability. Such a system offers greater transparency for applicants and the possibility of contact with potential applicants for the higher education institutions. The application system could on demand also be used for the admission of students from outside the EHEA. The input and costs of such a system should be kept in such limits that the required fees do not represent an obstacle to access for participating applicants and higher education institutions.]

**9. Finally, we want in future to improve the communication of the individual, institutional and social benefits of periods spent abroad to the citizens of Europe and to campaign for even stronger participation in mobility measures.**

A significant expansion of periods spent abroad is only possible if there is broad social acceptance and support for that in Europe and if the benefit of experience abroad is made clear. We therefore want to carry out a comprehensive information and advertising campaign regarding learning mobility in our countries and to include relevant representatives from the academic field, business and politics. The campaigns should target parents, career advisors and students. Here a special role accrues to people who themselves have acquired experience abroad. Students and teachers should in this context be specially addressed as a potential target group.

Better prospects in the labour market are a particular incentive to spend a period of study abroad. We therefore welcome ongoing and encourage further initiatives and campaigns together with higher education institutions, students, employers and trade unions which focus on the value of international experience and qualifications with regard to employability and professional opportunities in the labour market.

In order systematically to record the returns of learning mobility with regard to the employability of higher education graduates, we suggest regular accompanying research and particularly the preparation of graduate surveys.

**We call on higher education institutions**

**10. in accordance with their respective profile to adopt and implement their own strategy for their internationalisation and for the promotion of mobility.**

With this we want to achieve that all higher education institutions become aware of their opportunities in global educational cooperation and can systematically use the possibilities for the better promotion of internationalisation. The development of far-reaching international partnerships and a significant enhancement and improvement of mobility can only succeed if the management of a higher education institution, its

teachers, researchers, students and administrative staff jointly pursue these goals and thus the institution as a whole has an international outlook. In this context we call on higher education institutions to set themselves high qualitative goals for the organisation and realisation of mobility, which should be published.

**11. to pay particular attention to the mobility and international competence of their staff.**

Teachers and other staff in higher education with international experience are important pillars of higher education reforms in the EHEA and contribute in a special way to the creation of sustainable international structures in higher education institutions. Increasing their mobility helps to build up confidence in the quality of study courses and programmes abroad and can facilitate the recognition of study periods abroad. Furthermore, as convincing role models and multipliers mobile teachers can have a very positive effect on the motivation of students and graduates to go abroad. The higher education institutions should in future appropriately recognise the commitment of the multipliers and give fair and formal recognition for competences gained abroad. They should offer attractive incentives for their greater participation in internationalisation and mobility measures and ensure good working conditions for mobile staff.

We particularly encourage higher education institutions to make use of existing funding programmes or to create new opportunities for teachers and other staff in higher education to learn from partners abroad and to cooperate with them on issues of internationalisation and mobility and also to improve language skills.

**12. to create mobility-friendly structures and framework conditions for mobility abroad.**

More and better mobility can only be achieved in the long term through structural measures and the creation of suitable framework conditions in the higher education institutions. We expressly request that the higher education institutions develop flexible curricula which contain a window of opportunity and make it easier to spend time abroad during the study course. That also includes study and training periods which are developed together with partners abroad (with a double or joint degree, as appropriate). Joint study programmes have shown themselves to be particularly advantageous for international mobility.

In order in future to motivate more students to study or undertake a training abroad, and to make their visit a success, the preparation, monitoring and follow-up of the period spent abroad must additionally be improved. That includes advertising the advantages of a stay abroad, information as well as advice and support for mobile students before and during their stay, and the presentation of the mobility experiences and competences obtained abroad in the learning outcomes and their documentation in the diploma supplement. Special attention should be paid to gender issues as well as to the needs of students who belong to underrepresented groups and who face particular challenges with regard to mobility. Many higher education institutions must still make significant progress in the recognition of studies and training undertaken abroad, possibly by creating central recognition units at the institutional level. Learning agreements should be used across the board and credits

always associated with learning outcomes. In addition, the Lisbon Recognition Convention should be consistently implemented by the higher education institutions.

In addition to supporting outgoing students, higher education institutions should develop structures and framework conditions to welcome and support incoming mobile students.

Particular attention must be paid to the language and cultural preparation of the mobile people. Lack of knowledge of a foreign language, in particular, is a mobility obstacle which prevents many students, but also early stage researchers, teachers and other staff in higher education, from going on a course of studies, or teaching and training visits in particular countries. Among mobile students this is often the reason for insufficient performance during studies abroad.

**13. to enable non-mobile students to have an "international experience at home".**

Despite all the efforts which we intend to make in the next years, numerous students will for various reasons not yet take up the opportunity of spending a period of study abroad. Higher education institutions should therefore make sure in developing their internationalisation strategy that it also contains elements which enable non-mobile students to study in an international environment and to come into contact with international study content. Elements of "internationalisation at home" which could in future be considered to a greater extent by higher education institutions include domestic and international students studying together, recruitment of foreign teachers, successful integration of visiting students and staff into academic and cultural life at the host institution, drafting curricula with an international dimension and teaching in a foreign language. New technologies can be used to support the internationalisation of courses.

**14. In order to give us an overview regarding the implementation of our mobility strategy and the measures it contains, we request that the BFUG present us with a comprehensive report at the next ministerial conference in 2015.**

We will look at the impact of national higher education policies on learning mobility and on the balance of mobility flows. As a basis for this, the member countries will in their national reports for the next ministerial conference provide information about the development and implementation of the national strategies and the achievement of their mobility targets.

Progress on the removal of obstacles to mobility should also be included in the national reports. Reports and further efforts should be made to improve the availability of internationally comparable data on this issue in order to promote policy learning.