

A STUDENT'S PERSPECTIVE ON THE BOLOGNA PROCESS

Adopted at the LYMEC Congress, 1-4 May 2008 in Barcelona, Catalonia

Whereas:

- The stated goals of the Bologna process are to facilitate student mobility through the reduction of mobility restraints and to improve employability by providing comparable degree and quality assurance standards among the member countries of the European Union;
- International study experience and knowledge of foreign languages is deemed absolutely necessary for students in order to succeed in today's labour markets and

Noting that:

- Standardization of university degrees alone does not imply standardization of studying conditions nor an improvement over existing studying conditions;
- Student mobility is severely impacted by uncoordinated modularization and intense workloads of the new undergraduate degree required by the Bologna process. Student mobility is decreased due to the lack of harmonisation of financial costs for access to studies.
- Governments and universities are forcing the implementation of the Bologna process without proper quality assurance and in an "à la carte" approach, with certain action lines being implemented and others ignored, thus further degrading study conditions contrary to the goals of the process;
- The individualization of curricula by students according to their personal preferences, needs and interests is impeded by the rigidity brought by the implementation of modularized courses;
- Universities are forced to reduce the quantity and quality of the range of subject taught in order to comply with new study structures, thus eliminating competences in study subjects in which they have acquired specialized and unique knowledge;
- The acceptance of the new undergraduate degrees by employers is hindered by reduction in expertise compared to the older and longer degrees;
- Student mobility within the ERASMUS program of the European Union and other programmes for student exchange is further hindered by the continuing existence of strict Visa requirements among European

countries. An unnatural barrier has been created to European students in rejecting countries outside of the Council of Europe in joining the Bologna process.

- The tightening of degree curricula has a potentially adverse impact on the commitment to social and political activities by students;
- Students' concerns are not properly taken into account in political discussions in many Bologna member states and participating higher education institutions;

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Calls all actors concerned with the implementation of the process for joint quality assurance to be taken into account when implementing the Bologna process. Quality assurance should be the main topic of the next Follow-Up-Conference and the whole process should be revised in reference to aims and outcome;

Demands from all actors concerned with the implementation of the process that students as main stakeholders of the reform process should be included in political and administrative discussions on all levels;

Calls the member states for more autonomy for universities when establishing new degree courses in order to promote competition and diversity;

Calls the member states for the abolition of VISA requirements among European countries. Calls for an opening of the Bologna process to countries outside of the Council of Europe;

Calls the universities to foster mobility through more cooperation with other European Universities, local exchange programs and scholarships, joint and double degree programs as well as more language courses;

Calls the universities to implement ECTS via the learning outcome approach by linking the credit points to a properly measured student workload, thus improving comparability and allowing mobility without discontinuance;

Wants to actively encourage student mobility by facilitating contacts to other young liberals across Europe in the context of Erasmus and other exchange-programs;

Encourages its member organisations - especially through the European Liberal Students Network (ELSN) - to exchange good practices and to report regularly on major problems within their respective countries;

Calls ELSN and the LYMEC bureau to develop a student campaign targeted at campuses on the above issues (production of a leaflet).