



EUROPEAN COMMISSION

Directorate-General for Education and Culture

Lifelong Learning: Horizontal Lisbon policy issues and international affairs
Cooperation and international programmes

Brussels, 3 April 2008

ASEM Conference of Education Ministers, Berlin, 5-6 May 2008 Education and Training for Tomorrow: Common Perspectives in Asia and Europe

European Commission report for the conference

The two draft discussion papers presented by the German Ministry touch upon many important aspects of higher education cooperation between Europe and Asia. They cover comprehensively the key education issues and questions that the European Commission deems relevant to tackle during the May ASEM Education Ministerial Conference. The Bologna process is of great interest to the Asian partners, as well as the Erasmus experience of the European Union and issues of quality assurance in higher education. Equally important to consider are employability and the relevance of education to the needs of the labour market, given the pivotal role of education and training for qualified human resources that constitute a key factor for economic and social development in a globalized world.

The following presents the European Commission's response to the stocktaking exercise, bearing in mind that in the EU context, primary responsibility for education rests with the EU Member States and European Commission's role is to add value by promoting cooperation and exchange of information and best practices, with the support of relevant EU programmes.

1. Higher education and cooperation between institutions of higher education in Asia and Europe (1st plenary)

Higher education institutions play a key role in society contributing to economic growth and development goals. The higher education sector thrives on the cross-fertilisation of ideas and on the exchange of students and academics. International partnerships are becoming increasingly important in the context of globalisation, which is why the EU regards higher education as a strategic sector for development cooperation with Asia

The EU has much to offer its partners when it comes to higher education and scientific research. Europe has well-established world-class universities and is a leader in research and innovation. These advantages are used to develop joint approaches with Asian institutions that will strengthen the EU-Asia relationship and support development cooperation activities.

The European Commission's Regional Strategy Paper for EU-Asia Cooperation (2007-2013) has identified higher education as a key priority. Funding of €60 million has been allocated for cooperation in these areas during the strategy's first four years of operation.

1.1. Successful structural cooperation between higher education institutions in Asia and Europe

- The central institution of the ASEM social, cultural and intellectual pillar is the Asia-Europe Foundation¹ (ASEF) based in Singapore. ASEF seeks to promote greater mutual understanding between the peoples of Asia and Europe through closer intellectual, cultural, and people-to-people exchanges. Since its launch in 1997, ASEF has implemented over 310 projects, which have brought together more than 13,500 participants and reached out to an even wider audience in the countries of Asia and Europe. Some of the key flagship programmes include the Asia-Europe Environment Forum, the ASEM Informal Seminars on Human Rights, the Asia-Europe Museum Network (ASEMUS), the ASEF University Programme (AU), the Asia-Europe Editors' Roundtables and numerous dialogues on cultures and civilisations of Asia and Europe. The European Commission support to ASEF, from 1997 to last until the end of 2010, amounts to €10 million.²
- Asia-Link Programme³ was set up by the European Commission in 2002 to promote regional and multilateral networking between higher education institutions in Europe and developing countries in Asia. The programme aimed to develop new and existing partnerships between European and Asian universities. Through five annual calls for proposals (2002-2006), Asia-Link Programme selected 175 projects for grants totaling €65 million. Over 85% of Asia-Link projects interviewed during a 2006 evaluation exercise felt that their networks would last after the project ended. From 2008 Asia-Link Programme activities have been integrated in the Erasmus Mundus External Cooperation Window (see below).
- The Asia-Link Programme has also funded a series of European Higher Education Fairs⁴ in seven Asian countries from 2006-2008 (Thailand, India, Malaysia, China, Vietnam, Philippines and Indonesia). Each EHEF includes a one-day symposium offering a forum for debate and dialogue on higher education cooperation between the EU and the relevant partner country. The symposium is then followed by a fair which offers European higher education institutions a platform to promote their study programmes and to network with Asian institutions.
- The new EU-Asia Higher Education Platform⁵ will serve for development of networking activities, an exchange of best practices and information between Asia-Link project coordinators and other stakeholders active in academic cooperation between Europe and Asia. The project also includes the organization of higher education fairs in India (November 2008) and in Thailand (second part of 2009). The project aims to organise in 2008 and 2009 a series of workshops and round tables for academics and policy-makers in Asia and Europe. The events are set to address institutional development and cooperation issues as well as higher education governance and management, decentralisation, cooperation in graduate education, and interregional and inter-institutional quality assurance.

¹ <http://www.asef.org>

² See annex 3 for a list of ASEF projects which have been approved by EC Trust Fund in 2008.

³ http://ec.europa.eu/europeaid/where/asia/regional-cooperation/higher-education/documents/asia_link_2002-05_en.pdf

⁴ <http://www.ehefs.org>

⁵ http://cordis.europa.eu/search/index.cfm?fuseaction=news.document&N_RCN=29163

- The ASEAN-EU University Network Programme⁶ (2000-2006) aimed to facilitate EU-ASEAN cooperation in higher education and to strengthen the capacity of South East Asian universities. It funded 20 partnership projects and organised round tables and rectors' conferences.
- The ASEM Education Hub (AEH)⁷ is a multi-dimensional platform for cooperation and exchanges among higher education stakeholders that aims to forge stronger links and to promote knowledge transfer among universities and institutions of higher learning, as well as exchanges of students and faculties in Asia and Europe. ASEM plays the role of a clearinghouse in its implementation and continues to actively promote the network in all ASEM countries. The AEH portal has been designed as a virtual tool for higher education professionals seeking to cooperate with other institutions within the ASEM partner countries. The Commission is supporting this initiative; please refer to Annex 3 for a list of activities related to the ASEM Education Hub that are covered by the EC Trust Fund.
- Trans-Eurasia Information Network (TEIN2)⁸ is the first large-scale research and education network for the Asia-Pacific area. TEIN2's objectives are (1) to increase direct Internet connectivity for research and education between Europe and Asia; (2) to improve intra-regional Internet connectivity for the research and education institutions within Asia and (3) to bridge digital divide and enable less developed countries to participate in big international research projects. The TEIN2 network provides internet connection to universities, research centers and academic institutions to increase the exchange of knowledge among them and make big international research projects real. The students are benefiting from better internet access and expanded e-learning opportunities, the researchers from increased speed and capacity which make exchange of large amounts of data possible. With a speed of up to 2.5 Gb per second, the TEIN2 network enables for instance doctors in Vietnam to provide surgery with the remote consultation of Australian experts, Philippines meteorologists to predict typhoons with the help of German scientists, etc. The European Commission started to fund the network in 2004 and 10 countries are currently connected: Australia, China, Hong Kong, Indonesia, Japan, Malaysia, Philippines, Singapore, South Korea, Thailand and Vietnam, with Laos and Cambodia to join soon. From 2008 onwards, under the next phase funded by the European Commission, TEIN3 will further upgrade the network and invite new countries from South Asia to join.

1.2. Established bilateral cooperation (EU-ASEM partner countries)

Japan and South Korea

At the 2007 EU-Japan summit, leaders recognised the importance of academic cooperation and exchanges as means to promote mutual understanding, innovation and quality of education and agreed to build on the two joint pilot projects implemented since 2002 for further enhancing cooperation in this field.

South Korea showed signs of interest by recognising at the last Joint Committee meeting in June 2007 the importance of bilateral cooperation in higher education. Both parties

⁶ http://www.aun-sec.org/activities_within_dialogue_1.html

⁷ <http://www.aeh.asef.org>

⁸ http://ec.europa.eu/europeaid/where/asia/regional-cooperation/infrastructure-networks/index_en.htm and <http://www.tein2.net>

agreed to look into concrete steps to involve Korea in future cooperation activities in higher education.

As a result, the European Commission launched in April 2008 a new multi-country call for proposals for joint projects with Japan, South Korea, as well as Australia and New Zealand. Joint project activities will focus on joint curriculum development (i.e. combining existing modules, developing innovative curricula, applying new teaching methods, etc.) and structured exchanges of students and faculty.

China

Commissioner Ján Figel' signed a joint declaration with his Chinese ministerial counterparts in October 2007 on enhanced cooperation on education and culture, which envisions an EU-China policy dialogue on themes of mutual interest (higher education in particular). The idea is to organise joint seminars to share and exchange ideas, practices and define common follow-up activities. A first meeting was held on 31 January 2008 between EC senior officials and representatives from the Chinese Ministry of Education to identify and discuss topics of common interest. The parties agreed on an indicative action plan for 2008-2009 including: (a) a joint project for mutual promotion of language teaching with a view to setting up an event (conference/seminar for EU and Chinese headmasters, administrators, teachers and students) in Beijing at the beginning of 2009; (b) an analysis of the scope for joint doctorate programmes to be developed by EU-China university consortia and development of the concepts of quality assurance and recognition (including EQF and ECTS) within consortia; (c) endeavours to match EU and Chinese school and university sport associations with a view to facilitating joint activities, including young people interchange.

India

The European Commission intends to enhance its cooperation on education and culture with India. As with China, this envisions an EU-India policy dialogue on jointly-identified topics of mutual interest (including multilingualism). The idea is to organise joint seminars to share and exchange ideas, practices and to define common follow-up activities, while further promoting the opportunities for institutional cooperation offered chiefly by the Erasmus Mundus programme. The signing of EC-India joint declarations on education and culture is also foreseen.

1.3. Current European programmes for mobility of students and academics

1.3.1. Erasmus Mundus

Erasmus Mundus⁹ was adopted in 2004 as a higher education cooperation and mobility programme enhancing and promoting the quality, visibility and attractiveness of European higher education in the world by supporting European high-quality joint masters courses and partnerships with non-EU universities (103 courses up to now offered by consortia including over 230 European universities), and by providing scholarships to non-EU graduate students and academics (approximately 6000 students

⁹ For full details on the programme please see http://ec.europa.eu/education/programmes/mundus/news_en.html

and 660 academics so far) to follow these courses¹⁰. The total budget for the first phase of the programme (2004-08) was €230 million, 90% of which went into scholarships.

In 2005, special windows were created using additional funds coming from the Community's external relations budget for the Erasmus Mundus programme in order to increase the impact of the programme in some countries. They allowed paying for Erasmus Mundus scholarships to additional students coming, among others, from the following Asian countries:

Windows	Budget	Scholarships (indicative figures)	Duration
CHINA	9 M€	210	2005-07
INDIA	33 M€	824	2005-07
THAILAND	3.2 M€	85	2005-06
MALAYSIA	2.1 M€	55	2005-06
ASIA REGIONAL (Afghanistan, Bangladesh, Bhutan, Cambodia, East Timor, Indonesia, Laos, Maldives, Mongolia, Nepal, North Korea, Pakistan, Philippines, Sri Lanka, Vietnam)	10 M€	260	2005-06

Erasmus Mundus II (2009-2013)¹¹ will cover joint Master and joint Doctorate programmes, including scholarships for EU and non-European students and academics; partnerships between European universities and universities in specific world regions (incorporating the Erasmus Mundus External Cooperation Window); and measures to enhance the world-wide appeal of Europe as an educational destination. Among the new innovative elements are the inclusion of non-EU institutions as full partners in Erasmus Mundus consortia, the offer of full study scholarships for EU students including studies in non-EU countries and the extension of Erasmus Mundus joint programmes to doctoral level. The proposed budget is almost 1 billion €. The European Commission proposal was adopted in July 2007 and is currently under negotiation with the European Parliament and the Council. It is hoped that the new programme will be adopted before the end of 2008.

1.3.2. Erasmus Mundus External Cooperation Window (EMECW)¹²

The overall objective of EMECW is to achieve better understanding and mutual enrichment between the European Union and partner countries through promoting the exchange of persons, knowledge and skills at higher education level. This will be achieved through the promotion of partnerships and institutional cooperation exchanges between European higher education institutions and partner country institutions and a mobility scheme addressing student and Erasmus-style academic exchanges. EMECW only targets developing countries.

Following the first call for proposals limited to ENP and Central Asian countries, nine partnerships with a mobility scheme were selected for the academic year 2007-2008.

¹⁰ Statistics on scholarship awards by nationality can be obtained from http://ec.europa.eu/education/programmes/mundus/projects_en.html

¹¹ http://ec.europa.eu/education/programmes/mundus/doc/com395_en.pdf

¹² For details see <http://eacea.ec.europa.eu/extcoop/call/index.htm>

Over 160 higher education institutions from 27 EU and 24 targeted third countries cooperate to organise the mobility of some 1800 students and academic staff for a study period between one and up to thirty months via an exchange programme.¹³ The mobility targets undergraduate, master, doctorate and post doctorate students. It also aims to reinforce the capacities of the academic staff by offering teaching, training and research periods abroad. The 2nd EMECW call for proposals for the academic year 2008-9 covers, among others, the following ASEM countries: Cambodia, Myanmar, Vietnam, Laos, India, Indonesia, Malaysia, Philippines, Thailand and China. The overall indicative envelope for the Asia Regional lot is €20 million, while a dedicated Indian lot will receive indicative funding of €9.6 million, with an estimated total of 975 individual mobility flows (both covered under the EC financing instrument for development cooperation DCI).

1.4. Specific examples of good practices in cooperation on higher education

1.4.1. Guidelines to assist third-country students in getting study visas to Europe and tackling study-related administrative issues for higher education institutions involved in Erasmus Mundus Masters programmes

Third-country students face many problems with obtaining visa. Two surveys on the visa issue, which were carried out among Erasmus Mundus third-country students and course coordinators, confirmed that visa procedures are lengthy, cumbersome, costly and often unclear, but most students completed them successfully. A follow-up survey is planned for 2008. Following the surveys, the Commission (DG EAC) drafted and disseminated "best practice guidelines" to Erasmus Mundus course coordinators (attached in Annex 4). In the new phase of Erasmus Mundus, the European Commission intends to communicate all scholarship awards to successful student applicants no later than 6 months in advance of the beginning of their study course in order to allow sufficient time for visa processing.

1.4.2. Examples of successful Erasmus Mundus Masters partnerships with Asian partners

Erasmus Mundus Masters Courses are developed and provided by consortia of European universities with an EU coordinating institution. In order to encourage European higher education institutions to open themselves up to the world and to reinforce their world-wide presence, Erasmus Mundus Masters Courses¹⁴ have the possibility of establishing partnerships with third-country higher education institutions in collaborative partnership projects. Teaching and research activities offered by the third-country institutions participating in the partnership must fit and complement the Erasmus Mundus Masters Course in question. Partnerships allow for the outgoing mobility of graduate EU students and scholars involved in the Erasmus Mundus Masters Courses. Partnership activities may also include teachers' exchanges, development and dissemination of new methodologies in higher education (including the use of information and communication technologies, e-learning and open and distance learning), development of cooperation schemes with third-country higher

¹³ http://eacea.ec.europa.eu/extcoop/results/call2006_en.htm

¹⁴ A full list of all existing Erasmus Mundus Masters Courses is available at http://ec.europa.eu/education/programmes/mundus/projects/index_en.html

education institutions, etc. A list of partnership projects with Asian partners (marked in bold) and three more detailed examples are given in Annex 1 and 2 respectively.¹⁵

1.5. Most important obstacles to HE cooperation and mobility between Asia and Europe

The Bologna Process contributes to making Europe a very attractive study destination, thanks to three-cycle degree structure, programmes taught in English and low or no tuition fees in many European countries. The following factors may, however, present obstacles to mobility and cooperation activities:

- **Knowledge of languages:** Probably a factor diminishing the flow of students especially from Europe to Asia. But insufficient knowledge of languages other than English may also be a hindrance for Asian students wanting to study in continental Europe. In this regard, there is an increasing number of European HEIs that offer bilingual including English-language MA courses.
- **Recognition of study periods spent abroad:** European Commission has no direct competence in this area as recognition decisions are taken by competent authorities (universities or ministries). The Commission contributes by developing transparency tools such as European Credit Transfer System (ECTS) and Diploma Supplement (DS) and by supporting ENIC-NARIC Centres aiming at improving academic recognition of diplomas¹⁶.
- **Difficulty to obtain visas:** The so-called "Students Directive"¹⁷ should facilitate access of third-country students to EU countries. The Directive should have been transposed in national law by January 2007, but as of February 2008 Cyprus, Greece, Luxembourg, Malta and Spain have not yet notified transposition. (The Directive does not apply to the United Kingdom, Ireland and Denmark.)
- **Part-time work:** Third-country students are not generally allowed to work part-time during their course of study in Europe (unlike the USA where 20 hrs/week is allowed). This may limit students' ability to afford study abroad unless they benefit from a generous scholarship.

2. Education and the Labour Market (2nd plenary)

2.1. Education-Industry Cooperation

- Knowledge, skills and competences of Europe's citizens are at the heart of the EU "Lisbon" strategy. The strategy underlines the importance of a partnership approach, which must be owned by all stakeholders at EU, national, regional and local level. One important partnership is that between higher education institutions (HEIs) and companies: HEIs as "providers" of knowledge, skills and competences, and companies as "users". It is important to ensure that these partners cooperate and that they support each other for the benefit of their own organisations, of their staff and their students and of society at large.
- The 2006 Communication of the European Commission titled "Delivering on the Modernisation Agenda for Universities: Education, Research and Innovation" highlights

¹⁵ A full list of selected partnership projects is available at http://ec.europa.eu/education/programmes/mundus/projects3_en.html

¹⁶ http://ec.europa.eu/education/programmes/socrates/agenar_en.html

¹⁷ Council Directive 2004/114/EC of 13 December 2004 on the conditions of admission of third-country nationals for the purposes of studies, pupil exchange, unremunerated training or voluntary service, <http://europa.eu/scadplus/leg/en/lvb/l33163a.htm>

that Universities have to recognize “*that their relationship with the business community is of strategic importance and forms part of their commitment to serving the public interest*”.¹⁸

- Universities will need to make the necessary organisational changes and build up entrepreneurial attitudes and management skills. This can be achieved by creating local “clusters for knowledge creation and transfer” or business liaison, joint research or knowledge transfer offices serving as an interface with local/regional economic operators.
- To concretely facilitate university-industry cooperation at world-wide level, the new phase of Erasmus Mundus programme (2009-2013) will encourage universities to involve economic actors (public or private bodies related to the world of labour) in international consortia developing and running joint Erasmus Mundus doctorate programmes.

2.2. European University-Business Forum

- During a seminar organised in Brussels in July 2007 and involving several stakeholders from the academic and economic world, all participants welcomed and supported the Commission proposal to establish a European Forum on cooperation between higher education institutions and the economic actors of the society.
- By offering a platform for the exchange of best practice and for the identification of innovative solutions, the European Commission facilitates the dialogue between HEIs and the business community and contributes towards the achievement of more effective and efficient education systems in Europe.
- The first plenary European University-Business Forum took place on 28-29 February 2008 in Brussels. It was attended by more than 260 participants and constitutes the first step towards the set-up of a permanent platform for a structured dialogue between the relevant stakeholders. This first forum addressed the following topics:
 1. Curricular development, and how it can lead to greater employability and an entrepreneurial mindset among graduates;
 2. Continuing education, and how to explore and improve cooperation between universities and companies in the provision of training/retraining programmes;
 3. Modernisation of governance structures within universities;
 4. Development of mobility, including student mobility, but also mobility of researchers and teaching staff, between academia and businesses, and vice versa.
- A public website¹⁹ has been set up for the forum in order to allow interested parties (both EU and non-EU) to view presentations and conclusions of the February 2008 forum. The website aims to highlight and exchange examples of good practice, presentations and discussion papers.

¹⁸ COM (2006) 208, full text available at http://ec.europa.eu/education/policies/2010/lisbon_en.html

¹⁹ http://ec.europa.eu/education/policies/educ/business/index_en.html

2.3. Lifelong Learning & EQF

- Lifelong learning encompasses learning for personal, civic and social purposes as well as for employment-related purposes. It takes place in a variety of environments in and outside the formal education and training systems. Lifelong learning implies raising investment in people and knowledge; promoting the acquisition of basic skills, including digital literacy; and broadening opportunities for innovative, more flexible forms of learning. The aim is to provide people of all ages with equal and open access to high-quality learning opportunities, and to a variety of learning experiences, throughout Europe. Education systems have a key role to play in making this vision a reality. EU Member States and Asian partners need to transform formal education and training systems in order to break down barriers between different forms of learning.
- Universities need to grasp more directly the challenges and opportunities presented by the lifelong learning agenda. Lifelong learning presents a challenge, in that it will require universities to be more open to providing courses for students at later stages in the life cycle. It presents an opportunity for universities which might otherwise risk seeing enrolments of students directly from school fall over coming years in view of coming demographic change.
- An important instrument for the promotion of lifelong learning is the European Qualifications Framework (EQF)²⁰, which has been recently approved by the European Parliament and the Council. The EQF is a common European reference framework which links countries' qualifications systems, acting as a translation device to make qualifications more readable. It has two principal aims: to promote citizens' mobility between countries and to facilitate their lifelong learning. At the national level, the EQF promotes the development of national qualifications frameworks (NQFs).
- Qualifications frameworks promote lifelong learning by, for example, making it easier for people to move between different types of education and training institution, for example between higher education and vocational education and training. The EQF encompasses general and adult education, vocational education and training, as well as higher education. It applies to all types of qualifications from those achieved at the end of compulsory education to those awarded at the highest level of academic and professional or vocational education and training.
- The core of the EQF is its eight reference levels describing what a learner knows, understands and is able to do - their 'learning outcomes' - regardless of where a particular qualification was acquired. The EQF reference levels therefore shift the focus away from the traditional emphasises on learning inputs (length of a learning experience, type of institution). This shift supports a better match between the needs of the labour market (for knowledge, skills and competences) and education and training provisions; facilitates the validation of non-formal and informal learning; and also facilitates the transfer and use of qualifications across different countries and education and training systems. It is foreseen that EU Member States relate their national qualifications systems to the EQF by 2010 and that their qualifications contain a reference to the EQF by 2012.

²⁰ http://ec.europa.eu/education/policies/educ/eqf/index_en.html

2.4. Higher education and vocational training

- Vocational Education and Training (VET) is essential in providing European citizens with the skills, knowledge and competences needed in the labour market to respond to these key challenges.
- The main tool for European cooperation in VET is the Copenhagen process²¹. This process was initiated in 2002, when the education Ministers of 31 European countries, the European social partners and the European Commission adopted the Copenhagen Declaration on enhanced cooperation in European vocational education and training.
- A central part of this process is the development of common European frameworks and tools to enhance transparency, recognition and quality of competences and qualifications and to facilitate mobility of learners and workers. Various tools have been developed in order to achieve this aim. Others are still on-going: EQF has already been adopted, the European Credit Transfer System for VET (ECVET) should be adopted by the European Commission in April 2008 and will support and promote transnational mobility and access to lifelong and borderless learning in VET, by facilitating transfer and accumulation of learning outcomes achieved by individuals. ECVET will be adopted by EU Member States on a voluntary basis. It will be compatible with the existing European credit system (ECTS) used in the higher education sector.
- Another tool, also to be adopted by the European Commission in April 2008, the European Quality Assurance Framework for VET, is designed to support Member States in promoting and monitoring quality improvement in VET at different levels. It provides a common basis for further development of quality principles, reference criteria and indicators, as appropriate. The application of this tool is also voluntary.
- These new tools, in addition to the existing ones (such as EUROPASS), have an important role to play in developing skills for tomorrow's labour market in Europe - another important challenge to tackle in today's Europe. The new resolution New Skills for New Jobs²², which was adopted by the Council in November 2007, should provide us with new tools to fight the problems in this area, to complement the work done by Cedefop through its SkillsNet network. Increasing the skills of all workers and thus enhancing employment has been recognised as a priority in many European countries. Also the first review of the Copenhagen Declaration, the Maastricht communiqué, put special emphasis on sectoral skills. In addition, ageing population forms a demographic time bomb, especially on our continent.
- We need innovative tools to recognise competences gained outside the formal education and training systems. For this, recognition and validation of non-formal and informal learning has great potential for VET. Many European countries are already developing initiatives in this field.

²¹ http://ec.europa.eu/education/policies/2010/vocational_en.html

²² <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2007:290:0001:0003:EN:PDF>

Annex 1 – List of Erasmus Mundus partnerships with ASEM partners

NOHA Erasmus Mundus Partnership (Indonesia)

<http://ec.europa.eu/education/programmes/mundus/projects/action3/noha.pdf>

FUSION-EP International Network for Nuclear Fusion Educ (China)

<http://ec.europa.eu/education/programmes/mundus/projects/action3/fusion.pdf>

PaMaSELF: Partnership in Materials Science Exploiting Large Scale Facilities (Japan)

<http://ec.europa.eu/education/programmes/mundus/projects/action3/pama.pdf>

SPACEMASTER: Spacemaster's Global Partnership (China, Japan)

<http://ec.europa.eu/education/programmes/mundus/projects/action3/spacemaster.pdf>

Agris Mundus - Sustainable Development in Agriculture Masters Course (Indonesia, China)

<http://ec.europa.eu/education/programmes/mundus/projects/action3/agris.pdf>

Quatenaire et Préhistoire (Philippines)

<http://ec.europa.eu/education/programmes/mundus/projects/action3/imqp.pdf>

IMRD – Partnership for Exposure to Rural Development Approaches in China

<http://ec.europa.eu/education/programmes/mundus/projects/action3/imrd.pdf>

ILeS International Legal Studies (Thailand, India, China)

<http://ec.europa.eu/education/programmes/mundus/projects/action3/llmeur.pdf>

Global Partnership for Master of Science in European Forestry (China)

<http://ec.europa.eu/education/programmes/mundus/projects/action3/mscef.pdf>

PAGEM: Partnership for Geo-information Science and Earth Observation for Environmental Modelling and Management (China)

<http://ec.europa.eu/education/programmes/mundus/projects/action3/pagem.pdf>

Erasmus Mundus Joint Master in Water and Coastal Management (China)

<http://ec.europa.eu/education/programmes/mundus/projects/action3/waterchina.pdf>

EURO-AQUAE - Euro Hydro-Informatics & Water Management (Singapore, India)

<http://ec.europa.eu/education/programmes/mundus/projects/action3/aquae.pdf>

International Network for Higher Education Studies – INHES (Japan)

<http://ec.europa.eu/education/programmes/mundus/projects/action3/inhes.pdf>

tropEd - International Health Global Partnership (Thailand, China)

<http://ec.europa.eu/education/programmes/mundus/projects/action3/troped.pdf>

Annex 2 - Examples of Erasmus Mundus partnerships with ASEM partners

(Descriptions of a small selection of partnerships from Annex 1 chosen to illustrate the nature of higher education partnerships and diversity of academic disciplines covered.)

ILeS International Legal Studies (incl. Thailand, India, China)²³

Joint European Master in European Legal Practice – LL.M. Eur (a 2-year programme)

The Erasmus Mundus consortium “European Legal Practice” includes nine EU and non-EU universities that have developed a network which deepens the mutual knowledge of the national legal systems and encourages research on comparative legal issues. At the non-EU universities, visiting professors and students from the EU partners will familiarise with the respective national legal system and culture, particularly with reference to internationally relevant aspects. A total of 22 EU scholars will teach and conduct research on relevant legal topics, especially on commercial law, labour law, human rights, constitutional law, international and comparative law at these partner universities. Integrated foreign studies of 2 to 3 months are planned for 64 European Erasmus Mundus students in universities of a third country. Guest lecturers from non-EU countries have the opportunity to teach and research at one of the four European partner universities.

This consortium of universities includes:

- University of Hanover, Germany (coordinating institution)
- Portuguese Catholic University, Portugal
- University of Le Havre, France
- University of Rouen, France
- Union Educacional do Planalto Central, Brasila (Brazil)
- **Chulalongkorn University, Bangkok (Thailand)**
- **Symbiosis Society’s Law College Pune (India)**
- **Jiao Tong University, Shanghai (China)**
- **Northwest Institute for Political Science and Law, Xian (China)**

SPACEMASTER: Spacemaster's Global Partnership (incl. China and Japan)²⁴

Joint European Master in Space Science and Technology

SpaceMaster provides top-class research and professionally-oriented modules and projects in Space Science and Technology for high-quality students from Europe and from non-European countries. The global partnership encourages the creation of a basis for future development, including common curricula and courses/modules, agreements on credit transfer and mutual degree recognition, and reciprocal access to higher education. The non-EU partner institutions bring complementary expertise into SpaceMaster’s Course. They also give European students options to experience a new academic environment and culture. The partnership’s overall goal is to develop SpaceMaster into a European and Global high quality Master. Outgoing mobility of SpaceMaster students and scholars envisions that on average around 7-8 SpaceMaster students per academic year will carry out thesis work and one study module at partner universities, while around 3 SpaceMaster students per year will follow study modules at

²³ <http://ec.europa.eu/education/programmes/mundus/projects/action3/llmeur.pdf>
and <http://www.elpis.eu>

²⁴ <http://ec.europa.eu/education/programmes/mundus/projects/action3/spacemaster.pdf>
and <http://spacemaster.se>

partner universities and 14 SpaceMaster academics will spend 1-3 months at partnership universities.

This consortium of universities includes:

- Luleå University of Technology, Sweden (coordinating institution)
- Cranfield University, UK
- Czech Technical University, Czech Republic
- Helsinki University of Technology, Finland
- University of Würzburg, Germany
- Université Paul Sabatier Toulouse III, France
- Stanford University, USA
- University of Toronto, Canada
- Utah State University, USA
- **Shanghai Jiao Tong University, China**
- **University of Tokyo, Japan**

tropEd - International Health Global Partnership (including Thailand and China)²⁵

The European Master of Science Programme in International Health

The tropEd - International Health Global Partnership provides postgraduate opportunities for education contributing to improving the management of health services in disadvantaged populations. tropEd collaborates closely with institutions in Asia, Africa, and the Americas in providing postgraduate education and training opportunities. The partnership advances interdisciplinary perspectives in global health debates and activities, offers third-country partners relevant insight into recent developments in the European Higher Education Area, and promotes the exchange of experiences in both the academic and administrative management of higher education. The partnership foresees an outgoing mobility of up to 40 European students per year, who will follow parts of their education in third-country institutions. Partnership activities include the joint provision of taught modules and/or supervision of thesis research at partner institutions. Other activities include teacher exchange, joint curriculum development, development and dissemination of e-learning methodologies and the further intensification of cooperation schemes through shared events such as summer schools and conferences.

This consortium of universities includes:

- University of Copenhagen, Denmark
- University of Bordeaux 2 Victor Segalen, France
- Royal Tropical Institute at Free University Amsterdam, Netherlands
- Karoliska Institute, Sweden
- Institute of Child Health, University College London, United Kingdom
- Queen Margaret University College Edinburgh, United Kingdom
- University of Bergen, Norway
- Schweizerisches Tropeninstitut / Universität Basel, Switzerland
- University of Cape Town, South Africa
- **Khon Kaen University, Thailand**
- **Tongji Medical College/Huazhong University of Science and Technology, China**

²⁵ <http://ec.europa.eu/education/programmes/mundus/projects/action3/troped.pdf>
and <http://erasmusmundus.troped.org>

Annex 3 – List of ASEF projects which are supported by EC Trust Fund in 2008

Public Affairs (PA):

1. 6th ASEF Journalist's Colloquium

1 – 2 JUN 2008	6 th ASEF Journalists' Colloquium (in conjunction with the 4 th ASEM Interfaith Dialogue)	Amsterdam, The Netherlands
----------------	---	----------------------------

2. 5th Asia-Europe Journalist's Seminar

14 – 15 JUN 2008	5 th Asia-Europe Journalists' Seminar On the occasion of the 8 th ASEM Finance Ministers' Meeting	Jeju Island, Korea
------------------	--	--------------------

3. Asia-Europe Editors Roundtable

22 – 23 OCT 2008	4 th Asia-Europe Editors' Roundtable (on the occasion of the ASEM 7 th Summit)	Beijing, China
------------------	--	----------------

4. ASEF InfoBoard

24 OCT 2008	ASEM Infoboard Centre at the sideline of the ASEM 7 Summit	Beijing, China
-------------	--	----------------

Cultural Exchange (CE):

1. Culture 360

MID MAY 2008	Asia Launch of Culture360 Partner: Ministry of Culture, Korea & KAMS	Korea
MID MAY 2008	Europe Launch of Culture360, Partner: Bunker or International Network from Contemporary Performing Arts (IETM)	Ljubljana, Slovenia

2. 6th Asia-Europe Art Camp : The Art of Gaming & Policy Dialogue on New Media Art

JULY 2008	6 th Asia-Europe Art Camp: The Art of Gaming Partner (still negotiating): International Symposium for Electronics Arts (ISEA 2008)	Singapore
-----------	---	-----------

3. 6th Asia-Europe Film Meeting

24 – 25 JAN (Brussels) – 26 – 31 JAN (Rotterdam)	6 th Asia-Europe Film Meeting Partners: CINEMART at the International Film Festival Rotterdam and RITS Film School, Brussels Supported by Erasmus Hogeschool Brussels, Vlaamse Gemeenschapscommissie and Vlaams overheid	Rotterdam, Netherlands, Brussels, Belgium
--	---	---

4. Connect2Culture

OCT 2008 (TBC)	Connect2Culture Online Platform	China and Europe
----------------	---------------------------------	------------------

People to People (P2P):

1. Asia-Europe Classroom Network (AEC-NET) Conference

NOV 2008	7 th AEC-NET Conference	Malaysia
----------	------------------------------------	----------

2. 1st ASEM Rectors Meeting

OCT 2008	ASEM Education Hub: 1 st ASEM Rectors Conference <i>In partnership with the German Rectors Conference and the</i>	Berlin, Germany
----------	---	-----------------

	<i>European University Association and hosted by the Free University of Berlin (tbc)</i>	
--	--	--

3. ASEM Education Hub Advisory Committee & Secretariat

DEC 2008	ASEM Education Hub Advisory Committee Meeting	Penang, Malaysia
----------	---	------------------

4. ASEM Education Hub Thematic Networks

MAY 2008	ASEM Education Hub Thematic Network Meeting: E-Learning	Germany, Europe (TBC)
JUL 2008	ASEM Education Hub Thematic Network Meeting: Peace & Conflict Studies	Banda Aceh Indonesia (TBC)
AUG 2008	ASEM Education Hub Thematic Networks: Intellectual Property Management	India
SEP 2008	ASEM Education Hub Thematic Networks: Lifelong Learning	Europe
NOV 2008	ASEM Education Hub Thematic Network Meeting: Human Security	Madrid Spain, Europe

5. 2nd Asia-Europe Youth Interfaith Dialogue

JUN 2008	ASEM Youth Dialogue: 2 nd Asia-Europe Youth Interfaith Dialogue	Lembang, West Java, Indonesia
----------	--	-------------------------------

6. ASEM Youth Voluntary Service

4 – 17 NOV 2008	Asia-Europe Youth Voluntary Service Asia-Europe Young Volunteers Exchange (AEYVE) Volunteering today for tomorrow: How to foster sustainable choices among volunteers and local communities? <i>In partnership with the Coordinating Committee for International Voluntary Service (CCIVS)</i>	Singburi, Thailand
-----------------	--	--------------------

7. Asia-Europe Partnership in the field of Training

JUL 2008 (TBC)	Asia-Europe Partnership in the Field of Training: Asia-Europe Training for Trainers on Methods and Techniques used in Intercultural Youth Projects. <i>In Partnership with the National Youth Council of Romania (CTR)</i>	Timisoara Romania
OCT 2008 (TBC)	Asia-Europe Partnership in the Field of Training: Asia-Europe Training Course on Fair Trade. <i>In partnership with the Indian Committee of Youth Organisations (ICYO) and the Association for Intercultural Training, Exchanges and Activities, Italy (AFSAI)</i>	Bangalore, India

Intellectual Exchange (IE):

1. Expansion of “EU through the Eyes of Asia” Transnational Study

DEC 2008- DEC 2009	Expansion of “EU through the Eyes of Asia” Trans-national Study	Malaysia, Cambodia, India and Pakistan
--------------------	---	--

2. ESIA Young Academic Workshop Asia-Europe Workshop Series

SEP 2008	ESiA Young Academic Workshop Partners: National Centre for Research on Europe	Brussels, Belgium
----------	---	-------------------

3. Asia-Europe Workshop Series

29 FEB – 2 MAR 2008	Asia-Europe Workshop Series Gatekeepers in a Digital Asian-European Media Landscape: The	Singapore
---------------------	--	-----------

	rising structural power of internet search engines Organising Institutions : Nanyang Technological University Singapore and University of Leipzig, Germany	
APR 2008	Asia-Europe Workshop Series Selection Committee Meeting	The Netherlands
APR 2008	Asia-Europe Workshop Series From Ming Dynasty Chinese Naval Gigantism to Universal Physics in a Seaway Organising Institutions: Portuguese Institute of Archaeology, Portugal; Peniche Municipality, Portugal; Wuhan University of Technology, China	Lisbon and Pehiche, Portugal
MAY 2008	Asia-Europe Workshop Series Value of Children and Intergenerational Relations: European and Asian Perspectives Organising Institutions: University of Konstanz, Germany and Chinese Academy of Sciences, China	Kontanz, Germany
28 – 30 MAY 2008	Asia-Europe Workshop Series Towards the Development of Teaching Program for Higher Education in Environmental Governance Organising Institutions: University of the Philippines and University of the West of England, UK	Quezon City, The Philippines

4. ENV Forum 6th Roundtable

9 – 10 JUN , 2008	ENVforum 6 th Roundtable – Energy Sustainability Partners: Hanns Seidel Foundation, Swedish Environment Secretariat in Asia, United Nations Environment Programme Institute of European & International Affairs, Ireland	Dublin, Ireland (TBC)
----------------------	--	--------------------------

5. Civil Societies III

20 – 21 OCT 2008	Connecting Civil Societies III: (In Conjunction with the 7 th ASEM Summit) Partners: International Institute for Asian Studies (The Netherlands), European Institute for Asian Studies, Japan Centre for International Exchange	Beijing, China
---------------------	--	----------------

6. 9th Informal ASEM Seminar on Human Rights

7 MAR 2008	Steering Committee Meeting – ASEM Informal Human Rights Series Partners: French Ministry of Foreign Affairs, Raoul Wallenberg Institute (Sweden)	Strasbourg, France
------------	---	-----------------------

7. Lecture Tours Project – 8 Tours

TBC	Lecture Tour – Conflict Resolution by Gillian Robinson	Delhi, Islamabad, Karachi, Kuala Lumpur, Bangkok
4 – 15 FEB 2008	Lecture Tour – The EU through the Eyes of Asia: The Case of China and Hong Kong Partners: University of Warsaw, Charles University, Austrian Institute of International Relations, Corvius University Budapest, University of Ljubljana, University College Cork	Warsaw, Poland Prague, Czech Rep Vienna, Austria Budapest, Hungary Ljubljana, Slovenia Cork, Ireland
6 – 18 MAR 2008	Lecture Tour – “Transitional Justice and Human Rights” by Kassie Neou	Strasbourg Brussels,

	Partner: The Robert Schuman University (France), Human Rights Without Frontiers and the European Institute for Asian Studies (Belgium), Human Rights Student's Initiative of the Central European University(Hungary), The Media Monitoring Agency (Romania) and the University of Bucharest, VIA URIS -Center for Public Advocacy and The University of Trnava (Slovakia)	Budapest, Hungary Bucharest, Romania Trnava, Slovakia
24 MAR – 3 APR 2008	Lecture Tour – “An Assessment of EU Policy Towards Asia” by Fraser Cameron	Bangkok, Hong Kong, Macau, Singapore
3rd WEEK of MAY	Lecture Tour – Sustainable Development by Ella Antonio	Ljubiana, Talian Helsinki, Brussels London, Dublin, Copenhagen, Munich
EARLY JUL OR AUG 2008	Lecture Tour – Freedom of Expression by Kevin Boyle and Cherian George	Kuala Lumpur, Singapore, Bangkok, Hanoi and Vientiane
SEP 2008	Lecture Tour – Chemical Management by Nadia Haiama	Asian cities
OCT 2008	Lecture Tour – ICT and Development by Berdan Tuohy (Ireland)	Bangalore, Singapore, Tokyo, Seoul, Shanghai, Macau, Hong Kong

**GUIDELINES
TO ASSIST THIRD-COUNTRY STUDENTS
IN GETTING STUDY VISAS TO EUROPE
AND TACKLING STUDY-RELATED
ADMINISTRATIVE ISSUES**

**FOR HIGHER EDUCATION INSTITUTIONS
INVOLVED IN ERASMUS MUNDUS MASTERS PROGRAMMES**

**By European Commission - DG Education and Culture -
in cooperation with Erasmus Mundus consortia and national structures**

(April 2007)

Actors involved in general and specific actions (Who does what)²⁶

Who	What	
	General Actions	Specific Actions
European Commission, Directorate-General for Education and Culture (DG EAC)	<ul style="list-style-type: none"> ➤ Regularly provide general information on EM to EC Delegations in 3C asking them to regularly spread information to local EU embassies/consulates; ➤ Follow-up of student directive transposition into national law; ➤ Continue with course and student visa surveys. 	<ul style="list-style-type: none"> ➤ Prepare welcome letter signed by Commissioner (maybe useful for mobility within Europe)
Executive Agency		<ul style="list-style-type: none"> ➤ Prepare signed EU certificates (with main & reserve lists of students in annex) and send them to (1) Consortium coordinators, (2) NSs, (3) EC Delegations in 3C (asking them to send certificates plus annex to local EU embassies/consulates)
EM National structures (NS)	<ul style="list-style-type: none"> ➤ Regularly provide general information on EM to Foreign Affairs and Internal Affairs Ministries and ask them to inform EU embassies/consulates in 3C; ➤ If appropriate, create a national visa working group with Foreign Affairs and Internal Affairs Ministries and rectors' conference to find pragmatic solutions; ➤ Invite national organisations active in higher education in 3C (DAAD, CampusFrance, British Council, Nuffic...) to provide general information on EM to local EU embassies/consulates. 	<ul style="list-style-type: none"> ➤ Ask Foreign Affairs and Internal Affairs Ministries to transmit EU certificate plus annex to relevant EU embassies/consulates in 3C
EM Consortium coordinators		<ul style="list-style-type: none"> ➤ Pre-inform students about pre-selection ➤ Send students "extended admission letter" (EU certificate with annex + EM Consortium acceptance letter) to students; ➤ On demand send EU certificate with annex and/or EM Consortium acceptance letter to EU embassies/consulates in 3C concerned.
EM Consortium 1st Hosting Universities		<ul style="list-style-type: none"> ➤ (Maybe via coordinator) send students admission letters for their first hosting university (including info on enrolment, bank account, info about visa + residence permit + housing + medical issues)
EC Delegations in 3C	<ul style="list-style-type: none"> ➤ Regularly provide general information on EM to local EU embassies/consulates 	<ul style="list-style-type: none"> ➤ Send EU certificates plus annex to local EU embassies/consulates
EU Foreign Affairs and Internal Affairs Ministries	<ul style="list-style-type: none"> ➤ Provide general information on EM to EU embassies/consulates in 3C 	<ul style="list-style-type: none"> ➤ Send EU certificate plus annex to relevant EU embassies/consulates in 3C
HE national organisations in 3C	<ul style="list-style-type: none"> ➤ Provide general information on EM to local EU embassies/consulates 	

²⁶ Actors not directly involved with EM masters courses are marked in grey.

General Actions Overview

What	Who				
	European Commission, Directorate-General for Education and Culture (DG EAC)	EM National structures	EC Delegations in 3C	EU Foreign Affairs and Internal Affairs Ministries	HE national organisations in 3C
Regularly provide general information on EM	to EC Delegations in 3C asking them to regularly spread information to local EU embassies/ consulates	to Foreign Affairs and Internal Affairs Ministries and ask them to inform EU embassies/consulates in 3C	to local EU embassies/consulates	to EU embassies/consulates in 3C	to local EU embassies/consulates
Invite national organisations active in higher education in 3C (DAAD, EduFrance, British Council, Nuffic...) to provide general information on EM to local EU embassies/consulates		X			
If appropriate, create a national visa working group with Foreign Affairs and Internal Affairs Ministries and rectors' conference to find pragmatic solutions		X			
Follow-up of student directive transposition into national law	X				
Continue with course and student visa surveys	X				

Specific Actions Overview

What	Who						
	European Commission, Directorate-General for Education and Culture (DG EAC)	Executive Agency	EM National structures	EM Consortium coordinators	EM Consortium 1st Hosting Universities	EC Delegations in 3C	EU Foreign Affairs and Internal Affairs Ministries
Pre-inform students about pre-selection				April Invite students to start preparing visa documents (passport etc)			
Signed EU certificates (with main & reserve lists of students in annex)		May Prepare and send to (1) Consortium coordinators, (2) NSs, (3) EC Delegations in 3C (asking them to send certificates plus annex to local EU embassies/ consulates)	May-August Ask Foreign Affairs and Internal Affairs Ministries to transmit to relevant EU embassies/ consulates in 3C	May-August On demand send to EU embassies/ consulates in 3C concerned		May-August Send to EU embassies/ consulates in 3C concerned	May-August Send to EU embassies/ consulates in 3C concerned
Extended admission letter (EU certificate with annex + EM Consortium acceptance letter)				May Send to students and on demand to EU embassies/ consulates in 3C concerned		May-August Send to EU embassies/ consulates in 3C concerned	May-August Send to EU embassies/ consulates in 3C concerned
Admission letters for students' first hosting university (including info on enrolment, bank account, info about visa + residence permit + housing + medical issues)					May Send to students (maybe via coordinator)		
Welcome letter signed by Commissioner (maybe useful for mobility within Europe)	Sept-Oct Prepare and send to coordinator for distribution to students			Sept-Oct Distribute to students			

Overview of information tools and their specific contents

- Executive Agency's **certificate** includes:
 - "To whom it may concern" information on:
 - EM programme (webpage)
 - Setup of consortium (= possible study destinations)
 - Course duration
 - Grant amount
 - Insurance scheme (webpage)
 - Annex with main & reserve lists of students

- EM Consortium coordinator's **extended admission letter** includes:
 - Agency's certificate + only main list of students
 - EM Consortium acceptance letter including info on:
 - Course description
 - Course duration
 - Tuition fees
 - Grant amount
 - EM Insurance scheme
 - Entry country
 - Mobility scheme

- First hosting university's student **admission letter** includes info on:
 - Course description
 - Course duration
 - Tuition fees
 - EM Insurance scheme
 - Visa (typology and delivery modalities) to apply for in 3C
 - Residence permit (delivery modalities)
 - Enrolment modalities
 - Bank account (opening modalities)
 - Housing and medical issues
 - Any other national insurance needs

- The Commission's **welcome letter** for students includes:
 - Nominative letter signed by Commissioner including info on:
 - EM programme
 - Contact address in case of difficulties
 - Annex with key features of EM masters courses including info on:
 - Integrated study programme
 - Excellence
 - Degrees
 - Mobility
 - Linguistic policy
 - Insurance scheme
 - Alumni Association

Good practices/tips for coordinating/hosting universities

- Although the definite **mobility path** of all students may not be defined beforehand in all cases, it is essential that the 1st Hosting University (and as a result the entry country for each 3C student) is known and clearly stated from the very beginning of the student selection process.
- Communicate the **starting date** of the course very clearly to the students.
- Communicate the approximate visa delivery time for your country to the students²⁷.
- Advise students to apply for a Type-D Student Visa for the EU entry country (not for a multiple visa). The duration of Type-D visas varies from 3 to 12 months according to EU national laws. Additional (but not substitutive) visas are Type-C Schengen Visa (3-month duration) and hybrid Type C+D entry visa. Type C and C+D allow travelling within the Schengen area for 3 months.
- According to the duration of the stay in the entry country, procedures for the next visa have to be started immediately or shortly after arrival of the students. For short stays (under 3 months) in other European countries, advise students to go for a tourist visas.
- Delivery of visas for periods of professional traineeships in another European country requires a longer period due to the need to provide specific working documentation.
- Exchange information between the members of a consortium (certificates, admission letters, visa information etc)!²⁸

International offices are invited to have a **proactive attitude towards EM students** to help them with:

- Registration within university
- Registration at local commune / police
- Delivery of residence permit (prerequisite for obtaining the second visa!)
- Opening of bank account
- Finding of accommodation and signing of lease
- Additional insurance (if necessary)
- Translation of documents (if necessary)
- Visa procedures for intra-European mobility
- Assignment of a tutor / buddy
- Induction to university facilities and services
- Language courses

International offices are advised to:

- Accompany students personally to local authorities, banks etc to overcome possible language barriers
- Rent a pool of accommodation for students before their arrival
- Open bank accounts for students before their arrival
- Ask students to authorise the university in writing to act on their behalf vis-à-vis immigration authorities.

²⁷ See annex 1 – Data on national situations in December 2006.

²⁸ See Annex 2 for examples.

Specific cases to be further analysed

- 3C EM students without EM grant
- EM scholars: so far for max. 3-month periods tourist visas
- EM student/scholar families
- European students (visas for Action 3 mobility): so far for max. 3-month periods tourist visas
- Check possibility of Alumni Association EMA to support incoming EM students

Further actions

- Drafting of handbook for EM students including inter alia: visa typology (short-term vs. long-term visas), explanation of legal situation per EU country, documents required when applying for a visa in 3C to enter Europe and in Europe for internal European mobility, timing for submission of visa request, etc.
- Ex-post verification of effectiveness of actions: second course/student visa survey in November 2007.

Annex 1 – Data on national situations (December 2006) – Source: DG Justice, Freedom and Security Contact Committee on the Migration Directives

	Student Directive Transposition - Schedule	Article 18 - Time to obtain/renew residence permit	Article 12 & 18 - Validity of residence permit	Sufficient proof	Type of visa (residence permit = RP) obtained in third countries (3C) vs. EU
AU	Already implemented	36 days	1 year renewable	EC certification letter OK	3C = Entry visa AUT = RP
BE	Most provisions already in force - In process	No info	1 year	EC certification letter OK	3C = Long-stay visa (+ 3 months) BE = RP
CY	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>
CZ	Already implemented	No info (60 days according to CZ EM Nat. Structure)	1 year renewable	EC certification letter OK	3C = Long-stay visa (+ 3 months) CZ = RP
DK	Not involved	60 days - soon 24 days	1 year renewable	EC certification letter OK	3C = RP
EE	Possibly on time	3 months	For study duration (max. 1 year)	EC certification letter OK	3C = RP
FI	Small changes to national law - Possibly on time	Quickly (under 20 days?)	1 year (up to 2 years)	EC certification letter OK - Insurance scheme not compulsory	3C = Entry visa FIN = RP
FR	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>
GER	Possibly on time	ASAP (subject to public security checks) - Fast-track procedure applicable to EM students	For study duration (max. 1 year) renewable	EC certification letter OK - But Insurance CARD necessary	3C = Long-stay visa DE = RP
GR	Most provisions already in force	60 days max.	1 year (or shorter)	EC certification letter OK - Students covered by national insurance	3C = Entry visa (3 months) GR = RP
HU	No need for major changes - Possibly on time	30 days - soon faster	For study duration (max. 2 years)	EC certification letter OK	3C = Long-stay visa (1 year) HU = RP
IE	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>
IT	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>
LV	Possibly on time	30 days	1 year renewable	EC certification letter OK	3C = Long-stay visa LV = RP

LT	Possibly on time	No info	1 year (or shorter) renewable	EC certification letter OK - But entitled to ask for more doccs (national sovereignty)	3C = Long-stay visa LT = RP
LU	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>
MT	Shortly	Quickly (if all doccs available)	For study duration (max. 1 year)	EC certification letter OK	3C = Long-stay visa MT = RP
NL	Before 12/1/07	No info	1 year renewable	EC certification letter OK + copy of health insurance	No info
PL	Entry into force 1/1/07 - there might be some delay	Immediately or 30 days or 60 days according to doccs requested	For study duration (max. 1 year)	EC certification letter OK	3C = Long-stay visa (1 year) PL = RP
PT	Hopefully by 1/1/07	60 days	1 year renewable	EC certification letter OK	3C = Long-stay visa PT = RP
SK	Entry into force 1/1/07	30 days	For study duration (max. 2 years)	EC certification letter OK	3C = RP
SI	Already implemented	facilitated procedure = 15 days	For study duration (max. 1 year) renewable	EC certification letter OK - But entitled to ask for more doccs (national sovereignty)	3C = RP
SP	No info	No info (constitutional act being modified)	1 year renewable	No info	3C = Long-stay visa ES = RP
SW	Entry into force 1/1/07	1 year renewable	No provisions	Evidence is needed	3C = Entry visa SW = RP
UK	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>
NO	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>
IS	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>
LI	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>	<i>Non available</i>
RO	Hopefully by 1/1/07	Up to 30 days (but may take longer)	1 year renewable	EC certification letter OK	3C = Entry visa (3 months) RO = RP

Annex 2 – Example of collection of visa-related information across the consortium – Source: "NOHA" European Masters in International Humanitarian Action

NOHA COUNTRIES STUDENT VISA REQUIREMENTS

	IRELAND ²⁹	SPAIN	FRANCE	BELGIUM ³⁰	GERMANY	THE NETHERLANDS ³¹	SWEDEN
1. Valid Passport	6 months validity	6 months validity	6 months validity	1 year validity	6 months validity	X	X
2. Long stay student visa application	X	X	X		X	X	X
2. Evidence of course Letter of admission/enrolment Details of course	Proof of payment of fees (5,000 ceiling)	X Plus 1 copy	X	X	X	X	X
Student credential			X				
Institution credentials	X	X					
2. Documentary Evidence of funds	X	X	X	X	X		X
3. Health insurance	Private	International coverage	<i>Statement of validity period stay</i>		X		X
4. Medical certificate				X			
5. Visa fee		Money order or cash	X				
6. Travel document		Round Trip Airline Reservation	Valid 3 months more than visa				
7. Family members in the EU	X						
8. Applicants character	X			Certificate			
9. Applicants profile	X						
10. Consistency within the application	X						

²⁹ Guideline the list does not limit the discretion of the visa officer in dealing with individual applications.

³⁰ Only the basic documents supplementary documents could be required depending of the application and the country of origin.

³¹ Students staying loner than 4 months require an official legalized birth certificate and a legalised certificate of marital status.

Continues: example of collection of visa-related information across the consortium – Source: "NOHA" European Masters in International Humanitarian Action

TYPES OF VISA

France	The Netherlands	Germany	SPAIN	Belgium	Sweden	Ireland
<p>1. Schengen Visa (type C)</p> <ul style="list-style-type: none"> • Multiple entries • Stay up to 3 months <p>2. Temporary Long Stay Visa (type D)</p> <ul style="list-style-type: none"> • Multiple entries • Minimum Stay 3 months 	<p>Schengen visa (Type C +D)</p> <ul style="list-style-type: none"> • Student visa • Multiple entries • Valid for 3 months (so students need to travel to the Netherlands within 3 months after the visa is issued. Part C is valid for 90 days. After 90 days, it is no longer possible to freely travel to other Schengen countries on this visa <p>Visa Type D: Student visa No multiple entries Valid for 6 months after the visa is issued</p>	<p>Schengen visa (Type C +D)</p> <ul style="list-style-type: none"> • Student visa • Multiple entries <p>Stay up to 3 months</p>	<p>Student Visa (180 days)</p> <p>Schengen Visa (type C)</p> <ul style="list-style-type: none"> • Multiple entries • Stay up to 3 months 	<p>Student long stay visa (minimum 3 months)</p>	<p>Residence permit for one year at a time</p>	