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The *Incoming/Outcoming Erasmus Students/Teachers*¹ study reporting to 2005/2006 finds Lisbon's Nova University, Oporto's and Coimbra's Universities well positioned in the Top 100 concerning the mobility of students and teachers at the European space, mostly due to the Erasmus' Program.

The fact that Lisbon's University (LU) does not appear in this Ranking worries Associação Académica da Faculdade de Direito de Lisboa (AAFDL) once it reveals clearly that LU is not being able to follow its pairs in the international scene. As a consequence, and if this situation persists, LU will have to face increased difficulties to reach the same scientific and formative quality as its pairs.

Erasmus' Program reveals itself more and more important and essential as an European students' program that provides them the unique opportunity to get in touch with other cultures and ways of living, to attend the best European Universities, to enrich their CVs and to improve its scientific level, getting more competitive in any part of the world and, therefore, entering in the European business world, becoming more and more, an Europe's citizen.

These are its primary reasons of existence, while making real one of the main supports of Bolonha's Process – the drifting between countries. Thereby, not to take vantage of the mobility that Erasmus program offers, is to pass by Bolonha, not taking advantage of its opportunities, passing by, as well, the students' interests, not allowing them to improve their CVs with such an endowing and progressively more essential experience.

From the point of view of Lisbon's Law School, the **lack of protocols between the organic units, the problems that students meet when trying to get correct information, the lack of access to that same information and the constant reluctance from teachers to teach subjects (total or partially) in English**, among others, contribute to the poor success of LU's students' interchanges. We also state the fact that there is no information directly provided from the LU, which we think should stimulate and support the students drifting.

Lots of these needs are fulfilled inside our organic unit by the AAFDL itself, namely, through its **Association Cabinet to Support and Help Erasmus Students**, for example in what concerns the offer of foreign languages courses.

Nevertheless, we must congratulate LU's Strategic Program for pointing out some concrete measures to stimulate drift mobility between both students and teachers.

However, these are measurements that can only work at long-term, and facing this, it seems necessary to act today so we don't risk losing some of the best students and teachers of Europe. If this happens, we get to watch them evolve and get in touch with the European University sites, while us, get stuck on a vision that overtakes the teaching in the provincial times.

¹ European Commission, Education and Training
http://ec.europa.eu/education/programmes/llp/erasmus/stat_en.html



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By that, we consider essencial:

- I. **To post on the LU's website information about protocols concerning this institution and allowing the access of all students;**
- II. **To create an exclusive webpage with several information about courses, history, housing, and others for foreign students willing to attend LU;**
- III. **To encourage the creation of new interchange protocols;**
- IV. **To check working Erasmus' Cabinets of the Organic Units;**
- V. **To require using English to teach certain subjects at the Organic Units;**
- VI. **To provide Portuguese courses for foreign students, as well as foreign languages' courses for University's students willing to go study abroad and to encourage foreign Professors to teach at the LU's courses.**

LU should yet, stimulate drift mobility inside LU itself, as well as with another **superior portuguese learning institutes and to advertize other interchange's programs**, as Da Vinci's and Socrates'.

Sumarizing, if the drifting that Erasmus Program provides is nor used in all its potential, we can say that Bolonha is not accomplished, the University's future is doomed to remain eternally a regional concept of teaching/learning, wich is left behing by the European evolution. And if LU can not improve its indexes related with both students and teachers' mobility, it will not be able to provide training with quality, a training that would compete with other portuguese and european students, though reducing the quality of its students' training, making it more difficult for them to entering in the business world.

However, we believe that LU will improve its efficiency dealing with professors' and students' interchanges, if these and other measures are - soon enough - adopted, to equal its similars, heads of Superior Portuguese and European learning, offering students (wether portuguese or not), better positions, better education and better job breaks.