

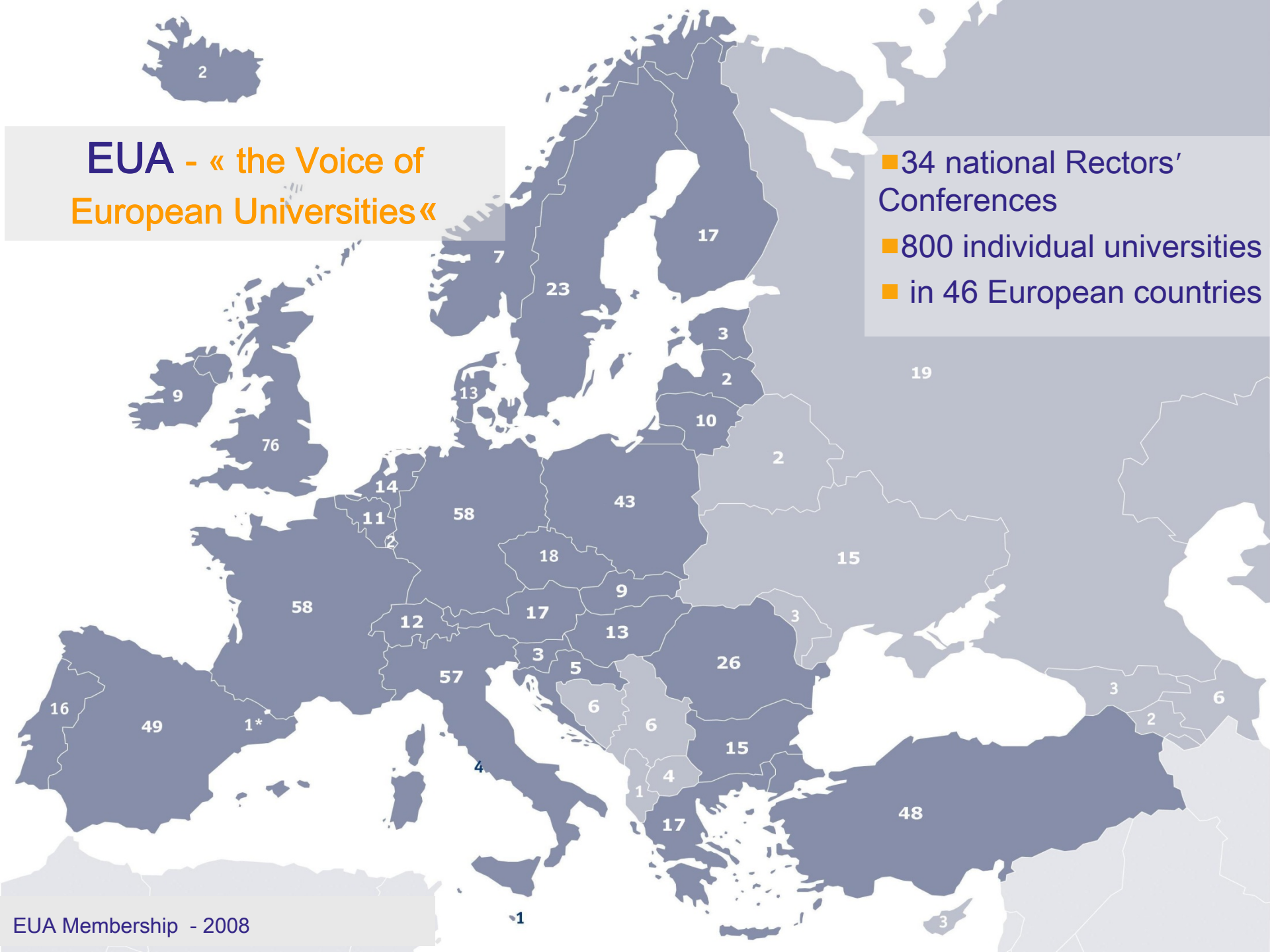
The Bologna Process – 2010 and Beyond Achievements & Challenges

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President Elect
European University Association

ACE Annual Conference 2009

EUA - « the Voice of European Universities »

- 34 national Rectors' Conferences
- 800 individual universities
- in 46 European countries



EUA Membership - 2008

European Higher Education – shifting responsibilities and contexts

- Bologna process: A large Europe (46 countries) - convergence through common structures & tools - focus on improving the quality of teaching & learning (European Higher Education Area)
- The EU 27's Lisbon Strategy : A smaller Europe with ambitious economic and social goals - a focus on research, creating jobs & increasing competitiveness (European Research Area)
- Higher Education remains mainly a national responsibility: limited EU responsibility; but growing competence in research
- Rapidly developing internationalisation at all levels as a response to globalisation
- Growing importance of the universities as central to European reform processes

Bologna : a pan-European HE Reform Process

- a **voluntary process**; with no legal obligations & a tiny 'Bologna' Secretariat
- every 2 years: **Joint Ministerial Meeting & Communiqué**
- Reform at national and institutional level
- **shared responsibility**: governments, universities, staff & students = members of the Bologna Follow-Up Group
- increasingly **stakeholder driven** now that implementation is the priority
- 46 countries signed up
- 2010: Realisation of a **European Higher Education Area** characterised by **system convergence, mobility of students and staff, and enhanced international attractiveness**

10 Bologna Action Lines

Bologna Declaration of 1999:

1. Adoption of a system of easily readable and comparable degrees
2. Adoption of a system essentially based on two cycles
3. Establishment of a system of credits
4. Promotion of mobility
5. Promotion of European co-operation in quality assurance
6. Promotion of the European dimension in higher education

Prague Ministerial summit of 2001:

7. Focus on lifelong learning
8. Inclusion of higher education institutions and students
9. Promotion of the attractiveness of the European Higher Education Area

Berlin Ministerial summit of 2003:

10. Doctoral studies - link to the European Research Area

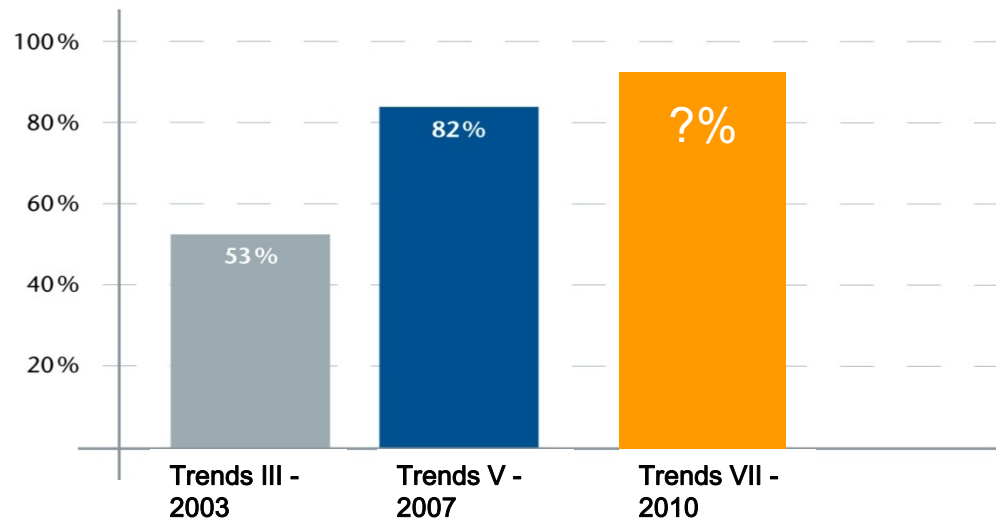


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Bologna Achievements

1. Introduction of 3 Cycle System



83% of HEIs have the 3-cycle structure in place > EUA Trends report (2007) - using common tools: (ECTS & DS)

2. A European Dimension in Quality Assurance

EUA Newsletter 5
7 March 2008

EUA welcomes launch of European Quality Assurance Register for Higher Education



The launch of the European Quality Assurance Register for Higher Education

EUA is delighted to announce that the European Quality Assurance Register for Higher Education (EQAR) has been officially launched in Brussels this week.

The new register, which is one of the milestones of the Bologna process reforms, aims to provide clear and objective information about trustworthy quality assurance agencies that are working in Europe. It has been established by the "E4 Group" - comprising EU/ European Association for Quality Assurance in Higher Education (ENQA), the European Students Union (ESU), the European Association of Institutions of Higher Education (EURASHE) - under the mandate of Education Ministers from

Quality - a core issue of Bologna

- Bergen 2005 - Joint European Standards and Guidelines for internal, external QA, at institutional and agency level
- Annual European Quality Forum
- London 2007: EQAR - European Register of Quality Assurance Agencies - launched in 2008

The E4 – from left to right

- European QA agencies (ENQA)
- European Colleges (EURASHE)
- EUA
- European Student Union (ESU)

3. The Global Dimension of Bologna

- Bologna Declaration (1999): “the objective of increasing the international competitiveness of the European HE system”
- Growing interest in Bologna reforms across the globe & recognition of Bologna degrees
- London Ministerial Meeting 2007 - Adoption of a “strategy for the EHEA in a global context”
- Universities are a driving force but
 - ✓ new approaches required > globalisation, growing competition, new providers etc.
 - ✓ rethink their role, mission & goals & develop specific profiles & portfolios:
- demand for policy dialogue & enhanced cooperation



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Key challenges for the future

- Maintain the pace of reform, especially curricular reform
- Continue the cooperation among all stakeholders that is the hallmark of Bologna & explains its success
- Situate Bologna in relation to other reform processes, e.g. in HE governance, the European Research Area
- Take account of:
 - ✓ the changing economic and social environment e. g. demographic situation of Europe
 - ✓ Globalisation, heightened competition & growth in demand for international education

Priorities post 2010

1. Addressing unfinished business

- Making student centred learning a reality
 - ✓ Using the different Bologna transparency instruments & tools properly: ECTS, DS
 - ✓ Focus on learning outcomes
 - ✓ At national level – developing qualifications frameworks
 - ✓ Facilitating progression from one cycle to another
- Continued focus on quality – also in response to growing demands for transparency, growth in rankings etc..
- Communicate better the benefits of reform to society
- Remove obstacles to mobility

2. Lifelong Learning as the new paradigm

- Crucial given demographic shifts & labour market changes
 - ✓ more education to more people throughout their lives
 - ✓ more diverse student population
- flexible provision & student centred learning at the centre
- Support needs to follow (tuition fees, grants & other financial support)
- A joint responsibility of universities & governments
- EUA: “Lifelong Learning Charter for Europe’s Universities” (2008)



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3. Improving the links between the European Higher education & Research Areas

- Research based education as a key characteristic of European higher education – promote further the development of specific research profiles
- maintain the momentum of the reform of doctoral education – also a Bologna achievement & crucial for international partnerships
- Common focus on improving career opportunities for young researchers

4. Making mobility a reality

- Mobility is crucial both for Europe & for internationalisation
- European Credit Transfer System (ECTS) in place – but credit recognition still needs to be improved
- Solutions to clearly identified problems, eg
 - ✓ Bachelor and Master too short for mobility
 - ✓ Insufficient faculty mobility
 - ✓ Portability of grants, pension rights
 - ✓ visa problems
 - ✓ residence, work permits etc.



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Outlook

2010 - less a deadline and more the start of a new phase

- Some reforms are accomplished, others on their way
- The economic and social environment is changing e. g. demographic situation of Europe
- Increasing need for university for linking research and education mission and addressing LLL opportunities
- Global Dimension to be mainstreamed
 - ✓ mobility
 - ✓ Bologna needs global reflection and recognition
 - ✓ Some of issues such as learning outcomes, recognition, mobility, to be addressed with international partners
 - ✓ Global challenges, globalisation & emergence of international education



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**“Europe, thanks to Bologna, may
have been given the opportunity
to respond to the 21st century
agendas”**

**Professor Peter Scott,
Vice-Chancellor, Kingston University/UK
EUA Bologna Handbook, 2006**