



# Bergen to London 2007

Secretariat Report on the  
Bologna Work Programme 2005-2007



department for  
education and skills

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**Socrates**

This report, prepared by the Secretariat, gives an overview of the key elements of the Bologna Work Programme for 2005 –2007. It includes contributions from the Chairs of Working Groups, seminar organisers, the European Commission and consultative members. It also includes, in an Annex, some contributions from individual country members, summarising the main developments at national level over the period 2005-2007. Country members contributed on a voluntary basis. Hence, not all countries are included.



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# BOLOGNA WORK PROGRAMME 2005-2007

The context for the work of the Bologna Follow Up Group (BFUG) between 2005 and 2007 was clearly set out in the Bergen Communiqué<sup>1</sup>, agreed by Ministers responsible for higher education in the Bologna signatory countries at their 4th conference in Bergen, Norway in May 2005. The Bergen Communiqué charged BFUG with a number of tasks, including:

- reporting on the implementation and further development of the Framework for Qualifications of the European Higher Education Area (EHEA)
- considering the practicalities of implementing a European register for quality assurance agencies
- preparing a report on the further development of the basic principles for doctoral programmes
- elaborating a strategy for the external dimension
- continuing and widening the stocktaking process
- presenting comparable data on the social dimension and student and staff mobility
- exploring the issues around arrangements for supporting the continuing development of the EHEA beyond 2010.

Individual BFUG members also took note of the need to continue to pursue the 10 Action Lines previously agreed in the Bologna Declaration<sup>2</sup> and the subsequent Prague<sup>3</sup> and Berlin<sup>4</sup> Communiqués, with a view to realising the EHEA by 2010. These are:

1. Adoption of a system of easily readable and comparable degrees
2. Adoption of a system essentially based on two cycles (later three)
3. Establishment of a system of credits
4. Promotion of mobility
5. Promotion of European cooperation in quality assurance

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1 [http://www.bologna-bergen2005.no/Docs/00-Main\\_doc/050520\\_Bergen\\_Communique.pdf](http://www.bologna-bergen2005.no/Docs/00-Main_doc/050520_Bergen_Communique.pdf)

2 [http://www.bologna-bergen2005.no/Docs/00-Main\\_doc/990719BOLOGNA\\_DECLARATION.PDF](http://www.bologna-bergen2005.no/Docs/00-Main_doc/990719BOLOGNA_DECLARATION.PDF)

3 [http://www.bologna-bergen2005.no/Docs/00-Main\\_doc/010519PRAGUE\\_COMMUNIQUE.PDF](http://www.bologna-bergen2005.no/Docs/00-Main_doc/010519PRAGUE_COMMUNIQUE.PDF)

4 [http://www.bologna-bergen2005.no/Docs/00-Main\\_doc/030919Berlin\\_Communique.PDF](http://www.bologna-bergen2005.no/Docs/00-Main_doc/030919Berlin_Communique.PDF)

6. Promotion of the European dimension in higher education
7. Lifelong learning
8. Higher education institutions and students
9. Promoting the attractiveness of the EHEA
10. Doctoral studies and the synergy between the EHEA and the European Research Area.

In recent years, there has been a gradual evolution in the working methods used by BFUG to pursue Ministerial goals. The number of Bologna seminars, where higher education stakeholders from across the EHEA come together to develop policy, is reducing. Conversely, working groups and projects are becoming more effective working methods, as policy lines have been largely elaborated and there is an increasing focus on more detailed implementation issues. The need to share good practice and focus on completing the implementation of the Bologna Action Lines at the national level is also becoming more significant as we approach 2010.

Taking this into account, and based on advice from the BFUG Chair (UK), and the BFUG Board, the Secretariat prepared a draft Work Programme for 2005-2007 over the summer of 2005. For the first time, all BFUG members were invited to comment on the draft Work Programme, suggest topics for policy development seminars and volunteer to take part in working groups.

Comments on the draft Work Programme were received from more than half the BFUG members, with some 60 members volunteering to take part in working groups. This demonstrates the level of interest in working collaboratively to develop the EHEA. Working Group members were then selected, taking account of the need to ensure group membership reflected the geographical scope of the EHEA.

Following discussion at the Manchester BFUG (October 2005), this led to an agreed BFUG Work Programme for 2005-07 comprising:

– 5 (later 6) working groups on:

- stocktaking
- external dimension
- social dimension and data on staff and student mobility
- qualifications frameworks
- portable grants and loans
- drafting the communiqué

– 8 Bologna seminars, considering:

- cultural heritage and values of the EHEA
- the attractiveness of the EHEA
- employability
- joint degrees
- Bologna in a global setting



- recognition
  - staff and student mobility
  - doctoral programmes
- 2 projects:
- the practicalities of implementing a European register of quality assurance agencies
  - doctoral programmes
- a number of topics for discussion of BFUG, including:
- capacity building within the EHEA
  - European dimension
- agreed priorities for implementation at the national level.

The final Work Programme, attached at Annex B, was agreed by December 2005<sup>5</sup>, posted on the Bologna Secretariat website and updated on a regular basis thereafter.

## **Role of Secretariat**

The role of the Secretariat was also confirmed at the Manchester BFUG. There, it was agreed that the Secretariat would:

- provide administrative and operational support to BFUG and its Board – including planning meetings; preparing papers; and minute-taking
- assist BFUG and its Board in the follow up work for the period July 2005 to June 2007 – including planning of activities and following up on BFUG decisions; supporting Bologna Working Groups and carrying out any special tasks concerning the implementation of the Work Programme
- maintain the Bologna Secretariat website and archives
- act as an external and internal contact point for the Bologna Process
- provide representation at external events, in consultation with the BFUG Chair.

Over the last two years, the Secretariat has supported all BFUG, Board and Working Group meetings and worked with the BFUG Chairs to ensure delivery of the Bologna Work Programme 2005-2007.

## **BFUG meetings**

During the period 2005-07, BFUG, and its subset, the Bologna Board, has continued to meet regularly. Under the Chair of the UK, Austria, Finland and Germany, meetings took place on:

- BFUG7: 12-13 October 2005, Manchester, United Kingdom
- BFUG Board 11: 25 January 2006, Vienna, Austria
- BFUG8: 6-7 April 2006, Vienna, Austria

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<sup>5</sup> <http://www.dfes.gov.uk/bologna/>

- BFUG Board 12: 13 June 2006, Vienna, Austria
- BFUG Board 13: 1 September 2006, Helsinki, Finland
- BFUG9:12-13 October 2006, Helsinki, Finland
- BFUG Board 14: 23 January 2007, Berlin, Germany
- BFUG10: 5-6 March 2007, Berlin, Germany
- BFUG11:17-18 April 2007, Berlin, Germany

The Work Programme provided the basis of the agenda for each meeting, with Working Group Chairs, EUA, and ENQA (on behalf of E4) regularly presenting updates on their work, and seeking advice from BFUG on particular aspects of their tasks. Seminar organisers also provided feedback to BFUG, highlighting relevant issues for consideration.

Copies of all BFUG and Board papers are available on the website at <http://www.dfes.gov.uk/bologna>

Throughout, attendance at BFUG meetings has been good, with most of the 45 countries taking part in each meeting. For a few countries, participation in BFUG meetings has been irregular. If the Process is to remain successful, it will be important for all participating countries to take part in BFUG meetings and contribute to the delivery of the Work Programme, in the run up to 2010.

Interest in supporting the continuing development of the Bologna Process remains high, with two countries and one consortium of three countries expressing an interest in providing the Secretariat for 2007-2009, and hosting the 2009 Ministerial conference.

### **Delivery of Bologna Work Programme 2005-2007**

Overall, good progress is being made against the goals of the Bologna Process. The key elements of the Work Programme for 2005-2007 have been delivered. All Working Groups and projects have reported against their terms of reference and contributed to the sharing of good practice and policy development within the EHEA. Discussions at seminars and BFUG meetings have helped develop understanding of specific aspects of the Bologna Process, supporting the implementation of the 10 Action Lines in all participating countries by 2010. BFUG has also started to look ahead, giving some initial consideration to what support might be required and how the EHEA might develop over the longer term, to ensure it remains attractive and competitive in response to the new challenges that will inevitably arise.

Ann McVie

Head of the Bologna Secretariat

May 2007

# KEY OUTCOMES FROM WORKING GROUP AND PROJECTS

## Introduction

This rest of this report allows the Working Group Chairs, EUA, ENQA (on behalf of E4), seminar organisers, the European Commission, the consultative members and some country members to describe their contribution to the realisation of the EHEA over the last two years.

This section contains short contributions from each of the Working Group Chairs, describing the main outcomes of their work. It also contains contributions from ENQA (on behalf of E4) on their work to implement a European register of quality assurance agencies, and from EUA on their work on developing doctoral programmes in the EHEA.

## Report from the Stocktaking Working Group

In their Bergen Communiqué, Ministers requested the continuing and widening of the stocktaking process. In the fields of the degree system, quality assurance and recognition of degrees and study periods, stocktaking had to include several new issues such as reflecting on three cycles rather than two, implementation of national qualifications frameworks, Standards and Guidelines for Quality Assurance in the EHEA, as well as the principles of the Lisbon Recognition Convention.

Stocktaking had to be widened to include several new areas: flexible learning paths in higher education, procedures for the recognition of prior learning, and awarding and recognition of joint degrees.

The Stocktaking Working Group drew up, and BFUG approved, a list of twelve indicators<sup>6</sup> covering most of the above issues, and proposed to cover in the text of the stocktaking report those aspects that were not appropriate to be reflected in the scorecard. According to the Ministers' statement that the work on the first three priority areas should be largely completed by 2007<sup>7</sup>, the criteria for stocktaking indicators in these areas were made more demanding to measure the success against the final goals rather than checking whether the work had been started. In order to have comparable information from all countries, the Working Group prepared a template for national reports<sup>8</sup>.

The main sources of information for stocktaking were the national reports and Eurydice. For the recognition issues, national action plans on recognition<sup>9</sup> were used as well. The outcomes were cross-checked with the results of EUA Trends V study and ESIB survey, Bologna With Student Eyes.

The main outcomes of stocktaking are the following:

- There is a good overall progress since 2005.
- The greatest progress since 2005 is observed in the areas of student participation in quality assurance, access to the next cycle, implementation of a two-cycle degree system and the implementation of national systems for external quality assurance.
- The main areas where more efforts are needed are: implementation of national qualifications frameworks, international participation in quality assurance and recognition of prior learning. In some areas, some of the reality is hidden within the apparently very good results.

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<sup>6</sup> <http://www.dfes.gov.uk/bologna/index.cfm?fuseaction=docs.list&DocCategoryID=2>

<sup>7</sup> Bergen Communiqué, page 5 [http://www.dfes.gov.uk/bologna/uploads/documents/2\\_1\\_Bergen\\_Communique.pdf](http://www.dfes.gov.uk/bologna/uploads/documents/2_1_Bergen_Communique.pdf)

<sup>8</sup> <http://www.dfes.gov.uk/bologna/index.cfm?fuseaction=docs.list&DocCategoryID=2>

<sup>9</sup> <http://www.dfes.gov.uk/bologna/index.cfm?fuseaction=docs.list&DocCategoryID=17>

- High scores in the implementation of Standards and Guidelines for Quality Assurance testify that most countries have started implementation. At the same time, such aspects as establishing a genuine quality improvement culture, external review of quality assurance agencies and international involvement throughout quality assurance will require time and effort to be completed.
- The good results in implementation of ECTS confirm that most countries are now widely using ECTS for both credit transfer and accumulation. Yet, a much smaller number link credits with learning outcomes.
- While it appears from national reports and action plans on recognition that legislation is largely compliant with the letter of the Lisbon Recognition Convention, further work is needed at international and national level as there are huge variations in approaches to recognition at both national and institutional level that may not fully embody the spirit of the Convention principles.

Andrejs Rauhvargers, Chair of the Stocktaking Working Group, Latvia

### **Report from the Working Group on the External Dimension of the Bologna Process**

The BFUG Working Group on the External Dimension was approved by the BFUG in November 2005, chaired by Norway, and was composed of BFUG representatives from eleven countries and eight consultative members.

The Working Group has arranged six meetings and corresponded extensively by e-mail. In addition to this, the use of several subgroups has been of the utmost importance in producing the necessary background documents and proposals for discussion in the group. Working Group members have also participated actively in the three seminars on the external dimension of the Bologna Process arranged during 2006 in the Vatican City, Athens and Oslo. The outcome of the BFUG Working Group is a proposal for a strategy on the Bologna Process in a global setting as well as a proposal for a text for the London Communiqué on this issue.

The whole project has been followed by a rapporteur, Professor Pavel Zgaga from the University of Ljubljana, Slovenia. He has actively contributed to the Working Group meetings and correspondence as well as simultaneously producing documents for the group. Professor Zgaga's own analyses and reflections, as well as an introduction to the significant historical background of the Bologna Process has been published in a report under the auspices of the Norwegian Ministry of Education and Research.

For further information about the Bologna Process in a global setting, please visit the website: [www.bolognaoslo.com](http://www.bolognaoslo.com).

Toril Johansson, Chair of the Working Group, Norway

## Report from the Working Group on Social Dimension and Data on the Mobility of Staff and Students in Participating Countries

The terms of reference for the Working Group could be summarised as follows:

- to define the concept of social dimension based on the Ministerial communiqués of the Bologna Process
- to present comparable data on the social and economic situation of students in participating countries
- to present comparable data on the mobility of staff and students
- to prepare proposals as a basis for future stocktaking.

Nine<sup>10</sup> countries and three<sup>11</sup> organisations have been represented in the group. A subgroup with statistical experts and data providers was established with the task of collecting data.

### *Social Dimension of Higher Education*

Strengthening the social dimension is key to enhancing the attractiveness and competitiveness of the EHEA. There are, however, considerable differences and challenges in relation to the social dimension of higher education between the participating countries. The Working Group has found that it is not appropriate to narrowly define the social dimension or suggest a number of detailed actions for all countries to implement. Instead, the Working Group proposes that the following overall objective for the social dimension should be agreed by the Ministers:

*We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.*

Each country should develop its own strategy, including an action plan, for the social dimension.

Concerning data on the social dimension, there is no comprehensive survey which covers the necessary aspects of the social dimension. The Working Group has also found that there are several important data gaps and challenges in relation to the social dimension: not all Bologna countries are covered, there is no common deadline for surveys, requirements for indicators need to be matched with data availability and comparability, statistics from different sectors need to be brought together to get a fair picture of the social dimension and most of the currently available data is not appropriate for analysis of change.

The Working Group proposes actions at both national and European level:

- By 2009 the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders should actively participate in, and support, this work at the national level. The Working Group suggests an approach to the work on national strategies in Annex 2 of their report.
- Student survey data should be collected with the aim of providing comparable and reliable data concerning the social dimension.

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<sup>10</sup> Austria, Bosnia and Herzegovina, Croatia, France, Ireland, Luxembourg, Russia, Sweden and UK.

<sup>11</sup> ESIB, EUA and Education International – Pan European Structure.

- The collection of data on the social dimension needs to go beyond the present stocktaking method. BFUG should entrust Eurostat, in conjunction with Eurostudent, with a mandate to develop more comparable and reliable data to inform progress towards the overall objective for the social dimension in all Bologna countries. Data should cover participative equity in higher education as well as employability for graduates. This task should be overseen by the BFUG and a report should be submitted for the 2009 Ministerial meeting.
- To give an overview of the work on strategies and action plans carried out in participating countries in order to exchange experiences.

### *Mobility of Students and Staff*

The promotion of mobility of students and staff is at the core of the Bologna Process. The objective should be *an EHEA where students and staff can be truly mobile*. However, the participating countries face challenges concerning both the facilitation of mobility itself and finding comparable and reliable data on mobility. Among the obstacles to mobility, issues related to immigration, recognition of study and work periods abroad and lack of financial incentives feature prominently. Data are scarce and those that are there show significant weaknesses in giving a full picture of mobility. First of all, there is no common and appropriate definition of mobility for statistical purposes. Also, there are no data covering all Bologna countries, no comparable and reliable data on genuine student mobility, hardly any data on staff mobility (and the data that is there is not comparable between countries).

The Working Group proposes actions at both national and European level:

- By 2009 the countries should report to BFUG on actions taken at national level to remove obstacles to and promote the benefits of mobility of students and staff, including measures to assess their impact at a future date.
- Countries should focus on the main national challenges: delivery of visas and work permits, the full implementation of established recognition procedures and creating incentives for mobility for both individuals and higher education institutions.
- To address the institutional attitude towards and responsibility for mobility. This includes making mobility an institutional responsibility.
- To facilitate mobility through strengthening the social dimension of mobile students and staff.
- To support the development of joint programmes as one way of enhancing trust between countries and institutions.
- The collection of data on mobility of staff and students needs to go beyond the present stocktaking method. BFUG should entrust Eurostat, in conjunction with Eurostudent, with a mandate to provide comparable and reliable data on actual mobility across the EHEA.
- BFUG should also consider how best to overcome the many obstacles to mobility of students and staff. Progress in this work should be reported for the Ministerial meeting in 2009.

Annika Pontén, Chair of the Working Group, Sweden



## **Report from the Bologna Working Group on Qualifications Frameworks**

The Working Group on Qualifications Frameworks' main tasks were to consider what further development of the EHEA-framework may be required, particularly the linkage between the national frameworks and the EHEA-framework; monitor the development of the EU "European Qualifications Framework for Lifelong Learning"; provide assistance to member countries working to introduce national frameworks.

The Working Group has conducted four regional workshops on developing national qualifications frameworks and supported especially new Bologna members through participation in conferences and meetings. It has overseen the completion of two pilot projects in Ireland and Scotland on verification of the compatibility of national qualifications frameworks with the overarching EHEA-framework.

The main findings of the Working Group are:

- We see, for the moment, no need for amendments to the overarching Framework of Qualifications for the EHEA agreed in the Bergen Communiqué, or to the procedures and criteria for verification of compatibility of national qualifications framework with the overarching framework.
- But, we see a need for facilitating experience-sharing in the elaboration and development of national qualifications frameworks. This is not a job for a new working group, but should be vested in a permanent international organisation with its own resources. The Working Group propose that this task is entrusted to the Council of Europe, which already carries out the role of secretariat for the ENIC in the field of recognition, and to which notifications of certification of national qualifications frameworks are given.
- We are satisfied that national qualifications frameworks, compatible with the overarching EHEA-framework, will also be compatible with the proposal from the European Commission on a European Qualifications Framework for Lifelong Learning.
- In order to avoid confusion by the existence of two overarching frameworks, it is important that the promotion of the EHEA should build on the overarching EHEA-framework.

Mogens Berg, Chair of the Working Group, Denmark

## **Report from the Working Group on Portability of Grants and Loans**

The Working Group took the commitments of the Bologna Ministers regarding portability as mentioned in the Berlin and Bergen Communiqués as a starting point.

The Working Group collected information on the different grants and loans systems, the current practice of countries that offer portability for full studies abroad and the legal framework of portable grants and loans for students.

The Working Group also examined the legal framework and concluded that the portability of grants and loans is possible. There are no legal barriers. The legal research also showed that students are unlikely to get much support from the host country, which confirms the desirability of portable support. In some cases students can get support from the host country, which may result in them receiving double support when they are also eligible for portable support.

The Working Group found that the different countries all have grants and/or loans systems to support their students and that each country has its own system. Although a lot of similarities are to be found among these systems, none is exactly like the other. That also means that each of them needs different information on the student, the study programme they are attending, their living situation, their income or that of their parents or partner, their achievements etc.

The information needed is less easy to obtain when students are abroad. Countries need each other's assistance to operate their grants and/or loans systems properly when students are abroad. This led to the suggestion that an informal network of national experts be set up to share information, and help to identify and overcome obstacles to the portability of grants and loans.

Although the network has to choose its own structure, we propose to chair it by a troika of countries that periodically changes. Scotland, Denmark (starting from 2008) and the Netherlands have already volunteered to chair with Ireland and Norway indicating that they are interested in co-chairing.

Austria, England, Finland, Germany, Lithuania & Sweden pointed out that they will be participating in the network. Of course we welcome all other Bologna partner countries to join this network too.

The first concrete tasks foreseen for the network are to:

- collect and provide general information on the national student support systems and the educational systems of the Bologna partner countries
- address the issue of data-protection to prevent double payment of grants and loans (by both the home and the host country) and to facilitate the repayment of loans
- collect and provide statistical data on the international mobility of students in the EHEA.

Aldrik in't Hout, Chair of the Working Group, Netherlands

## **E4's Work on the European Register of Quality Assurance Agencies**

Since the Bergen Ministerial meeting of May 2005, ENQA has followed the mandate of elaborating, in cooperation with EUA, EURASHE and ESIB (E4 Group), the practical aspects of the European Register of Quality Assurance Agencies and of reporting back on the respective developments through the BFUG. The E4 Group has met nine times since the Bergen summit. The Chair of the meetings has rotated amongst the four organisations, while the secretarial functions as well as the reporting to BFUG, have been undertaken by ENQA.

The first stage of the process consisted of a consultancy exercise. A consultant studied the Register proposal included in the report Standards and Guidelines for Quality Assurance in the EHEA and interviewed various quality assurance stakeholders in Europe. On that basis the consultant produced a report on the possible forms and practicalities of the Register. The consultancy project was funded through grants from the Socrates programme and from the Swiss Confederation. During the second stage, the E4 Group discussed further the proposals contained in the consultant's report and consulted a law firm on the legal aspects of the Register. ENQA also consulted the views of its members at its General Assembly of September 2006. The third stage included the drafting of the E4 report on the Register that was submitted to the BFUG meeting in March, and further discussed in April 2007.

Peter Williams, ENQA



## **EUA project: Developing Doctoral Programmes in Europe**

In Bergen, the Ministers asked EUA to prepare a report, together with other interested parties, on the further development of the basic principles for doctoral programmes set out in the Bergen Communiqué, which were in turn based on the ten “Salzburg Principles” adopted at a Bologna seminar held in February 2006. Doctoral programmes have become a focus of the Bologna Process since the inclusion of an Action Line in the Berlin Communiqué in 2003 underlining the importance of creating synergies between higher education and research. Doctoral programmes, as the third cycle of higher education and the first stage of a young researcher’s career, are the most important link between the European Higher Education and Research Areas. They are the key to realising Europe’s ambition to become the most dynamic knowledge-based economy and society in the world, and universities hold the main responsibility for the development of high quality doctoral programmes which will enhance the career prospects of young researchers in all sectors of society.

The project steering committee that was established included governmental representatives from Austria and France as well as representatives from ESIB and EURODOC. It was agreed that action should focus on three areas: the quality of doctoral programmes, the role of higher education institutions and the role of the state and the question of public responsibility in relation to the funding of doctoral education. A series of events and activities took place around these issues in 2005 and 2006. The goal was to encourage broad discussion among universities across all Bologna countries. The process culminated in a major conference held at the University of Nice in December 2006 that brought together over 400 people. In addition to the input from the series of preparatory workshops, a questionnaire on the funding of doctoral education was sent to BFUG governmental representatives. The preliminary results received from 36 governments were also debated during the conference, the results of which, entitled “Matching Ambition with Responsibilities and Resources”<sup>12</sup>, provided the basis for the report EUA has presented to BFUG.

The report underlines in particular the responsibility universities have in embedding doctoral programmes in their institutional strategies and policies, and the joint responsibilities of institutions and governments in creating career paths and opportunities for early stage researchers, as well as for the funding of doctoral programmes and candidates. A report setting out the findings of the financing study will be published separately.

Lesley Wilson, EUA

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<sup>12</sup> [http://www.eua.be/fileadmin/user\\_upload/files/Nice\\_doctorates\\_seminar/final\\_recommendations\\_in\\_EUAtemplate.pdf](http://www.eua.be/fileadmin/user_upload/files/Nice_doctorates_seminar/final_recommendations_in_EUAtemplate.pdf)

# KEY OUTCOMES FROM BOLOGNA SEMINARS

## Introduction

This section contains short contributions from each Bologna seminar organiser, describing the main conclusions of the discussion.

### **“The Cultural Heritage and Academic Values of the European University and the Attractiveness of the European Higher Education Area”**

HOLY SEE BOLOGNA SEMINAR, THE VATICAN, 30 MARCH – 1 APRIL 2006

Rooted in its conviction that some dimensions less prominent in the initial stages of the Bologna Process need to be addressed to make the EHEA a living reality, the Holy See hosted an official Bologna seminar on “The Cultural Heritage and Academic Values of the European University and the Attractiveness of the European Higher Education Area” at the Vatican from 30 March through 1 April 2006. The seminar was held in collaboration with UNESCO-CEPES and the Council of Europe.

With the active participation of representatives from more than fifty countries, most but not all of them European, and from various sectors of the worldwide Academy and international organisations, this meeting of minds was successful in achieving some of the objectives set out in the final Communiqué released at Bergen, Norway, by the European Ministers Responsible for Higher Education in May 2005.

The seminar emphasised that, however important structural reform is, the EHEA concerns more than structural questions. It underlined that the values and heritage of European higher education are among the factors that make it attractive.

In order to keep the European university attractive to the nations of the continent as well as to the rest of the world, the seminar recommends to the Ministers at the 2007 London meeting to further develop and discuss the themes treated by this seminar, among which are, in particular, the following:

- The indispensable and irreplaceable role of the European university for the integration of Europe and the formation of a wisdom society.
- The commitment to Europe’s cultural heritage and its humanistic values as a living and expanding tradition which the university receives, enriches and transmits to succeeding generations.
- The core values of institutional autonomy, academic freedom, collegiality/community and cooperation/exchange among institutions are necessary components of the European university’s competitive advantage in the global marketplace and thus instruments at the service of society.
- The positive value of unity in diversity and diversity in unity is a way to foster interaction, interdisciplinary studies and dialogue among different cultural and religious traditions.
- The conviction that religious faith marks the various national cultures of Europe in their literature, architecture, approach to human rights and other crucial matters, and that questions of meaning and ethical responsibility should be recognised in all the university’s programmes and research projects.

Fr. Friedrich Bechina, Holy See

## **“Putting European Higher Education Area on the map: developing strategies for attractiveness”**

GREEK BOLOGNA SEMINAR, ATHENS, 25-26 JUNE 2006

The key outcomes from the Athens Bologna Seminar can be summarised according to the following parameters.

With regard to the *competitiveness and attractiveness horizon* it was pointed out that competition should not necessarily be seen in opposition to cooperation, since through projects and quality networks we can increase the competitiveness of European higher education and enhance institutional cooperation. In order to attract international students the organisation of European higher education fairs and media campaigns and the creation of European study centres and centres of excellence were suggested. Moreover, other proposals include extra budget provided for international students, the creation of a European standard of acceptance for international students, a code of good conduct for dealing with visa problems, the enhancement of Europe’s alumni-networks worldwide, and the establishment of a network of ambassadors or “Europe Promoters”.

As far as the *partnership and cooperation horizon* is concerned an important step towards the improvement of the current practices would be the creation of a consortia of universities, higher education stakeholder organisations and third countries, and also the joint delivery of graduate-level study programmes with integrated mobility phases of study in the other continent.

In connection with the *dialogue horizon* it is recommended that the countries of the Bologna Process share their good practice with other countries and organisations from all over the world. The policy dialogue can be accomplished through the existing fora, by giving the interested countries and organisations the chance to participate in Bologna events or even by creating a “Bologna Visitor Programme” or a higher education policy forum, involving representatives from European and third-country governments and higher education stakeholders.

Finally, with regard to the *information horizon* it was unanimously recommended by all the working groups to create an Internet portal on the EHEA, and Greece, through the Minister of Education Marietta Giannakou, has already expressed its willingness to host such a portal. This should be easy to understand and navigate, in a variety of languages and customised for different constituents and audiences.

Foteini Asderaki, Greece

## “Enhancing European Employability”

UK BOLOGNA SEMINAR, SWANSEA, 12-14 JULY 2006

Swansea University and the Welsh Assembly Government jointly hosted a seminar on the theme of Enhancing European Employability at Swansea University on 12-14 July 2006. The seminar reflected upon the means of enhancing the employability of European graduates, within the EHEA and beyond, and how the understanding of graduate employability differed between Bologna signatories and for graduates exiting at different cycles.

The Bergen Communiqué identified a need to increase the employability of graduates with bachelor qualifications and to create opportunities for flexible learning paths, including the recognition of prior learning.

The **key recommendation** of the Seminar was that employability must remain an important part of the Bologna Process and should be addressed in each of the three cycles. The detailed recommendations drawn up by the workshops clearly identified a number of themes and several areas of overlap. Distilled to three key messages, these were:

- Embedding skills in the curriculum is a key element of the Bologna reforms and as such needs to be monitored, with an emphasis on sharing good practice across Europe. Recognising the wide diversity of national systems, regional priorities and circumstances together with institutional missions, the widest range of method and approaches is to be encouraged. The importance of effective links with employers cannot be over-stated, but the methods adopted must be appropriate to the context of the course of study, the institutions, the geographical regions and national policies.
- Higher education institutions should assist students to recognise and articulate the employability skills developed within the curriculum and in other activities at all three cycles – linked to the Dublin Descriptors/national qualification frameworks and to future Continuous Professional Development needs. Higher education institutions should also ensure that students receive information and advice on all sectors of the labour market, together with career management skills.
- The Bologna reforms are creating a new range of transition and exit points from higher education. The ensuing complexity of options for further study or employment, combined with the encouragement of student mobility, requires the provision of high quality professional staff guidance for students and appropriate staff development for academic and other university staff. In this context, higher education institutions and governments should promote a coherent cross-departmental strategic approach, to allow institutions to integrate the international dimension and particularly student mobility in institutional policy and curriculum planning.

Judith Cole, United Kingdom (Wales)

## **"Joint Degrees – A Hallmark of the European Higher Education Area?"**

GERMAN BOLOGNA SEMINAR, BERLIN, 21-22 SEPTEMBER 2006

Under the auspices of the German Rectors' Conference (HRK) and the German Academic Exchange Service (DAAD) and co-financed by the European Commission, an official Bologna seminar on questions and strategies related to the awarding of "Joint Degrees" in the EHEA was held on September 21-22, 2006 in Berlin.

The seminar agreed on ten conclusions and recommendations fully documented in the publication "Joint Degrees – A Hallmark of the European Higher Education Area Conference Report and Relevant Documents." The main items are, inter alia:

- Joint programmes are a step forward to a truly bottom-up process in the EHEA. They combine international experience, enhanced linguistic, cultural and social competence. If these contributions to the coherence of a EHEA are in fact considered as valuable and appreciated, specific funding for them on national and/or European level is needed for enhanced marketing.
- A survey and reliable statistics/databases describing existing double, multiple and joint degree programmes at national and European level are needed.
- A list of "good criteria" that can be derived from the Stockholm, Mantova and Berlin seminars and other relevant documents should be set up as a Bologna document of reference and relevance.
- Countries, where legal provisions do not allow joint degrees, are asked to incorporate in their national legislation on higher education at least the written option for the awarding of joint degrees and to make sure that they are quality-assured according to national standards and European principles. To ensure quality assurance, the use of the E4 Standards and Guidelines has to be implemented and specific criteria assessing the added value of joint degrees as opposed to national degrees needs to be developed.
- Ministers are asked to make sure that the procedures for obtaining visas and other necessary documents will not produce obstacles to the realisation of joint study programmes.

For further information, please consult the homepages

[http://www.hrk-bologna.de/bologna/de/home/9145\\_3007.php](http://www.hrk-bologna.de/bologna/de/home/9145_3007.php)

<http://eu.daad.de/eu/bologna/bologna-germany/veranstaltungen/06335.html>

Andrea Herdegen, Germany

## **“Looking out: Bologna in a global setting”**

NORDIC BOLOGNA SEMINAR, OSLO, 28 – 29 SEPTEMBER 2006

The Nordic countries – Denmark, Finland, Iceland, Norway and Sweden – together with the Nordic Council of Ministers, hosted the Nordic Bologna Process Official Seminar 'Looking out! Bologna in a global setting' in Oslo 28 - 29 September 2006. This was the third and final seminar held in order to give input to a strategy document on the external dimension of the Bologna Process. The first seminar was arranged in the Vatican in March-April 2006, hosted by the Holy See, and the second in Athens, Greece in June 2006, hosted by the Greek Ministry of Education. About 160 delegates from 39 countries, representing universities, university colleges and central authorities as well as organisations from all continents, participated in the Nordic seminar. The seminar was scheduled from lunch to lunch and was structured with plenary sessions, including a panel discussion, as well as six parallel sessions.

The main outcome of the Nordic Bologna seminar was the broad discussion and feedback on the most important issues presented in a draft strategy document from the Working Group and a draft report from the rapporteur Professor Pavel Zgaga. The main topics discussed in the parallel sessions were:

- conditions for institutional cooperation between European and non-European higher education institutions
- international mobility – transparency – recognition
- recognition of different student programme structures
- strategy for international cooperation, attractiveness – brain drain – capacity building
- what makes the EHEA attractive?

As this was the third and last seminar before proposing a strategy document, it was the last possibility to discuss issues raised in the Working Group documents within a broader community of experts. In particular, the views presented from representatives outside the EHEA gave valuable input to the final discussion in the Working Group.

For more detailed information about the seminar outcome, please refer to the seminar report on the website: [www.bolognaoslo.com](http://www.bolognaoslo.com)

Toril Johansson, Norway

## **“New Challenges in Recognition”**

LATVIAN BOLOGNA SEMINAR, RIGA, 25-26 JANUARY 2007

The seminar was co-organised by the Latvian authorities and the Council of Europe in Riga on January 25 - 26, 2007. It gathered some 120 participants and focused on two important but difficult areas of recognition policy: the recognition of prior learning and recognition issues between the EHEA and other parts of the world. It considered the recognition of prior learning in the context of lifelong learning on the basis of a background report by Stephen Adam (United Kingdom) and an overview of practice and developments in Belgium (Flemish Community), Canada, Estonia and France.

The conference explored recognition issues between the EHEA and other regions of the world on the basis of presentations by Dr. E. Stephen Hunt (United States) and Ms. Nina Gustafsson Åberg (ESIB) as well as through a panel debate, and conducted in-depth discussions on the two main themes of the conference in four working groups. The conference also considered the main issues raised in the national action plans for recognition, submitted by all countries party to the Bologna Process, on the basis of a presentation by Professor Andrejs Rauhvargers (Latvia and President of the Lisbon Recognition Convention Committee).

More information on the conference, including all presentations and the report by the General Rapporteur, Professor Pavel Zgaga (Slovenia), is available at <http://www.aic.lv/bologna2007/>

The conclusions and recommendations are available at [http://www.aic.lv/bologna2007/presentations/P\\_Zgaga\\_Recommendations.htm](http://www.aic.lv/bologna2007/presentations/P_Zgaga_Recommendations.htm)

Andrejs Rauhvargers, Latvia

Sjur Bergan, Council of Europe

## **“Making Bologna a Reality: Mobility of Staff and Students”**

EI, ESIB & UCU BOLOGNA SEMINAR, LONDON, 8-9 FEBRUARY 2007

The seminar, organised by Education International in collaboration with ESIB and UCU (the University and College Union, UK), took place in London on 8-9 February 2007, and was very well attended by stakeholders at national level. A Steering Committee and a rapporteur were appointed and two studies on mobility of staff and students were commissioned. Over 180 participants from 35 countries were present.

The first part of the agenda included a presentation of the two studies on mobility of staff and students, a presentation by Annika Persson-Pontén (the chair of the BFUG Working Group on Social Dimension and Mobility), and a panel discussion on “Increasing Academic Staff and Student Mobility: From Individual to Institutional Responsibility”. Parallel workshop sessions followed, on:

- social rights and conditions – tools or obstacles
- mobility, the external dimension and brain drain
- recognition of qualifications
- student mobility: factor for societal and economic growth?

After the workshop reports, the final panel then discussed “Realising the Potential of Mobility”, and was followed by the closing presentation on the general report, and a discussion and adoption of recommendations.

The report and conclusions of the seminar, which were welcomed with a large degree of consensus, referred to the need for data collection; the need to ease visa regulations for students and staff and to address economic and social conditions in which mobility takes place; a positive attitude towards staff and students taking matters into their own hands; and a suggestion that ESIB and EI undertake a project on mobility under the authority of BFUG, for the period 2007-2009, to build on the constructive work they have undertaken so far. The documents from the seminar are available from [www.ei-ie.org/highereducation/en/calendarshow.php?id=68&theme=highereducation](http://www.ei-ie.org/highereducation/en/calendarshow.php?id=68&theme=highereducation). As a follow up to this work, EI is currently working with EUA on the possibility of producing a section on mobility of staff and students for the EUA Bologna Handbook.

Monique Fouilhoux, Education International



# CONTRIBUTIONS FROM THE EUROPEAN COMMISSION AND CONSULTATIVE MEMBERS

## Introduction

This section contains contributions from the European Commission and the consultative BFUG members, describing their contribution to the development of the EHEA over the last two years.

## BUSINESSEUROPE

Since the recognition of BUSINESSEUROPE (formerly UNICE) as a consultative member of the Bologna Process in 2005, BUSINESSEUROPE has broadened its activities within this Process, both through an active involvement in the Bologna Follow Up structures and activities as well as by informing member institutions and business in general about the ongoing process and its key activities, encouraging them also to take an active role.

### *Employer involvement in quality assurance in higher education:*

Quality assurance has been one of the main topics for BUSINESSEUROPE since the 2005 Bergen Ministerial conference. BUSINESSEUROPE supports employers in getting involved in national quality assurance processes and structures. Furthermore, BUSINESSEUROPE together with ENQA organised a common workshop for representatives of business, industry, quality assurance agencies and of higher education institutions, which took place in November 2005 in Berlin. The workshop analysed several European examples of employer involvement in quality assurance and identified best practice. The key for a broad involvement of employers in quality assurance in higher education is a close cooperation between the different stakeholder groups, particularly between higher education institutions and quality assurance agencies on the one hand and business on the other.

### *Employability*

Employability represents another major focus of the employers' activities within the Bologna Process. BUSINESSEUROPE contributed to the Bologna Seminar "Enhancing European Employability" in July 2006 in Swansea. This was the kick off for a broad discussion among member organisations which has led to a recent BUSINESSEUROPE position paper on employability. At present, BUSINESSEUROPE is organising, together with the German Federal Ministry for Education and Research, a conference on employability: "Fit for the job?! How to better equip students for the labour market", which will take place in July 2007.

### *Cooperation with BFUG consultative members and other institutions*

BUSINESSEUROPE has a close relationship with other BFUG consultative members, particularly with ESIB, ENQA and EURASHE and realises common activities within the process. BUSINESSEUROPE for example supported the EURASHE workshop on the involvement of stakeholders in the Lifelong Learning strategy in March 2007, collaborated with ENQA regarding the involvement of employers in quality assurance in higher education and is one of the partners of the ESIB project towards a European Qualifications Framework for Lifelong Learning. BUSINESSEUROPE has recently been closely involved in a project initiated by the COIMBRA group which seeks to raise employers' awareness about the Bologna Process and to develop links between university career services and companies.

## *Bologna Promoters*

BUSINESSEUROPE members are actively involved in national Bologna-Promoters networks. Their main activities within these networks are the information of business and single enterprises about the Bologna Process and its relevance for training and recruiting processes as well as the encouragement for an active involvement in for example the development of curricula for bachelor and master programmes, in teaching within these programmes and in quality assessments, all with the aim of enhancing the employability of graduates.

Julia Gocke, BUSINESSEUROPE

## **Council of Europe**

The Council of Europe has continued to be one of the major contributors to the Bologna Process in the period between the Bergen and London conferences<sup>13</sup>.

### *Policy development*

The Council of Europe has been a very active participant in the work of BFUG and the Board as well as in the working groups on the Bologna Process in a global context ("external dimension") and on qualifications frameworks. Throughout, the Council of Europe has worked to promote the Bologna Process as a pan-European development of overarching policies to be further developed and implemented in the participating countries. We have argued in favour of a EHEA that looks beyond the immediate horizon of 2010 that takes account of the full range of purposes of higher education. This includes its economic and citizenship aspects as well as its role in the personal development of learners and in giving societies a broad, advanced knowledge base, and developing its key reforms within a broader vision of the role and importance of higher education in modern societies.

The Council of Europe/UNESCO Lisbon Recognition Convention remains the only internationally binding legal text of the Bologna Process. Ratification of the European Cultural Convention remains a key criterion for membership of the Bologna Process, along with a firm commitment to the goals and principles of the EHEA. The Bureau of the Convention Committee, the ENIC Bureau and the NARIC Advisory Board submitted the proposal for guidelines for National Action Plans for recognition, which was subsequently adopted by BFUG. The Council of Europe provided the Secretariat for this work.

To further policy development, the Council of Europe co-organised a Bologna seminar on "New Challenges in Recognition"<sup>14</sup> with the Latvian authorities (Riga, January 2007) and collaborated in the Bologna seminar on "The Cultural Heritage and Academic Values of European Universities and the Attractiveness of the European Higher Education Area"<sup>15</sup>, organised by the Holy See in the Vatican City in March 2006.

The plenary sessions of the Council's Steering Committee for Higher Education and Research (CDESR), which is the only pan-European forum for policy makers from both public authorities and institutions, provides a unique platform for considering higher education reform and has consistently considered developments in the Bologna Process. In this vein, the Council of Europe co-organised a conference on

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13 For a more complete overview, see [http://www.coe.int/t/dg4/highereducation/EHEA2010/CoEPresent\\_en.asp](http://www.coe.int/t/dg4/highereducation/EHEA2010/CoEPresent_en.asp)

14 <http://www.aic.lv/bologna2007/> and [http://www.coe.int/t/dg4/highereducation/EHEA2010/Riga07/default\\_EN.asp#TopOfPage](http://www.coe.int/t/dg4/highereducation/EHEA2010/Riga07/default_EN.asp#TopOfPage)

15 <http://www.dfes.gov.uk/bologna/index.cfm?fuseaction=events.view&EventID=21&Archived=1&Month=1&Year=2007&QuickEventID=&StartRow=21>

the student contribution to the Bologna Process with the Russian authorities and the Russian University of Peoples' Friendship under the Russian Chairmanship of the Council of Europe (Moscow, November 2006)<sup>16</sup>.

The Committee of Ministers will consider a recommendation on the public responsibility for higher education and research in spring 2007, exploring the affirmations in the Prague and Berlin Communiqués that higher education is a public good and a public responsibility.

The Council of Europe Higher Education Fora<sup>17</sup> has considered higher education governance (September 2005), the responsibility of higher education for democratic culture (June 2006, with US higher education organisations) and the legitimacy of quality assurance (September 2006).

The Council of Europe Higher Education Series<sup>18</sup> has published books on the public responsibility for higher education and research, the Lisbon Recognition Convention, higher education governance, recognition policy and practice in the Bologna Process and the heritage of European universities (second edition). Volumes on quality assurance, democratic culture and the concept of qualifications are being prepared.

In June 2006, the Council of Europe's Parliamentary Assembly adopted Recommendation 1762 (2006) on Academic Freedom and University Autonomy<sup>19</sup>, which is a unique statement by a pan-European parliamentary body in strong support of one of the fundamental values of the EHEA.

### *Developing the Bologna Process in newer member countries*

Within the Bologna Process, the Council of Europe has assumed a particular responsibility for providing assistance and advice to countries that acceded to the Bologna Process in recent years<sup>20</sup>. In this context, the Council provided support for the participation of newer member states in the regional workshops on qualifications frameworks organised by the Bologna Working Group.

In autumn 2006, the Council of Europe organised two informal Ministerial conferences – for the Western Balkans<sup>21</sup> and for the countries that acceded to the Bologna Process in 2005<sup>22</sup> – with a view to preparing for the London conference.

During 2005 and 2006, the Council of Europe has provided advice on the development of a Master Plan for higher education in Albania, including advice on legislation as well as a major conference on main issues in higher education reform and thematic conferences on qualifications frameworks and quality assurance. In Bosnia and Herzegovina, the Council of Europe has provided extensive advice on legislation and has run a joint project with the European Commission on the development of a qualifications framework, on quality assurance and on the recognition of qualifications. Since 2002, the Council of Europe has also co-chaired and funded the Higher Education Working Group/Bologna Committee (HEWG) for Bosnia and Herzegovina. The HEWG convenes all major stakeholders in higher education every two months, rotating between public universities, and is a trusted body enabling all the main stakeholders in higher education to meet on a regular basis in order to share information and to

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16 [http://www.coe.int/t/dg4/highereducation/EHEA2010/Moskva06/MoskvaNov06\\_EN.asp#TopOfPage](http://www.coe.int/t/dg4/highereducation/EHEA2010/Moskva06/MoskvaNov06_EN.asp#TopOfPage)

17 [http://www.coe.int/t/dg4/highereducation/Forums/default\\_EN.asp](http://www.coe.int/t/dg4/highereducation/Forums/default_EN.asp)

18 [http://www.coe.int/t/dg4/highereducation/Resources/HEseries\\_en.asp](http://www.coe.int/t/dg4/highereducation/Resources/HEseries_en.asp)

19 <http://assembly.coe.int/main.asp?Link=/documents/adoptedtext/ta06/erec1762.htm>

20 [http://www.coe.int/t/dg4/highereducation/EHEA2010/Default\\_en.asp](http://www.coe.int/t/dg4/highereducation/EHEA2010/Default_en.asp)

21 [http://www.coe.int/t/dg4/highereducation/EHEA2010/Min.%20Conference%20W.Balkans/Default\\_EN.asp#TopOfPage](http://www.coe.int/t/dg4/highereducation/EHEA2010/Min.%20Conference%20W.Balkans/Default_EN.asp#TopOfPage)

22 [http://www.coe.int/t/dg4/highereducation/EHEA2010/Min.%20conference%20new%20Bologna%20countries/default\\_EN.asp#TopOfPage](http://www.coe.int/t/dg4/highereducation/EHEA2010/Min.%20conference%20new%20Bologna%20countries/default_EN.asp#TopOfPage)

assist in advancing the reform process. The Council has further organised thematic conferences in Armenia, Georgia and Moldova and provided advice on “the former Yugoslav Republic of Macedonia”. The Council of Europe has also been involved in the development of higher education in Kosovo.

Sjur Bergan, Council of Europe

## Education International

Since recognition of Education International’s (EI) Pan-European Structure as a consultative member of the Bologna Process, EI has endeavoured both to make a constructive contribution to the Process at European level, as well as to strengthen the position of its member unions in the ongoing implementation of the Process at the national level.

**Involvement in the Bologna Follow Up Structures:** Apart from attendance at all BFUG meetings held since May 2005, EI has been present at nearly all official Bologna seminars, and has made contributions at some of these. EI has also been a member of two of the working groups set up by BFUG, namely the External Dimension Working Group and the Social Dimension and Mobility Working Groups.

**The HERSC (Higher Education and Research Standing Committee):** The EI Pan-European Structure has held four meetings of its HERSC, in September 2005 (Brussels), February 2006 (Sesimbra), September 2006 (Oslo), and February 2007 (London). During these meetings, debates took place on the following issues: doctoral studies, research, mobility of staff and students, recognition of qualifications, the external dimension, and EU matters on higher education. The HERSC adopted the following statements: on the European Charter for Researchers and Code of Conduct for their Recruitment; on the EU Commission May 2006 Communication on “Delivering on the modernisation agenda for universities: Education, research and innovation”; on the EU Commission September 2006 Communication on “Efficiency and Equity in European Education and Training Systems”; on Academic Freedom; and on Ranking of Higher Education Institutions. Reports are available from: [www.ei-ie.org/highereducation/en/documentation.php](http://www.ei-ie.org/highereducation/en/documentation.php)

**The External Dimension:** EI has used its global membership to explore the implications and perceptions of 'Bologna' elsewhere in the world. At the EI International Conference on Higher Education and Research in December 2005 (Melbourne, Australia) the Bologna Process and the EU Commission Recommendation for a European Charter for Researchers and a Code of Conduct for the Recruitment of Researchers, (in relation with the OECD project on “future scenarios for universities”) were included in the debates. EI has also been involved in an ongoing discussion with a number of non-European affiliates on the issue of the external dimension. The publication of the paper entitled “The Bologna Process and Australia: Next Steps” called for particular attention from EI and its Australian affiliate, NTEU (National Tertiary Education Union).

**Mobility of Staff and Students:** The primary focus of EI’s work on the Bologna Process during the past year has been the organisation of the official Bologna seminar: “Making Bologna a Reality – Mobility of Staff and Students” in collaboration with ESIB and UCU, which took place in London in February 2007. Two studies have been prepared and results presented to the seminar. The documents from the seminar are available from: [www.ei-ie.org/highereducation/en/calendarshow.php?id=68&theme=highereducation](http://www.ei-ie.org/highereducation/en/calendarshow.php?id=68&theme=highereducation). As a follow up to this work, EI is currently working with EUA on the possibility of producing a section on mobility of staff and students for the EUA Bologna Handbook.

**Cooperation with other BFUG Consultative Members:** EI has been collaborating closely with the other BFUG consultative members. There has been two-way cooperation in terms of attendance and contributions made by EI to conferences organised by other consultative members, and vice versa. In particular, EI has collaborated with ESIB, EUA and EURASHE on a number of issues, and has also co-organised training sessions for student and staff representatives with ESIB. EI is also looking to acquire observer status on the Council of Europe's Steering Committee for Higher Education and Research.

**Information, Capacity Building and Publications:** EI updated its Higher Education and Research webpage ([www.ei-ie.org/highereducation/en/](http://www.ei-ie.org/highereducation/en/)). This includes links and news on the Bologna Process. In preparation for the HERSC meetings of September 2006 and February 2007, EI compiled two readers on Bologna issues, which were also circulated to EI affiliates. Several EI affiliates (in Russia and Serbia particularly) have issued publications and held training sessions and conferences on the Bologna Process. EI also organised training on Bologna issues for teachers' unions in Albania in May 2006.

**Other Activities and Ongoing Work:** EI has also given a high profile to Bologna issues during other general events organised by EI. Recent activities include: the EI Central and Eastern European Round Table (Sofia, September 2006); the EI/ETUCE Pan-European Assembly (Luxembourg, December 2006); EI's ongoing work on the GATS (General Agreement on Trade in Services) Negotiations (including ongoing publications issued thereon) as well as its extensive collaboration with UNESCO and the ILO have also contributed to enhance EI's contribution to Bologna issues.

Monique Fouilhoux, Education International

## European Commission

### *EU policy in higher education – the need for reforms*

The higher education policy of the European Commission aims at reforming higher education systems, making them more coherent, more flexible, and more responsive to the needs of society. Reforms are needed in order to face the challenges of globalisation and to train and retrain the European workforce. Reforms should enable universities to play their role in the Europe of Knowledge and make a strong contribution to the Lisbon Strategy for Growth and Jobs.

In May 2006, the Commission published a Communication identifying nine measures considered necessary to deliver the modernisation agenda for universities<sup>23</sup>, ranging from curricular reform (Bologna) to governance reform and funding.

The Commission works with Member States and the higher education sector to help implement the modernisation agenda through what is called the Open Method of Coordination (involving dialogue among clusters of policy makers and experts, peer-learning activities, indicators, benchmarks, reports and analyses), by taking special initiatives (Quality Assurance, ECTS, EQF, EIT etc.) and by supporting the initiatives of others (pilot projects, associations, networks, conferences etc.).

### *Commission supported initiatives on higher education reform*

The Commission sponsors key Bologna activities such as the Stocktaking exercise, the Eurydice Focus Survey, the EUA Trends report, the ESIB Student Survey, the ENQA Association, the Register of European

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23 "Delivering on the Modernisation Agenda for Universities: Education, Research and Innovation" COM(2006)208 final, of 10.5.2006 - [http://ec.europa.eu/education/policies/2010/doc/comuniv2006\\_en.pdf](http://ec.europa.eu/education/policies/2010/doc/comuniv2006_en.pdf)



Quality Assurance Agencies, the EUA Convention in Lisbon and the London Ministerial Conference as well as pilot activities on topics such as ranking, classification, quality labels and Tuning Educational Structures in Europe. The Commission participates as a full member in BFUG and the Bologna Board.

Grant support was provided through Socrates programme and will in future be provided through the new Lifelong Learning Programme (Erasmus actions), the 7th EU Framework Programme for Research and the Competitiveness and Innovation Programme, as well as the Structural Funds and EIB loans.

Most support goes to reforms in countries outside the EU, through programmes such as Cards, Meda and Tacis for the neighbouring countries. Relations with other continents are supported through a series of bilateral cooperation programmes: EU-USA/Canada, Asia-Link, Edu-Link, ALFA and ALBAN for Latin America and the new Nyerere Programme for Africa. An overview of Commission supported initiatives on higher education reform is provided in the document "From Bergen to London", The contribution of the European Commission to the Bologna Process".<sup>24</sup>

Peter van der Hijden, European Commission

## **ENQA**

### ***E4 Group***

ENQA has participated actively in the work of the E4 Group (ENQA, ESIB, EUA and EURASHE). The nine E4 meetings since May 2005 have concentrated on developing the practicalities of implementation of the European Register of Quality Assurance Agencies and on the organisation of the European Quality Forums 2006 and 2007. ENQA has briefed BFUG and the Board regularly on the E4 activities and submitted a final report on the European Register to BFUG in March 2007.

### ***Organisational change and external reviews of the ENQA member agencies***

ENQA has gone through a considerable organisational change over the past two years. It has become an independent membership association and developed its membership criteria to correspond to the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*.

Consequently, starting from 2005, ENQA members are required to undergo an external review on a five-yearly basis. The reviews examine whether the agencies meet the ENQA membership criteria and, thereby, the ESG. The reviews are normally organised through national arrangements but, if this is not possible or the agency so requests, they can also be co-ordinated by ENQA. ENQA has published a set of *National Review Guidelines*, which provide guidance on the characteristics of national reviews that will be necessary for acceptance by ENQA for its membership purposes. Three agencies have so far had their ENQA membership reconfirmed on the basis of their national reviews. The decisions are taken by the ENQA Board on the basis of a rigorous examination of the review reports. Approximately ten member agencies are expected to undergo an external review in 2007. ENQA has also created two non-membership categories of association – Associates and Affiliates – to ensure that non-member organisations can gain access to, and participate in, ENQA's developmental and enhancement-focused work.

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<sup>24</sup> <http://ec.europa.eu/education/policies/educ/bologna/report06.pdf>

## ***Bologna-related activities***

Since the Bergen summit, the following ENQA workshops and seminars contributing to the goals of the EHEA have taken place:

- *After the Bergen Ministerial meeting - results and stocktaking on subsidiarity and convergence*, Paris, 9-10 June 2005
- *Employer involvement in quality assurance*, Berlin, November 2005
- *Improvement and Development of Evaluation Methodologies*, Birmingham, 8-9 December 2005
- *Language of European Quality Assurance*, University of Warwick, 29-30 June 2006
- *Student involvement in external quality assurance*, Madrid, 19-20 October 2006
- *Implementation of Part 3 of the European Standards and Guidelines*, Vienna, 4-5 December 2006 (with contributions from the CEEN network)
- In 2006 ENQA conducted a review of the present accreditation and quality assurance practices in Portuguese higher education, resulting in a final report *Quality Assurance of Higher Education in Portugal – An Assessment of the Existing System and Recommendations for a Future System* as well as the Quality Convergence Study II, concentrating on terminology and epistemology of quality assurance.
- The Transnational European Evaluation Project II (TEEP II) was concluded in August 2006 with the publication of a *Methodological report*.
- In 2006 ENQA also published two reports from the European regional networks, both dealing with the ESG: *Mapping External Quality Assurance in Central and Eastern Europe* by CEEN and *European Standards and Guidelines in a Nordic Perspective* by NOQA.
- Other recent publications include: *Student involvement in external quality assurance* and *Terminology of quality assurance*.

Peter Williams, ENQA

## **ESIB**

ESIB organised a training seminar on the Bologna Process and other developments in European higher education in September 2006. A wide range of topics, such as employability, equality, qualifications frameworks and quality improvement, were tackled. The training prepared European student organisations for meaningful input into the London summit and subsequent events.

ESIB organised the seminar "The Attractiveness of the European Higher Education Area and the External Dimension of the Bologna Process" in Malta, April 2007. The seminar served as a platform for discussing this theme but also as a preparation for the London Ministerial summit.

## ***European Students' Conventions***

During each EU Presidency ESIB organised European Students' Conventions. In London (December 2005) the Convention focussed on research and doctoral studies. The EU Lisbon Strategy was discussed in Vienna (March 2006). In Helsinki (October 2006) a discussion on the future of higher education after 2010 was launched. In March 2007, ESIB organised, together with the National Union of Students in Germany, (FZS) the 13th European Students' Convention, "Students Taking Stock" in Berlin. Some 100 student representatives from 40 countries gathered to discuss their views on eight years of Bologna reforms in Europe. The Berlin Student Declaration outlines the key demands of students in Europe regarding the further shaping of the EHEA.

## ***Bologna With Student Eyes***

For the third time, ESIB developed and carried out a survey amongst student representatives on experiences, assessments and perspectives of the Bologna Process, with a particular focus on the impact of the Process on student affairs and student representation. The report "Bologna with Student Eyes" will be published in time for the London Summit.

## ***European Qualifications Framework for Lifelong Learning Project***

Together with five partners, ESIB initiated the European Qualifications Framework for Lifelong Learning Stakeholder Project. It aims at exchanging the experience of national stakeholders with the implementation of the European Qualifications Framework for Lifelong Learning (EQF-LLL) and the elaboration of national qualifications frameworks in their countries. The five partners will organise national dialogues, involving all stakeholders in their country.

## ***Information and capacity building of national student unions***

ESIB provided its members and candidate members regularly with up-to-date information on current developments within the Bologna Process. A set of information papers provides a deeper analysis and explanation on certain topics. ESIB has carried out training and taken part in numerous conferences on the Bologna Process organised by its members.

ESIB cooperated with EI and local student unions in the organisation of a series of training seminars for student unions in Albania and Ukraine. The seminars aimed at increasing the capacity of student unions in dealing with the implementation of Bologna reforms. The seminars were carried out in May (Albania) and November (Ukraine) 2006. In total about 180 student representatives took part. ESIB has supported its candidate member in Georgia through taking part in a seminar organised by the Students League of Georgia.

## **Participation in the Bologna Follow Up structure**

ESIB has participated in all official Bologna Follow Up seminars. ESIB has contributed actively to most of the seminars through speeches and papers or by acting as working group rapporteurs. ESIB representatives have also taken part in other Bologna-related seminars. ESIB have also contributed to the work in a number of BFUG working groups, the EUA project on Doctoral Studies and the E4 Group together with ENQA, EUA and EURASHE. ESIB co-organised the seminar on Mobility of Staff and Students together with EI in London, February 2007.



ESIB took active part on the Advisory Board of the Bologna Information Project coordinated by the EUA and spread information about the Process to student Bologna Promoters.

ESIB also took active part in organising the Quality Assurance Forum held by EUA in Munich November 2006.

Nina Gustafsson Åberg, ESIB

## **EUA**

The *Glasgow Declaration*, adopted in April 2005, sets the framework and priorities for universities' contribution to the Bologna Process 2005 – 2007, emphasising that as we move towards 2010 the Bologna reforms necessarily refocus more and more on implementation in higher education institutions and underlining universities willingness to accept their responsibility in driving forward the implementation process.

The *Trends V Report* analyses the present state of implementation of the Bologna Process and reports on the main challenges faced by institutions. *Trends V* is conceived of as a necessary complement to the governmental stocktaking exercise, and thus constitutes one of EUA's main contributions to the Process. For the first time it has been possible to underpin the analysis through the use of comparable data as over 900 institutions provided answers to the same questions asked in 2002. The data analysis has been supplemented by information gathered through site visits and the incorporation of views expressed in numerous focus-group discussions.

The Bologna Handbook, published together with Raabe Academic Publishers, represents a further major contribution of the association to the Bologna Process. The Handbook seeks to offer academics and administrators at all levels a practically-oriented and flexible tool for understanding, introducing and implementing all aspects of the Bologna Process. The first edition of this reference publication, that includes four annual updates, appeared in mid 2006.

In support of the implementation of the process in institutions EUA, in cooperation with EURASHE, ESIB, the Tuning Project and the EAIE, coordinates the work of national Bologna Promoters across Europe. This work is carried out on behalf of the European Commission as part of the 'Information Project on Higher Education reform' and involves the organisation of training seminars and the preparation of relevant materials and case studies. While the EC funded project only includes Socrates countries EUA has taken the initiative to support the introduction of, and involve in this project, Bologna Promoters from all Bologna countries.

As a further demonstration of EUA's support to the more recent Bologna countries, and specifically as a continuation of ongoing work with universities in South Eastern Europe, a conference on higher education and research in the Western Balkans was organised in Vienna from 1-3 March 2006. The results of this meeting were later presented to European Ministers of Higher Education. In late 2006, a Bologna seminar was also organised in Tbilisi for the benefit of Georgian universities.

EUA also contributes to the work on specific Bologna Action Lines. Substantial energy has been put into participating actively in the different Bologna working groups on: the social dimension, data on mobility of staff and students, the qualifications framework follow up, the external dimension and stocktaking.

In the field of quality assurance, EUA continued its cooperation with the E4 partners in elaborating the conditions for the establishment of a European Register of Quality Agencies as well as taking the lead in launching the first of a series of E4 annual Quality Fora. The first European Quality Forum took place in Munich, in November 2006. EUA has also continued its project work with members on this key topic, looking in particular at enhancing creativity in universities and continuing its work on joint degrees through the publication in 2006 of European guidelines for ensuring the internal and external quality of joint degrees.

In relation to doctoral programmes EUA has, as requested by Ministers in the Bergen Communiqué, prepared a follow up report on doctoral programmes, taking forward the basic principles elaborated by the association in 2005. This work has been carried out with the support of the Austrian and French authorities and also involved ESIB and EURODOC. Activities have included the organisation of a series of seminars and of a major conference in Nice in December 2006 as well as carrying out a major survey on the funding of doctoral programmes and candidates across all Bologna countries that will be made available as a separate publication. This activity is closely linked to other EUA actions in this area, in particular in relation to career development and employability prospects for young scientists, both inside and outside academia.

The different elements of EUA's Bologna Process related activities from 2005-2007 were drawn together in discussions that took place at the Lisbon Convention (March 29-31 2007) when some 700 university leaders will meet to agree on university priorities for the development of the Bologna Process in the coming years. The results of Trends V were presented for the first time at the Convention, the outcomes of which were fed into the Lisbon Declaration, which was to be adopted formally by the EUA Council in April 2007, thus just in time for the London Ministerial meeting.

Lesley Wilson, EUA

## **EURASHE**

### *The Working Agenda of EURASHE in relation to the BFUG Work Programme 2005-2007*

EURASHE participated in the workings of the BFUG Work Programme by contributing to working groups, attending official and Bologna-related seminars, conferences and meetings organised by stakeholders and professional associations. We have continued our activities as a member of the E4 Group, have strengthened our ties with sister organisations in European and international higher education, and liaised more closely with representative sectoral and professional bodies relevant for professional higher education.

### *Activities of the Association*

In the period between the two Ministerial meetings, EURASHE held two conferences for members and stakeholders in higher education (Dubrovnik, 2006 and Copenhagen 2007). Various committees/working groups met on a regular basis to work out policy documents and prepare contributions to the Bologna and Lisbon Processes: those of Quality Assurance, Lifelong Learning (formerly Short Cycle HE) and Sustainable Development are the most prominent ones. The Lifelong Learning Working Group organised two seminars, in Blois, France (February 2006) and in Stuttgart, Germany (March 2007), respectively on "The Intermediate Degree in the EHEA and Beyond" and on "The Involvement of Stakeholders (Employers) in the Lifelong Learning Strategy". The Working Group on Quality Assurance provided the

necessary feedback for our involvement in the E4 Group, and the Committee for Sustainable Development conducted surveys on entrepreneurial attitudes in professional higher education, including the non-profit sector.

### *Policy of the Association*

EURASHE has also brought its policies in line with the evolution of higher education and reflecting societal tendencies. These policies bear on the implementation of internal and external quality assurance processes, the alignment of the Qualifications Framework of the Bologna Process to the European Qualifications Framework for Lifelong Learning within the Lisbon strategy, and our communication with other regions of the world on the Bologna reform in a spirit of cooperation and competition, depending on the degree of social and economic development of the area. The stresses we are putting here are on the involvement of all stakeholders in higher education processes: quality assurance, governance and the content of education offered. The guiding principles are: fair access to and wider participation in higher education, institutional responsibility and accountability, employability of graduates in the two cycles, and lifelong learning.

### *Membership Issues*

The membership of EURASHE has broadened to include professional tracks outside the professional higher education sector, non-state/private higher education institutions, and will further be broadened to include stakeholder organisations in the higher education reform process, thus reflecting the reality of the changing landscape of higher education, and the growing differentiation in higher education which is in line with the new demands of the labour market and the response to it by the jobseekers.

In an effort to build bridges with regions bordering on the EHEA, we are increasing our contacts and affiliations with partner countries of the European Union through projects and joint activities, such as the planned Eurasian conference on "Quality Assurance in a National and Transnational Context" to be held in Kazakhstan in October 2007.

Andreas Orphanides, EURASHE

### **UNESCO-CEPES**

While the activities of UNESCO-CEPES are an integral part of UNESCO's global programme in the field of higher education, its thrust and focus are in close synergy with the vision of higher education in Europe that is being implemented within the Bologna Process. Having been a 'Consultative Member' of BFUG since 2003, the activities of UNESCO-CEPES have been on the one hand, oriented towards specific activities relevant to the Bologna Process in the context of global developments in higher education, and, on the other hand, on promotion of the Bologna Process as an example of a successful regional response for necessary transformations in higher education at the institutional, national and international levels.

In the context of its participation in the BFUG Working Group on the External Dimension of the Bologna Process, it was one of the principal partners of a seminar on the Cultural Heritage and Academic Values of the European University and the Attractiveness of the EHEA, organised jointly with the Holy See, in collaboration with the Rectors' Conference of Pontifical Universities, the Pontifical Academies of Sciences, and the Council of Europe, 30 March – 1 April 2006, Vatican City. As a follow up UNESCO-CEPES

published the main texts of the meeting in a special issue of its quarterly review, Higher Education in Europe, vol. 31. no.4, 2006 [in English, and also in e-format in French and Russian available at <http://www.cepes.ro>].

UNESCO-CEPES together with the Council of Europe, and in collaboration with the European Commission, assures the implementation of the Council of Europe/UNESCO Convention on the Recognition of Qualifications Concerning Higher Education in the European Region – the Lisbon Convention, which is an important, and, until now, the sole international legal framework for undertaking activities directly relevant to the Bologna Process, such as ECTS, accreditation, student and staff mobility. In close collaboration with the Council of Europe and the European Commission, UNESCO-CEPES has addressed in this context issues of regional and global relevance for the recognition of qualifications.

As an evolutionary and collective experience, the implementation of the Bologna Process has unfolded gradually and organically throughout the countries involved, while also bringing to the fore a daunting thematic range that is being echoed around the world. Through its pan-European mission and the backing of UNESCO's global vocation, UNESCO-CEPES is a unique institution in that it deals with a variety of issues in higher education in the Europe Region (the countries of Europe, North America, and Israel). Thus it is well positioned to contribute to the realisation of the goals integral to the Bologna Process, in particular those related to its external dimension. It is in this context that UNESCO-CEPES has undertaken analytical work and provided a forum for discussion, among other things, on the following issues:

- extensive information activities, both in traditional form of printed publications as well as those using ICTs dealing with specific issues of the Bologna Process (see list of publications on UNESCO-CEPES Website: <http://www.cepes.ro>)
- an in depth comparative analyses of doctoral degrees and qualifications between Europe and North America in the context of the EHEA
- an extensive study of private higher education in Europe, seen as a particularly important component of higher education systems in the countries of Central and Eastern Europe, taking into consideration the quality and accreditation considerations as a basis for closer involvement of private higher education institutions in the Bologna Process
- an assessment of the phenomenon of 'world-class universities' and university ranking/league tables which resulted in the adoption of the Berlin Principles on Ranking of Higher Education Institutions in May 2006 (see:<http://www.cepes.ro>).

Jan Sadlak, UNESCO-CEPES

## CONCLUSIONS FROM THE UK SECRETARIAT

This has been an interesting, challenging, enjoyable and varied two years. We have worked with colleagues from across the EHEA, gaining an insight into a range of cultures as well as higher education systems. Working with Chairs of BFUG and Working Groups from some nine countries has enabled us to increase our knowledge and understanding of the culture of these countries, and develop a greater appreciation of the diversity within the EHEA.

At the same time, we have overseen a number of concrete achievements within the Bologna Process. As well as the delivery of the Work Programme – a not insignificant achievement in itself – we have seen the spirit of partnership and collaboration within the BFUG increase, as we move from policy development to capacity building within the EHEA. Areas where there has been particular progress include:

- the influence of the E4 Standards and Guidelines for Quality Assurance as a driver for increasing the quality of higher education in the EHEA
- the increase in student involvement in quality assurance processes
- the continuing development of the spirit of partnership and mutual support, demonstrated in particular by the interest in taking part in the workshops organised by the Qualifications Framework Working Group
- the growing awareness of the interdependency of key elements within the Action Lines: quality assurance, recognition tools and national qualifications frameworks based on learning outcomes
- the constructive discussions about how the EHEA co-operates with other parts of the world
- the development of the stocktaking process, and the increasing synergy between the outcomes of stocktaking, Trends V and Bologna With Student Eyes
- the appreciation that we need to look ahead and consider what we might need to do to support the continuing development of the EHEA
- the awareness of the significant process we have made, while at the same time recognising that we still have much to do.

But it has not all been work. There has been lots of fun too. Amongst the many interesting places we have had the pleasure of visiting, we have been privileged to have dinner in the Vatican Museum, visited the Acropolis, celebrated a birthday in the Reichstag in Berlin, seen the frozen sea in Helsinki, and danced at a Viennese Ball. By travelling to different parts of the EHEA, we have had the opportunity to experience, at least in part, the rich cultural heritage, diversity and vibrancy that underpins the attractiveness of the EHEA.

We are confident that our Benelux colleagues will support the Bologna Process through the next stage of development and wish them well with that task.

Ann McVie

Louis Ripley

Yvonne Clarke

Bologna Secretariat, May 2007

# ANNEX A

## CONTRIBUTIONS FROM COUNTRY MEMBERS

### INTRODUCTION

This Annex contains contributions from countries participating in the Bologna Process, describing actions that have been taken at the national level over the last two years. Contributions were voluntary and therefore not all countries are represented.

#### Albania

During the last two years Albania has made significant progress in the implementation of the Bologna Process. The Albanian BFUG is constituted and the Government is drafting the Master Plan of Higher Education and a new Law of Higher Education based on the strengthening of institutional autonomy and good governance of higher education institutions according to the Bologna Process. Seminars and workshops with European experts on curricula development and a national qualifications framework have also been organised.

The Ministry of Education and Science, in cooperation with the other governmental institutions, and Albanian higher education institutions has brought another climate in the reform process, leading the country to its main goal – real integration into the EHEA, particularly:

- The three-cycle system of studies has been implemented in all Albanian public universities and all private ones.
- From the academic year 2005-2006 all Albanian public universities have adopted the new curricula according to the Bologna Process and introduced ECTS.
- Efforts have been made to build up the internal and external quality assurance system and allow universities, both public and private, adopt structures and European experiences in the field. The Albanian Agency of Accreditation on Higher Education has been the promoter of several seminars and workshops in order to support and train those involved.
- Free and democratic elections for student governance bodies took place and opened the door to their real participation in the decision-making and governing bodies of Albanian higher education institutions.



- The deep reform in the admissions process into Albanian higher education institutions through “State Matura” has changed the image of the state procedures and put the candidates at the same starting point – a real guarantee of equal opportunities.

In Albania a deep institutional reform is going on in the area of higher education and research. Its main goal is to build up a contemporary system of science. The reform tends to integrate research institutions, existing under diverse Ministries or the Academy of Science, with the research units of the higher education institutions. The main goal of the reform is to create an Integrated Scientific System, in the heart of which will be the research based higher education institutions. The research will be performed only in accredited higher education institutions and will be funded on the basis of competitive grants, in the fields considered as a priority for the national strategy.

Anila Theodhori, Albania

## **Armenia**

Since their submission of the National Report in December 2006, progress has been made with the adoption of readable and comparable degrees. The Diploma Supplement has been discussed with higher education institutions. The comments were integrated in the final version and it is planned that in 2007 master level students of several universities will get Diploma Supplements free of charge, both in Armenian and English.

Another important aspect is that more and more private universities are getting involved in the implementation of the Bologna principles.

As a newer member of the Bologna Process, the seminars have an important role to play in the smooth integration of Armenia into the EHEA. Each seminar that Armenia has participated in is an opportunity to share the knowledge and good practice in implementing the reforms, discuss the general problems and try jointly to come up with possible solutions, and meet the main shareholders of the process ENQA, ESIB, EUA and others. The documentation that is available on the websites [www.enic-naric.net](http://www.enic-naric.net), [www.enqa.eu](http://www.enqa.eu), [www.coe.int](http://www.coe.int), [www.ec.europa.eu](http://www.ec.europa.eu), [www.eua.be](http://www.eua.be) is used by the country during its work on Bologna reforms.

Armenia is not involved in any project or a member of any working group.

Gayane Harutyunyun, Armenia

## **Austria**

Austria has been a driving force in the start-up phase of the Bologna Process and has remained fully committed to it ever since. We have already made great progress in implementing almost all of the Bologna objectives. Still, it is evident that the development of the EHEA will remain an on-going process beyond 2010 – Austria will continue to be an active partner for all stakeholders in keeping the momentum of the Bologna Process going.

Synergies between the EHEA and the European Research Area play a major role as the Austrian government is not only fully dedicated to the Bologna Process, but also to implementing the re-launched Lisbon strategy in the context of the European Union. A number of concrete measures to enhance human potential (e.g. support for doctoral schools and post docs for universities), to foster

excellence (e.g. funding of clusters of excellence for our universities), and to strengthen international cooperation in higher education and research (e.g. expanding scholarship programmes) has been included in its programme for the coming four years (2007 - 2010).

However, Austria also faces challenges, the main one being the question of access and admission to our universities for EU and international students, while maintaining high quality higher education equally accessible to all. This is something we will have to solve in the coming four years.

Barbara Weitgruber, Austria

## **Cyprus**

Cyprus has initiated a major educational reform which was proposed by a group of seven academics and was inaugurated by the President of the Republic. Within this reform there are significant suggestions for the higher education sector, such as the substantial increase of the available university places, the upgrading of the private institutions of tertiary education into quality-based private universities and the enhancement of the quality of higher education with the introduction of the Cyprus Quality Assurance and Accreditation Board, in line with the agreed E4 Standards and Guidelines. These proposals are progressing well with the introduction of the Engineering School in the University of Cyprus, the establishment of the Open University of Cyprus in 2006 and of the Technological University of Cyprus in 2007. Also, the first private universities are expected to be operational by the next academic year.

A further challenge for the Cypriot educational system is the formulation of a systematic and comprehensive lifelong learning strategy and mechanisms for implementation, while the introduction of a national qualifications framework is under consideration. The government policies aim also at establishing Cyprus as a regional and international education and research centre and already the number of international students studying in Cyprus is about 20% of the total student population of the country.

As research activities in Cyprus are relatively low, at about 0.38% of GDP, and the major part (60%) of this research is being carried out at the University of Cyprus, the situation is expected to improve significantly with the establishment of the Faculty of Engineering at the University of Cyprus and even more with the operation of the Cyprus University of Technology and the private universities. Furthermore, the Cyprus International Institute for Public Health in Association with the Harvard School of Public Health (USA) was set up in 2005. This is an educational and research institute aiming at important public health issues in Cyprus and the Middle East. Another institution of similar nature, the Cyprus Institute, is being established with the aim of dealing with, amongst other areas, the environmental and water problems in the region.

Efstathios Michael, Cyprus

## **Czech Republic**

In the period 2005-2007, the Czech Republic has concentrated on improvements to the national higher/tertiary education system. To gain open evaluation of the system, we participated in the OECD Project Tertiary Review of Higher Education. This complex evaluation was also a good inspiration for implementation of the main priorities in the Bologna Process. The legislative base was the Amendment



to the Higher Education Act, which came into power on 1 January 2006, and which brought more support to fulfilling some particular goals. Thus since 2006, the Diploma Supplement next to the diploma serves as the document attesting to the completion of studies and the awarding of an academic degree. The Amendment further supported directly the development and recognition of "joint degrees".

Implementation needs the right instruments to motivate higher education institutions to turn Bologna into practice. We opted for a system which depends on congruence between the long-term plans of individual institutions and the long-term plan of the Ministry, which have been prepared for the period of 2006-10; and allocated 7-8% of the education part of the higher education budget for this purpose. The mechanism is based on the development programmes published by the Ministry annually. The programmes (projects of higher education institutions) have been reflecting innovation and development of new programmes towards the three level structure, based on extensive curriculum reform, future employability of graduates and education outcomes. Furthermore, we supported internal quality assurance, enlargement of mobility, development of joint degree programmes, ECTS implementation, delivery of Diploma Supplement in proper format etc. The experience so far has shown that the long-term plan of the Ministry and long-term plans of institutions have contributed to a greater openness in the state education policy, have been promoting its implementation and have made higher education institutions formulate their own goals more precisely.

Next to this was a systemic project on quality assurance carried out by the Centre for Higher Education Studies and supported by the Ministry. Its aim has been to develop complex methodology of quality evaluation of all activities of institutions, resulting in recommendations for continuous quality improvement. The methodology is compiled from standard phases: self-evaluation process, visit of external experts, final evaluation report presented to the institutional management and follow up stage. A recent phase was focused on self-evaluation, which is considered the key part of the developed methodology. The pilot higher education institutions assessed positively their participation in the project. The importance of the project is increased by the collaboration with the Accreditation Commission. It also uses the results for developing mechanisms of evaluation of its activities in accordance with the ENQA requirements. The project was positively evaluated internationally by the OECD teams in the framework of the Thematic Review of Tertiary Education project. The main project results and the proposal on the wide use of the developed methodology are expected in 2007.

Vera Stastna, Czech Republic

## **Georgia**

Joining the Bologna Process in 2005 was the genesis of a new era in the higher education system of Georgia since it became possible to draw a distinctive line between higher education systems before and after the introduction of the Bologna reforms.

The Government had to transform the input-oriented, corrupt, authoritarian, non-accountable, non-responsive, centralised, incompatible system to a knowledge-based, output-oriented and learner-centred system via an increase in public expenditure, development of ICT in education, teacher training, modernised textbooks, refurbished buildings etc.

To achieve these goals the Government of Georgia committed itself to triple public expenditure on education by 2010. A number of radical legislative, institutional and administrative changes also occurred, including:

- a new law on higher education was adopted that envisaged all the Action Lines of the Bologna Process
- the National Education Accreditation Centre was established and institutional accreditation held in 2005 and 2006 resulting in a reduction of accredited higher education institutions in Georgia from 117 to 43
- a student-centred and grant-based financing model was introduced, called “money follows student”
- corruption in HE was eradicated and equitable access assured by holding the Unified National Admission in 2005 and 2006
- the Teacher Professional Development and Training Centre was established and new standards of the profession of teacher introduced
- elections of the new rectors and managerial bodies were held in all accredited HEIs
- research grants were allocated on the transparent and competitive basis by the newly established Georgian National Science Foundation
- social grants were introduced for socially and economically disadvantaged entrants and students
- a student loan system was introduced in close cooperation with the private banks of Georgia
- the Law of Georgia on Professional Education was adopted in March, 2007 envisaging the separation of vocational and higher professional education, introduction of a national qualifications framework and recognition of prior learning paths
- the national teams of Bologna supporters and Bologna Promoters were established and Ministerial Decrees on Diploma Supplements and ECTS issued
- all the major documents of the Bologna Process were translated, published and distributed among HEIs etc.
- Georgia was elected as a member of BFUG Board and involved in the work of the London Communiqué Drafting Group etc.

In 2006, Georgia was named the number one reforming country in the world by the Doing Business Report of the World Bank. Georgia was also named among the three most successful fighters against corruption in Eastern and Central Europe by the European Bank of Reconstruction and Development.

One of the priorities for Georgia at present is to increase the attractiveness of the Georgian higher education system through strengthening the European dimension. The top of the reform agenda has been to promote international cooperation and adopt the best practices existing abroad.

Lela Maisuradze, Georgia

## Germany

Germany holds the EU Council Presidency in the first half of 2007 and therefore also chairs BFUG during this period and, jointly with the British hosts, the Conference of Ministers in London. In this function, Germany supports, in particular, the continuation of the Bologna reforms in the signatory countries and the definition of further important steps for the coming years.

The Bologna Process is making good progress in Germany. The Federal Government and the Länder actively support the reform process and the related demand to increase student mobility and to improve the quality of European cooperation in the field of higher education. As the national report on the implementation of the reforms clearly shows, Germany has made considerable efforts over the past years and achieved visible progress with the introduction of the various elements of the Bologna Process.

Between the conference of Ministers in Bergen and the conference in London, a number of measures have been introduced in order to inform the national stakeholders and in particular the institutions of higher education about the Bologna Process and to support them with their reform efforts.

The Federal Ministry of Education and Research (BMBF) and the Standing Conference of Länder Ministers of Education and Cultural Affairs (KMK) organised a national Bologna Symposium in January 2007 with participation by more than 100 experts in the field of higher education.

The German Academic Exchange Service (DAAD) supports and advises German higher education institutions on their reform efforts jointly with the Bologna Promoters within the framework of the Promoting Bologna in Germany project, which was launched in 2005 and is funded by the EU and the BMBF.

In addition, the University Rectors' Conference (HRK) provides information and advice to higher education institutions through its Bologna Service Point. The service includes:

- provision of advice to institutions of higher education (also locally) on the central instruments of the Bologna Process: ECTS, DS and modularisation
- establishment of a network of Bologna co-ordinators
- organisation of workshops involving national and international experts
- organisation of workshops on changes in the administration of the institutions of higher education
- establishment of a comprehensive website on topics around the Bologna Process
- preparation of target group-specific information material for representatives of institutions of higher education, students and employers.

Peter Greisler and Birger Hendriks, Germany

## Greece

Since 2004 various educational legislative reforms have taken place in Greece and higher education has been the focal point of most of these. The main focus and effort has been on the modernisation, the qualitative enhancement and the openness of the Greek higher education system. Moreover, the

Greek Ministry of Education has continued its reformative efforts and, after the completion of the established dialogue with the academic community, students and social partners, has submitted to the Parliament a new Higher Education Act for the full revision of the obsolete institutional framework established in 1982. The new Law 3549/2007 came into force in March 2007.

The most important innovations introduced with the new Law include among others:

- All higher education institutions have to compile an Internal Regulation in order to ensure their even operation and to enhance their autonomy.
- All higher education institutions have to compile a four-year academic-development programme, which will greatly contribute to the support and development of the educational functions and to the medium-term assurance of the financial independence. Within the planning framework, institutions will agree about the number of new teaching positions and the number of newly admitted students with the Ministry – up to now the latter was decided by the Ministry only.
- Institutional governance bodies are being nominated through the immediate and collective participation of the academic community groups in the election procedure.
- Social accountability of higher education institutions is being established through an annual report to the Parliament.
- Student support services are being enhanced and tutors assigned to students.
- Substantial support is being provided for students from weaker financial classes with compensative scholarships and interest free educational loans as well as connecting graduates with the social life.
- There are possibilities to organise study programmes in languages other than Greek.

However, more radical reforms are necessary and future challenges concern revising research policy and the legislative framework, developing new post graduate study programmes, as well as internationalising the Greek higher education system.

All these changes are taking place within the framework of the Bologna Process and the Lisbon Strategy. Greece believes that higher education and research should be top priorities of the European agenda since they are the driving force behind development, social cohesion and prosperity, and contribute towards European Integration. For this reason, we must all work hard and do our best, so that the establishment of the EHEA will prove successful. Institutions, students and governments should cooperate and contribute to the enhancement of excellence and attractiveness of the EHEA.

Greece believes that, not only the image but also the future of Europe, depends on its education, its scientific achievements, its civilization and also on its ability to promote this image worldwide and become a world reference similar to the example of Greece during antiquity. Therefore, a strategy should be planned for the External dimension of the EHEA and Greece has offered to create an informative internet portal that will host this common effort.

Athanassios Kyriazis, Greece

## Holy See

Besides some technical and structural questions, two major concerns marked the Holy See's work for the Bologna Process during the biennium 2005-2007. The first is concerned with the European identity and the general principles and values underlying the Bologna Process. The second one has to do with "international" collaboration of the Holy See with the educational systems within the different countries where its institutions are located.

*Promoting discussion and further development of the themes of "The Cultural Heritage and Academic Values of the European University"*

Within the framework set out by the Communiqués of the biennial summits of Ministers and specified by BFUG to broaden specific themes, the Holy See, through the Congregation for Catholic Education, hosted a conference on The Cultural Heritage and Academic Values of the European University and the Attractiveness of the EHEA 30 March – 1 April 2006. Requests by representatives of different countries and international organisations encouraged this endeavour to explore the main approaches that could enhance the attractiveness of the European university. Because of its own educational and cultural heritage, the Holy See also took this initiative to reaffirm its commitment and support of the Bologna Process.

*International collaboration of the Holy See with educational systems in other countries*

Most of the Ecclesiastical higher education institutions in Europe are located outside the territory of the Vatican City State. Therefore, in most of the countries the Holy See acts as a transnational provider of higher education. In some of them, Ecclesiastical higher education institutions are integrated into the local national systems or are part of public or private higher education institutions. The necessary collaboration between the two 'national' higher education systems is, in many cases, regulated by contracts of international law (Concordats). The experience of recent years shows that it is not always easy to deal with two ways of applying the common principles of the Bologna Process; therefore, this situation can be seen as a test case for the functioning of the Process in practice. It can help in avoiding illusions about an 'ideal Bologna Process', and offer worthwhile experience on how to settle problems arising at the grass-root level.

Fr. Friedrich Bechina, Holy See

## Netherlands

In the Netherlands full implementation of Bologna principles continues. Some highlights of the past period are:

On mobility:

- preparation of the legislative proposal concerning portability of grants and loans from September 2007. The portability will be to the entire world. The Parliament has still to agree the proposal and recently showed willingness to go along with it. This will be developed in the next phase.
- streamlining of fellowships programme for foreign students and focus on quality.

On partnerships:

- agreements between social partners and higher education institutions on improvement of contacts between them and incentives to facilitate:
  - curricula being adapted to labour markets needs
  - vouchers for small and medium sized companies to use higher education institutions for their research questions

On recognition/frameworks/Diploma Supplements:

- action of Bologna Promoters to facilitate appropriate use of the (European) Diploma Supplement.

Marlies Leegwater, Netherlands

## Poland

During the last two years Poland has made a significant progress in the field of the Bologna Process:

**Developing the legislative basis for the implementation of Bologna reforms:** This includes a new Act on higher education and the corresponding ordinances. These regulations meet the requirements for the three-cycle study system, ECTS credit accumulation and transfer system, Diploma Supplement, joint and double degrees.

**Further development of the quality assurance system with new standards assuring the flexibility of studies and access to the next cycle.** All the stakeholders are involved in the national quality assurance system. In the years 2002-2006 the State Accreditation Committee evaluated 1652 study programmes and assessed 2968 applications for the new study programmes. 90.7% of the public and 84.7% of non-public higher education institutions have now been assessed.

The process of elaboration of the national qualifications framework has started and is progressing well.

There has been an increase in inward and outward mobility of students and staff. In the academic year 2005/2006 the number of institutions implementing outward mobility was 163 (37% of the total). The number of outgoing students was 9,974, with 2,655 incoming students. In the same period there were 1,741 outgoing staff members.

A lot has been done and achieved in the promotion of the Bologna reforms among university staff and students. Information is well dispersed and there has been significant progress in the overall understanding of the Bologna reforms in the academic world. Staff responsible for the implementation of the new three-cycle programmes according to the Bologna model are prepared to develop programmes which are based on the learning outcomes and the ECTS credit accumulation and transfer system.

Future dynamic development is assured by the involvement and conviction of all the partners and stakeholders of the Bologna Process. Poland would especially like to increase cooperation between higher education institutions and social and business partners and better adapt higher education to the needs of the changing labour market by development of the entrepreneurship, skills and competencies necessary in the labour market.



It is also important for us to enhance the role of higher education institutions in the development of links between education, research and innovation by active participation in the creation of the European Institute of Technology.

Maria Boltruszko, Poland

## Romania

Since Bergen, Romanian higher education has progressed in the fields of:

- **The three-cycle system** by continuing the gradual implementation of study programmes within the first two cycles and establishing a new legal framework for structured doctoral programmes.
- **The National Qualifications Framework in Higher Education** by developing the competency grids for qualifications for 22 domains of study while paying special attention to the harmonisation of the higher education qualifications with the corresponding VET qualifications (for 20 study programs from ten different domains of study in higher education).
- **Quality assurance** by establishing a new methodology for external evaluation of quality assurance in accordance with the European standards and guidelines for quality assurance which will be finalised after the testing phase in ten public higher education institutions till autumn 2007.
- **Cooperation and partnerships among higher education institutions across the EHEA** by implementing a new legal framework concerning the organisation of integrated university study programs by two or more universities, which leads to a joint degree for all three cycles of university studies (bachelor, master, doctorate).

Dumitru Miron, Romania

## Serbia

The Law on Higher Education (LHE), which fully implements the Bologna Declaration, came into effect in September 2005.

In accordance with the Law, the National Council for Higher Education, the Accreditation and Quality Assurance Commission, the Conference of Universities of Serbia and the Conference of Headmasters of Colleges were established (the latter will, in accordance with the LHE, be replaced by the Conference of the Academies of Professional Studies, once it is established).

The Minister of Education and Sport, as well as the above mentioned bodies, have enacted, within the due legal term, the accreditation standards and appropriate bylaws, thus securing all conditions for the beginning of the accreditation process.

In the academic year 2006/2007, 90% of faculties have introduced the three-cycle system of studies and ECTS as a tool for measuring students' workload.

The National Council for Higher Education, upon the proposal by the Accreditation and Quality Assurance Commission, has enacted the Standards for Accreditation of Higher Education Institutions and Study Programmes, as well as the Standards for Self-Assessment. The points of departure were the E4 Standards and Guidelines for Quality Assurance adopted in Bergen.



The accreditation of colleges, bound by the Law to enter the accreditation process, started on 15 December 2006, while the faculties are given the deadline of June 2009 to submit the accreditation application.

The issue of the Diploma Supplement is planned for the beginning of academic year 2006-07.

The Minister of Education and Sports of the Republic of Serbia set up a commission, mandated to create a national qualifications framework by the end of 2007, which involves representatives from all the levels of education (elementary, secondary and high), representatives of the Employment Agency, Trade Unions, the Chamber of Commerce and the Ministry of Labour and Employment.

The Law on Higher Education regulates lifelong learning by obliging higher education institutions to define by their statutes, if, and under what conditions, they would recognise previously achieved qualifications as a basis for enrolment or continuing education.

Ana Jakovljevic, Serbia

## **Slovak Republic**

In 2006, the Government of the Slovak Republic developed the programme "National Scholarship Programme for Mobility Support of Students, Doctorates, University Teachers and Research Workers". For the academic year 2006-2007 the scholarships were granted not only to Slovak students of the second and third cycle of higher education study but also to foreign students, doctorates, university teachers and research workers from 23 countries of the world.

For promoting the attractiveness of the EHEA in the Slovak Republic, a new regulation was adopted and several activities of international significance were carried out. Based on the new legislation, the Slovak Republic recognises automatically (without reciprocity) the education of the third cycle (PhD) of citizens from countries of the European Economic Area and Switzerland, received at higher education institutions recognised by the State. The aim of the new regulation of 2005 is to increase the trust in the evaluation of results of higher education and at the same time to enable the increase and acceleration of mobility of young scientific workers in the European area.

In December 2005, an agreement was signed between the Slovak Rectors' Conference and the Ministry of Education of the Slovak Republic and EUA on international institutional evaluation of the Slovak higher education institutions based on the procedures and criteria – Institutional Evaluation Guidelines. Within the framework of the project the higher education institutions will prepare a self-evaluation report; the international evaluation teams of EUA will carry out visits to higher education institutions, while the EUA will prepare the self-evaluation report for each participating higher education institution. In December 2007, the EUA will present a summary report on external evaluation of Slovak higher education institutions. The results of international evaluation of the Slovak higher education institutions will be presented as information to the public.

The evaluation of quality control of universities and higher education institutions in the form of CAF 2002 and 2006 is being considered.

Peter Plavčan, Slovak Republic

## Spain

In the next few months the efforts of the Spanish national education authorities will be directed to the completion of the legal framework that will allow them to finally define the Spanish university system. This legal framework consists of the recently approved Law modifying the 2001 Organic Law on Universities (LOU) and of several complementary rules on more concrete issues. This legislation package will be in force by the end of the first half of 2007 and will make it possible for individual institutions to implement degree programmes fully adapted to the principles established in the Bologna Process.

The recently approved Law modifying LOU regulates different questions and aspects included in the three main lines of action of the Bologna Process: a three-cycle degree structure, a system of quality assurance and issues on recognition of degrees and studies.

These rules would complete the new degree structure that was initially established at the beginning of 2005. The new degree programmes, many of which are already formulated in ECTS, will also allow access to master programmes. Many of the principles related to the EHEA have been already implemented. More than 1000 new master programmes have been introduced in Spain this academic year 2006-07 (based on ECTS and in full conformity with the principles relating to the EHEA). In 2007-08 approximately another 1000 master programmes will be added. The approval of the above legislation package referred to above will imply that these new degree programmes will be implemented on a general basis from 2008.

In the new legal framework, important aspects related to the other Action Lines are also included: a new redefinition with a stronger role for the National Quality Assurance and Accreditation Agency (ANECA), a register of universities, centres and programmes, degree recognition measures, rules on teaching and research staff, creation of a General Conference on University Policy and a Council of Universities and rules on the establishment of new centres and universities. Spain has also started the process of defining a Higher Education Qualifications Framework to be concluded during 2007, for subsequent Government approval.

Finally, and concerning the Lisbon Recognition Convention, all internal procedures have been concluded in the education sector for signing and ratifying the Convention and the matter is now expected to be approved shortly by our Council of Ministers. However, it should be mentioned that a number of steps have already been taken, through bilateral agreements with some countries, to facilitate recognition issues and also in national legislation. In particular the already approved Organic Law on Education, which is now in force, recognises access to Spanish universities to all European students fulfilling the requirements for access to universities in their countries of origin.

Felix Haering-Pérez, Spain

## Switzerland

The implementation of the Bologna Process has made considerable progress in the last years. In autumn 2006, all new students (except for medicine) started their studies with a bachelor or master programme. The traditional single-tier study courses will be gradually discontinued over the next few years. In medicine, the two-cycle system has already started in some universities; the remaining universities will follow in 2007. As far as the implementation of the national qualifications framework is concerned, the

steering group is currently having discussions with all stakeholders on a preliminary draft in order to ensure general acceptance. Finally, the Centre of Accreditation and Quality Assurance of the Swiss Universities (OAQ) has been granted full membership of ENQA.

Silvia Studinger, Switzerland

## Turkey

In the period between 2005-2007, after the last Ministerial conference in Bergen in 2005, the following developments on the main Action Lines of the Bologna Process have taken place:

- The Diploma Supplement and ECTS have become mandatory for all higher education institutions since the end of 2005-2006 academic year.
- A national-level student council was established in December 2005 in accordance with the Regulation on Student Councils of Higher Education Institutions and the National Student Council of Higher Education Institutions dated 20 September 2005.
- An independent "Commission on Academic Assessment and Quality Improvement in Higher Education" was established in line with the "Regulations on Academic Assessment and Quality Improvement at Higher Education Institutions" issued by the Council of Higher Education (CoHE) on September 20 2005. The Regulation, that is fully compatible with the Standards and Guidelines for Quality Assurance in the EHEA, sets the rules and principles for evaluating and improving the quality of academic activities and administrative services at institutions, as well as approval and recognition of their level of quality through an independent external assessment. Internal assessment is compulsory and should be carried out annually. The first internal assessment reports of all universities have reached the Commission, which is expected to finalise the evaluation of these reports at national level before the London Ministerial conference in 2007. For the time being, external assessment is highly recommended but not compulsory. However, it will become compulsory when all the preparatory work is completed.
- CoHE formed a core committee on a national qualifications framework for higher education on 26 May, 2006. The calendar has been prepared and the deadline to realise the national qualifications on all programmes was set at the end of 2008.
- Turkey has deposited its instrument of ratification of the Lisbon Recognition Convention to the Council of Europe and the Council announced that it will enter into effect on 1 March 2007.
- Although there was no legal obstacle against the establishment of international joint and dual higher education programmes before, the "Regulation on Establishment of Joint and Dual Degree Programmes with Foreign Higher Education Institutions" issued by CoHE on 28 December 2006 encourages the establishment and provision of such programmes.
- The "Draft Report on Higher Education Strategy for Turkey" has been finalised and it will be made public by the end of February 2007.

Aybar Ertepinar, Turkey

## United Kingdom

The UK continues to regard the Bologna process as extremely important. It has been responsible for the Bologna secretariat for the two years since the last Ministerial conference in 2005 in Bergen and hosted an official seminar on Enhancing European Employability at Swansea University in July 2006. It has thus shown that it remains fully committed to the process and strongly supports its aims, considering it to be a key means of making the EU the world's most competitive and dynamic knowledge-based economy. But the process is not only an important mechanism for enabling the EU to achieve the Lisbon goals, it is also a strong driver for taking forward the modernisation of higher education more generally. The UK recognises that it is about enabling its universities and colleges to deal with the economic and social challenges posed by the increasingly rapid process of global change. It is about those institutions fulfilling their role of ensuring all learners are prepared for life in a global society and work in a global economy. That means tackling issues, such as institutional autonomy, the funding of higher education, the leadership of HE institutions, the employability of students, the links between institutions and business, and the need to make universities' activities relevant to the needs of citizens and society at large. That is why the UK is hoping the London conference will provoke more of a discussion about higher education reform in Europe beyond Bologna and in the context of the challenge of the internationalisation of higher education.

Keith Andrews, UK

# BFUG work programme

The Work Programme for 2005-2007 was agreed by BFUG in October 2005. It was agreed that it would comprise 5 working groups; (a further Working Group, 'Portability of Grants and Loans' was approved by BFUG in April 2006); 8 seminars; 2 projects; discussions at BFUG; and a number of priorities to be taken forward at national level. Details of each strand of the Work Programme are given below.

Key dates in the BFUG work schedule are:

- BFUG7: 12-13 October 2005, Manchester, United Kingdom
- BFUGB11: 25 January 2006, Vienna, Austria
- BFUG8: 6-7 April 2006, Vienna, Austria
- BFUGB12 Board: 13 June 2006, Vienna, Austria
- BFUGB13 Board: 1 September 2006, Helsinki, Finland
- BFUG9: 12-13 October 2006, Helsinki, Finland
- BFUGB14 Board: 23 January 2007, Berlin, Germany
- BFUG10: 5-6 March 2007, Berlin, Germany
- BFUG11: 17-18 April 2007, Berlin, Germany
- MINISTERIAL CONFERENCE 16-18 May 2007, London, UK

Over and above the Work Programme, there will be a number of other events and activities that will contribute to the development of the European Higher Education Area. This includes EUA's Trends V and the surveys being planned by ESIB, EURASHE and EI Pan European Structure. Details of all events and activities will be promoted on the Bologna website at: <http://www.dfes.gov.uk/bologna/>

# Working Groups

Subject	Lead	Other Members	Notes	Start
Stocktaking	Andrejs Rauhvargers Latvia	Belgium (Flemish Community) Estonia Germany Greece Norway Romania Slovenia Turkey Bologna Secretariat rep.	<p>Terms of Ref (BFUG7 9)</p> <p>In order to realise the objectives set by the Ministers, the Working Group shall:</p> <ol style="list-style-type: none"> <li>1. Identify the key issues to be addressed through the stocktaking exercise as well as the methodology to be used in this exercise;</li> <li>2. Collaborate with partner and other organisations in order to maximise the use of data sources;</li> <li>3. Define, where appropriate, the structure of a separate questionnaire to be used in the stocktaking should this be required;</li> <li>4. Prepare a structure for the national contributions to the stocktaking to be submitted by member States; and</li> <li>5. Prepare a report for approval by the BFUG in advance of the London Conference in 2007.</li> </ol> <p>The Working Group will be supported in its task by the Secretariat, and shall draw on expertise as it considers appropriate.</p> <p>The Group shall submit reports to the BFUG, and shall make its draft reports and other relevant documents accessible for all BFUG members on the web.</p> <p>EUA shall participate in the work for stocktaking through delegating an expert.</p> <p>The Working Group can decide to select more organizations to participate as experts in its meetings</p>	<p>-Terms of Reference agreed by BFUG in October 2005.</p> <p>-First meeting of the Working Group – Riga, 9 December 2005.</p> <p>-Second meeting of the Working Group – Brussels, 27 February 2006.</p> <p>-Third meeting of the Working Group – Helsinki 11 October 2006.</p> <p>-Fourth meeting of the Working Group – Norway 12-13 February 2007.</p> <p>-Fifth meeting of the Working Group – Lisbon 26-27 March 2007.</p>

## Working Groups continued

Subject	Lead	Other Members	Notes	Start
<p>Elaborate and agree on a strategy for the external dimension.</p>	<p>Toril Johansson, Norway</p>	<p>Denmark France Germany Greece Holy See Malta Portugal Presidency Spain Sweden Bologna Secretariat rep. Consultative members: EUA EU ESIB UNESCO-CEPES Council of Europe EI - Pan European Structure ACA</p>	<p>Terms of Reference (BFUG7 5d – revised)</p> <p>The Working Group is responsible for developing a strategy document on the external dimension of the Bologna Process. Three seminars will be arranged during 2006 in order to give significant input to their work:</p> <ol style="list-style-type: none"> <li>1. A seminar took place on 30 March – 1 April 2006 which focussed upon the attractiveness of the EHEA, based on European cultural and historical identity and academic values, hosted by the Holy See.</li> <li>2. A seminar took place on 24-26 June 2006 which focussed upon information on how the Bologna process operates and what has been achieved so far, the links and interaction with other areas of the world, hosted by Greece</li> <li>3. A seminar took place on 28-29 September 2006 which focussed on discussion of the draft report, with an emphasis on areas that had not been focused upon in the previous seminars, e.g. competitiveness and capacity building, hosted by the Nordic countries.</li> </ol> <p>An expert will, in collaboration with the Working Group, prepare a report to the Nordic seminar in September. This report will be available to seminar participants and BFUG in August 2006 at the latest.</p> <p>Together with the outcomes from the three seminars, the report will found the basis for the strategy work of the Working Group.</p> <p>The Working Group will report regularly to BFUG. Before it finalises its work, a draft strategy document shall be discussed in a full BFUG-meeting.</p>	<p>-Terms of Reference agreed by BFUG in November 2005.</p> <p>-First meeting of the Working Group – Brussels, 9 February 2006.</p> <p>-Second meeting of the Working Group – Vienna, 7 April 2006.</p> <p>-Third meeting of the Working Group – Vienna, 12 June 2006.</p> <p>-Fourth meeting of the Working Group – Brussels, 4 September 2006.</p> <p>-Fifth meeting of the Working Group – Brussels, 7 November 2006.</p>



## Working Groups continued

Subject	Lead	Other Members	Notes	Start
<p>Social dimension and data on the mobility of staff and students in participating countries; report on comparable data on mobility of staff and students as well as on the social and economic situation of students, as the basis for future stocktaking.</p>	<p>Annika Pontén, Sweden</p>	<p>Austria Bosnia Herzegovina Croatia France Ireland Luxembourg Russia UK Bologna Secretariat rep. Consultative members: EUA EI – Pan European Structure ESIB</p>	<p>Terms of Reference Mission statement: 1. To define the concept of social dimension based on the ministerial communiqués of the Bologna Process; 2. To present comparable data on the social and economic situation of students in participating countries; 3. To present comparable data on the mobility of staff and students; and 4. To prepare proposals as a basis for future stocktaking. The Working Group established a subgroup. The subgroup focused on the collection and exploration of data. The subgroup was chaired by Germain Dondelinger, Luxembourg.</p>	<p>-Terms of Reference agreed by BFUG in November 2005. -First meeting of the Working Group – Brussels, 14-15 December 2005. -Second meeting of the Working Group – Stockholm, 19 January 2006. -Third meeting of the Working Group – Brussels, 9 March 2006. -Fourth meeting of the Working Group – Vienna, 14 June 2006. -Fifth meeting of the Working Group – Stockholm, 11-12 September 2006. -Sixth meeting of the Working Group – Helsinki, 13 October 2006. -Seventh meeting of the Working Group – 19 December 2006.</p>
<p>London Communiqué drafting group</p>	<p>Presidency Germany</p>	<p>Finland Georgia Latvia Portugal UK</p>	<p>The Working Group will report back on its progress at BFUG and Board meetings leading up to the Ministerial Conference</p>	<p>- First meeting – Berlin, 10 November 2006. - Second meeting – London, 8 December 2006. - Third meeting – Berlin, 7 March 2007. - Fourth meeting – Berlin, 2-3 April 2007.</p>

# Working Groups continued

Subject	Lead	Other Members	Notes	Start
<p>Report on implementation and further development of overarching qualifications framework</p>	<p>Mogens Berg, Denmark</p>	<p>Hungary Netherlands Russia Spain "the former Yugoslav Republic of Macedonia" Chair of the WG on Stocktaking Bologna Presidency (UK-AT-FI-GER) Bologna Secretariat rep.</p>	<p>Terms of Reference (BFUG7 5c - revised) In order to realise the objectives set by the Ministers, the Working Group shall:</p> <ol style="list-style-type: none"> <li>1. Consider what further development of the framework may be required, particularly the linkage between national frameworks and the EHEA-framework; the Working Group may invite member countries to participate in pilot projects of self-certification of national frameworks; it may conduct a survey on how credit ranges and credits are defined in national legislation;</li> <li>2. Support the Working Group on Stocktaking in the stocktaking exercise of implementation of national frameworks;</li> <li>3. Monitor the development of the European Qualifications Framework for Lifelong Learning with the aim of ensuring complementarity between that framework and the EHEA framework and advise BFUG on the matter; and</li> <li>4. Provide assistance to member countries working to introduce national frameworks.</li> </ol> <p>The Group will submit progress reports to BFUG and a final report of its findings to the London Conference through BFUG.</p>	<p>-Terms of Reference agreed by BFUG in October 2005 -First meeting of the Working Group – Copenhagen, 21 November 2005. -Second meeting of the Working Group – Budapest, 26 February 2006 <b>Programme of 4 Regional Workshops in 2006:</b> -NW: The Hague, 30 June -NE: Budapest, 4 Sept. -SE: Greece, 11-12 Sept. -SW: Madrid 18-19 Sept. -Third meeting of the Working Group – Madrid, 19 Sept.ember 2006. -Fourth meeting of the Working Group – Copenhagen, 15 December 2006.</p>

## Working Groups continued

Subject	Lead	Other Members	Notes	Start
Portability of Grants and Loans	Aldrik In't Hout. The Netherlands	The working group consists of student support experts who are closely linked to their BFUG-colleagues. Albania Austria Belgium Croatia Denmark England ESIB European Commission Finland Germany Ireland Lithuania Norway Romania Scotland Sweden Switzerland The Netherlands Bologna Secretariat	<p>Proposed terms of reference (as itemised in the paper: BFUG8 5)</p> <p>To obtain a workable set of proposals including joint actions, it is important that realistic and achievable targets for practical outcomes are set for the Working Group. In this context the Working Group will seek to:</p> <ul style="list-style-type: none"> <li>● Define the elements of this issue in more detail (e.g. what is understood by 'grants and loans');</li> <li>● Describe the obstacles that countries encounter in making grants and loans portable;</li> <li>● Examine and provide information on relevant &amp; applicable EU-law;</li> <li>● Collect good practices;</li> <li>● Provide a way to link the grant and/or loan authorities of different countries in order to exchange the necessary information;</li> <li>● Develop a set of tools to guide countries in making their grant and/or loan system portable;</li> <li>● Identify ways to facilitate each others portability systems (ranging from appropriate information about study programmes to the assistance in refunding the loans);</li> <li>● Define levels/ways for exchanging relevant information.</li> </ul> <p>In the elaboration, the Working Group is to be aware of the different positions of the Bologna countries (for example EU and non-EU) and will take these into account. It could include Bologna countries that do not have a student support system or that do not wish (at this point) to make their system portable. For countries that do wish to make their grant and/or loan system portable, it will be of help to have a forum where they can exchange necessary information with countries that do not themselves have portability or that have another (or no) student support system.</p> <p>It will be advantageous for this Group to maintain close contact with the 'Social dimension and data on mobility' Working Group in order to build on complementary activities and to benefit from each others findings.</p>	<p>-Further elaboration of the final Terms of Reference, organisation of work, time schedule, resources and the list of membership were discussed at the first meeting of the Group in The Hague on 16 June 2006.</p> <p>- Second meeting of the Working Group – Glasgow, 7-8 September 2006.</p> <p>-Third meeting of the Working Group – Berlin 15th January 2007.</p>

# Seminars

Subject	Lead	Notes	Start
External dimension: Attractiveness of the EHEA	Holy See	Theme – the cultural heritage and academic values of European universities and the attractiveness of the EHEA. Aim – was to elaborate and agree on a strategy for the external dimension to strengthen the attractiveness of the EHEA. Outcomes – the clarification of the concept of the external dimension and the identification of the strategies necessary to strengthen it within the Bologna Process.	30 March – 1 April 2006 Rome, Italy
External dimension: Putting the European Higher Education Area on the Map: Developing Strategies for Attractiveness.	Greece	The seminar presented information about the Bologna Process to an external audience. It focussed on information about how the Bologna Process operates and what has been achieved so far in terms of the links and interaction with other areas of the world.	25 -26 June 2006 Athens, Greece
Preparing students for the labour market and lifelong learning – promoting employability of graduates with bachelor qualifications?	United Kingdom / Wales	ESIB, EURASHE and UNICE contributed to the seminar.	12-14 July 2006 Swansea, Wales, UK
Joint degrees – a hallmark of EHEA	Germany	The seminar discussed recent developments as well as the future potential of joint degree programmes. It introduced findings of a study carried out in 2006; presented examples of good practice and discussed possible solutions for existing problems with practitioners and decision makers.	21-22 September 2006 Berlin, Germany
External dimension: competitiveness and capacity building	Norway	The Nordic seminar was opened by the Norwegian Minister of Education and Research and closed by the Swedish Minister of Education, Research and Culture. Emphasis was on areas not focused on in previous seminars eg competitiveness and capacity building.	28 - 29 September 2006 Oslo, Norway
Seminar on European doctoral studies in transition	EUA France with Austria	Part of work on 3rd cycle Further information about the EUA's Doctoral Programmes Project is available on: <a href="http://www.eua.be/eua/en/Doctoral_Programmes.jsp">http://www.eua.be/eua/en/Doctoral_Programmes.jsp</a>	7-9 December 2006. Nice. France

## Seminars continued

Subject	Lead	Notes	Start
Recognition of prior learning and recognition of European degrees outside Europe	Latvia/CofE with ESIB	Poland, ESIB and Belgium (Flemish Community) interested in helping to organise. Link with event under consideration by the Netherlands.	25-26 January 2007, Riga, Latvia
Making Bologna a reality – staff mobility	EI Pan European Structure	EI Pan European Structure Higher Education and Research Standing Committee will finalise the project mid-March	8-9 February 2007, London, England, UK

# Discussion at BFUG

Subject	Notes	Comments
Share expertise to build capacity at institutional and government level		Initial discussion at BFUG, October 2005; agreed Council of Europe and others would continue to offer support as appropriate.
Assisting the new participating countries to implement the goals of the Process		Initial discussion at BFUG, October 2005; Austria and Council of Europe organised an induction meeting for the new member countries in January 2006; report back was given at BFUG, April 2006.
Portability of grants and loans	Proposed by Netherlands	Initial discussion at BFUG 7, October 2005: it was agreed that the Netherlands, in conjunction with other interested parties, would prepare a proposal for further discussion. It was later agreed at BFUG 8 in April 2006 to form a Working Group.
Awarding professional and academic titles – using new three cycle degree system	Proposed by Slovenia	Following further reflection, Slovenia suggested discussion of this topic be deferred until a future date.
Future development of EHEA post 2010 – global and European competition/co-operation, academic mobility etc?	Proposed by UNESCO-CEPES	Link to initial discussion of BFUG October 2006: agreed to give further thought to description of EHEA and development beyond 2010 as part of the Communiqué Drafting Process.
Social dimension	Proposed by France & Germany	Link to discussion of proposals from Working Group on social dimension and data on the mobility of staff and students in participating countries.
European dimension (including joint degrees)	Proposed by France	Agreed at October 2006 BFUG that a discussion of the European Dimension, lead by France, would take place at the March 2007 BFUG.
Staff mobility	Proposed by EI - Pan European Structure	Link to discussion of proposals from Working Group on social dimension and data on the mobility of staff and students in participating countries.
Mobility	Proposed by ESIB and Germany	Link to discussion of proposals from Working Group on social dimension and data on the mobility of staff and students in participating countries.

## Discussion at BFUG continued

Subject	Notes	Comments
Implementation of Quality Assurance standards and guidelines	Proposed by Germany	Link to update from ENQA on European Consultative Forum
Implementation of National Qualifications Frameworks	Proposed by Germany	Link to the report on implementation and further development of overarching qualifications framework.
Exploration of arrangements to support the Process in the future.	Proposed by UNESCO-CEPES	Link to initial discussion of BFUG October 2006: agreed to give further thought to description of EHEA and development beyond 2010 as part of the Communiqué Drafting Process.
External relations - feedback from international events	Proposed by Austria	Include on BFUG agendas as and when required



# Projects

Subject	Lead	Notes	Start
<p>Report on practicalities of implementing a European register of quality assurance agencies – by ENQA in cooperation with EUA, EURASHE and ESIB.</p>	<p>ENQA</p>	<p>Terms of Reference (BFUG7 5b)</p> <ol style="list-style-type: none"> <li>1. E4 group to develop the Register in accordance with the proposals contained in the ENQA Report and endorsed in the Bergen communiqué, subject to the outcome of further analysis by E4 into the purposes and value of the Register;</li> <li>2. ENQA, on behalf of E4 Group, informed BFUG of the results and subsequent timetable at the April 2006 BFUG meeting.</li> </ol>	<p>Terms of Reference agreed by BFUG in October 2005.</p>
<p>Preparation of report on further development of the basic principles for doctoral programmes – EUA, with other interested partners</p>	<p>EUA with Austria France ESIB EuroDoc</p>	<p>Terms of Reference (BFUG7 5a Annex B)</p> <ol style="list-style-type: none"> <li>1. To prepare a report on the further development of the (agreed) basic principles for doctoral programmes to be presented to Ministers in 2007;</li> <li>2. Thus to continue work on the basis of the 10 Salzburg Seminar Recommendations and taking specific account of the issues mentioned in the relevant S of the Bergen Communiqué;</li> <li>3. Thereby taking account of the results achieved and the good practice identified by the 49 Universities participating in the EUA Doctorates Programme project that provided the input for the Salzburg Seminar; and</li> <li>4. To prepare recommendations for the London Communiqué as an integral part of the report.</li> </ol>	<p>Terms of Reference agreed by BFUG in October 2005.</p>

## National & Stocktaking Priorities

- Implement the degree system, quality assurance and the recognition of degrees and study periods (stocktaking)
- Implement the ENQA standards and guidelines for QA (stocktaking)
- Introduce peer review of quality assurance agencies
- Improve student participation and international cooperation in QA
- Elaborate national qualifications frameworks compatible with the overarching framework for qualifications of the EHEA (to be started by 2007) (stocktaking)
- Award and recognition of joint degrees, including at doctorate level (stocktaking)
- Ratify the Lisbon Recognition Convention, ensure full implementation of its principles and incorporate in national legislation as required
- Produce a national plan to improve the recognition of foreign qualifications (stocktaking)
- Create opportunities for flexible learning paths, including recognition of prior learning (non-formal and informal) (stocktaking)
- Remove any obstacles to access between cycles
- Make higher education equally accessible to all
- Ensure necessary institutional autonomy to implement reforms
- Improve synergy between HE and other research sectors
- Achieve an overall increase in the number of doctoral candidates taking up research careers
- Intensify cooperation with business and social partners
- Increase employability of graduates (stocktaking)
- Facilitate the portability of loans and grants
- Lift obstacles to mobility and make full use of mobility programmes, advocating full recognition of study periods abroad within such programmes

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