The Bologna Process – the Decade to come

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Higher education and research in Europe – shifting responsibilities and contexts

- Higher Education remains predominantly a national responsibility, even within the EU 27

- Greater EU competence for research: EU Framework Programmes, European Research Council etc.

- Bologna process: A large Europe (46 countries) looking for convergence > common vision, structures & tools

- The EU 27's Lisbon Strategy: A smaller Europe focused on creating jobs, improving skills, enhancing research & innovation capacity for a European knowledge society

Lisbon Agenda/Strategy/Process
27 Member States of European Union

Bologna Process
46 Bologna Countries

I. Higher education in Europe – different systems & institutional types

- National systems are structured in very different ways – unitary & binary systems, plus tradition of specialised institutions in some countries
- Difficult to know how many institutions there are in the 46 Bologna countries
- Best guess: +/- 4500 of which 1300 in Russia & 1000 in the Ukraine)
- +/- 2000 are PhD awarding institutions (incl. +/-700 in Russia and 300 in the Ukraine)

II. EUA – European universities response to the creation of the European Higher Education Area (EHEA)

- 1998/99 Bologna process initiated by national governments
- Growing demand for universities to have a strong voice – representation, lobbying, services to members
- 2001: EUA created as the result of a merger
- Rapid growth from 570 to 800+ members: both national and individual members:
- EUA represents universities in the Bologna Follow-up Group and increasingly in discussions on the ERA

EUA
European University Association

III. The European Higher Education and Research Areas
1. - The Bologna Process

- A vast reform agenda to enhance the quality of European HE across 46 countries
- Flexibility and partnership as principles - shared responsibility of governments, HEIs, staff & students
- A voluntary process with no legal obligations and a very small bureaucracy
- Enormous progress since 1999: over 95% of HEIs have the 3 cycles in place compared to 53% in 2003 & 82% in 2005 > Trends Reports

III. The European Higher Education & Research Areas– 2. - The Lisbon Strategy & the "modernisation agenda"

- Lisbon Strategy – a European Union priority to increase the competitiveness of Europe – 27 countries

- Focus on improving research & innovation capacity as key to the creation of a knowledge society & on improving employment & skills for the workforce

- Hence the realisation of the key role universities play, linking HE and research, e.g. through their responsibility for doctoral programmes

- Consensus on a "Modernisation agenda" designed to make universities able to respond to societal demands: autonomy, sustainable funding, partnerships..

IV. The Bologna Process: Achievements (1)

European 'reference points' implemented at national & institutional level -

- 3 cycle degree structure – in the context of an overarching Framework for Qualifications for the EHEA

- Transparency & recognition of qualifications - using common tools: ECTS credits & the Diploma Supplement

- Quality enhancement & quality assurance - on the basis of the European Standards & Guidelines (ESG) & the recently launched European Quality Register (EQAR)

- Reform of doctoral programmes on the basis of commonly agreed principles (Salzburg principles)

- A Strategy for the European Higher Education in a global setting

IV. The Leuven Communiqué 2009: A second decade of Bologna reforms (2)

- The objectives are just as valid to-day as a decade ago
- Maintaining momentum: addressing the core challenges of curriculum reform & student centred learning
- Lifelong Learning – more diverse, also part-time learners – more than just widening participation
- Employability remains a concern, specifically for 1st cycle graduates
- Enhancing mobility – 20% benchmark set for 2020
- International openness through policy dialogue and cooperation

V. An international strategy for the EHEA

- A common strategy was adopted in 2007 requiring action at institutional, national & European level
- New element 2009 – first Bologna Global Forum
- "One of the greatest strengths of the Bologna Process is that governments have joined forces with institutions of higher education and their national and European associations, as well as with students and staff and international organizations and institutions. A successful (Global Dimension) Strategy must be based on the same model" (*Global Dimension Strategy, 2007)*

V. Bologna in a global setting: Europeanisation and Internationalisation (2)

- European frameworks, tools and instruments
- Bologna as a way of internationalising European universities & a new basis for enhancing global partnerships
- Rooted in the experiences of European cooperation over the last decade – networking, joint degrees etc.
- Graduate education plays a crucial role given the need for international ersponses to global challenges
- Strategic presence for universities & a more international outlook for students and staff
- For cooperation and competition

VI.- Conclusions: The Impact of Bologna (1)

- Raising the profile of European HE
- Giving European HEIs experience in implementing reforms & increasing their flexibility
- Many of the distinctive features are contributing to raising the attractiveness of European HEIs
- A catalyst for new thinking, along with other changes
- Peter Scott – "Europe thanks to Bologna may have been given the opportunity to respond the C21 agendas" (EUA Bologna Handbook, 2006)

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VI. Conclusions: Looking to the future (2)

- Less a new vision for Bologna than continued engagement to meet the goals already identified
- Especially maintaining the momentum in a changing policy context & many other parallel reform processes
- In particular the broader reform agenda & the challenges of financing European HE
- Improving links between the EHEA & the ERA – more researchers & better career opportunities
- International dialogue & cooperation as a common priority – requires better understanding of mutual concerns and common challenges

Thank you for your attention