

Input statement Bologna Policy Forum

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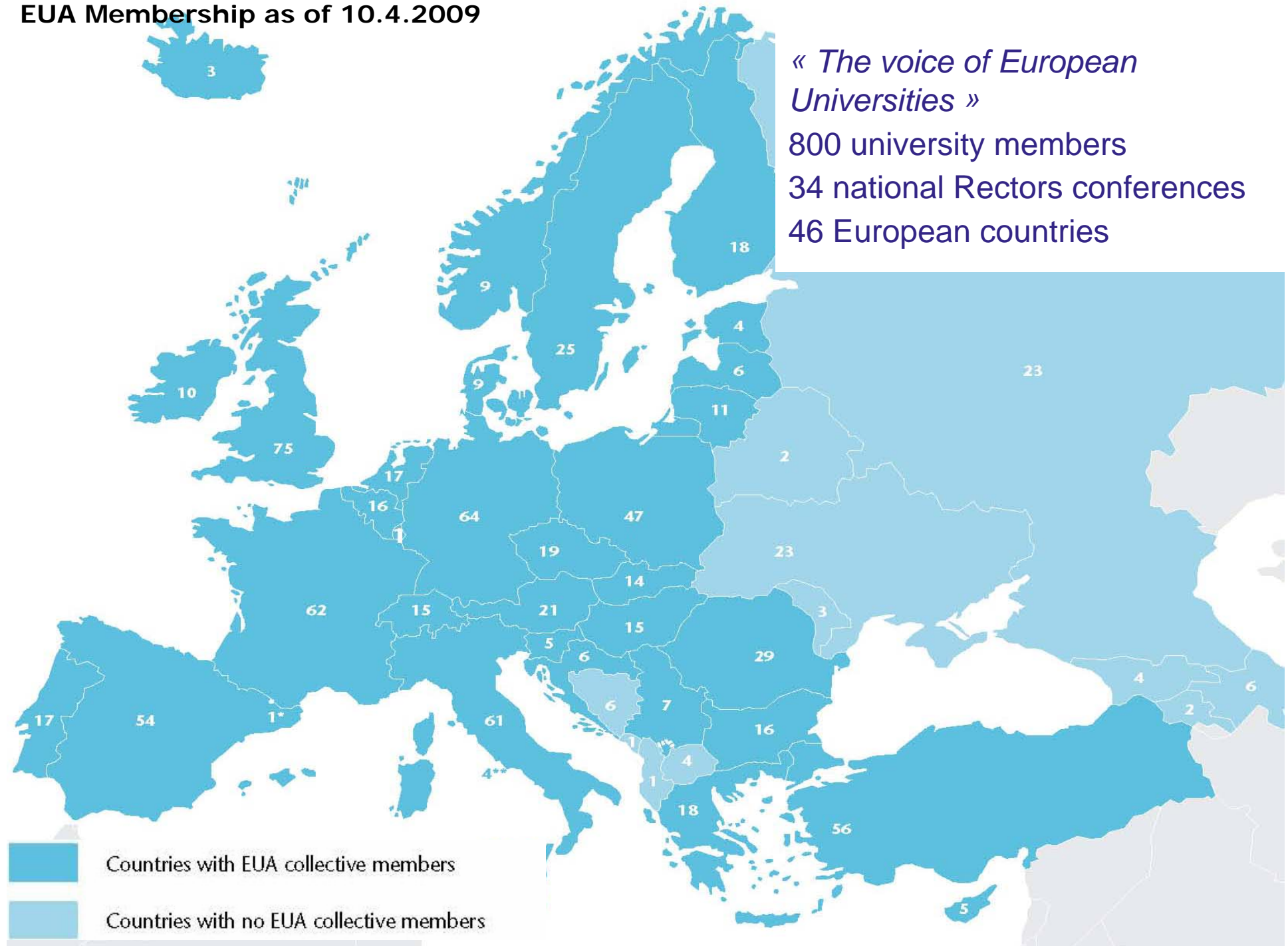
EUA Membership as of 10.4.2009

« *The voice of European Universities* »

800 university members

34 national Rectors conferences

46 European countries



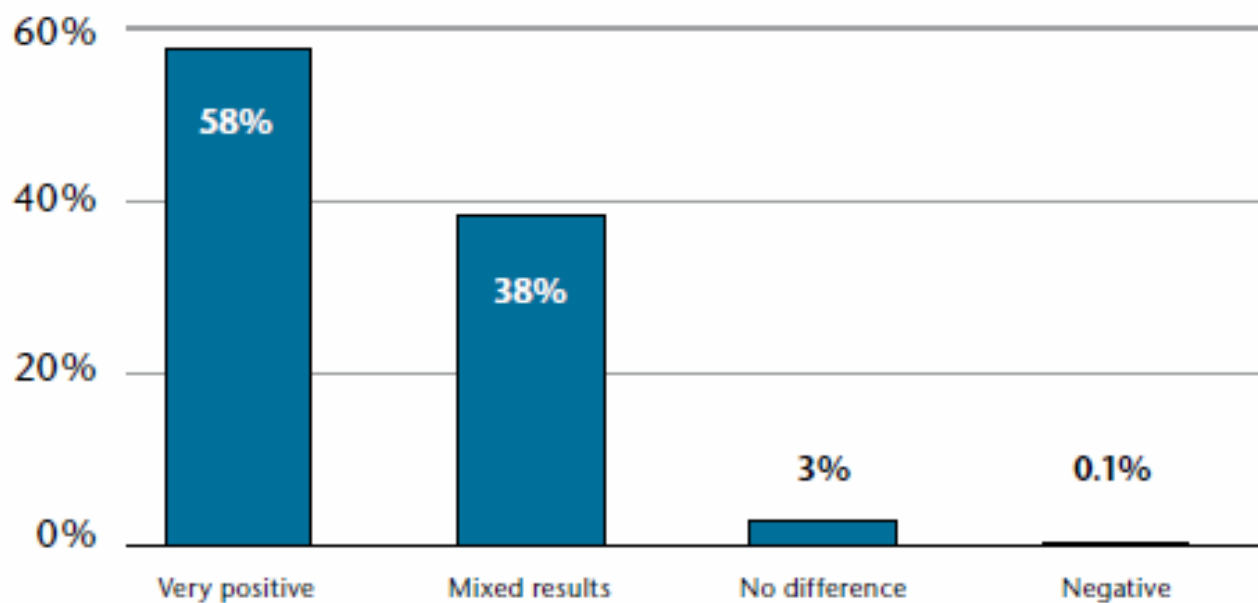
TRENDS 2010 Report: A decade of change in European Higher Education



- More than 800 university responses
- 27 national rectors' associations
- 28 site visits in 16 countries
- 44%/ 58% of European students
- www.eua.be

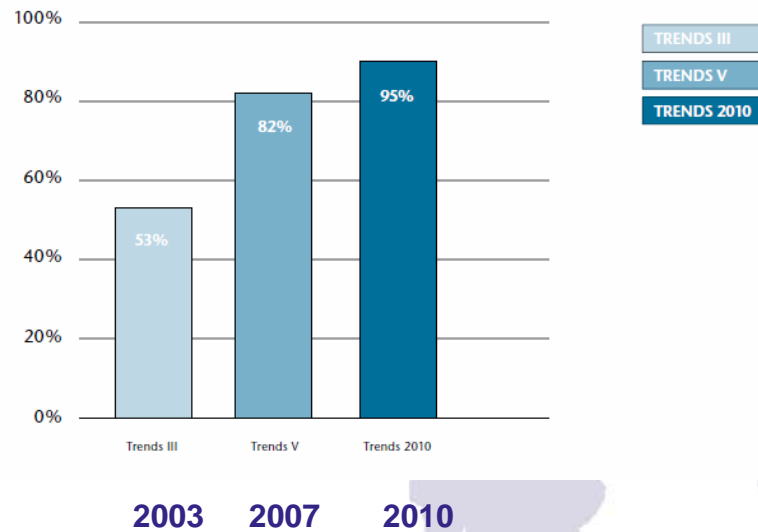
How universities perceive the Bologna Process

Table 5. Q6. In my institution, the realisation of the European Higher Education Area (EHEA) has been

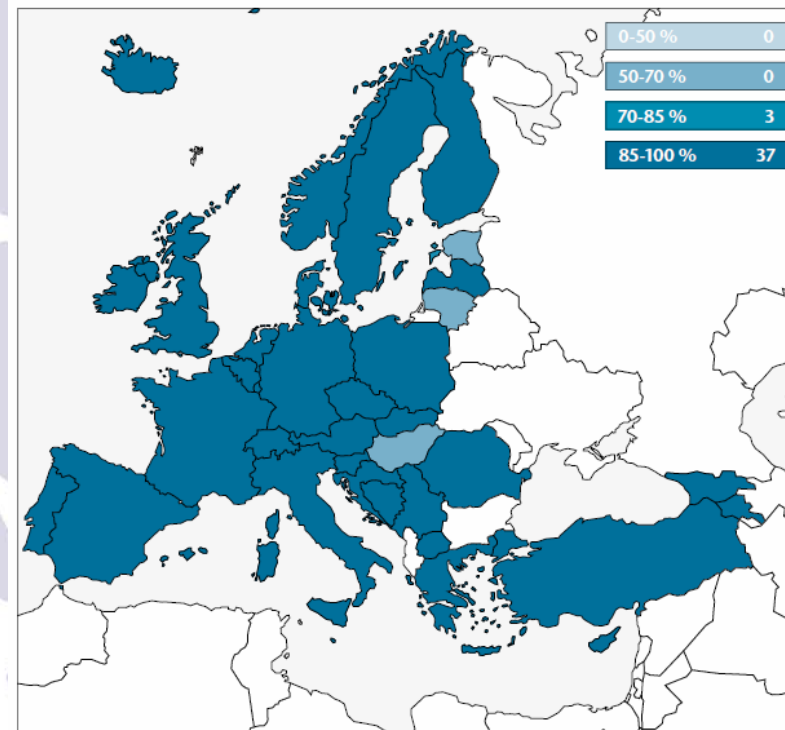


Example: Degree structure

Table 6. Q12. Does your institution have a degree structure based on either two or three main cycles (Bachelor, Master, PhD) in most academic fields?



Map 4 — Implementation of Bologna cycles: Trends 2010 (2010)



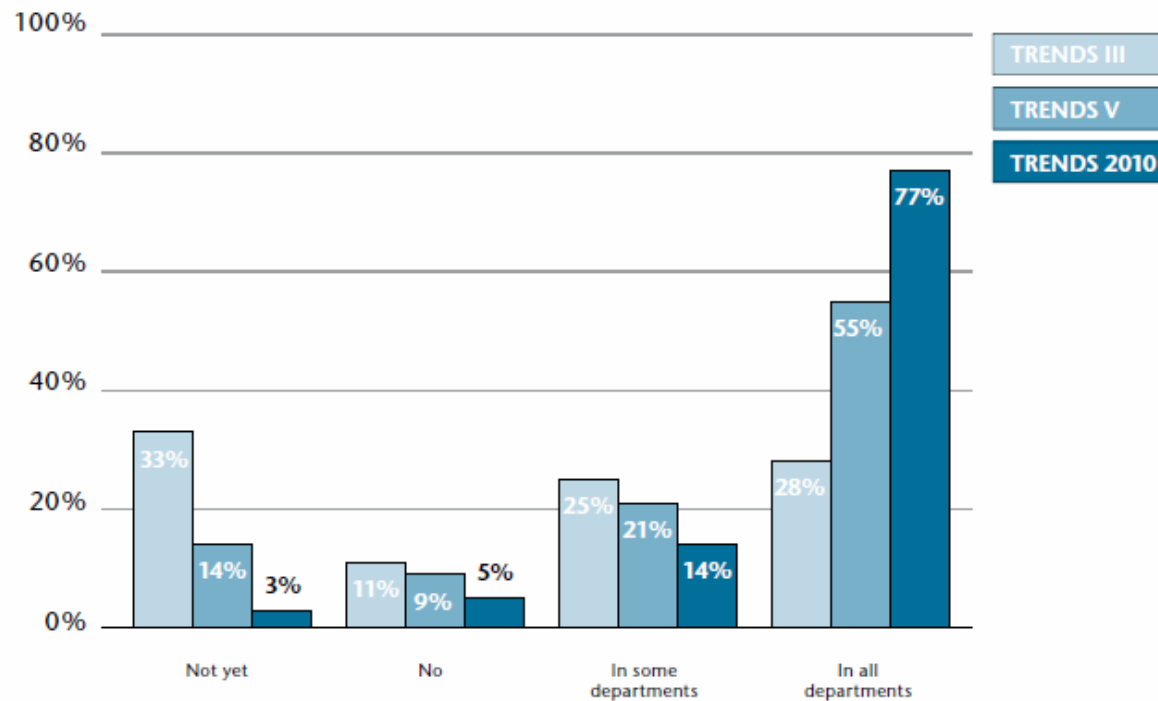


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Example: Curricula reform

Table 7. Q16. Has your institution re-considered curricula in connection with the Bologna Process, particularly with regard to adapting programmes to the new degrees structure?

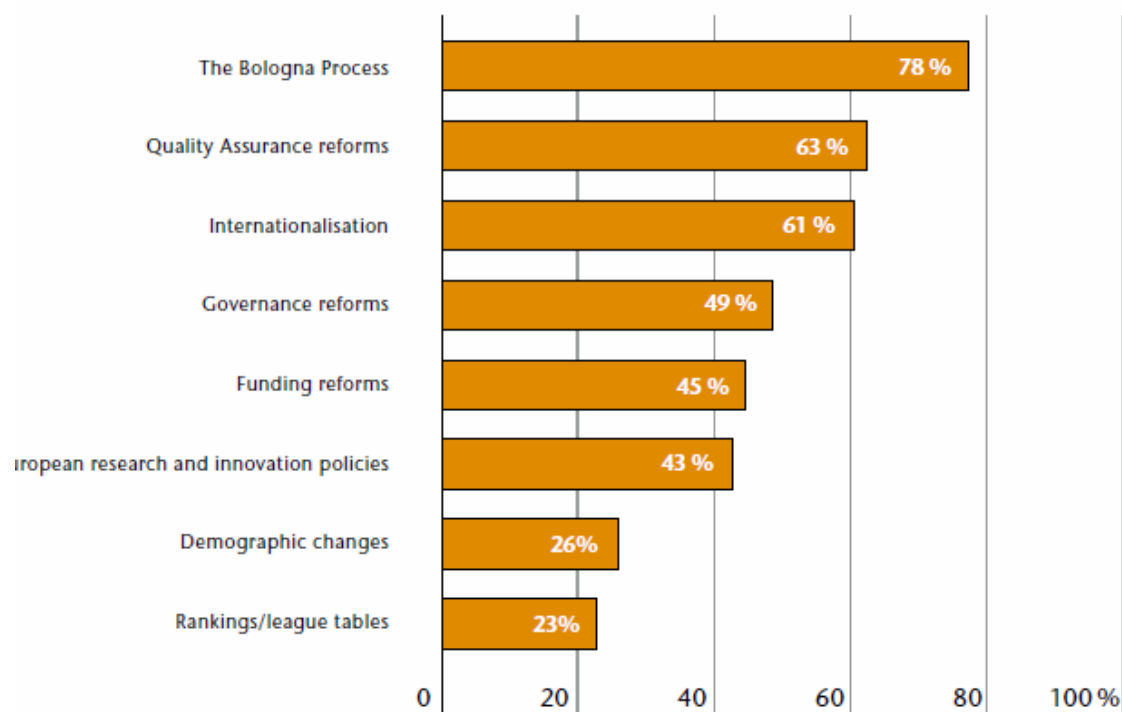


A four point agenda for the next decade

- European Citizens for the 21 Century: Lifelong access to learning
- A partnership to support Quality, creativity and innovation
- The European Knowledge Area
- A European higher education identity in the world

HE reform - driver for change

Table 4. Q7a. Over the past three years, how important have the following developments been for your institutional strategy (high importance)?



Bologna Process - good for Europe.

What about the rest of the world?

- Higher education is international
- Global policy dialogue and partnership are key modes for Europe's interaction with the wider world.
- The Bologna Process is a key opportunity for discussing and cooperating with international partners

EUA's position: Internationalisation imperative

- Global challenges – global responses
- Global problems: environment, energy, economy, demographics
- Research is international
- increased international mobility of people and programmes
- Trends towards supranational coordination in HE-Regional integration?
- Bologna Process
 - ✓ internationally recognised
 - ✓ Enhanced international cooperation
- Autonomy – implications for international exchange and cooperation
 - ✓ Government to Government
 - ✓ University to University
 - ✓ University organisation to university organisation:
 - E.g: Joint statement of ACE, AUCC and EUA on GATS
 - Dialogue processes with partner organisations around the world

EUA's International Goals

- dialogue, exchange and cooperation with partners based on the principle of equal partnership
- Dialogue and solidarity with partner organisations
- Promotion of European Higher Education and Research Area, and the Bologna Process
- Strengthen the European Universities
- Complementary to activities of members
- Monitoring of and active contribution to interregional policy processes:
 - ✓ ASEM Education Process
 - ✓ EU-LAC Higher Education and Knowledge Area

Some recent EUA initiatives

- EU-Asia Higher Education Platform www.eahep.org
- Access-to-Success – cooperation with African partners
<http://www.accesstosuccess-africa.eu>
- The ASEM Rectors' Process
- Dialogue meetings and joint conferences 2009/10
 - ✓ Internationalisation beyond Europe's frontiers: enhancing attractiveness through global Partnership and Cooperation, Giessen, Germany Oct. 2009
 - ✓ Dialogue meeting on EU-LAC, Cartagena, Colombia, February 2010
 - ✓ Development cooperation, Oslo, February 2010
 - ✓ Inter- and intra regional mobility – Accra, Ghana, May 2010
 - ✓ Transatlantic dialogue June – New York, US, June 2010
 - ✓ 2nd ASEM Rectors Conference – Seoul, Nov. 2010



Some of EUA's International Partners

To promote partnerships in higher education and research within Europe and with the rest of the world



ASEAN University Network



I - Bologna Process – Trends Results

EUA represents the European universities and its members are 800 universities and 34 national RC in the 46 Bologna Countries

EUA has been involved in the BP since its very beginning, through active participation at the Ministerial Meetings, and at all official working group, but also through a wide range of initiatives conducted with its members and with partners from Europe and other parts of the world.

A main contribution of EUA are the regular Trends reports, which Pavel Zgaga has mentioned frequently in his presentation. The Trends reports are conducted since 1999, and only yesterday, the TRENDS 2010 Report has been launched, here in Vienna, and its major results are presented also to the European Ministers conference. The reports looks back over the past 10 years, and considers not only Bologna, but other developments. I would like to stress that it is really a report from the universities, as it is based on a questionnaire answered by 27 national RC and more than 800 HEI, host more than 50% of the European studentship.

What could have been an alternative to Bologna?

1. First of all, we think that BP has been successful, in particular when the alternative would have been that 46 countries rest somehow isolated in their national systems, and do reform all by themselves and without any coordination with the neighbouring countries. Today, there is a joint European vision on HE, which leaves sufficient scope for institutional and national diversity. This has also rendered a better visibility of European higher education in other parts of the world.

How Bologna is perceived in the HE community

2. The protest of students and staff in some Bologna countries have to be taken seriously. But if you ask the universities what they think about Bologna – which we did in the TRENDS 2010 – only 0.1% think that Bologna had a negative impact, and 3% think that it had no impact on their institutions. The rest is either positive – and that is the majority, or say it has pro's and con's.

The results of 10 years reform

3. When we look at the reform results in some more detail, we can understand some of the problems that are around: Take the example of the degree system:
 - According to our survey, 95% of the higher education institutions have implemented the 3 cycle degree system of Bachelor, Masters and Doctorates for most of the study courses they offer.
 - 46 national systems have adopted within a decade a joint degree system.
 - And a vast majority states that they have redesigned the curricula
 - But that does not mean that all problems have solved

- While curriculum reform has been conducted diligently at many institutions, in some places it has been rushed through f.e. by cutting the previous long degree in two shorter ones. There is evidently a proliferation of the European Masters' Degree, and it is at times difficult to assess whether is positive or not; and in many countries, the Bachelor degree is not yet fully accepted in the academic world, and on the labour market.
- The assumption is:
 - Sometimes the Bologna reforms have been implemented, without answering the question why and to what purpose – and the answer should of course have been to have better teaching and learning for more and a more diverse group of students.
 - There are circumstances at national and institutional level, that burden or even prevent proper implementation : e.g. there has not been sufficient time allocated to develop the cultural changes that are needed; there have not been sufficient financial means to support the reforms, regulation in other than the education Ministers' portfolios hamper staff and student mobility etc..
 - An issue that clearly impacts, and may also be one of the reasons for staff and student protests: The Bologna Process cannot be implemented top down only, but it has to be done in partnership between the Ministries and the representatives of the university community. This works well at European level – but not everywhere at national level.

4. So, work remains to be done, and therefore, it is very appropriate that we celebrate the launch of the EHEA, but also announce the continuation of the reform process. The first phase has been concluded – but now implementation has to be improved – and this will be priority for the next decade,

At the end of our Trends report, you will find 4 point agenda that we propose for the next decade

- European Citizens for the 21 Century: Lifelong access to learning
- A partnership to support Quality, creativity and innovation
- The European Knowledge Area
- A European higher education identity in the world

II - Global Dimension: Some aspects for the next decade

5. I only want to elaborate her on the last one

A European higher education identity in the world

And this is something you all have contributed to. While Europeans agreed on the EHEA, it is its international recognition has enforced this identity. This has consequences, for European ministries and European universities.

Policy Dialogue and partnership

For my organization, the EUA this means

- That our task is not only to unite the European universities for building the European higher education area, but also to engage for the articulation between the European higher education area and other parts of the world.
- And we have done this for the past years, with growing intensity, by enhancing links with international partners, in particular with our sister organizations, that are regional and national university associations and networks to address issues of mutual interest, and this have been:
 - 1) to explain the European Higher Education and Research Area, and contribute to its recognition, and of course, simultaneously learn about developments in other regions
 - 2) to jointly explore issues that are of critical importance for universities, in Europe and elsewhere;
 - 3) to monitor and formulate input to the interregional governmental agendas: such as the ASEM Education Process, the EU-LAC common HE and Knowledge Area, the EU-Africa Partnership.
 - 4) and to take forward the European discussion on “internationalization”, as clearly there are decisions to be taken, universities and university organizations have a multiple task to develop their international strategies and activities, in cooperation with international partners, but also to contribute to the development of internationalizations agendas at national and European level.

We think this is crucial under two aspects that go far beyond Bologna:

There is an ever longer list of global challenges, and increased interdependency between countries and regions of the world.

While universities in Europe, and here I would like to refer once more to the results of the Trends report think that the most important issue is the Bologna Process, followed by quality assurance and internationalisation, they expect for the years to come that this sequence will change, with QA and internationalisation on top.

So this is probably what should guide us, when we plan for the next decade of the EHEA.