Education and Culture DG

The EU contribution to the Bologna Process

towards the european higher education area
bologna process

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Introduction

The Bologna Declaration of June 1999 set out a vision of a European Higher Education Area by 2010, in which students could choose from a wide range of high quality courses and profit from smooth recognition procedures. A series of reforms was set in motion to make European higher education more compatible and comparable, more competitive and more attractive for Europe's citizens and for students and scholars from other continents. A lot has been achieved, but reforms in some areas still lag behind. Ministers of 46 European countries are meeting in Leuven and Louvain-La-Neuve in April 2009 to take stock of progress and set the agenda for the coming decade.

For the EU, the Bologna Process is part of a broader effort in the drive for a Europe of knowledge which includes:

- lifelong learning and development,
- the Lisbon Agenda for Growth and Jobs and Social Inclusion,
- the Copenhagen Process for enhanced European co-operation in Vocational Education and Training and
- initiatives under the European Research Area.

The Bologna process, steered by European Ministers of Education, is a collective effort of public authorities, universities, teachers and students, together with stakeholder associations, employers, quality assurance agencies, international organisations and institutions. Although the process goes beyond the EU's borders, it is closely connected with EU policies and programmes.

This brochure highlights the contribution of EU policies and programmes to the success of the Bologna process in the areas of:

- *lifelong learning;*
- *student-centred learning;*
- *quality assurance;*
- *transparency;*
- *mobility;*
- *recognition and international openness.*

The text notably refers to initiatives supported under the Erasmus, the Tempus and the Erasmus Mundus programmes. However, Bologna reforms may also be supported through the 7th EU Framework Programme for Research, the Competitiveness and Innovation Framework Programme, as well as via the Structural Funds and EIB loans.

Higher education reforms in a wider context: the need for Lifelong Learning

Changes in society and their impact on Higher Education are evolving ever faster; globalisation, demographic change and rapid technological developments combine to present new challenges and opportunities for third level institutions. Future jobs are likely to require higher levels and a different mix of skills, competences and qualifications. Higher education institutions have a pivotal role to play in the success of our society and economy and their capacity to adapt to these changes and seize new opportunities is crucial.

The severity of the current economic crisis adds an exceptional degree of unpredictability about the future of the world's economy, and underlines the need for skills upgrading at all levels in order to drive Europe's short-term recovery and longer term growth and productivity.

Sustained and increased investment in higher education is essential to drive this growth at local, national and European levels. To this effect, the Commission has proposed a benchmark: that public and private investment in modernised higher education should reach at least 2% of GDP[1].

The Commission - in response to a request from the 2008 Spring European Council - has launched a comprehensive assessment of the future skills requirements and gaps in Europe up to 2020[2]. Forecasts indicate that most new jobs will be created at the highest qualification levels[3], but, compared to other developed economies in North America and Asia, Europe does not have enough young people entering higher education and not enough adults have ever seen a university from the inside. If we want to maintain and improve our standard of living we need to find ways to widen access to initial studies and learning at all ages.

The Commission shares the ambition of the Bologna Minsters that the student body within higher education should reflect the diversity of Europe's populations[4] and believes that each country should set measurable targets for increasing overall student numbers in higher education and widening participation amongst underrepresented groups. The Com-

1 COM(2005) 152 and COM(2008)865

2 http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/ec/99410.pdf

3 http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/498/5191_en.pdf

4 Ambition expressed in London in May 2007 and proposed for confirmation in Leuven and Louvain-la-Neuve in April 2009

mission has proposed that at the EU level at least 45% of 30-34 year olds should have attained higher education[5]. In 2007 it was only 30%.

Universities should be encouraged to open their doors to non-traditional and part-time learners and offer more courses for continuous professional development. Catering for new types of learners requires a fundamental rethinking of how courses are designed and delivered. New learners may not possess all formal requirements for entry into higher education, but they may have acquired the necessary knowledge, skills and competences through self-study or work. More should be done to integrate these potential students into higher education.

Institutions are encouraged to publish their policy and practices for the recognition of non-formal or informal learning, prominently on their website. These policies should include elements such as feedback to learners on the results of the assessment or the possibility for learners to appeal. Institutions are also encouraged to create 'assessment facilities' for counselling on and recognition of non-formal and informal learning and to offer more tailor-made programmes to non-traditional learners, e.g. through working-learning arrangements.

The Commission welcomes the *European Universities' Charter on Lifelong Learning,* developed by the European University Association (EUA). The Charter reminds universities of the actions they should take to open their doors and invites governments to do their part. The Commission supports the idea of partnerships between all stakeholders: universities, public authorities, students, employers and employees. Innovative ideas in the field of lifelong learning can be supported through Erasmus Networks and Erasmus Multilateral Projects: Curriculum Development, Virtual Campuses and Modernising Universities.

5 http://ec.europa.eu/education/lifelong-learning-policy/doc/com865_en.pdf

Student-centred learning

The Bologna Process calls for the introduction of a *three-cycle system* (often called bachelor, master, doctorate). This means more than cutting traditional study programmes in two or three parts. It is an invitation to re-think the content of learning, to make pedagogy more student-centred and to consider whether a given programme of study adequately addresses the needs of graduates; and to consider whether graduates will acquire the knowledge, skills and competences they need to succeed in an ever changing labour market.

Universities have begun to describe their modules and study programmes not only in terms of inputs, such as teaching hours or text books, but also in terms of outputs, i.e. *learning outcomes*: what students know, understand and can do after a process of learning. For this exercise, universities find references in National Qualifications Frameworks, which describe the learning outcomes expected at each level. National Qualifications Frameworks are in turn linked to the overarching European frameworks: the Framework for Qualifications in the European Higher Education Area of Bologna (three cycles) and the EU European Qualifications Framework for lifelong learning (EQF) (which encompasses eight levels, ranging from basic skills to advanced research competences).

The new language of learning outcomes is gradually being introduced across the entire life cycle of learning, from curriculum development to teaching, learning, assessment, recognition and quality assurance.

At the subject area level, universities may draw inspiration from the Erasmus project *"Tuning Educational Structures in Europe"*, a university initiative which defines learning outcomes and competences at different levels for a series of disciplines and cross-disciplinary fields, such as history, mathematics or European studies. The Tuning descriptors may help to define Sectoral Qualifications Frameworks in the years ahead.

Hundreds of universities across Europe have set up partnerships to carry out *Erasmus Curriculum Development* projects, often resulting in joint or double degree programmes, for example the Joint European Master of the Network on Humanitarian Action (NOHA). Dozens of *Erasmus Networks* function as 'think tanks' for a given discipline or theme, defining quality standards and translating societal needs into recommendations for curricular innovation. They aim in particular to ensure that teaching standards reflect cutting edge research.

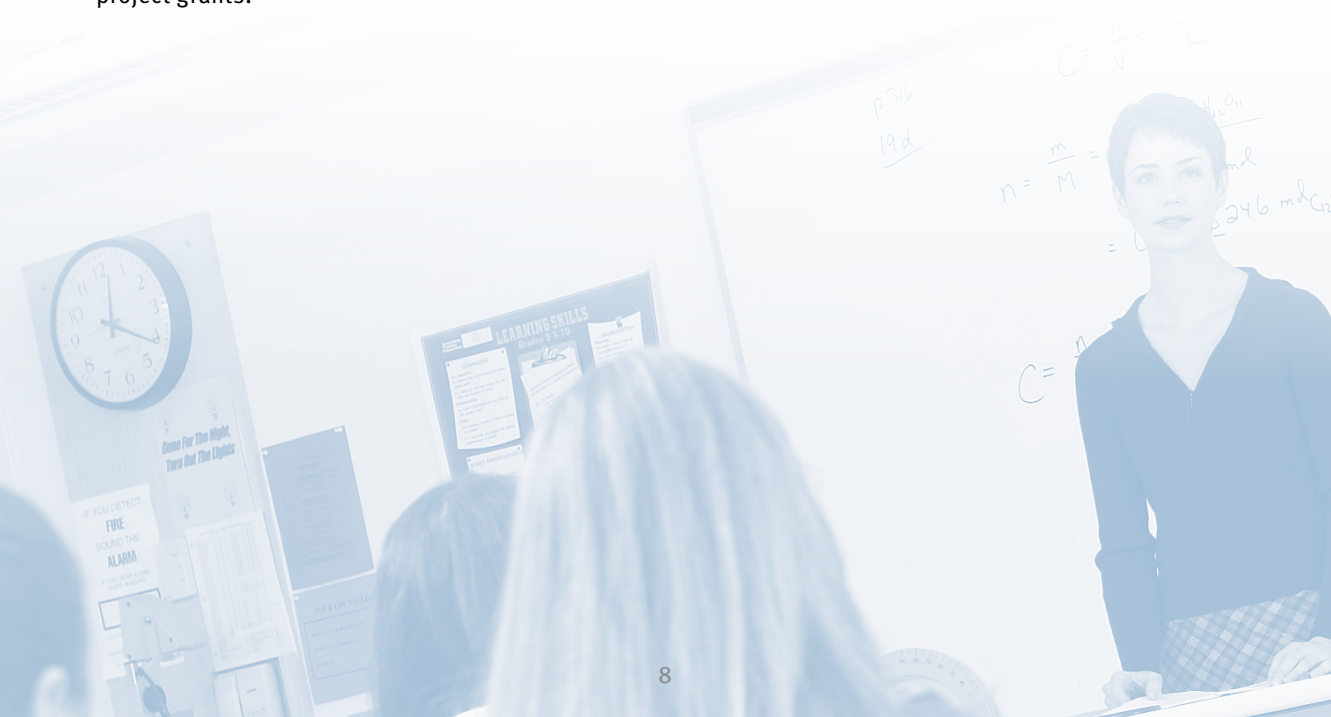
The *University-Business Forum*, established by the Commission in 2008, provides a platform for dialogue on curriculum reform, continuing education, mobility, entrepreneurship, knowledge and governance. The most innovative ideas in these fields may be supported as *Erasmus University-Enterprise Cooperation Projects*.

Better quality in teaching and learning

Continuous *improvement of quality of teaching and learning* is a core task of universities. Institutions can help each other to improve through mutual assistance and benchmarking. The Commission supports such cooperation activities via university networks and associations.

Quality assurance has also an external component as institutions are evaluated regularly by an external quality assurance agency. The reports of these evaluations are published and increasingly put on the Erasmus-supported database "Qrossroads". Most Agencies are or have applied to become member of the European Association for Quality Assurance in Higher Education (ENQA), which the Commission helped to create in 2000 and supports with Erasmus project grants.

Both universities and agencies must comply with the *Standards and Guidelines for Quality Assurance for the Higher Education Area*, adopted by Bologna Ministers in Bergen in May 2005. Agencies which comply with the standards and guidelines may apply to be listed in the European Quality Assurance Register for higher education (EQAR). The Register is open to agencies operating in Europe, be they national or international, public or private, general or subject-specific. The Commission is supporting the development of a series of subject-specific European quality labels, which could/may lend their standards to existing agencies or become agencies in their own right. Examples include the EU-ACE label in engineering and the Eurobachelor, Euromaster and Eurodoctorate labels in chemistry.



The impressive progress made in European quality assurance over the last decade is the result of a fruitful interaction between Bologna Ministerial decisions, EU Council and Parliament Recommendations (1998 and 2006) and sector initiatives, assisted by Erasmus grant support. Thanks to these joint efforts, institutions are better informed about their strengths and weaknesses and students can more easily find detailed information on the quality of individual institutions or programmes.

Transparency of university missions and performances

Quality assurance reports contain a wealth of information, but they do not provide comparisons. The European Commission supports a series of pilot projects to explore ways to enhance the *transparency and comparability of the missions and performance of higher education institutions.* The outcomes of these pilot projects will help students, parents, employers and policy makers to make informed choices between different institutions and their programmes. It will also help institutions to better position themselves, improve their development strategies and find the most suitable partner institutions.

As an input to any future transparency initiative, such as rankings and classifications, the Commission is funding a *feasibility study on a European university data collection.* The project will establish a census of European universities and launch a pilot data collection exercise with particular emphasis on those universities that are research-active. This will provide the foundation for a coherent and integrated European statistical information system on all of the activities conducted by universities, including education and research. The data are to be collected through the National Statistical Offices and the first results will be available in 2010. Such comparable data may - inter alia - provide the basis for future classification and ranking exercises.[6]

The Commission is also supporting a project that tests the possibility for mapping the diversity of higher education institutions according to their various missions such as education, research, innovation, regional involvement and internationalisation. It builds, in part, on the US Carnegie Classification. Results are expected in 2010. Classification allows for comparison and ranking of institutions with similar missions.[7]

Regarding rankings, the Commission considers existing rankings as being rather mono-dimensional, not covering the rich diversity of higher education and excluding issues like teaching and community outreach. This is why, in December 2008, the Commission launched a call for tender for the design and testing of a new ranking. The project will examine ways to measure and make transparent the performances of higher education and research institutions in the execution of their various missions such as education, research, innovation, regional involvement and internationalisation. It will allow the user to evaluate the performance of an institution for each mission related to different fields of study (e.g. engineering or business studies). The project is scheduled to start in May 2009 and the

6 http://ec.europa.eu/euraxess/index_en.cfm?l1=23&l2=0&l3=1&newsletter=16_01

7 http://www.utwente.nl/cheps/research/projects/ceihe/

final report will be available in May 2011.[8]

As regards *education performance*, it is worth noting that OECD is carrying out a pilot project on the Assessment of Higher Education Learning Outcomes (AHELO). The Erasmus supported project "Tuning Educational Structures in Europe" is involved in this exercise. Results are expected in 2010. This type of assessment could, in due course, contribute to the ranking of educational performances of higher education institutions.[9]

Concerning *research performance*, the Commission has set up an Expert Group on the Assessment of University based research, with the objective of developing a multi-dimensional and multi-user assessment methodology, taking into account the diversity in research (e.g. disciplines). The final report of the Expert Group is expected by July 2009. [10]

As regards the "*third mission" of universities*, i.e. knowledge diffusion and interaction with society, the Commission is supporting a project, which develops indicators for benchmarking excellence practices and ranking in three fields: lifelong learning, science parks and international cooperation. The project will report in 2011.

8 http://ec.europa.eu/dgs/education_culture/calls/tenders_en.html

9 http://www.oecd.org/document/22/0,3343,en_2649_35961291_40624662_1_1_1_1,00.html

10 http://ec.europa.eu/transparency/regexpert/detail.cfm?ref=2156&l=E

Mobility of students and staff

Study abroad helps students to acquire new competences and can contribute to their success in the labour market. It also contributes to intercultural dialogue and informed citizenship. Mobility therefore is a central objective of both Bologna Process and EU. It is explicitly mentioned in the Treaty as one of the areas where the Union has a role to play, supporting and supplementing the activities of the Member States.

The Erasmus programme has brought mobility to a wide range of countries and students from different backgrounds. The programme has grown from above 3 000 students in 1987 to over 182 000 in 2007/08. Thanks to Erasmus, some 1.86 million students have studied abroad since 1987 and the objective is to achieve a cumulative total of 3 million by 2012.

These figures are impressive, but they only reach some 4% of the graduate population. Erasmus and non-Erasmus mobility combined is expected to reach 10% of the graduates by 2010. An ambitious but achievable objective for the longer term could be the prior mobility experience of 20% of graduates by 2020.

The introduction of bachelor / master degrees , which is new to most countries, is leading to a new kind of mobility, whereby students do their bachelor's in one country and their master's in another.

Erasmus Mundus has supported 103 different joint master courses to date, involving some 330 (270 EU and 60 non-EU) universities, constituted around 30 broad academic partnerships to cooperate in the development of third countries' higher education systems, and provided scholarships to more than 10 000 students, mainly from third countries. The new phase of the programme (2009-2013) will increase these numbers and expand the cooperation to doctoral studies.

Mobile researchers may benefit from the Marie Curie Actions and the services provided by the EURAXESS portal on jobs, services and rights. Universities are signing the Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, but work is still needed to ensure access to social security and portable pension rights for mobile staff. Career structures should be adapted to facilitate staff mobility, including open international recruitment.

Some universities seem to have overloaded their bachelor programmes as a result of the Bologna

reforms, thereby hampering mobility. These institutions should be encouraged to rethink their course design and introduce a "mobility window" in each programme, which would allow students to study or to do work placement abroad. The European Credit Transfer and Accumulation System (ECTS) tools such as the Course Catalogue and the Learning Agreement help institutions to find the right partners and agree on course content.

Erasmus supported staff mobility has grown from about 7 800 in 1997 to over 34 000 in 2007/08. These brief stays abroad of one or two weeks allow academics and other university staff to do short-term teaching assignments and maintain personal contact with colleagues at partner institutions.

The Commission would like to see more Erasmus-like practices and mobility in general, also for other target groups such as apprentices, volunteers and young entrepreneurs. A Green Paper on learning mobility will be published in Summer 2009, followed by a public consultation.

Recognition of qualifications and periods of study

Students generally seek recognition for what they have learned at home, abroad, in formal education, through self-study or through work experience. Recognition decisions are taken by competent authorities (universities, ministries, employers). Their judgements can be informed by transparency tools developed under the Erasmus programme and further promoted through the Bologna Process, principally ECTS and the Diploma Supplement (DS).

ECTS is a learner-centred system for credit accumulation and transfer based on the transparency of learning outcomes and learning processes. It aims to facilitate planning, delivery, evaluation, recognition and validation of qualifications and units of learning as well as student mobility. ECTS is widely used in formal higher education and can also be applied to other lifelong learning activities.

ECTS credits are based on the workload students need in order to achieve expected learning outcomes. Learning outcomes describe what a learner is expected to know, understand and be able to do after successful completion of a process of learning. They relate to level descriptors in national and European qualifications frameworks.

ECTS started as a pilot scheme for mobile students under the Erasmus programme and is now available to students in the 46 Bologna countries. The Commission supports the use of ECTS through an ECTS Users' Guide, through the advice of ECTS/DS Counsellors (working in National Teams of EU supported Bologna Experts) and through the award of an ECTS Label for the best course catalogues and the best recognition practices.

The Diploma Supplement provides a description of the nature, level, context, content and status of the studies successfully completed by the individual named on the original qualification to which the supplement is appended. The format of the Diploma Supplement has been developed jointly by the European Commission, the Council of Europe and UNESCO-CEPES. The Commission supports the use of the Diploma Supplement though the advice of ECTS/DS Counsellors and through the award of a DS Label for best practice. The Commission also promotes the Diploma Supplement as part of the Europass initiative.

In complicated recognition cases, the competent authorities can rely on the advice of their national

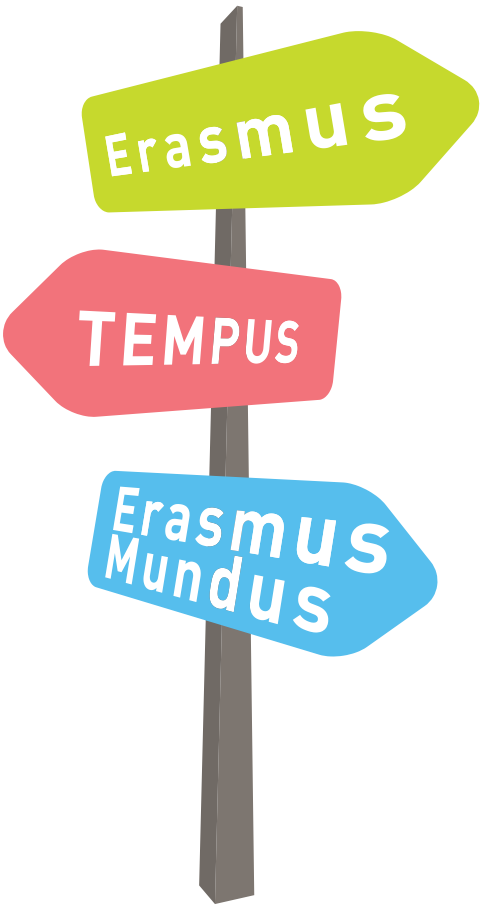
ENIC/NARIC centre, closely connected with the centres in other countries[11].

There is no automatic recognition, except in the case of certain regulated professions falling within the scope of EU Directive 2005/36/EC. Recognition can, however, be made easier through the use of *individual and collective learning agreements*. Individual learning agreements are widely used in the context of Erasmus and ECTS. Collective learning agreements are a new feature. They may be concluded within groups of like-minded higher education institutions, between learning providers and competent authorities within certain regions or within certain sectors. The conclusion of collective learning agreements will become easier thanks to the emerging national and sectoral qualifications frameworks and the close cooperation between quality assurance agencies.

11 European Network of Information Centres (ENIC) coordinated by Council of Europe/UNESCO-CEPES and the National Academic Recognition Information Centres (NARIC), coordinated by the European Commission http://www.enic-naric.net

International openness

Universities have a regional and national function, but most are also engaged in transnational activities at European or even at global level. They enrol students from other continents; exchange students and staff; and engage in projects in education or research with partner institutions from other regions of the world.



Bologna reforms contribute to putting European higher education on the global map. The division of long academic programmes into two cycles (bachelor/master) makes them more accessible and more attractive to local and foreign students. Institutions and programmes are regularly evaluated and the reviews are published on the internet, which can reach a wide audience. Many courses, particularly at master and doctoral level, are now taught in English. All these factors help European universities to become global players.

Bologna Ministers have agreed upon an *external dimension strategy*, focussing on information, promotion, cooperation, recognition and policy dialogue. The European Commission supports the external dimension strategy through its policies and programmes. The EU external policy aims at establishing close cooperation with all world regions and in particular with neighbouring countries through the European Neighbourhood Policy, which includes almost all Bologna signatory states plus the Mediterranean countries. EU Programmes cover a broad range of *capacity building* measures in higher education through the external assistance instruments for pre-accession countries, neighbourhood countries and developing countries (IPA, ENPI and DCI) and more particularly through the Tempus programme, which has an annual budget of approximately €60 million.

Relations with *other continents* are supported through a series of bilateral cooperation programmes: EU-USA/Canada, EDULINK, and ALFA for Latin America and the new Nyerere Programme for Africa. A new multilateral framework for supporting cooperation with industrialised countries has been launched by the Commission in 2007.

Of special importance in this context is the EU's flagship programme for worldwide academic cooperation, *Erasmus Mundus*. Highly integrated European Masters Courses and competitive scholarships are making a powerful contribution to improving the attractiveness of "destination Europe". *Tempus* is also a key higher education cooperation programme which promotes the Bologna principles in the countries surrounding Europe. The programmes the EU has with *US, Canada and other industrialised countries* are a key tool to promote balanced cooperation based on partnership, mobility and policy dialogue. The Marie Curie Actions offer opportunities to individual researchers to participate in a research team in another country. Funding is available for researchers to move both within Europe and internationally.

The Commission has launched the *"Global Promotion Project"*, within the framework of the Erasmus Mundus programme, which aims to strengthen worldwide the image of European higher education. This is being achieved through several initiatives: a user-friendly website "Study in Europe"[12]; by experimenting with services such as European education advisers in other parts of the world; by developing higher education marketing competence at institutional and national level through competence-building workshops; and by organising European fairs and campaigns.

Third countries show an active interest in European higher education reform and policy dialogue. Several third countries will take part in the first *Bologna Policy Forum* to be held in conjunction with the Bologna Ministerial Conference in Leuven and Louvain-la Neuve in April 2009.

12 http://www.study-in-europe.org

Conclusion

Achieving the goals of the European Higher Education Area requires substantial efforts from governments, institutions, students and staff. Good progress has been made so far as can be seen in several EU surveys, supported such as the Bologna Stocktaking Reports, the Eurydice reports on Bologna, EUA (Trends Reports) and ESU (Bologna with Student Eyes). There is strong commitment at national, regional and institutional levels to maintain this momentum. The EU has played an important role in supporting this process. It is up to Education Ministers meeting in Leuven and Louvain-la-Neuve to set priorities for the next decade.

Bologna action lines and reference tools

Bologna Declaration (1999)

1. Adoption of a system of easily readable and comparable degrees
2. Adoption of a system essentially based on bachelor / master
3. Establishment of a system of credits
4. Promotion of mobility
5. Promotion of European cooperation in quality assurance
6. Promotion of the European dimension in higher education

Prague Communiqué (2001)

7. Lifelong learning
8. Higher education institutions and students
9. Promoting the attractiveness of the European Higher Education Area

Berlin Communiqué (2003)

10. European Higher Education Area and European Research Area – two pillars of the knowledge based society.

After Berlin, no new action lines were identified, but some important reference tools were put in place:

- Framework for Qualifications of the European Higher Education Area (Bergen 2005) - linked to the EQF for lifelong learning (EU 2007)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (Bergen 2005)
- European Quality Assurance Register for Higher Education (EQAR) (London 2007)
- Strategy on The European Higher Education Area in a Global Setting (London 2007)

Web sites

POLICY

DG Education and Culture
http://ec.europa.eu/dgs/education_culture/index_en.html
European strategy and co-operation in education and training
http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm
Bologna Process - Higher Education
http://ec.europa.eu/education/higher-education/doc1290_en.htm
http://www.ond.vlaanderen.be/hogeronderwijs/bologna/
Copenhagen Process – Vocational Education and Training
http://ec.europa.eu/education/vocational-education/doc1143_en.htm

PROGRAMMES AND TOOLS

ERASMUS
http://ec.europa.eu/education/lifelong-learning-programme/doc80_en.htm
ERASMUS MUNDUS
http://ec.europa.eu/education/programmes/mundus/index_en.html
TEMPUS (The Trans-European mobility scheme for university studies)
http://ec.europa.eu/tempus
ECTS (European Credit Transfer and Accumulation System)
http://ec.europa.eu/education/lifelong-learning-policy/doc48_en.htm
DS (Diploma Supplement)
http://ec.europa.eu/education/lifelong-learning-policy/doc1239_en.htm
EQF (European Qualifications Framework for Lifelong Learning)
http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm
ECVET (The European Credit system for Vocational Education and Training)
http://ec.europa.eu/education/ecvt/index_en.html
EUROPASS
http://ec.europa.eu/education/programmes/europass/index_en.html
The European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers
http://ec.europa.eu/eracareers/pdf/am509774CEE_EN_E4.pdf

INFORMATION PORTALS

ENIC (European Network of Information centres in the European Region) and NARIC (National Academic Recognition Information Centres) networks
http://www.enic-naric.net
PLOTEUS (Portal on Learning Opportunities throughout the European Space)
http://ec.europa.eu/ploteus
EURAXESS (Researchers in motion)
http://ec.europa.eu/euraxess
QROSSROADS (Finding your way in higher education)
http://www.qrossroads.eu
Study in Europe
http://www.study-in-europe.org

STAKEHOLDERS

ENQA (European Association for Quality Assurance in Higher Education)
http://www.enqa.eu
EUA (European University Association)
http://www.eua.be
EURASHE (European Association of Institutions of Higher Education)
http://www.eurashe.eu
ESU (European Students' Union)
http://www.esib.org

INTERNATIONAL ORGANISATIONS IN THE BOLOGNA PROCESS

Council of Europe
http://www.coe.int
UNESCO-CEPES (UNESCO- European Centre for Higher education)
http://www.cepes.ro

European Commission Supported Initiatives on Higher Education Reform

Below is a small selection of recent reform projects supported by the European Commission under the Erasmus, Erasmus Mundus and Tempus programmes. For a complete listing refer to the following programme web pages:

Erasmus
http://eacea.ec.europa.eu/llp/erasmus/documents/compendia/compendium_2007_en.pdf

Tempus
http://ec.europa.eu/education/programmes/tempus/index_en.html

Erasmus Mundus
http://ec.europa.eu/education/programmes/mundus/index_en.html

Support for the modernisation agenda is also provided through the implementation of the 7th EU Framework Programme for Research and the Competitiveness and Innovation Framework Programme, as well as via the Structural Funds and EIB loans.

THE DEGREE SYSTEM AND MOBILITY

Tuning Educational Structures in Europe IV

A university initiative which defines learning outcomes and competences at different levels for a series of disciplines and cross-disciplinary fields. The fourth phase of the project concentrated on the validation and dissemination of the "Tuning approach" at European level and at the level of the countries and institutions involved, through conferences.
Within Europe, *Tuning* receives support through the Erasmus programme. In Russia and Georgia the expansion of *Tuning* has been supported through the Tempus programme and in Latin America through the ALFA programme. The project is currently expanding to the USA.

Tuning Education Structures in Europe
http://tuning.unideusto.org/tuningeu/

Joint European Master's in International Humanitarian action

It is an inter-university, multidisciplinary postgraduate programme, that provides high quality academic education and professional competencies for personnel working or intending to work in the area of humanitarian action.
http://www.nohanet.org

Polifonia - Erasmus Thematic Network for Music

The project aims at the implementation, monitoring and further development of tools and approaches in relation to recognition, comparability and quality assurance, such as the use of subject-specific competences for the three study cycles based on the 'Tuning' methodology and an assessment of the current use of ECTS and the Diploma Supplement. It is also addressing issues related to the 'Education &Training 2010' Agenda of the Lisbon Strategy, such as improving institutional governance and strengthening links to the music profession.

Kungliga Musikhögskolan

http://www.polifonia-tn.org

South East Europe Doctoral Studies in Mathematical Sciences Description

This project aims to develop structured doctoral studies in mathematical sciences through networking South East European universities, to strengthen master programs in mathematical modelling and financial mathematics and to upgrade laboratories for applied mathematics at consortium members in South East European countries.

Tempus grant 144703-TEMPUS-2008-BA-JPCR

http://unsa.ba/s/index.php?lang=english

Let's Go ! A project Making Mobility a Reality for All Students and Staff

Education International and the European Students Union jointly organised a campaign to promote mobility of students and staff in universities by addressing the main obstacles and challenges.

Education International

http://www.letsgocampaign.net/

MODERNISING HIGHER EDUCATION

Beyond 2010 - Priorities and challenges for higher education in the next decade

Many of the goals of the Lisbon and Bologna processes will not be wholly accomplished across Europe by 2010, despite the ambitions. This project reflects upon and analyses the prospects for university modernisation beyond 2010 and will formulate recommendations on policy priorities for the next decade.

Academic Cooperation Association

http://www.aca-secretariat.be

Equity in Higher Education from a Student Perspective

The project aims to train student representatives to help implement policies to increase equity and efficiency in their own higher education institutions and countries. The project is also setting up a European Student Trainer Network which will train student representatives on how to create an innovative learning experience.

European Students Union

http://www.esib.org

LIFELONG LEARNING

BeFlex Plus: Progress on Flexibility in the Bologna Reform

This project aims to monitor and promote the development of university lifelong learning in the Bologna Process by benchmarking university lifelong learning policy and practice. It also aims at widening the participation of adults in learning opportunities.

European University Continuing Education Network

http://www.eucen.org/BeFlexPlus/Partnership.html

QUALITY ASSURANCE

European Quality Assurance Register EQAR

The European Quality Assurance Register for Higher Education (EQAR) aims at increasing transparency in quality assurance, and thus enhancing trust and confidence in European higher education. EQAR lists quality assurance agencies that operate in Europe and have proven their credibility and reliability in a review against the European Standards and Guidelines for Quality Assurance (ESG).

European Quality Assurance Register

http://www.eqar.eu

Quality Assurance for the Higher Education Change Agenda

European higher education institutions should be innovative, well-managed and forward-looking. The project Quality Assurance for the Higher Education Change Agenda (QAHECA) has been developed by the European University Association (EUA) in order to explore, through a dialogue between universities and quality assurance agencies, how these objectives can best be achieved.

European University Association

http://www.eua.be

Third European Quality Assurance Forum 2008

The European Quality Assurance Forum, co-organised by EUA, ENQA, EURASHE and ESIB, was a European conference on quality assurance in higher education that brought together the main stakeholders in the field – universities and other higher education institutions, quality assurance agencies and students. The thematic focus of the third forum, which took place in November 2008, was "New trends in quality assurance", such as learning outcomes and qualifications frameworks and their implications for quality assurance.

European University Association

http://www.eua.be

Quality Labels in Chemistry - Eurobachelor and Euromaster

The European Chemistry Thematic Network Association has developed a European quality label (Eurobachelor and Euromaster) for bachelor and master qualifications in chemistry and is working on a Eurodoctorate label for chemistry. The project develops criteria and procedures in view of an integrated system of accreditation in the field of chemistry.

ECTNA - European Chemistry Thematic Network Association

http://ectn-assoc.cpe.fr/eurobachelor/

EUR-ACE Implementation: Implementation of a European System for Accreditation of Engineering Education

This project follows up work on the elaboration of a European system of accreditation of engineering programmes at the first and second cycle level. Training of international accreditation experts, promotion of new national agencies where needed, award of first EUR-ACE labels are among the project outcomes.

Universita degli studi di Firenze (IT)

http://www.feani.org

Central Asian Network for Quality Assurance and Accreditation

The project intends to assess the level of convergence in evaluation methods and procedures in the three partner countries (Kazakhstan, Kyrgyzstan, Tajikistan). A Central Asian Network of agencies for quality accreditation and assurance will be developed, with a set of standards, tools and guidelines in higher education institutions for external and internal quality assurance.

Tempus grant 145688-TEMPUS-2008-BE-SMHES

http://www.vub.ac.be/english/index.php

RECOGNITION

ECTS and Diploma Supplement Labels

The Commission (Education and Culture DG) has resumed the award of the ECTS and DS labels. The ECTS and DS labels will be honorary distinctions.

ECTS and DS labels

http://eacea.ec.europa.eu/llp/funding/2008/ects_ds_en.htm

TRANSPARENCY

Classifying European Higher Education Institutions

This project is testing the possibility to map the diversity of higher education institutions according to their various missions such as education, research, innovation, regional involvement and internationalisation. The project will result in a report with recommendations on dimensions and indicators to be used, an on-line self-assessment tool and an organisation model for the implementation of classification. Results are expected in 2010.

Centre for Higher Education Policy Studies

http://www.utwente.nl/cheps/research/projects/ceihe

GOVERNANCE

MODERN

MODERN is a European platform which promotes the modernisation of higher education management. Under the leadership of the European Centre for Strategic Management of Universities (ESMU), MODERN is a consortium of more than 30 partners who have joined forces to provide support to higher education institutions, their leaders and managers.

European Centre for Strategic Management of Universities

http://www.highereducationmanagement.eu/

FUNDING

Towards Full Costing in European Universities

European Universities – Diversifying Income Streams for sustainable institutions (EUDIS)

The first project, terminated in 2008, provided an analysis of the current state of both understanding and development of "full costing" in European higher education institutions and identified the drivers, benefits and obstacles in this process. As a follow-up, the new project EUDIS will explore how universities with different missions and profiles can diversify their income streams, identify the essential external conditions for this, and the obstacles and pitfalls involved.

European University Association

http://www.eua.be

HIGHER EDUCATION AND RESEARCH

DOC-CAREERS - From Innovative Doctoral Training to Enhanced Career Opportunities

The project explores the relations between doctoral programmes and the career development and employability prospects for doctoral candidates. It underlines the need to incorporate demands of a highly diversified labour market directly in the planning of doctoral programme structures; introduces case studies among employers to highlight such demands; and focuses on mobility as an inter-sectoral as well as a cross-border activity.

European University Association

http://www.eua.be

UNIVERSITY-BUSINESS COOPERATION

Good Practices in University - Enterprise Partnerships

One of the core strategies to increase universities' performance are university-enterprise partnerships. There is a huge variety of types of such partnerships. The aim of this project is to support European universities in the development of effective and efficient governance structures and practices in university-enterprise partnerships.

Universidad Politécnica de Valencia

http://www.gooduep.eu

STOCKTAKING

Bologna Process Stocktaking and organisation of the Ministerial Conference at Leuven and Louvain-la-Neuve

General stocktaking of the Bologna process by a working group appointed by the follow-up group. Results to be presented at the Ministerial Conference in Leuven and Louvain-la-Neuve. Financial support is also provided to the Bologna Follow-up group (BFUG) secretariat to organise the Ministerial Conference.

Secretariat of the Bologna Follow-up Group (BENELUX)

http://www.ond.vlaanderen.be/hogeronderwijs/bologna/

Eurydice Summary Report on Higher Education, 2009

A comparative overview of the implementation of selected Bologna reform measures (three cycles, ECTS, Diploma Supplement, National Qualifications Frameworks, Mobility and Portability of student financial support) in the Bologna signatory states.

Eurydice

http://www.eurydice.org

Trends VI

The report, being prepared for the Bologna Ministerial in Budapest and Vienna in Spring 2010, will analyse progress and challenges in the Bologna Process from the perspective of higher education institutions.

European University Association

http://www.eua.be

Bologna with Student Eyes

The report, being prepared for the Bologna Ministerial in Budapest and Vienna in Spring 2010, will analyse progress and challenges in the Bologna Process from the perspective of students.

European Students' Union

http://www.esib.org

Eurostudent

The Eurostudent project III collated comparable data on the social and economic conditions of student life in Europe in 23 European countries.

HIS Hochschul-Informations-System

http://www.eurostudent.eu/

Eurobarometer survey on "Students and Higher Education Reform"

This survey collected data on the students' perception of ongoing reforms in the higher education systems of 31 countries in the beginning of 2009.

http://ec.europa.eu/education/index_en.htm

INFORMATION ON HIGHER EDUCATION REFORM

Support for National Teams of Bologna and Higher Education Reform Experts

Support to national teams of Bologna and higher education reform experts, active in 31 Erasmus countries and 27 Tempus countries. The teams are active locally, also as ECTS/DS Counsellors, and are supported at the European level through mutual learning seminars and web tools.

The Erasmus National Agencies

http://ec.europa.eu/education/programmes/llp/national_en.html

The Tempus National Contact Points

http://ec.europa.eu/education/programmes/tempus/national_en.html

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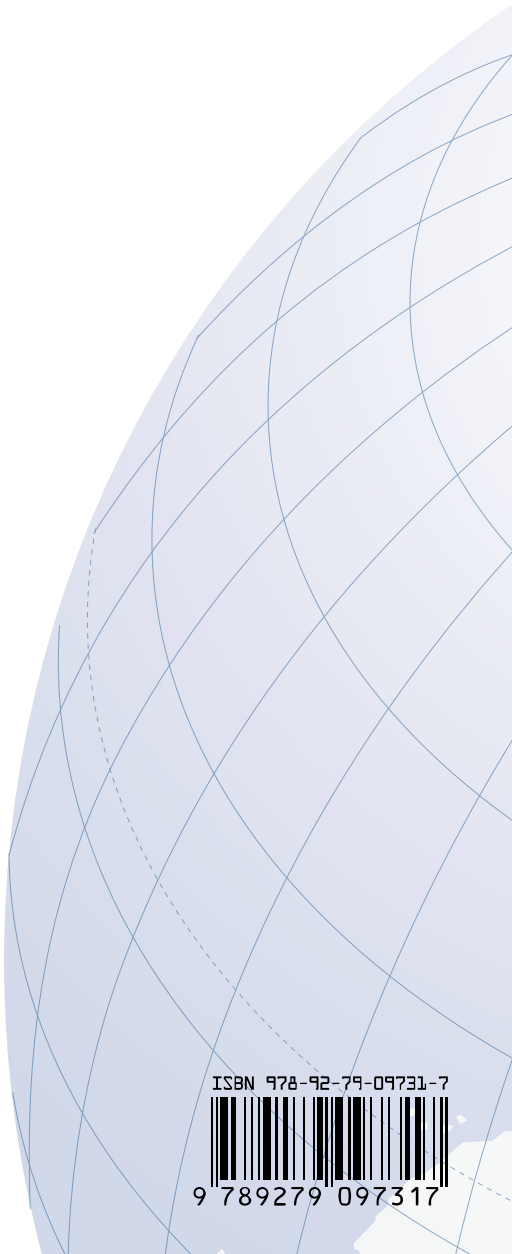

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Education and Culture DG