



Bologna Process



An overview in slides

Izvor: Europska komisija



Bologna Process

A: Bologna: an intergovernmental process

Step 1: Sorbonne Declaration 1998

Step 2: Bologna Declaration 1999

Step 3: Prague Communiqué 2001

Step 4: Berlin Communiqué 2003

Step 5: Bergen Communiqué 2005

B: The role of the European Commission in the Bologna Process

The Commission supports and stimulates Bologna activities at the European level through a range of initiatives.



Bologna Process

A: the intergovernmental process

Sorbonne 1998

Signed by the ministers in charge of higher education of France, Italy, the United Kingdom and Germany

- a convergence of the **overall framework of degrees** in an open European area for higher education
- a **common system of levels** (undergraduate / graduate)
- removing obstacles for **student and teacher mobility** and recognition of degrees and academic qualifications



Bologna 1999

Bologna Process

29 European ministers in charge of higher education laid the basis for establishing a **European Higher Education Area by 2010**.

- a system of easily **readable and comparable degrees**
- a system with **two main cycles** (undergraduate/graduate)
- a **system of credits** (such as ECTS)
- promote **mobility** by overcoming obstacles
- European co-operation in **quality assurance**
- promote **European dimensions** in higher education



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Prague 2001

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The ministers in charge of higher education of 33 European signatory countries met in Prague in May 2001 to follow up the Bologna Declaration

- **commitment** to the objectives of the Bologna Declaration
- active involvement of the European University Association (**EUA**) and the National Unions of Students in Europe (**ESIB**) and the assistance of the **European Commission**
- emphasised **lifelong learning** and the **involvement of students**
- enhancing the attractiveness and competitiveness of the European Higher Education Area to **other parts of the world** (including transnational education)



Berlin 2003

Bologna Process

When ministers met again in Berlin in September 2003, they defined three **intermediate priorities** for the next two years

- **quality assurance** - the need to develop shared criteria and methodologies
- **the two-cycle degree system**- Ministers asked for the development of an **overarching framework of qualifications** for the European Higher Education Area.
- **recognition of degrees and periods of studies** - the importance of the Lisbon Recognition Convention, the **Diploma Supplement** to be provided automatically and free of charge

The ministers also added a new action line to the Bologna Process on **doctoral studies** and the synergy between EHEA and ERA. They also requested a **stocktaking exercise** from the Bologna Follow-up Group.



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Bologna Process

10 Action Lines based on Bologna, Prague and Berlin

Bologna Declaration

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



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Bologna Process

10 Action Lines – based on Bologna, Prague and Berlin

Prague Communiqué

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

Berlin Communiqué

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



Bergen 2005

Bologna Process

This Communiqué was issued by the Ministers responsible for Higher Education in the forty-five participating countries at their mid-term review of the Bologna Process in **Bergen in May 2005**.

- highlights the **central role of higher education institutions** and their staff and students in implementing the Bologna reforms
- adopts the **three-cycle framework with generic descriptors** based on **learning outcomes** and **competences** and commits the 45 participating countries to creating compatible national frameworks.
- **Credit ranges adopted** for the first and second cycles.



Bergen 2005

Bologna Process

- accepted ENQA's standards and **guidelines for quality assurance**, stressing the need for improvement in student involvement and international cooperation.
- welcomed the concept of a **European register of QA agencies**.

*NB: ENQA was established as a network in 2000 to promote European co-operation in the field of quality assurance. In November 2004 it became the **European Association for Quality Assurance in Higher Education (ENQA)**. Membership of the association is open to quality assurance agencies in the signatory states of the Bologna Declaration*



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Bergen 2005

- elaborated on the general **principles of doctoral programmes**, and confirmed the need for these to be aligned with the Bologna Process
- ongoing commitment to mutual **recognition, lifelong learning**; the **social dimension** and **mobility**
- an undertaking to ensure higher education institutions have the necessary **autonomy** and **sustainable funding** to carry out reforms.



B: The role of the European Commission in the Bologna Process

- The Commission participates as a **full member** in the Bologna Follow-up Group and the Bologna Board.
- The Bologna Process coincides in many ways with Commission policy and programmes in higher education, notably **Socrates-Erasmus**.
- The Commission is **linking the Bologna Process with the Copenhagen process** on enhanced European co-operation in Vocational Education and Training, launched in December 2002, developing synergies in important fields such as transparency of qualifications, credit transfer and quality assurance.



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Complementing the Lisbon Strategy

- From an EU perspective the Bologna process fits into the broader co-ordinated policy agenda for EU members defined in **Lisbon** in March 2000 by EU Heads of State and Government.
- In **Barcelona**, in March 2002, the European Council determined that the European education and training systems should become a “*world quality reference*”.
- In Brussels, in March 2005, Europe’s political leaders confirmed in their mid-term review of the Lisbon agenda that **knowledge is critical to economic growth and job creation**, priorities at the heart of the Lisbon Strategy.
- EU Education Ministers have translated this far-reaching ambition into a series of **shared objectives** for the different education and training systems in Europe. Progress in reaching these objectives is evaluated against “**European Benchmarks**”.



Quality Assurance

Bologna Process

- The Commission supports the European network of Quality Assurance Agencies (ENQA).
- The European Union is working on a set of guidelines on quality assurance, incorporating a peer review system and **a European register of quality assurance agencies**, managed by a European Register Committee.
- The Commission's proposal for a **Recommendation on Further Cooperation in Quality Assurance** is currently before the European Parliament and Council for discussion.



Bologna Process

ECTS

- Institutions wishing to introduce ECTS for the first time may apply to the Commission for an **ECTS Introduction Grant**.
- Institutions which use ECTS in all first cycle degree programmes may apply for the **ECTS label** (*next deadline March 2006*).
- Label holding institutions may apply for an “**ECTS for Lifelong Learning Grant**”. They form a fast growing **Pilot Group**, testing the use of "ECTS for Lifelong Learning".
- The Commission has updated **the ECTS Users Guide** on the web and complete it with examples from the ECTS practice. A short brochure "**ECTS Key Features**" is also available on the web.



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Diploma Supplement

- In parallel to ECTS, the Commission promotes the Diploma Supplement, which is a **transcript of studies** which all students in participating countries are eligible to receive in a widely-spoken European language.
- Higher Education institutions may apply to the Commission for a **Diploma Supplement label** (*next deadline March 2006*).
- The Commission has also developed a proposal to integrate the different transparency instruments developed for vocational training (like Europass, European Portfolio and the European CV) into a **single European Framework** called **EUROPASS**, which will include the Diploma Supplement



Bologna Process

Recognition

- The Commission continues to support **the NARIC network** of credential evaluators, cooperating closely with the parallel network of ENIC centres coordinated by Council of Europe/UNESCO-CEPES.
- The Commission supports measures to enhance the visibility and effectiveness of these centres and welcomes in particular the cooperation between ENIC/NARIC and ENQA, exploring the **links between recognition and quality assurance**



Bologna Process

Aligning Qualifications

- The Commission has supported the influential university project "**Tuning** Educational Structures in Europe" in which professors from 135 universities seek to describe the content of qualifications in nine different subject areas in terms of workload, level, learning outcomes, competences and profile.
- The Commission supported the initiative to design an **overarching framework of qualifications** for the European Higher Area, which was accepted at Bergen
- Building on this initiative, the Commission has developed a more elaborated **European Qualifications Framework for Lifelong learning** for EU Member states.



Qualifications Framework

The Commission issued the **Consultation Document on EQF for Lifelong Learning** in early July 2005.

It outlines the main features of a **possible future European Union Qualifications Framework (EQF)**, building on the more general overarching framework approved at Bergen.

The elaboration of an EU-level framework was requested by the EU Heads of Government in March 2005.

The EQF would be **voluntarily implemented** by participating countries as a meta-framework, enabling qualifications systems throughout European education to be **easily related to each other**.



Qualifications Framework

The proposed EQF consists of three main elements:

- 1) a set of **common reference points** (an 8-level structure of defined learning outcomes)
- 2) a range of **tools and instruments** (including an integrated European credit transfer and accumulation system for lifelong learning and the Europass instrument)
- 3) a set of common **principles and guidelines for co-operation** (in quality assurance, validation, key competences etc).



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Promoting Bologna

- The Commission provides interested parties with up-to-date **documentation**, handbooks, case studies and workshops on the Bologna reforms, **providing a European dimension** and a comparative perspective.
- The Commission has set up **National Teams of Bologna Promoters**. All in all, there are currently over 250 Bologna Promoters active throughout the Socrates countries.
- **Bologna Promoters** are selected from among senior Academics, (Vice)Rectors, Deans, Directors of Study, International Relations Officers and Student Representatives, who have been successful in introducing the Bologna reforms in their institutions.



Promoting Bologna

Bologna Process

- Some of the Bologna Promoters also function as **ECTS/DS Counsellors**.
- These National Teams of experts are organised in a **decentralised** way through the Socrates-Erasmus **National Agencies** and are selected in close consultation with public authorities, the national member of the Bologna Follow-up Group and the higher education sector of the country concerned.
- The Commission supports the National teams by providing information and **training seminars** at a European level, bringing together experts from throughout Europe to share experiences and best practice.



Modernising Higher Education

A Council Resolution on the Modernisation of Higher Education expected in 2006.

This will build on the Commission's recent Communication « **Mobilising the Brainpower of Europe**: enabling universities to make their full contribution to the Lisbon Strategy » and its Staff Working Paper « European Higher Education in a Worldwide Perspective »

According to the Commission's Communication, European universities face three main challenges, concerning **quality and attractiveness, governance, and funding.**

The Council resolution will also draw on the findings of an expert **University Working Group** on « HE modernisation in the Lisbon context ».



Tempus-Meda and Tempus-Tacis

Tempus provides financial support for the modernisation of the higher education sector in the EU's **neighbouring partner countries**.

Tempus **Joint European Projects** aim to increase cooperation and network-building. JEPs can support universities in applying the principles of the Bologna Process for example through **curriculum development** which implements the Bachelor-Masters system, or **ECTS**.

Tempus **Structural Measures** provide advisory support for reform processes and HE **strategic frameworks**. Such projects typically address issues linked to the Bologna Process, such as quality assurance, accreditation systems, credit systems, and restructuring of national qualifications frameworks in line with common European developments.



Other Follow-Up Measures

Public open tender for an Information Project on Higher Education Reform (Lisbon Strategy and Bologna Process)

- The selected contractor will assist higher education institutions with the implementation of Bologna reforms through the **provision of materials**, case studies and training seminars which will provide a European dimension and a comparative perspective.

Call for proposals on Higher Education Reforms (Lisbon Strategy and Bologna Process)

- The Commission will support a series of projects which contribute to the priorities set out in the Education and Training 2010 section of the Lisbon Strategy, as well as the **priorities of the Bologna Process**. These proposals may include the organisation of official Bologna Seminars and Conferences in the lead-up to London.