



Education and Culture DG



# The EU contribution to the European Higher Education Area



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Tempus

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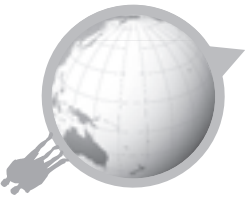
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European Higher Education Area**





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# Foreword

In 1999, the Ministers in charge of higher education from 29 European countries agreed to introduce a set of reforms in their national higher education systems with a view to setting up a European Higher Education Area by 2010. This Bologna Declaration set in motion a series of actions 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.

For many years, the European Commission has been supporting the Bologna Process. Its objectives are fully in line with the EU's modernisation agenda for universities. The Bologna vision of a European Higher Education Area without borders owes a great deal to the Erasmus mobility programme, launched in 1987, and to related EU initiatives and tools such as European Credit Transfer and Accumulation System. In turn, Bologna has inspired many EU initiatives in the area of higher education.

We have now reached the year 2010 and can look back at a decade of intensive reforms all across Europe. It is true that in some areas not all objectives have yet been fully realized but the European Higher Education Area has become a reality. This was possible because European governments have committed themselves to taking a European approach to the modernisation of their national higher education systems.



**Androulla Vassiliou**

Member of the European Commission responsible for Education, Culture, Multilingualism and Youth

This brochure highlights the contribution of EU policies and programmes to European Higher Education Area with regard to:

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

Most of the activities referred to are 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.

As the Commissioner in charge of higher education issues, I welcome the progress achieved so far and look forward to continuing our contribution to this unique collective effort of public authorities, universities, teachers, students, international organisations and other stakeholders.



# 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 economic crisis has added 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<sup>1</sup>.

The Commission – in response to a request from the 2008 Spring European Council – launched a comprehensive assessment of the future skills requirements and gaps in Europe up to 2020<sup>2</sup>. This work includes in-depth assessments of skills supply and demand in Europe undertaken by CEDEFOP, the European Centre for the Development of Vocational Training, 18 sectoral studies that seek to identify emerging competences and future skills needs for key economic sectors and the Report of an independent Expert Group which provides a series of recommendations on how to take work further on the New Skills for New Jobs initiative in the context of the EU's future 2020 strategy for growth and jobs.

Forecasts indicate that most new jobs will be created at the highest qualification levels<sup>3</sup>, 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.

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

2 [http://www.consilium.europa.eu/ueDocs/cms\\_Data/docs/pressData/en/ec/99410.pdf](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](http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/498/5191_en.pdf)



The Commission shares the ambition of the Bologna Ministers that the student body within higher education should reflect the diversity of Europe's populations<sup>4</sup> and welcomes the request, formulated in 2009 in Leuven/Louvain-la-Neuve<sup>5</sup>, that each country should set measurable targets for increasing overall student numbers in higher education and widening participation amongst underrepresented groups. EU Member States have adopted the benchmark that by 2020 at least 40% of 30-34 year olds should have attained higher education. In 2007 it was only 30%.

Governments should establish strategies for lifelong learning and encourage their universities 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 or distance 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 in the Lifelong Learning Programme: Curriculum Development, Virtual Campuses, Modernising Universities, Cooperation between universities and enterprises.

4 Ambition expressed in London in May 2007.

5 [http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/Leuven\\_Louvain-la-Neuve\\_Communicqu%C3%A9\\_April\\_2009.pdf](http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/Leuven_Louvain-la-Neuve_Communicqu%C3%A9_April_2009.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 European Joint Master Programme in Human Rights and Genocide studies.

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](#).

The Commission supports university action to modernise doctoral programmes, involving stakeholders from industry. Growing numbers of mobile researchers, and in particular doctoral candidates, receive support under the Marie Curie Actions, Erasmus, Erasmus Mundus and the European Institute of Innovation and Technology (EIT).



# 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 sup-

porting 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 EUR-ACE label in engineering and the Eurobachelor, Euromaster and Euro-doctorate 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.

Notwithstanding this overall positive development, the European dimension of quality assurance is still limited. There are only a few examples of institutions seeking evaluation or accreditation from foreign agencies and only a few examples of governments opening up quality assurance in their country to other registered agencies. As a result, there is little comparative information which hinders mobility and further quality improvement.



In its Report on progress in quality assurance in higher education (2009) the European Commission invited all stakeholders concerned to:

- make the quality assurance infrastructure more efficient and transparent for users;
- make clearer reference in the European Standards and Guidelines (ESGs) to Bologna priorities and tools such as mobility, employability, EQF, ECTS and the Diploma supplement;
- stimulate institutions to go cross-border, for example by developing European Quality Seals and quality principles for cross-border higher education, joint and double degrees thus avoiding the need for multiple accreditations.



# 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**<sup>6</sup>. 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.

One important project in this context which the Commission is supporting is the classification project 'U-map'. In this project the diversity of higher education institutions has been mapped against five missions: education, research, innovation, regional involvement and internationalisation. It builds, in part, on the US Carnegie Classification. The Internet tool which has been developed allows for comparison of institutions with similar missions<sup>7</sup>.

This classification project forms the basis for the feasibility study on the 'design and testing of a multi-dimensional global university ranking'<sup>8</sup>, which began in May 2009 and will deliver its final results in May 2011. The Commission has launched this study in response to growing frustration over the simplistic and mono-dimensional character of existing rankings, which focus on research alone and on entire institutions and their reputation rather than at programme and discipline level. The aim of this pilot study which will focus on the engineering and business studies sectors is to develop a multi-dimensional ranking framework, which covers the different missions and performances of institutions and their programmes, and which is independent, global and user friendly. In the ranking model to be developed, users will be able to select their own priorities and construct a 'tailor-made' personal ranking.

6 [http://ec.europa.eu/education/higher-education/doc1651\\_en.htm](http://ec.europa.eu/education/higher-education/doc1651_en.htm)

7 <http://www.u-map.eu>

8 <http://www.u-multirank.eu>



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. This type of assessment could, in due course, contribute to the ranking of educational performances of higher education institutions<sup>9</sup>.

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.

And finally the European Commission has launched a feasibility study for the creation of a ‘European University Data Collection’ to provide the foundation for a coherent and integrated European statistical information system on all activities conducted by universities, including education and research. Final results are expected in 2010.

<sup>9</sup> [http://www.oecd.org/document/22/0,3343,en\\_2649\\_35961291\\_40624662\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/22/0,3343,en_2649_35961291_40624662_1_1_1_1,00.html)



# 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 3 000 students in 1987 to over 182 000 in 2007. Thanks to Erasmus, over 2 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. The European Commission welcomes the ambitious but achievable objective decided in Leuven/Louvain-la-Neuve<sup>10</sup> that by 2020 20% of those graduating in the European Higher Education Area should have had a study or training period abroad.

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 up to now 133 joint masters courses and 13 joint doctoral programmes, involving some 700 universities from all countries worldwide, and the establishment of 63 broad academic partnerships as a basis for student and academic exchanges. Scholarships have been provided to more than 20 000 students and several thousands of academic staff, mainly from third countries to the EU. Moreover, Erasmus Mundus has supported 54 projects to promote European Higher Education, including studies, surveys, conferences, etc.

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

<sup>10</sup> [http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/Leuven\\_Louvain-la-Neuve\\_Communicu%C3%A9\\_April\\_2009.pdf](http://www.ond.vlaanderen.be/hogeronderwijs/bologna/conference/documents/Leuven_Louvain-la-Neuve_Communicu%C3%A9_April_2009.pdf)





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 32 000 in 2007. 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.

Learning mobility helps young people in all learning contexts, not just in higher education, to strengthen their future employability as well as their personal development, but it is also good for institutions and societies: it can make education and training systems as well as institutions more European and international, and help combat the risks of isolationism, protectionism and

xenophobia. This is why President Barroso in September 2009 proposed the initiative ‘Youth on the Move’ which should, by 2020, give all young people in Europe the possibility to spend a part of their educational pathway in other Member States. In elaborating this initiative the Commission builds on the substantial feedback it received to its consultation on the 2009 Green Paper<sup>11</sup> ‘Promoting the learning mobility of young people’.

In the context of the European Partnership for Researchers the countries of the European Research Area are committed to open recruitment. All publicly funded research positions are published on the EURAXESS Jobs Portal. More than 1 000 institutions have signed up to the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. The Commission is exploring ways to improve the coordination of national social security regimes for mobile researchers and has launched a feasibility study on the creation of pan-European Pension Funds for researchers.

11 Green Paper [http://ec.europa.eu/education/news/news1535\\_en.htm](http://ec.europa.eu/education/news/news1535_en.htm)



# 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 institutions with the best course catalogues and the best recognition practices.

In 2009 the EU presented a new ECTS Users' Guide<sup>12</sup> that had been prepared with the help of ECTS experts from higher education institutions. It takes into account the development of ECTS from a tool for transfer of credits to one for transfer and accumulation and also the increased importance of learning outcomes.

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 through the advice of ECTS/DS Counsellors and through the award of a DS Label for best practice. The Commis-

<sup>12</sup> [http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide\\_en.pdf](http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf)





sion 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<sup>13</sup>.

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.

<sup>13</sup> 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>

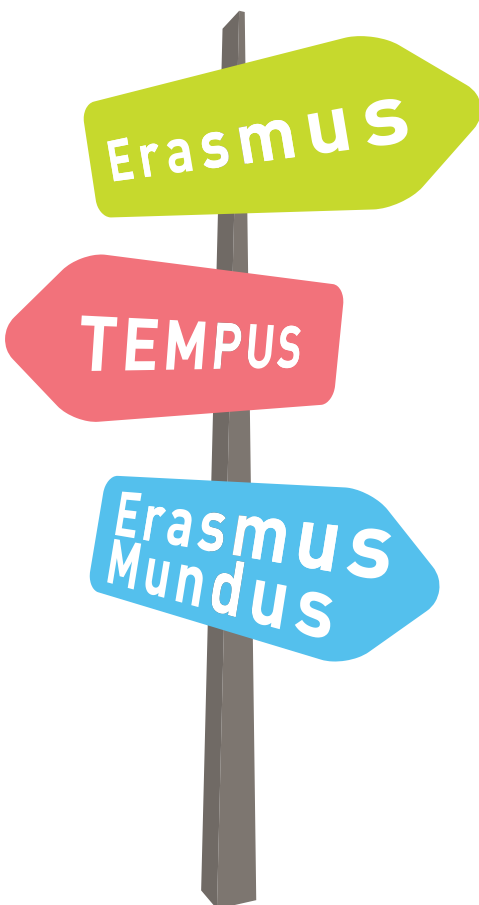


# International openness

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. 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. 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 and more particularly through the Tempus programme, which has an annual budget of approximately €55 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 and doctoral courses, consolidated international academic partnerships, and competitive scholarships are making a powerful contribution to improving the attractiveness of 'destination Europe'.

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 launched the '**Global Promotion Project**', within the framework of the Erasmus Mundus programme, which aims to strengthen the image of European higher education worldwide. Outputs included: a user-friendly website 'Study in Europe'<sup>14</sup>; a pilot network of European education advisers, competence-building workshops for those involved in higher education marketing at institutional and national level and a 'Study in Europe' presence at international education fairs.

Third countries show an active interest in European higher education reform and policy dialogue. Fifteen third countries took part in the first **Bologna Policy**



**Forum**, held in Louvain-la-Neuve in April 2009, and many more will attend the second Bologna Policy Forum in March 2010 in Vienna. The EU is having regular policy dialogues with countries around the world and sees the Bologna Policy Fora as a useful opportunity for exchange on higher education issues on a global scale.

<sup>14</sup> <http://www.study-in-europe.org>



# Conclusion

A lot has been achieved during the first decade of Bologna, but for the European Higher Education Area to become fully operational, further substantial efforts from governments, institutions, students and staff are needed. 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 until now and will continue its support in those areas where synergies can be expected between the EU's policy objectives and those of the European Higher Education Area.

# 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)
- Mobility benchmark for 2020 (Leuven/Louvain-la-Neuve 2009)
- Benchmark for widened participation by 2020 (Leuven/Louvain-la-Neuve 2009)



# Web sites

## POLICY

### **DG Education and Culture**

[http://ec.europa.eu/dgs/education\\_culture/index\\_en.html](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](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://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](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](http://ec.europa.eu/education/lifelong-learning-programme/doc80_en.htm)

### **ERASMUS MUNDUS**

[http://ec.europa.eu/education/programmes/mundus/index\\_en.html](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](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](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](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](http://ec.europa.eu/education/ecvt/index_en.html)

### **EUROPASS**

[http://ec.europa.eu/education/programmes/europass/index\\_en.html](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](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 web page:

[http://eacea.ec.europa.eu/llp/results\\_projects/project\\_compendia\\_en.php](http://eacea.ec.europa.eu/llp/results_projects/project_compendia_en.php)

Support for the modernisation agenda is also provided through the implementation of the 7<sup>th</sup> 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. The fourth phase was followed by two Tuning sectoral qualifications framework projects, in Social Sciences (2008) and Humanities and Arts (2010).

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. In 2009, the project has expanded 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>



### ***European Joint Master Programme in Human Rights and Genocide Studies***

This master programme, developed by four European institutions, was launched in October 2008 as a joint postgraduate programme (90 ECTS credits) on a subject which is best tackled from a transnational perspective, namely: how genocide might be prevented or halted.

<http://www.humanrightsandgenocidestudies.eu/>

### ***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>

### ***Feasibility study to examine the potential need for a Student Lending Facility at European Level***

This study will investigate options for the feasibility of establishing a pan-EU student lending scheme in support of learning mobility, building upon earlier research in this area. Work will be carried out during 2010 and the results of the study will be available at the beginning of 2011. Further information on the terms of reference for this study can be accessed at:

[http://ec.europa.eu/education/news/news1861\\_en.htm](http://ec.europa.eu/education/news/news1861_en.htm)

## **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***

All students do not have the same possibilities to enter, participate in and complete higher education. This project seeks to raise awareness about equity problems and suggests solutions through group training, an e-learning platform, a handbook and more.

#### **European Students Union**

<http://www.esu-online.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>

### *Grossroads Database*

The European Consortium for Accreditation has launched a Commission supported database called Grossroads. This database contains quality reviews by accreditation agencies and seeks to make these reviews more accessible to a wider audience.

<http://www.grossroads.eu>

### *Quality Labels in Chemistry – Eurobachelor and Euomaster*

The European Chemistry Thematic Network Association has developed a European quality label (Eurobachelor and Euomaster) for bachelor and master qualifications in chemistry and is working on a Eurodoctorate label for chemistry. The label is awarded to programmes meeting the agreed standards.

#### **ECTNA – European Chemistry Thematic Network Association**

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

### *EUR-ACE Implementation and the EUR-ACE Label*

This project has elaborated a European system of accreditation of engineering programmes at the first and second cycle level. Training of international accreditation experts and the award of the EUR-ACE labels are among the project outcomes.

#### **Università degli studi di Firenze (IT)**

<http://www.enaee.eu>

### *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 are honorary distinctions.

#### **ECTS and DS labels**

[http://eacea.ec.europa.eu/llp/events/2009/ects\\_ds\\_conference\\_2009\\_en.php](http://eacea.ec.europa.eu/llp/events/2009/ects_ds_conference_2009_en.php)

## TRANSPARENCY

### *Classifying European Higher Education Institutions*

This project has mapped the diversity of higher education institutions according to their various missions such as education, research, innovation, regional involvement and internationalisation. The project has resulted in a classification model and an on-line self-assessment tool to be used by higher education institutions.

#### **Centre for Higher Education Policy Studies**

<http://www.u-map.eu>

### *Feasibility Study on a Multi-dimensional Global Ranking*

In May 2009 the Commission launched a feasibility study, carried out by the CHERPA-consortium, to design and test a multi-dimensional global ranking framework in the pilot sectors engineering and business studies. The ranking to be developed should cover the diverse missions and performances of institutions and will be customisable to meet the needs of different users. Final results to be delivered in May 2011.

<http://www.u-multirank.eu/>

## FINANCIALLY SUSTAINABLE UNIVERSITIES

### *Towards Full costing and European Universities Diversifying Income Streams (EUDIS)*

EUA's two projects on universities' financial sustainability analyse the drivers, benefits and key conditions for higher education institutions to (i) identify the real costs of their activities through implementation of full costing systems and (ii) develop income diversification strategies embedded in the institutional mission and profile. The ongoing EUDIS project maps the status of such diversification across Europe and provides examples of best practices which will be showcased in an Experts Conference in April 2010.

#### **European University Association**

<http://www.eua.be/eudis>

## 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>



### ***DOC-CAREERS II – Promoting Collaborative Doctoral Education for Enhanced Career opportunities***

A follow-up action of DOC-CAREERS I, DOC-CAREERS II will further explore one of the key finding i.e. that collaborative doctoral education schemes are very diverse and tend to include local and regional cultural differences. In order to capture the diversity, DOC-CAREERS II will look at how universities work with their regional partners (local enterprises, non-university research institutions, non-governmental organizations and other partners). Activities will include dissemination of good practices and collection of case studies.

#### **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>

## **INFORMATION ON HIGHER EDUCATION REFORM**

### ***Focus on Higher Education in Europe 2010: the impact of the Bologna Process***

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

#### **Eurydice**

<http://www.eurydice.org>

### ***Trends 2010***

The report prepared for the Bologna Ministerial in Budapest and Vienna in Spring 2010, analyses one decade of Bologna reforms from the perspective of higher education institutions.

#### **European University Association**

<http://www.eua.be>

### ***Bologna at the Finish Line***

This analysis will look from a students' perspective at ten years of reform in such areas as funding and student-centred learning.

#### **European Students' Union**

[www.esu-online.org](http://www.esu-online.org)

### ***Eurostudent***

The Eurostudent project III collated comparable data on the social and economic conditions of student life in Europe in 23 European countries. The fourth Eurostudent report will be completed in October 2011 and will contain data from almost 30 countries.

#### **HIS Hochschul-Informations-System**

<http://www.eurostudent.eu/>

### ***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](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](http://ec.europa.eu/education/programmes/tempus/national_en.html)

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