



Implementing Bologna: European Commission's Perspective

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Structure

- The political framework:
E&T 2020 and Europe 2020
- What the Commission can do:
programmes and tools
- The European Commission and Bologna
- Mobility and attractiveness



Main policy references



- Bologna Process:
European Higher Education Area by 2010 (EUR 46)
- Lisbon Strategy for Growth and Jobs:
Knowledge Society by 2010 (EU 27 + 6)



- Bologna Process 2.0
Agenda for 2020 (defined in Leuven)
- EU 2020 and E&T2020



The political framework: E&T 2020 and Europe 2020



- **Education & Training 2020**
defines priorities for cooperation among EU Member States in these areas
- **Europe 2020**
defines the general political agenda for the EU to reach smart, sustainable and inclusive growth through an economy based on knowledge and innovation.



Education & Training 2020

EU 2020

**Updated strategic framework for European
co-operation in education and training
ET2020**

**Lifelong
learning +
mobility**

**Quality and
efficiency**

**Equity +
social
cohesion**

**Creativity+
innovation**



Education & Training 2020



- Strategic framework for co-operation in education and training
- Agreed by Council in May 2009
- Implementation of the Strategy, including the working methods was discussed at the High Level Group in Madrid 30th Nov-1st Dec 2009.
- Four key areas
 1. Making lifelong learning and mobility a reality
 2. Improving the quality and efficiency of education and training
 3. Promoting equity, social cohesion and active citizenship
 4. Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training



What the Commission can do



- ‘Soft law’: non-legally enforceable instruments, which may aid the interpretation and/or application of Community law

- Article 165 of the Lisbon Treaty:

“The Union shall contribute to the development of quality education by **encouraging cooperation between Member States** and, if necessary, **by supporting and supplementing their action**, while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems and their cultural and linguistic diversity.”



What the Commission can do



- Policy instruments:
 - Open Method of Coordination in Education and Training
 - Peer Learning Activities
- Financial instruments:
 - European programmes
 - Tools and networks from EU programmes

Higher education and research are high on the EU agenda.
Reforms are needed to allow universities to play
their full part in reaching policy objectives



What the Commission can do: policies



- Policy dialogues on topics of common interest in education and training and culture and multilingualism
- To be seen in the larger context of the Commission's external relations' policies and programmes, and of international agreements signed with partner countries and regions.
- Commission wants to highlight the attractiveness of EU education, training and culture worldwide and enable participants (from inside and outside the EU) to benefit from each other's experience and achievements



What the Commission can do: programmes and tools



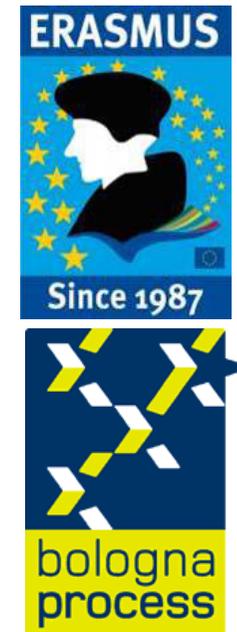
- Tempus (capacity building)
- Erasmus Mundus
- Bilateral programmes with US, Canada, Australia, Japan, New Zealand, Korea
- Edulink for Africa, ALFA for Latin America
- Tuning programme (Europe, Latin America, USA, Africa...)
- ECTS, Diploma Supplement, European Qualifications Framework, www.study-in-europe.eu, ...



EU policy and EU programmes: Erasmus and Bologna



- Easily readable and comparable degrees (Diploma Supplement)
- Two main cycles (undergraduate/graduate)
- Credit system, such as ECTS
- Promotion of mobility
- European cooperation in quality assurance;
- Promoting European dimension in HE



Since the early 2000s: Open Method of Coordination



- 2000: Lisbon Agenda for growth and jobs
- In the following years, politicians recognise the value of education and training for European knowledge society and economy.
- Creation of OMC: countries define common objectives and work together/ learn from each other on how to reach them
- Particularly relevant for EU education and training policies (little formal EU competences, voluntary cooperation): Education & Training 2010



Education & Training 2020: Open Method of Coordination

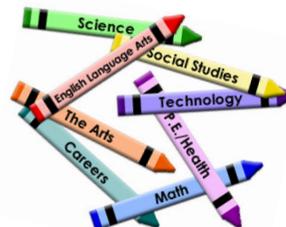


- Cluster on the Modernisation of Higher Education: key role on Open Method of Coordination
- The Cluster (education ministries of 20 countries) agreed a work programme for the period 2010/11
- Organises peer learning activities on the following areas:
 1. Higher Education Competences for the Future: New Skills for New Jobs
 2. HE systems to support Lifelong Learning
 3. Governance
 4. Funding



Modernisation Agenda: Three big reform areas

- Curricular reform (Bologna)



- Governance reform
(autonomy and accountability)

- Funding reform
(public and private funding,
enterprises, student fees)



Modernising Universities: Bologna and EU agenda go hand in hand

- Bologna is not an EU process, but intergovernmental (47 states)
- The Commission supports it fully
 - ➔ its objectives correspond to the modernisation agenda (curricula)



Bologna process Leuven Ministerial



5 main issues:

- Mobility
- Data collection and reporting
- Widening access
- Transparency tools
- Global dimension



Mobility

- Mobility target: **20 by 2020!**
20% of graduates to have study or placement abroad experience
- The Commission asked by Council to propose benchmark by end of 2010



Data collection and reporting



- Data collection on mobility, social dimension and employability to be further improved (definition of parameters, agreement on statistical approaches etc.)
- Commission's structures (EAC, EUROSTAT and Eurydice) are cooperating with BFUG and Eurostudent
- The Commission advocates streamlining of reporting exercises



Widening access



- Each country to set measurable targets for widening overall participation to higher education and increasing participation of underrepresented groups by 2020
- The Commission to follow developments closely



Transparency tools

- Transparency tools should relate to Bologna objectives (quality assurance and recognition) and be developed in cooperation with stakeholders
- The Commission supports several transparency initiatives, notably
 - a classification of European HEI and
 - a feasibility study for a multidimensional European ranking



Bologna beyond Europe

- The global dimension of Bologna will greatly increase in importance in the coming decade
- All HE systems around the globe face similar challenges
- Bologna is an interesting approach to these challenges (« globalisation in a nutshell »)



The Commission will continue to support the dialogue and mobility between Europe and other parts of the world



Why is the Commission interested in global issues of HE?

- The Commission believes in benefits of brain circulation, both in political and economic terms
- Research always has been international, and HE is becoming increasingly so: need for policy dialogue (recognition, quality assurance, etc.)
- European HEI need support on internationalisation efforts
- The « Bologna boost »: worldwide interest in European HE



Global Dimension: Bologna Policy Forum



- The Commission advocated special status for non-European countries since London 2007
- Compromise:
Policy Forum back to back with Ministerial
- 15 countries attended: Australia, Brazil, Canada, P.R. China, Egypt, Ethiopia, Israel, Japan, Kazakhstan, Kyrgyzstan, Mexico, Morocco, New Zealand, Tunisia and USA



Results of Policy Forum

- Consensus on importance of HE for individuals, societies, economies
- HE based on shared values
- Need for public investment into HE
- More exchange of students, teachers and researchers
- Permanent policy dialogue
- Next Forum: March 2010
- The Commission sees BPF in context of its global policies



Bologna process. Working groups



- Working groups for the period 2009-12 established to take forward the action lines set out in Leuven Communiqué.

There are seven working groups:

1. Implementation
2. Mobility
3. Social Dimension
4. Qualifications Frameworks
5. International Openness - the EHEA in a Global Context
6. Recognition
7. Monitoring transparency tools



Mobility and global attractiveness

- Both E&T2020 and Bologna stress the importance of learning mobility and of making European HE systems attractive to the world
- New initiative: Youth on the Move (under preparation)
 - More young people are to participate in **higher education**, European higher education to become more attractive and global
 - The EU's support for **mobility** through programmes and initiatives will be reviewed and expanded



Youth on the Move: origins



- 2009: President Barroso proposes **YoM** = mobility opportunities for all young people by 2020
- 2009: **Green Paper on Learning Mobility** – what are the biggest obstacles to mobility
- Public consultation, huge feedback
- YoM to enhance the performance of education systems and to facilitate the entry of young people to the labour market.



« Youth on the Move » package



YoM is currently developed into a « package » of policies and initiatives with five main action lines:

- More young people are to participate in **higher education**, European higher education to become more attractive and global
- The EU's support for **mobility** through programmes and initiatives will be reviewed and expanded
- **Lifelong learning** systems to be strengthened, to develop key competences
- **Youth Employment Framework**, outlining policies aimed at reducing youth unemployment rates
- Promote the **active involvement** of young people in society

