

Leuven/Louvain-la-Neuve Communiqué – draft 1 of 21 January 2009

Comments received by 5 February 2009: Austria, Cyprus, Denmark, Finland, France, Germany, Hungary, Lithuania, Montenegro, the Netherlands, Spain, Switzerland, UK/EWNI, UK/Scotland, European Commission, BusinessEurope, Council of Europe (CoE), Education International (EI), ENQA, European Students' Union (ESU)

General comments and questions:

Austria:

- We take it that the first draft is of a rather general nature and take it for granted that the results of the various working groups will be added at or after the first Prague meeting on February 12/13.
- What is also missing compared to previous communiqués is the paragraph which refers to the ministers acknowledging and confirming the results of the working groups' work.
- We should be careful with the introduction of new European benchmarks and coordination groups at European level, especially where already EU regulations exist (e.g. regarding visa, etc), which should not be ignored, and also because many of the measures to be taken are subject to subsidiarity and must be taken care of at the national level.

Denmark:

First and foremost, we find that the draft communiqué in its current form features action lines and objectives for the next decade, which are far too operational. This is in our view not the purpose of the coming ministerial conference but instead the purpose of the conference in 2010. This is in line with what the ministers stated in London in 2007, when they asked BFUG as a whole to consider further how the EHEA might develop after 2010 and to report back to the next ministerial meeting in 2009. However, the ministers also made clear that they would take "2010 as an opportunity to reformulate the vision that motivated us in setting the Bologna Process in motion in 1999".

The communiqué for 2009 should instead point to the strategic and overarching priorities for the decade to come - i.e. be intentional in its form - while the determination and adoption of concrete goals, action lines, and possible benchmarks for the next decade necessarily must await the ministerial conference in 2010.

This way, it will be possible to draw on some of the conclusions from the independent assessment of the Bologna-process as well as generate more data, which is also necessary and beneficial when setting goals as concrete as those suggested in the draft. This also will be in line with what the ministers stated in 2007.

The use of indicators in general would also benefit from a stronger foundation on evidencebased knowledge of current state of affairs and levels - for instance of the level of mobile students/staff in the member states.

Secondly, we would like to point out that the term 'research' in some places should be replaced with the term 'research and development' in order to more explicitly include those higher education institution, which are centered around development work and the application of research and development.

Finland:

- For readability, it could be useful to structure the text with headlines.
- It seems, that short analysis of the current situation is needed. We think that the motive for continuing the process should be more clearly highlighted. Is there, for instance, enough ground for continuing the process up to 2020. Should it be possible to achieve original goals and meet new challenges much before 2020. Now it seems that this agenda is perhaps not ambitious enough. Can we argue that we need ten more years to create EHEA. We propose that the agenda period would be for 5 years.
- Could the stocktaking results form the basis for the analysis and, in that purpose, we leave room for stocktaking results in the text.
- The purpose of chapter 24 is unclear. Is it included because of summarising proposals made in the text or for prioritising them? Now only some of the proposals are included but, it is not clear why some have been left out. Are other proposals less important (category B?).
- We propose that future actions should be clearly emphasised for instance by numbering them. We should also avoid duplication.

France:

Thank you for this draft Communiqué which is focused, well written and is a very good basis for discussion ;

The draft as it stands leads us to the following comments dealing with its content :

- the link between higher education and research is hardly mentioned and should be more prominent, since the mission of research and production of knowledge is crucial to HE which play a major role in innovation in a knowledge-based society, and this HE/R link is essential for the innovation capacity and the attractiveness of the EHEA .
- Also, doctoral education which is missing currently should not be forgotten : doctoral education is a relatively new dimension in the Bologna agenda with the Salzburg principles followed by the Nice recommendations to be implemented across the EHEA ; and it is indeed a key issue to make a closer link between EHEA and ERA and to further embed the European dimension, in particular through co-supervision of theses and a better networking of doctoral schools in Europe. It should be singled out in a specific point in the draft Communiqué.
- The European dimension which is the characteristic feature of the EHEA in the making and what it is aimed at from the start, as a European answer to a globalised world, should not vanish for the next 20 years ahead ; also multilingualism, a core cultural feature within the EHEA and an asset for its competitiveness, should be better put forward.
- Lifelong learning to be embedded in sustainable institutional strategies is indeed a core issue for the future ; it has to rely on a sound implementation of a genuine recognition of prior learning based on learning outcomes and linked up to national qualifications frameworks, where all learning paths, traditional and non-traditional, have to be taken into account ;
- Higher education institutions do have a commitment to a better integration of their graduates into the labour market as one of their core missions.

Montenegro:

Regarding your draft Leuven/Louvain-la-Neuve Communiqué for discussion at the BFUG meeting of 12-13 February 2009, we fully support the contents of the drafted Communiqué, that very explicitly defines the future steps towards the further upgrading in the implementation of Bologna declaration principles, based on the already achieved results. The draft Communiqué is very concise, but at the same time very comprehensive. I hope it will be a good starting point for the forthcoming discussion at BFUG meeting in Prague.

UK/EWNI:

- in general the communique needs to be more realistic on progress on bologna to date (too much is assertion, and it does not give a sense of to what extent the 10 action lines have been met);
- it does not say that more work needs to be done to make the 10 action lines a reality; few would say they have all been met across all 46 signatories.
- the list of possible items for future action could be better organised and made more coherent; we should not risk the achievement of the EHEA by including items which are not central to the bologna process.
- the communique is silent on areas like part-time students; the quality of the teaching and learning experience; and the challenges and opportunities that will be presented by new technologies in HE. should we not recognise that the future model of HE may well look very different from today's because of this?
- there is no sense of ownership for the "operational goals" - who will do all of this; nor is there any sense of priorities - what should be done first?

European Commission:

General comments on structure and content:

- The Communiqué would gain if there was a clear introduction which would set out a vision from the Ministers on how they see the higher education landscape in 2020. This vision should refer to the new learners (including doctoral candidates) who need new competences and the changing role of universities in the knowledge society (generators and suppliers of validated knowledge, operating in the cyber age).
- The introduction should also refer to the fact that investment in higher education plays an important role in addressing the economic crisis (the message of section 6 should come earlier). Bologna achievements should move towards the end of the introduction.
- The introduction should also welcome the first Bologna Policy Forum meeting as one way to demonstrate the wish to cooperate with the rest of the world (a strategic reference, but also a matter of politeness towards the guests on day two).
- The rest of the text needs more structure. We now jump from one priority to the next. Maybe we should list some overarching priorities at the beginning. We suggest: **Completing the European Higher Education Area, Qualifications for the Future, Lifelong Learning and New Learners, Mobility for All and International Openness**) and indeed end with the operational goals. Bureaucratic jargon ("strategies will be the focus of plans") should be avoided. It would help to use headings, also in the drafting phase.
- The operational goals should reflect the main ambitions listed in the text, hence our suggestion to add a few.

ENQA:

1. In the draft Communiqué quality assurance is mentioned only in generic or implicit terms. Considering the importance of ensuring the coherence of the European dimension of quality assurance in higher education, the cooperation in quality assurance has to continue. The ESG have been developed and the Register has been created. However, this is the beginning of a journey, not an end. Therefore, ENQA would like to see in the text, for example after point 7: "Regardless of the fact that considerable progress has been made in the sector of quality assurance, the European quality assurance dimension requires continuing co-operation between the quality assurance agencies themselves, organised through ENQA, and between the stakeholders, in the framework of the E4 Group".

2. The priorities could be indicated more clearly in the Communiqué, they could be better structured, with separate headings or in the format of a clear listing.

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| <p>The Bologna Process 2020 – The European Higher Education Area in the new decade</p> | <p>Finland: The Bologna Process 2020 <u>2015</u> – The European Higher Education Area in the new decade</p> <p>UK/EWNI: <i>This rather assumes that Ministers have explicitly have agreed to another 10 years of Bologna – there needs to be a clear statement to that effect at the beginning of the communiqué.</i></p> <p>European Commission: The Bologna Process 2020 - The European Higher Education Area in the new decade – <u>Serving the learners of the future</u></p> |
| <p>We, ministers, responsible for higher education in the 46 signatory countries of the Bologna Process convened in Leuven/Louvain-la-Neuve, Belgium, on April 28 and 29, 2009 for our bi-annual meeting to take stock of the achievements of the Bologna Process and to establish the priorities for the next decade. We have adopted the following conclusions and policies:</p> | <p>CoE: We, ministers, responsible for higher education in the 46 signatory countries of the Bologna Process...</p> <p>Finland: add new paragraph after this one: <u>Progress towards EHEA</u></p> <p><i>(Room for stocktaking results)</i></p> |
| <p>1 Since its inception in 1999, the Bologna Process has led to the creation of a strong and robust European Higher Education Area now covering 46 countries that are party to the European Cultural Convention; it has rendered European higher education more attractive and competitive on a global scale while keeping it firmly rooted in Europe's intellectual, scientific and cultural heritage and ambitions. The change brought about by the Bologna Process has led to greater compatibility and comparability of the systems of higher education and has made it easier for learners to move between them. The structure of higher education has been modernized with the adoption of a three-cycle structure including the possibility of a short cycle within or linked to the first cycle; quality assurance</p> | <p>Spain: <i>All this sentence should be written as an on-going process avoiding the idea of accomplished achievements: "is leading", "is rendering", "is making" / The structure of higher education has been modernized <u>is being reformed</u> all over Europe with the adoption of a three-cycle structure...</i></p> <p>CoE: firmly rooted in Europe's <u>political</u>, intellectual, scientific and cultural heritage and ambitions.</p> <p>BusinessEurope: The structure of higher education has been <u>is being</u> modernized with the adoption of a three-cycle structure</p> <p>Germany: The structure of higher education has been modernized with the adoption of a three-cycle structure including the possibility of a short cycle within or linked to the first cycle; quality assurance guidelines have been developed...</p> <p>France: ...quality assurance guidelines have been developed <u>adopted</u>, a European register for quality assurance agencies has been created; an agreement has been reached at European level to adopt qualifications frameworks <u>linked to the overarching EHEA</u></p> |

guidelines have been developed, a European register for quality assurance agencies has been created; an agreement has been reached at European level to adopt qualifications frameworks based on learning outcomes and workload to facilitate recognition. Moreover, the Bologna Process has availed itself of the technical instruments of the Diploma Supplement and the European Credit Transfer and Accumulation System to further increase transparency and compatibility of programmes.

qualifications framework based on learning outcomes and workload...

Finland: ...based on learning outcomes and workload to facilitate recognition and mobility. Moreover,

CoE: Moreover, the Bologna Process has availed itself of the ~~technical instruments of the~~ Diploma Supplement...

Austria: Moreover, the Bologna Process has availed itself of ~~the technical~~ transparency instruments ~~of~~ such as the Diploma Supplement and the encompassing European Credit Transfer and Accumulation System to further ~~increase~~ boost the transparency, comparability and compatibility of programmes. *[ECTS is a whole transparency package and should not be reduced to a technical instrument]*

UK/EWNI: **Since its inception in 1999, the Bologna Process** has led to the creation of a strong and robust European Higher Education Area now covering 46 countries that are party to the European Cultural Convention; it has ~~rendered~~ made European higher education more attractive and competitive on a global scale while keeping it firmly rooted in Europe's intellectual, scientific and cultural heritage and ambitions. The change brought about by the Bologna Process has led to greater compatibility and comparability of the systems of higher education ~~has made~~ to make it easier for learners to move between them. The structure of higher education has been modernized with the adoption of a three-cycles ~~structure~~ of qualifications including the possibility of a short cycle within or linked to the first cycle; quality assurance guidelines have been developed, a European register for quality assurance agencies has been created; an agreement has been reached at European level to adopt qualifications frameworks based on learning outcomes ~~and workload~~ to facilitate recognition *– need to mention the FQ-EHEA*. Moreover, the Bologna Process has availed itself of the technical instruments of the Diploma Supplement and the European Credit Transfer and Accumulation System to further increase transparency ~~and compatibility~~ of programmes. *[The DS does not make things compatible but transparent.]*

Spain: ...to further increase transparency and compatibility of programmes. Finally, the social dimension of higher education has been incorporated as a main goal of European higher education.

Cyprus: ...to further increase transparency and compatibility of programmes. With the above developments the Bologna Process has created a strong interest in the wider world and the European Higher Education Area is becoming increasingly attractive internationally.

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| <p>2 There has been strong adherence to the creation of the European Higher Education Area, especially since the Bologna Process has managed to instil European higher education with a permanent sense of cooperation by encouraging and increasing dialogue between governments, higher education institutions, students, personnel and other stakeholders. The contribution from international institutions and organizations has also been a significant one.</p> | <p>CoE: There has been <u>is</u> strong adherence...</p> <p>UK/Scotland: <i>We might want to temper this a little by saying that much remains to be done to fully implement the changes at all levels – this was a comment from our student organisation, which I think it well made.</i></p> <p>BusinessEurope: ...dialogue between governments, higher education institutions, students, <u>employers</u>, personnel and other stakeholders.</p> <p>EI: ...dialogue between governments, higher education institutions, students, personnel <u>staff</u> and other stakeholders.</p> <p>CoE: The contribution from international institutions and organizations has also been a significant one. <u>We are impressed with the hard work undertaken by institutions and national systems to reform European higher education. We also take note of the work undertaken by the Bologna Follow Up Group and of the reports submitted by working and coordination groups.</u> [CoE comment: <i>We think it is both justified and wise to recognize the hard work by institutions, at the grass roots level, without which “Bologna” would not have been possible.</i>]</p> |
| <p>3 The main objectives as set out by the Bologna Declaration and as developed in the subsequent years are as valid today as they were in 1999. The Bologna Process will, in the decade to come, still contribute to creating the Europe of knowledge and to strengthening the world-wide attraction of European higher education. It will still be a key element to promote the citizens’ mobility as well as their employability and their European citizenship by providing education of a high quality.</p> | <p>UK/EWNI: ... as developed in the subsequent years...</p> <p>CoE: ...and to strengthening the world-wide attraction of European higher education. <u>Higher education remains fundamental to developing and maintaining the democratic culture and the intercultural dialogue needed to make our societies sustainable.</u> It will still be a key element to promote...</p> <p>Switzerland: ...providing education of a high quality. <u>In order to take these objectives of the Bologna Process into the next decade, we commit ourselves to upholding the principle of public responsibility for higher education.</u></p> |
| <p>4 The full implementation of these objectives will still require continual momentum after 2010. The European Higher Education Area shall more firmly be based on convergent degree structures and commonly agreed standards and instruments that guarantee the quality and the transparency of provision and</p> | <p>CoE: The full implementation of these objectives will still require continual momentum after 2010.</p> <p>Finland: The European Higher Education Area shall more firmly be <u>is</u> based on convergent <u>compatible</u> degree structures and commonly agreed standards and instruments that guarantee <u>enhance</u> the quality and the transparency of provision and qualifications. <i>This part of the chapter [starting with “Progress”] is actually an objective for the future,</i></p> |

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| <p>qualifications. Progress on agreements for straightforward and fair recognition procedures and decisions supported by the development of national qualifications frameworks remains a priority. This will require continued coordination at the level of European Higher Education Area and with the European Qualifications Framework for Lifelong Learning.</p> | <p><i>and could be combined with the priorities for the next decade.</i></p> <p>Businessseurope: <i>A QF is not automatically guaranteeing recognition.</i></p> <p>CoE: ...supported by the development of national qualifications frameworks remains a priority. <u>We are determined to ensure that qualifications frameworks become a living reality of the EHEA.</u> <i>[CoE comment: This will be an important signal that ministers are aware of the great potential of QFs but also of the danger that they may be turned into a purely formal exercise with little impact on teaching and learning.]</i></p> <p>EI: This will require continued coordination at the level of European Higher Education Area and with the European Qualifications Framework for Lifelong Learning. <u>European level</u></p> <p>UK/EWNI: The full implementation of these objectives will still require continual momentum after 2010. The European Higher Education Area shall more firmly be based on convergent degree structures and commonly agreed standards and instruments that guarantee the quality and the transparency of provision and qualifications. Progress on agreements <u>The European Standards and Guidelines for Quality Assurance and the Framework for Qualifications of the EHEA should for the basis for</u> straightforward and fair recognition procedures and decisions supported by the development of national qualifications frameworks remains a priority. This will require continued coordination at the level of the European Higher Education Area EHEA and with the European Qualifications Framework for Lifelong Learning.</p> |
| <p>5 The Bologna Process up to 2020 shall contribute to making Europe a highly creative and innovative region as well as an attractive global partner in the advent of a global knowledge society. The European Higher Education Area in 2020 shall be an area where higher education is a public responsibility and where institutions of higher education are responsive to the needs of society through the diversity of their missions and purposes. The necessary continued reform of higher education systems and policies will continue to be firmly rooted in the European values of</p> | <p>Businessseurope: The European Higher Education Area in 2020 shall be an area where higher education is a public responsibility <u>regardless of the question whether the institutions are private or public ones</u> and where institutions of higher education are responsive to the <u>wider needs of society and economy</u> through the diversity of their missions and purposes. The necessary continued reform of higher education systems and policies will continue to be firmly rooted in the European values of institutional autonomy, <u>excellence</u>, academic freedom, and active participation of students and staff. European higher education will continue to be based on the nexus between education <u>teaching</u> and research.</p> <p>France: The European Higher Education Area in 2020 shall be an area where higher education is a public responsibility and where <u>all the institutions of higher education, still based on the nexus of higher education and research at all levels,</u> are <u>more</u> responsive to</p> |

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| <p>institutional autonomy, academic freedom, and active participation of students and staff. European higher education will continue to be based on the nexus between education and research.</p> | <p>the needs of society through the diversity of their missions and purposes. The necessary continued on-going reform of higher education systems and policies will continue to be firmly rooted in the European values of institutional autonomy, academic freedom, and active participation of students and staff <u>and social equity</u>. European higher education will continue to be based on the nexus between education and research.</p> <p>Austria: The necessary continued ongoing reform...[<i>to avoid using "continue" twice in this line</i>]</p> <p>Spain: ...European values... <i>They are more universal and not exclusively Europeans</i></p> <p>UK/EWNI: The Bologna Process up to 2020 shall contribute to making Europe a highly creative and innovative region as well as an attractive global partner in the advent of a global knowledge society. The European Higher Education Area in 2020 shall be an area where <u>institutions of higher education</u> is a public responsibility and where institutions of higher education are responsive to the needs of society through the diversity of their missions and purposes. The necessary continued reform of higher education systems and policies will continue to be firmly rooted in the European values of institutional autonomy, academic freedom, and active participation of students and staff. European higher education will continue to be based on the nexus between education and research.</p> <p>Finland: <i>place paragraph 5 between paragraphs 9 and 10.</i></p> |
| <p>6 Our societies currently face the consequences of the financial crisis with its effects on economic growth. In order to bring about sustainable economic recovery and development, higher education is considered a long term investment preparing our societies to address the challenges of the decade to come and therefore remains a priority for public investment.</p> | <p>Finland: <i>Add as heading for paragraphs 6-9: <u>Current Challenges</u></i></p> <p>European Commission: Our societies currently face the consequences of the financial economic crisis with its effects on economic growth. In order to bring about sustainable economic recovery and development, higher education is considered a long term investment preparing our societies to address the challenges of the decade to come and therefore remains a priority for public <u>and private</u> investment. [<i>Comment: The section on the crisis should become part of the Introduction.</i>]</p> <p>Businesseurope: Our societies currently face the consequences of the a global financial crisis with its effects on economic growth. In order to bring about sustainable economic recovery and development, higher education is <u>must be</u> considered a long term investment preparing our societies to address the challenges of the <u>decades</u> to come and therefore remains a priority for public investment.</p> |

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| | <p>Netherlands:...In order to bring about sustainable economic recovery and development, higher education is considered a long term investment <u>in people</u> preparing our societies to address the challenges of the decade to come and therefore remains a priority for public investment.</p> <p>France: ... higher education is considered a long term investment...</p> <p>UK/EWNI: ... is considered a long term investment preparing our societies to address the challenges of the decade to come and therefore remains a priority for public investment.</p> <p>Spain: ...public investment. <u>In this sense, the current crisis should be considered as an opportunity for developing the knowledge economy using the full potential of European universities and graduates.</u></p> |
| <p>7 European higher education will more specifically face the major challenges posed by globalisation and demography. In order for European higher education to respond adequately to those and other challenges and to contribute to their solution, excellence must be pursued at all levels of higher education and in fulfilling the diversity of missions of institutions, in teaching and research as well as in innovation and community engagement.</p> | <p>BusinessEurope: European higher education will more specifically face the major challenges posed by globalisation and, <u>demography and technological change</u>. In order for...</p> <p>UK/EWNI: <i>what does excellence mean in this context – is it quality?</i></p> <p>EI: ...in teaching and research as well as in innovation and community engagement. <u>While working towards excellence it is crucial to involve all stakeholders in all parts of the work as well as to control the work with sound quality assurance mechanisms. The underlying principle of academic freedom, institutional autonomy and collegial governance needs to inform all work towards excellence.</u></p> <p>ENQA: <u>Add Regardless of the fact that considerable progress has been made in the sector of quality assurance, the European quality assurance dimension requires continuing co-operation between the quality assurance agencies themselves, organised through ENQA, and between the stakeholders, in the framework of the E4 Group.</u></p> <p>ESU: Comment: <i>Excellence cannot be detached from the link with the development of a quality culture across the sector, where the involvement of the different is essential.</i></p> |
| <p>8 The demographic challenge of an ageing population in a knowledge society can only be met by fully engaging in lifelong learning practices and by reinforcing the social</p> | <p>BusinessEurope: The demographic challenge of an ageing population <u>and workforce structure</u> in a knowledge society can only be met by fully engaging in lifelong learning policies and practices, by reinforcing links between education and the labour market, and by reinforcing the social dimension of higher education.</p> |

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| <p>dimension of higher education.</p> | |
| <p>9 Indeed, social and human growth are indispensable components for European citizenship; the advent of a Europe of knowledge that is highly creative and innovative rests upon the ability of its citizens to summon the competences that are necessary to address the new challenges. This can only happen if higher education taps into resources that have hitherto been neglected.</p> | <p>Netherlands: Indeed, social and human growth <u>via education</u> are indispensable components for European citizenship;</p> <p>UK/EWNI: "human growth" – <i>not sure what is meant by this term</i></p> <p>BusinessesEurope: ...rests upon the ability of its citizens to summon the competences <u>and entrepreneurial spirit</u> that are necessary to address the new challenges <u>in society and economy</u>.</p> <p>CoE: This can only happen if higher education taps into resources that have hitherto been neglected <u>and fulfils its full range of missions</u>.</p> <p>Spain: <i>We may agree with this idea, but it is unclear for us if the BP should introduce references to funding of higher education at this stage. This should be discussed.</i></p> <p>UK/Scotland: This can only happen if higher education taps into resources that have hitherto been neglected, <u>by diversifying the student base</u>.</p> <p>ESU: <i>delete this paragraph</i></p> |
| | <p>Finland: <i>insert here as heading: Priorities for the Next Years, followed by paragraph 5</i></p> |
| <p>10 The design of lifelong learning strategies as a tool for widening participation and as a way of empowering the individual to fully seize the opportunities of higher education and fully contribute to a highly creative and innovative society will be the focus of the national and institutional plans for the decade to come. Lifelong learning is conceived of as a multifaceted concept, which may involve climbing higher up the qualifications ladder, extending knowledge, gaining new skills and competences or simply pursuing learning to enrich one's personal growth. The implementation of lifelong</p> | <p>Finland: <i>add as heading for 10-11: Lifelong Learning</i></p> <p>The design of lifelong learning strategies as a tool for Widening participation <u>through life-long learning</u> and as a way of empowering the individual to fully seize the opportunities of higher education...</p> <p>BusinessesEurope: ... to fully seize the opportunities of higher education <u>and the labour market</u> and <u>to thus</u> fully contribute to a highly creative and innovative society will be, in accordance with the focus of the national and institutional plans for the decade to come. Lifelong learning is conceived of as a multifaceted concept <u>underpinned by improving peoples' ability to take responsibility for their employability</u>, which may involve climbing higher up the qualifications ladder, extending knowledge,...</p> <p>Hungary: Lifelong <u>as well as lifewide</u> learning is conceived of as a multifaceted concept,</p> |

learning strategies requires strong partnerships between public authorities, institutions, students and employers. The nature of these partnerships will be laid down in a charter on lifelong learning. Successful strategies of lifelong learning will be supported by adequate organisational structures and funding.

which may involve climbing higher up the qualifications ladder, extending knowledge, gaining new skills and competences, or simply pursuing learning to enrich one's personal growth.

European Commission: ~~The design of Lifelong learning strategies as is~~ a tool for widening participation and as a way of empowering the individual to fully seize the opportunities of higher education and fully contribute to a highly creative and innovative society ~~will be the focus of the national and institutional plans for the decade to come.~~

CoE: ...extending knowledge and understanding, gaining new skills and competences...

France: ...personal growth. ~~The implementation of lifelong learning strategies requires strong partnerships between public authorities, institutions, students and employers. The nature of these partnerships will be laid down in a charter on lifelong learning. Successful strategies of lifelong learning will be supported by adequate organisational structures and funding.~~ *[partly swapped with para 11]* Lifelong learning implies that qualifications may be obtained through a variety of routes. Flexible learning paths as well as work based trajectories should lead to a system of validation in which the qualifications are given fair recognition of prior learning, linked up to national qualifications frameworks, on the basis of learning outcomes, regardless of whether they have been obtained through traditional study programmes or non-traditional learning paths.

ESU: ...gaining new skills and competences or simply pursuing learning to enrich one's personal growth. Lifelong learning will be an integral part of our education systems, and therefore subject to the same principles of public good and public responsibility. The implementation of lifelong learning strategies requires strong partnerships...

Finland: ...requires strong partnerships between public authorities, institutions, students, employers and other stakeholders.

Austria: ...requires strong partnerships between public authorities, institutions, students and employers' and employees' representatives. *[the social partners should be included]*

~~The nature of these partnerships will be laid down in a charter on lifelong learning. Successful strategies of lifelong learning will~~ should be supported by adequate organisational structures and funding.

Germany: The nature of these partnerships ~~will~~ should be laid down in a charter on lifelong

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| | <p>learning. Successful strategies of lifelong learning will be supported by adequate organisational structures, <u>which in particular allow for the combination of studies and founding a family, and funding.</u></p> <p>Businessseurope: The nature of these partnerships will be laid down <u>is illustrated</u> in a charter on lifelong learning. Successful strategies of lifelong learning will be supported by adequate organisational structures and funding <u>thorough cooperation between higher education institutions and employers.</u></p> <p>UK/Scotland: <i>There has not been any discussion about this [charter on LLL] – I think more detail on the purpose of this and how it will build on the EUA Charter is required before we can commit to this.</i></p> <p>UK/EWNI: <i>what will be the relationship between this charter and the EUA one considered by Ministers in Bordeaux – do we need two?</i></p> <p>Switzerland: Successful strategies of lifelong learning will be supported by adequate organisational structures and funding.</p> <p>EI: <u>Successful strategies of lifelong learning will be supported by adequate organisational structures and funding, as we recognise that lifelong learning is part of our education systems and thus to be understood as a public good and a public responsibility.</u></p> |
| <p>11 Lifelong learning implies that qualifications may be obtained through a variety of routes. Flexible learning paths as well as work based trajectories should lead to a system of validation in which the qualifications are given fair recognition on the basis of learning outcomes, regardless of whether they have been obtained through traditional study programmes or non-traditional learning paths.</p> | <p>France: Lifelong learning implies that qualifications may be obtained through a variety of routes. Flexible learning paths as well as work based trajectories should lead to a system of validation in which the qualifications are given fair recognition on the basis of learning outcomes, regardless of whether they have been obtained through traditional study programmes or non-traditional learning paths. <u>The implementation of lifelong learning strategies requires strong partnerships between public authorities, institutions, students and employers. The nature of these partnerships will be laid down in a charter on lifelong learning for EHEA, taking into account the EUA Charter on lifelong learning. Successful strategies of lifelong learning based on genuine recognition of prior learning will be supported by adequate organisational structures and appropriate incentives.</u></p> <p>Businessseurope: ...in which the qualifications are given fair <u>validation and</u> recognition on the basis of learning outcomes, regardless of whether they have been obtained through</p> |

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| | <p>traditional study programmes, vocational training or non-traditional <u>non-formal</u> learning paths.</p> <p>Spain: ...in which the <u>awarded</u> qualifications are given <u>receive</u> fair recognition on the basis of...</p> <p>UK/Scotland: Flexible learning paths as well as work based trajectories should lead to a system of validation in which the qualifications <u>which</u> are given fair recognition on the basis of learning outcomes, regardless of whether they have been obtained through traditional study programmes or non-traditional learning paths.</p> <p>Finland: Flexible learning paths as well as work based trajectories should lead to a system of validation in which the <u>Qualifications</u> are given fair recognition on the basis of learning outcomes, regardless of whether they have been obtained through traditional study programmes or non-traditional learning paths.</p> <ul style="list-style-type: none"> • A Charter of Lifelong Learning based on the work done by the European University Association will be developed at the level of EHEA. It will include basic principles and procedures for recognition of prior learning • On this basis national <u>strategies policies</u> will be developed which encourage each higher education institution to integrate a lifelong learning perspective in its institutional practice. <p><i>[Finland suggests to move the two bullets up from para 24]</i></p> |
| <p>12 The social dimension calls for equitable access into, successful progress through and completion of high quality higher education for the whole spectrum of the population in their various walks of life and age groups; it requires a learning environment of great quality geared to the needs of a diverse student body. The student body within higher education should reflect the diversity of Europe's populations and significant progress should be made within each participating country over the next decade.</p> | <p>Germany: ...for the whole spectrum of the population in their various walks of life and age groups; <u>in order to obtain this goal, links between schools and higher education have to be improved.</u> # <u>The social dimension</u> requires a learning environment of great quality geared to the needs of a diverse student body. The student body within higher education should reflect the diversity of Europe's populations and significant progress should be made within each participating country over the next decade. <u>The implementation of the strategies on the social dimension shall be continued and progress evaluated.</u></p> <p>ESU: ...it requires a learning environment of great quality geared to the needs of a diverse student body <u>and it depends on the removal of obstacles to participation in higher education and the creation of incentives and sustainable support mechanisms.</u> <u>Access will be enlarged across the EHEA and</u> the student body within higher education should reflect the diversity of Europe's populations and significant progress should be made within each participating country over the next decade. <u>In order for this to become reality, we commit</u></p> |

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| | <p><u>ourselves to widen participation at all levels on the basis of equal opportunity through both fostering the accessibility of Higher Education as well as providing adequate conditions for the completion of studies. Adequate funding and structures will be put in place for reaching these objectives.</u></p> <p>Switzerland: <u>The student body within higher education should reflect the diversity of Europe's populations. In order for this to become reality, we commit ourselves to widen participation at all levels on the basis of equal opportunity through both fostering the accessibility of Higher Education taking especially into account the (potential) students from socially disadvantaged groups, as well as providing adequate conditions for the completion of studies.</u> Significant progress should be made within each participating country over the next decade.</p> <p>UK/EWNI: ...it requires a learning environment of great quality geared to the needs of a diverse student body.</p> |
| <p>13 The social dimension of higher education is closely connected with the objective of employability in a perspective of lifelong learning. Higher education should equip students with the knowledge, skills and competences that individuals need in the workplace whatever their position and status. Employability is also empowering the individuals to renew those skills and competences throughout their working lives. For this to happen, higher education institutions and employers, also involving students and graduates, shall engage in a meaningful dialogue. This will allow institutions to be more responsive to employers' needs and employers to better understand the institutional perspective, catering not only for the short-term needs of the labour market but training responsible, inventive and entrepreneurial graduates for a sustainable future.</p> | <p>UK/EWNI: The social dimension of higher education is closely connected with the objective of employability in a perspective of lifelong learning.</p> <p>The social dimension of higher education is closely connected with the objective of employability in a perspective of lifelong learning. Qualifications for the Future. <u>Universities are contributing to a more competitive and prosperous society at local, national and global levels.</u> Higher education should equip students with the knowledge, skills and competences that individuals need in the workplace whatever their position and status. Employability is also empowering the individuals <u>In short, it should enhance their employability and empower them</u> to renew those skills and competences throughout their working lives.</p> <p>Austria: Higher education should equip students with the <u>sustainable</u> knowledge, skills and competences that individuals need in the workplace <u>their careers</u> whatever their position and status. <i>[by adding sustainable and changing "workplace" to "career" it should be made clear that HEI prepare students for their lifetime careers and not only for specific jobs right after graduation. "Employability" in the Bologna context is a wider concept and implies more than just being fit for work.]</i></p> <p>Netherlands: Higher education should equip students with the knowledge, skills, competences and attributes that individuals need in the workplace <u>and society</u> in whatever capacity and status...</p> |

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| | <p>Switzerland: Higher education should <u>It is an important objective of higher education to equip students with the knowledge, skills and competences...</u> <i>[We should avoid to give the impression that employability is the only objective of higher education.]</i></p> <p>UK/Scotland: Higher e <u>Education should equip students with the knowledge, skills and competences...</u> ...For this to happen, higher education institutions and employers, also involving students and graduates, shall engage in a <u>more</u> meaningful dialogue.</p> <p>Finland: <i>This text could be redrafted based on the work of the employability group: e.g.</i> 1) Promoting awareness of new degree structures 2) Setting possibilities for dialogue (HEI's employers and students) 3) Developing employability skills 4) Increasing information, advice and guidance</p> <p>Spain: The social dimension of higher education is <u>also</u> closely connected with the objective of employability...</p> <p>...skills and competences that individuals need in the workplace <u>labour market of a society based upon the knowledge and the innovation.</u></p> <p>Businessseurope: ...skills and competences that individuals need in the workplace whatever their position and status.</p> <p>France: empowering the individuals to renew <u>and upgrade</u> those skills and competences...</p> <p>Businessseurope: ...to better understand the institutional perspective, eatering not only for the short-term needs of the labour market but training to train <u>responsible, inventive and entrepreneurial graduates for a sustainable future.</u> <i>[There is no indication, that employers want HEIs to cater only for the short-term needs of the labour market. It seems that there is build up a theoretical discrepancy which can't be found in reality.]</i></p> <p>Spain: This will allow institutions to be more responsive to employers' <u>social and employer's</u> needs...</p> <p>France: ...training responsible, inventive and entrepreneurial graduates for a sustainable future <u>and unforeseeable needs.</u></p> |
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| | <p>CoE: ...training responsible, inventive and entrepreneurial graduates for a sustainable future. <u>Public employers must set an example by promoting appropriate employment opportunities for holders of first degrees.</u></p> |
| <p>14 Higher education institutions shall improve the provision, accessibility and quality of their careers and employment related services to students and alumni. Work placements can also be an adequate way to offer the students the opportunity to develop and define for themselves the employability skills and competences.</p> | <p>France: <u>EHEA higher education institutions shall improve the provision, accessibility and quality of their careers and employment related services to students and alumni for a better guidance of students and integration of graduates into the labour market.</u> Work placements...</p> <p>Hungary: Higher education institutions shall improve the provision, accessibility and quality of their careers and employment related services to students and alumni. <u>However, higher education institution should be contributed with full potential as well as appropriate tools to fulfil these objectives. Their freedom to choose their students, teaching methods and organization of students' learning should be further assured.</u> Work placements can also be an adequate way to offer the students the opportunity to develop and define for themselves the employability skills and competences.</p> <p>UK/Scotland: Work placements <u>at home or abroad</u> can also be an adequate way to offer the students the opportunity to develop and define for themselves the employability skills and competences.</p> <p>Businesseurope: ...to develop and define for themselves the employability skills and competences <u>and to gain experience in business environment.</u></p> |
| <p>15 In order for the combined objectives of lifelong learning, the social dimension and employability to be achieved, curricular reform will be an ongoing process. Learning outcomes have been generically defined for each of the cycles in the qualifications framework and have become one of the building blocks of the Bologna Process, with institutions of higher education being at the heart of the underlying paradigm shift from teacher- to student-centred learning more specific descriptors linked to given subject areas should now be developed, with due consideration for programme diversity and</p> | <p>Austria: ...ongoing process. Learning outcomes have been generically defined for each of the cycles in the qualifications framework and have become one of the building blocks of the Bologna Process, with institutions of higher education being at the heart of the underlying paradigm shift from teacher- to student-centred learning more specific descriptors linked to given subject areas should now be developed, with due consideration for programme diversity and institutional autonomy. <u>The coming decade shall witness the realisation of the full potential of the concept of learning outcomes. Curriculum developers will engage in a fruitful exchange with all stakeholders with a view to deliver on the promise of a truly student-centred and learning outcomes-based approach to curriculum design, with the main responsibilities resting with HEIs. [This phrase is more compact and clearer than the original one.]</u></p> <p>Switzerland: ...will be an ongoing process. <u>It will lead to a more consistent use of ECTS and make flexible learning paths possible.</u> Learning outcomes have been generically</p> |

institutional autonomy.

defined...

ESU: ...**Learning outcomes** have been generically defined for each of the cycles in the qualifications framework and have become one of the building blocks of the Bologna Process, with institutions of higher education being at the heart of the underlying paradigm shift from teacher- to student-centred learning higher education institutions and the academic community should be incentivised to develop more specific descriptors linked to given subject areas ~~should now be developed~~, with due consideration for programme diversity and institutional autonomy.

Hungary: ...more specific descriptors linked to given subject areas should now be developed, with due consideration for programme diversity and institutional autonomy. This should entails more attention towards new results and methods of pedagogy of higher education.

EI: ...more specific descriptors linked to given subject areas should now be developed, ~~with due consideration for programme diversity and institutional autonomy.~~ This should be done by the institutions, academics and students themselves, without any undue influence from politicians or the business sector.

Finland: *paragraph to be followed by two bullets taken from paragraph 24:*

- Common indicators for monitoring access to and completion of higher education.
- National targets set by each country to increase to increase ~~the overall participation in its higher education system~~ and the participation of underrepresented groups according to the diversity of its population. *[Comment: increasing participation cannot be a target for countries where the provision of HE is already quite extensive]*

CoE: ...with due consideration for programme diversity and institutional autonomy and with due regard to the variety of purposes of higher education.

UK/EWNI: ...with institutions of higher education being at the heart of the underlying paradigm shift from teacher- to student-centred learning ~~more specific descriptors linked to given subject areas should now be developed~~, with due consideration for programme diversity and institutional autonomy. *[the value of subject level descriptors is yet to be demonstrated]*

UK/Scotland: *We remain to be persuaded of the value of pan European subject descriptors.*

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| | <p>Finland: heading Internationalisation and mobility</p> |
| <p>16 Higher education is a global phenomenon of which European Higher Education is a part. European higher education institutions will be further encouraged to embed their activities in an institutional culture of internationalisation and global collaboration. The attractiveness and openness of European higher education will be highlighted. Competition on a global scale will be complemented by policy dialogue and cooperation based on partnership with other regions of the world most prominently through the organization of Bologna Policy Fora.</p> | <p>CoE: ...of which European Higher Education is a part... [<i>Could we say just "Europe" to avoid using "higher education" three times in two sentences?</i>]</p> <p>France: ...in an institutional culture of <u>Europeanisation and internationalisation and global collaboration cooperation</u>. The attractiveness and openness of European higher education will be highlighted. Competition on a global scale will be complemented by an <u>enhanced</u> policy dialogue and cooperation...</p> <p>Finland: ...The attractiveness and openness of European higher education will be highlighted. Competition on a global scale will be complemented by policy dialogue and cooperation based on partnership with other regions of the world most prominently through the organization of Bologna Policy Fora. [<i>moved down, new para 27</i>]</p> <p>UK/EWNI: ...The attractiveness and openness of European higher education will be highlighted <u>– how, by whom and to whom?</u>. Competition on a global scale will be complemented by policy dialogue and cooperation based on partnership with other regions of the world most prominently through the organization of Bologna Policy Fora. <u>Need to be consistent with the recommendations of the external dimension working group.</u></p> <p>EI: Competition on a global scale will be complemented by <u>Countries part of the European Higher Education Area will engage in</u> policy dialogue and cooperation based on partnership with other regions of the world, most prominently through the organization of Bologna Policy Fora.</p> <p>CoE: ...the organization of Bologna Policy Fora. <u>The same guidelines should apply to transnational education provision as to other education programmes, and TNE is subject to the same principles of public good and public responsibility that constitute the basis for all higher education.</u> [<i>Cf. the recommendations from the Bologna conference on TNE organized by ENQA and partners in London Dec 2008.</i>]</p> |
| <p>17 Mobility of students, early stage researchers and staff will strengthen the internationalization of European higher education. Mobility is important for personal development and employment. In an</p> | <p>France: Mobility of students, early stage researchers and staff, <u>embedded in institutional policies and designed to encourage linguistic diversity in the EHEA</u>, will strengthen <u>the European dimension and</u> internationalization of European higher education...</p> <p>UK/Scotland: Mobility of students, early stage researchers and staff will strengthen</p> |

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| <p>increasingly multicultural society, it fosters respect for diversity and a capacity to deal with it; it is thus a key ingredient for a more stable and peaceful world. Mobility also underpins the multilingual tradition of the European higher education area and it increases cooperation between institutions.</p> | <p>the <u>academic and cultural</u> internationalization of European higher education...</p> <p>Businessesurope: ...it fosters respect for diversity and a capacity to deal with it; <u>it is thus a key ingredient for a more stable and peaceful world.</u> [<i>It is naive to say that mobility makes our world more stable and peaceful.</i>]</p> <p>Spain: ...multilingual tradition of the European <u>Higher Education Area</u> and it increases cooperation between institutions. <u>Mobility should be fostered not only in the framework of exchange programmes, but also on a regular basis, allowing students to realize different parts of their studies in different countries. Mobility should be improved both in quantitative and qualitative terms.</u></p> <p>ESU: Mobility also underpins the multilingual tradition of the European higher education area, and it increases cooperation between institutions <u>and will be the hallmark of the European Higher Education Area.</u></p> |
| <p>18 Mobility policies shall bring together political initiatives with a range of practical measures pertaining to the funding of mobility, to recognition and to available infrastructure. These policies should aim at more mobility of a higher quality, at a more balanced flow of incoming and outgoing students and at a better participation rate from the diverse student body.</p> | <p>ESU: Mobility policies shall bring together political initiatives with a range of practical measures pertaining to the funding of mobility, to recognition and to available infrastructure. <u>Flexible study-paths and active information policy, full recognition of study achievements and portability of study support are necessary requirements to foster mobility.</u> These policies should aim at more mobility of a higher quality, at a more balanced flow of incoming and outgoing students <u>across the European Higher Education Area</u> and at a better participation rate from the diverse student body.</p> <p>Businessesurope: ...a more balanced flow of incoming and outgoing students, <u>at recruiting international students from outside the EHEA</u> and at a better participation rate from the diverse student body. [<i>The term "incoming student" refers only to non-degree seeking students within exchange programs. The fact, that the European economy needs also more international undergraduate degree seeking students should be mentioned here also.</i>]</p> <p>Spain: ...a more balanced flow of incoming and outgoing students <u>and staff...</u></p> |
| <p>19 Opportunities for mobility shall be created so that mobility will be considered the rule and no longer the exception. In all degree programmes curricula will allow "mobility windows". Joint degree programmes shall be developed and mobility shall be an important</p> | <p>France: Opportunities for mobility shall be created <u>further developed and diversified</u> so that mobility <u>within the EHEA</u> will be considered the rule and no longer the exception.</p> <p>Germany: Opportunities for mobility shall be created so that mobility will be considered the rule and no longer the exception. In all degree programmes curricula will allow "mobility windows". <u>Together with other forms of encouraging mobility, "mobility windows" in</u></p> |

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| <p>ingredient of research training.</p> | <p><u>curricula shall be a significant option.</u> Joint degree programmes shall be developed and mobility shall be an important ingredient of research training.</p> <p>Lithuania: Opportunities for mobility shall be created so that mobility will <u>could</u> be considered the rule and no longer the exception <u>the rule and no longer the exception</u> <u>easily accessible important/significant/ essential element of the higher education.</u> In all degree programmes curricula will allow <u>with</u> "mobility windows" <u>shall be encouraged.</u> Joint degree programmes shall be developed and mobility shall be an important ingredient of research training.</p> <p>BusinessEurope: In all degree programmes curricula will allow "mobility windows". <u>Pragmatic attitude towards recognition of credits awarded by host institutions will facilitate mobility.</u> Joint degree programmes...</p> <p><i>"Mobility windows" could be ONE option to foster mobility. But there are also others like pragmatic attitude towards recognition. If we focus too much on the only option of mobility windows, we "close the door" for other options.</i></p> <p>Spain: In all degree programmes curricula will allow "mobility windows". <i>Sentence unclear.</i></p> <p>Austria: In all degree programmes curricula will allow "mobility windows". <i>An adequate definition of this term which needs common consent must be found. In light of their autonomy HEI can only be encouraged to provide for mobility opportunities!</i></p> <p>UK/EWNI: <i>The language used in this paragraph is too directive – not all Bologna ministers have the power to commit to this – notwithstanding the many practical problems that already exist –eg recognition/legal impediments in some countries to joint degrees.</i></p> |
| <p>20 As far as mobility of staff and early stage researchers is concerned, framework conditions will be established to simplify the application processes for immigration into the EHEA as well as within and to ensure appropriate access to social security and portable pension rights for mobile staff. Career structures should be adapted to facilitate staff mobility.</p> | <p>UK/Scotland: <i>This [immigration] is outwith the remit of Ministers of HE</i></p> <p>UK/EWNI: <i>Some of the ideas here go well beyond the remit of the Bologna Process and should be omitted.</i></p> <p>EI: <i>Career structures should be adapted to facilitate staff mobility. What does this really mean? What adaptations do we have in mind here?</i></p> <p>European Commission: <u>Career structures should be adapted to facilitate staff mobility, including open recruitment.</u></p> |

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| | <p>Finland: <i>Insert bullets concerning mobility (from para 24) at the end of this paragraph</i></p> <ul style="list-style-type: none"> • A 25% increase per country of the number of mobile students and staff, including in the third cycle, by 2020. <i>[Comment: It is extremely difficult to set such a quantitative target when the initial level of mobility in 46 countries is so different. In addition to that, at the moment there is not enough comparable data. If the level of mobile students and staff is already high it can be so that the saturation point is close. The aim could be more qualitative than quantitative]</i> • Curricula designed in such a way that “mobility windows” are an integral part. • Joint degrees and programmes to become common practice. • Portable grants and loans. • Fulfilling the internationalisation objectives, including mobility, to be part of both the framework of internal and external quality assessment. <i>[Comment: How is fulfilling objectives related to quality assessment? Could it better be related to monitoring or steering?]</i> • Simplified procedures for granting visas and work permits. |
| <p>21 Improved and enhanced data collection will help monitor progress made in the attainment of the objectives set out in the social dimension, employability and mobility agendas, as well in all priority areas where appropriate, and will serve as a basis for benchmarking.</p> | <p>Germany: <u>Together with stocktaking</u> improved and enhanced data collection will help monitor progress made in the attainment of the objectives set out in the social dimension...</p> <p>CoE: ... as well <u>as</u> in all priority areas where appropriate...</p> <p>ESU: ...and will serve as a basis for <u>concrete</u> benchmarking.</p> <p>UK/Scotland: ...and will serve as a basis for <u>possible future</u> benchmarking.</p> <p>UK/EWNI: <i>The reference to benchmarking is inappropriate should be removed. There has been no proper discussion within BFUG on the subject, and no agreement on any possible future benchmarking.</i></p> <p>Finland: <i>move paragraph down (just before para 25)</i></p> |
| | <p>Finland: <i>insert heading: Enhanced transparency</i></p> |
| <p>22 The Bologna Process has increased transparency through its convergent degree structure, its qualifications frameworks and its compatible quality assurance mechanisms. At the same time, there is increasing</p> | <p>UK/EWNI: The Bologna Process has increased transparency through its convergent degree structure, its qualifications <i>[the bologna process has only one QF]</i> frameworks and its compatible quality assurance mechanisms <i>eg ESG and FQ-EHEA?].</i> At the same time, there is increasing differentiation in the missions and profiles of higher education institutions. Institutions shall be supported to achieve excellence in those areas where they</p> |

differentiation in the missions and profiles of higher education institutions. Institutions shall be supported to achieve excellence in those areas where they show their major strengths and which they define as their most relevant mission. Governments in close cooperation with other stakeholders shall stimulate this development. In the light of this greater **diversification of higher education**, the Bologna Process shall contribute to the monitoring of new instruments developed inter alia by international institutions and designed to point out the strengths of institutions with diverse mission statements. These instruments should be relevant information tools for students and academic staff alike; moreover, they should help higher education institutions to compare and identify their relative position, and to strive for excellence. All such instruments, which should be developed with full stakeholder involvement, need to relate closely to quality assurance and recognition and should be based on development of corresponding indicators and sound data collection.

show their major strengths... *[See comments above re benchmarking. There has been no agreement within BFUG on work on developing typologies, classifications or rankings. Such references should be removed from the communiqué until formal discussion and agreement has taken place. UK would not be able to support such references in the communiqué.]*

Netherlands: The Bologna Process has increased **transparency** through its convergent degree structure, its qualifications frameworks and its compatible quality assurance mechanisms. Institutions shall now take up their role to create more transparency on institutional level. At the same time, there is **increasing differentiation** in the missions and profiles of higher education institutions. Institutions shall be supported to achieve excellence in those areas where they show their major strengths and which they define as their most relevant mission. Governments in close cooperation with other stakeholders shall stimulate this development and make it visible. In the light of this greater **diversification of higher education**, the Bologna Process shall ~~contribute to ensure the creation of and take the ownership of~~ the monitoring of new instruments developed inter alia by international institutions and designed to point out the strengths of institutions with diverse mission statements.

EI: The Bologna Process has increased **transparency** through its convergent degree structure, its qualifications frameworks and its compatible quality assurance mechanisms. However there is still a need to develop and improve the tools available, as well as increase resources for sound implementation of them, in order for them to really provide the needed openness and visibility of the different parts of the European Higher Education Area.

23 At the same time, there is **increasing differentiation** in the missions and profiles of higher education institutions. [...] Governments in close cooperation with other stakeholders shall stimulate this development. However differentiation should take place within the frames and traditions of the European higher education system. Thus providing education based on and related to research, academic freedom, and institutional autonomy, as well as adhering to high quality standards. Diverse institutions must still provide high quality public education maintaining comparability across them.

In the light of this greater **diversification of higher education**, the need to make use of existing transparency tools is greater than even before. Should there be developments of further transparency tools, the Bologna Process shall contribute to the monitoring of such new instruments developed inter alia by international institutions and designed to point out the strengths of institutions with diverse mission statements. These instruments should be relevant information tools for students and academic staff alike; moreover, they should help higher education institutions to compare and identify their relative position, and to

~~strive for excellence.~~ All such instruments, which should be developed with full stakeholder involvement...

France: ...These instruments should be relevant information tools for students and academic staff alike, as well as for employers and society at large; moreover...
...and should be based on the development of corresponding indicators and sound data collection.

Finland: The Bologna Process has increased **transparency** through its ~~convergent~~ compatible degree structure...

In our opinion the Bologna Process should not take the responsibility of giving status to independent projects that are aiming at rankings or classifications. Who would take the responsibility of collecting information and up-dating it?

We see transparency as an important goal, but it can be better increased by full use of qualification frameworks, learning outcomes and diploma supplements.

Therefore, we would like to delete the chapter.

Spain: ...Governments in close cooperation with other stakeholders shall stimulate this development.... [This idea introduces an important matter in the BP. We may agree, but it is unclear if this should be included and, in any case, it requires further discussion.]

...they should help higher education institutions to compare and identify their relative position, and to strive for excellence. [Introducing the need of "rankings", as this sentence states, needs to be discussed.]

Austria: ...to strive for excellence in research and teaching and by applying the available quality standards.

UK/Scotland: ...Institutions ~~shall~~ should be supported to achieve excellence in those areas ~~where they show their major strengths and~~ which they define as their most relevant mission. Governments in close cooperation with other stakeholders shall stimulate this development. In the light of this greater **diversification of higher education**, the Bologna Process shall ~~contribute to the monitoring of any~~ contribute to the monitoring of any new instruments developed inter alia by international institutions ~~and designed to point out~~ enhance information about the strengths of all institutions ~~with diverse mission statements~~ in a context of diversity.

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| | <p>These instruments should be relevant information tools for students and academic staff alike; moreover, they should help higher education institutions to compare and identify their relative position <u>strengths</u>, and to strive for excellence. All such instruments, which should be developed with full stakeholder involvement, need to relate closely to quality assurance and recognition and should be based on development of corresponding indicators and sound data collection. [<i>We remain opposed to the development of rankings</i>]</p> <p>ESU: In the light of this greater diversification of higher education, the Bologna Process shall contribute to the monitoring of new instruments developed inter alia by international institutions and designed to point out the strengths of institutions with diverse mission statements. These instruments should be relevant information tools for students and academic staff alike; moreover, they should help higher education institutions to compare and identify their relative position, and to strive for excellence. All such instruments, which should be developed with full stakeholder involvement, need to relate closely to quality assurance and recognition and should be based on development of corresponding indicators and sound data collection. [Comment: <i>This paragraph blends transparency achieved with reforming degree structures and transparency of the performance of the institutions. It should be called ranking and information systems. The BFUG refused developing such an initiative and this proposal for monitoring is endorsing recent initiatives.</i>]</p> |
| <p>23 Higher education institutions have gained greater autonomy along with rapidly growing expectations to be responsive to societal needs and to be accountable. Within a framework of public responsibility recognizing that public funding remains a priority, multiple funding is seen as an opportunity to guarantee further sustainable development of institutions and their autonomy. The sharing of good practice in relation to accessing diverse sources of funding will be a priority.</p> | <p>France: <u>European</u> higher education institutions have gained</p> <p>EI: ...Within a framework of public responsibility recognizing that public funding remains a priority, multiple funding is seen as <u>could be</u> an opportunity to guarantee further sustainable development of institutions and their autonomy. <u>The implications of such multiple funding need to be further investigated, bearing the public responsibility for higher education institutions in mind. Analysing and</u> The sharing of good practice in relation to accessing diverse sources of funding will be a priority.</p> <p>BusinessEurope: ...to be responsive to societal <u>and economical</u> needs...</p> <p>CoE: recognizing that public funding remains a priority, [<i>This needs to be in bold, so as not to give the impression that we are more concerned with external than with public funding – both are important.</i>]</p> <p>Spain: "funding" <i>Again...this idea introduces an important matter in the BP. We may agree, but it is unclear if this should be included and, in any case, it requires further</i></p> |

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| | <p><i>discussion. In any case, if this is accepted, it should be included as an operational goal</i></p> <p>ESU: Higher education institutions have gained greater autonomy along with rapidly growing expectations to be responsive to societal needs and to be accountable. Within a framework of public responsibility recognizing that public funding remains a priority, multiple additional funding and cooperation with industry is seen as an opportunity to guarantee further sustainable development of institutions and their autonomy. <u>These instruments must ensure the respect for academic freedom and that the objectives of the social dimension are not jeopardise. Therefore, The sharing of good practice in relation to accessing diverse sources of funding, other than tuition fees, will be a priority</u></p> |
| <p>24 For the next decade, the following operational goals will be pursued:</p> <p>- Internationalisation and mobility:</p> <ul style="list-style-type: none"> • A 25% increase per country of the number of mobile students and staff, including in the third cycle, by 2020. • Curricula designed in such a way that “mobility windows” are an integral part. • Joint degrees and programmes to become common practice. • Portable grants and loans. • Fulfilling the internationalisation objectives, including mobility, to be part of both the framework of internal and external quality assessment. • Simplified procedures for granting visas and work permits. | <p>Spain: <i>Why not objectives instead of operational goals?</i></p> <p><i>We miss here the MOST IMPORTANT GOAL: “Full implementation of the curricular reform in ALL countries in ALL institutions and in ALL programmes. Your introduction was too optimistic, ... and consequently you do not include this idea here, but we are afraid that the reality is another</i></p> <p>UK/EWNI: For the next decade, the following operational goals will be pursued – <i>by whom? Governments, HEIs, all stakeholders?</i></p> <p>Internationalisation and mobility:</p> <ul style="list-style-type: none"> • A 25% increase per country of the number of mobile students and staff, including in the third cycle, by 2020. [<i>The inclusion of specific targets should be supported by a proper assessment of the starting point and an explanation of precisely what is meant by “mobility” – 1 week, 2 weeks, a semester etc. And who is going to fund it?]</i> • Curricula designed in such a way that <u>to accommodate and offer the possibility of “mobility windows” are an integral part.</u> • Joint degrees and programmes to become common practice. • Portable grants and loans. • Fulfilling the internationalisation objectives, including mobility, to be part of both the framework of internal and external quality assessment. [<i>The purpose of this sentence is unclear – explain? Also, it ignores HEI’s own missions which may be to support regional or local needs rather “internationalisation objectives” suggest whole sentence deleted or redrafted.</i>] • Simplified procedures for granting visas and work permits. |

UK/Scotland: *Continuing to increase student involvement on QA, governance etc is missing from the text.*

25% - *This is an arbitrary fig – we should improve data collection first, before we commit to any numerical target*

France: Europeanisation, internationalisation and mobility:

CoE: A 25% increase per country - *Do we have a reasonable idea of the starting point for calculating the increase?*

Austria: *“A 25% increase per country of the number of mobile students and staff, including in the third cycle, by 2020” ????? As the degree of mobility achieved differs from country to country and as statistics are not always comparable, it would make more sense to include a commitment by every country to improve mobility considerably and to leave the necessary measures to the countries themselves. At European level, if at all, an absolute benchmark would make more sense than the relative one given here.*

- ~~Curricula designed in such a way that “mobility windows” are an integral part.~~
- Opportunities for mobility shall be created so that mobility will be considered the rule and no longer the exception.

Germany:

- A 25% increase per country of the number percentage of mobile students and staff, including in the third cycle, by 2020.
- Curricula designed in such a way that every student has a possibility to spend at least one semester abroad; means to reach this are “mobility windows” are an integral part, flexibility, joint degrees and programmes
- Portable grants and loans...

Switzerland: Curricula designed in such a way that they allow “mobility windows” ~~are an integral part.~~

Lithuania:

- Joint degrees and programmes with added academic value to become common practice.
- Portable grants and loans corresponding financing policy promoting mobility.

BusinessEurope: *see the comment to point 19*

Add bullet: Pragmatic procedures towards recognition of credits awarded abroad

France: Fulfilling the Europeanisation and internationalisation objectives, including mobility, to be part of both the framework of internal and external quality assessment based on the European standards and guidelines (ESG) adopted in Bergen.

CoE: Simplified procedures for granting visas and work permits as well as a review of criteria and regulations with a view to liberalizing visas for the purpose of academic mobility [*This is an important measure that we fully support. However, where general immigration policies are restrictive, the goal of academic mobility cannot be met by simplifying procedures alone. We also need to liberalize regulations for granting visas for academic mobility.*]

European Commission:

- ~~A 25% increase per country of the number of mobile students and staff, including in the third cycle, by 2020.~~ [*Comment: The 25% increase is very small*]
- 20% of graduates have been mobile during their studies by 2020 [*Comment: not overambitious and easy to remember*].
- Countries, regions and institutions are invited to set more ambitious mobility targets
- Curricula designed in such a way that "mobility windows" are an integral part.
- Virtual mobility options are to become an integral part of all curricula
- Joint degrees and programmes to become common practice.
- Portable grants and loans for short term (up to one year) and long term (full cycle) mobility for students and early stage researchers.
- Increased international access to grants and loans
- Open international recruitment of staff
- Fulfilling the internationalisation objectives, including mobility, to be part of both the framework of internal and external quality assessment.
- Simplified procedures for granting visas and work permits.

ESU: ~~A 25% increase per country~~ [*Comment: This maintains the unbalanced flow of mobility within the EHEA. Also, it is a ridiculously low goal for a 10 year period.*]
A benchmark of 20% of the number of mobile students and staff, including in the third cycle, by 2020 will be established.

Netherlands: *Add bullet* • Further exploration of a world wide dialogue

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| | <p>UK/EWNI: THERE NEEDS TO BE REFERENCE HERE TO THE WORK OF THE EMPLOYABILITY WORKING GROUP</p> |
| <p>- Social dimension/widening participation</p> <ul style="list-style-type: none"> • Common indicators for monitoring access to and completion of higher education. • National targets set by each country to increase the overall participation in its higher education system and the participation of underrepresented groups according to the diversity of its population. | <p>European Commission: <i>add as first bullet:</i></p> <ul style="list-style-type: none"> • <u>The share of 30-34 year olds with higher educational attainment should be at least 45%</u> <p>BusinessEurope: <i>Does this [completion] include also the "survival rate" in OECD-terminology?</i> Common indicators for monitoring access to and completion of higher education. <u>Access refers also to vocational training graduates without formal university entrance qualification to improve permeability of the entire educational system.</u></p> <p>ESU: <i>add as second bullet:</i></p> <ul style="list-style-type: none"> • <u>A benchmark for increasing the overall participation in higher education will be developed at the European level.</u> <p>UK/Scotland: National targets set by each country to increase the overall participation and retention in its higher education...</p> |
| <p>- Lifelong learning</p> <ul style="list-style-type: none"> • A Charter of Lifelong Learning based on the work done by the European University Association will be developed at the level of EHEA. It will include basic principles and procedures for recognition of prior learning. • On this basis national strategies will be developed which encourage each higher education institution to integrate a lifelong learning perspective in its institutional practice. | <p>European Commission: <i>add as first bullet:</i></p> <ul style="list-style-type: none"> • <u>Curricula will be adapted to ensure easy access for part-time learners</u> <p>Netherlands:</p> <ul style="list-style-type: none"> • <u>Stimulate skills and attitude to address global challenges (societal, technological, demographic, etc)</u> • A Charter of Lifelong Learning based on the work done by the European University Association will be developed at the level of EHEA. It will include basic principles and procedures for recognition of prior learning. • On this basis national strategies will be developed which encourage each higher education institution to integrate a lifelong learning perspective in its institutional practice. • <u>The short cycle as part of the first cycle deserves further development and implementation;</u> • <u>Increase the number of PHD's.</u> <p>Germany:</p> <ul style="list-style-type: none"> • A Charter of Lifelong Learning based on the work done by the European University Association will <u>could</u> be developed at the level of EHEA. It will include basic |

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| | <p>principles and procedures for recognition of prior learning.</p> <ul style="list-style-type: none"> On this basis national strategies will be developed which encourage each higher education institutions to integrate a lifelong learning perspective in its institutional practice. <p>Businessseurope: ...It will include basic principles and procedures for recognition of prior learning, <u>also for vocational training graduates.</u></p> <p>France: It will include basic principles and <u>transparent and fair</u> procedures for <u>a genuine</u> recognition of prior learning <u>based on learning outcomes.</u></p> <p>EI: On this basis national strategies will be developed which encourage each higher education institution to integrate a lifelong learning perspective in its institutional practice. <u>This will be done in cooperation with the academic community.</u></p> <p>UK/Scotland: ...It will include basic principles and procedures <u>guidelines</u> for recognition of prior learning.</p> <p>UK/EWNI: <i>See comments on paragraph 10 above.</i></p> |
| <p>- Recognition and qualifications frameworks</p> <ul style="list-style-type: none"> Recognition of qualifications and of prior learning will be part of regular quality assurance procedures. Coherent recognition practices within a country and between countries will be ensured through cooperation between higher education institutions and the national ENIC/NARIC centres. Institutional guidelines and recommendations for recognition ensuring implementation of the Lisbon Recognition Convention will be established. Adoption of national qualifications frameworks by 2012. | <p>Netherlands:</p> <ul style="list-style-type: none"> Recognition of qualifications and of prior learning will be part of regular quality assurance procedures. <u>Regular quality assurance procedures will incorporate recognition of qualifications and of prior learning, and include the transparent provision of information.</u> <u>Stimulation of further development of subject area descriptors and reference points.</u> <u>Elaboration of agreements for mutual recognition of qualifications based on compatible quality assurance/accreditation mechanisms and national qualification frameworks.</u> Coherent recognition practices within a country and between countries will be ensured through cooperation between higher education institutions and the national ENIC/NARIC centres. Institutional guidelines and recommendations for recognition ensuring implementation of the Lisbon Recognition Convention will be established. Adoption of national qualifications frameworks by 2012. <u>Support the creation of transparency in diversity.</u> <p>UK/EWNI: Recognition of qualifications and of prior learning will be part of regular quality assurance procedures – <i>expand on what this means: have ENQA been consulted?</i></p> |

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| | <p>Adoption of national qualifications frameworks by 2012 – <i>would not 2015 be more realistic?</i></p> <p>BusinessEurope: <u>Validation and</u> recognition of qualifications and of prior learning...</p> <p>Spain: Adoption of national qualifications frameworks by 2012 <u>and their self-certification against the Qualifications Framework for EHEA by 2012</u> (<i>or perhaps to delay this second part to 2014</i>)</p> <p>France: Adoption of national qualifications frameworks <u>compatible with the overarching EHEA qualifications framework</u> by 2012.</p> <p>Lithuania: Adoption of national qualifications frameworks <u>related to EQF</u> by 2012</p> <p>CoE: Adoption of national qualifications frameworks, <u>compatible with QF-EHEA as well as EQF-LLL</u>, by 2012.</p> <p><i>additional bullet:</i> <u>In time for our 2010 conference, we will submit national road maps for the development of our national qualifications frameworks.</u> [<i>This is a part of the recommendations by the Coordination Group on Qualifications Frameworks.</i>]</p> <p>European Commission:</p> <ul style="list-style-type: none"> • Recognition of qualifications and of prior learning will be part of regular quality assurance procedures. • <u>Countries, regions, sectors and university groupings are encouraged to conclude collective recognition agreements, thus ensuring a high degree of recognition predictability for our citizens.</u> • Coherent recognition practices within a country and between countries will be ensured through cooperation between higher education institutions and the national ENIC/NARIC centres. Institutional guidelines and recommendations for recognition ensuring implementation of the Lisbon Recognition Convention will be established. <u>Adoption of national qualifications frameworks, compatible with the QF-EHEA and European Qualifications Framework for lifelong learning, by 2012.</u> |
| | <p>European Commission:</p> <ul style="list-style-type: none"> - Investment in higher education <ul style="list-style-type: none"> • Public and private investment in higher education should reach at least 2% of GDP. |

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| | <p>UK/EWNI: THERE ARE NO PRIORITIES IN THIS LIST AND FEW TARGET DATES ETC. NO SENSE OF HOW THIS ARE TO FIT WITH THE EXISTING 10 ACTION LINES WHICH REMAIN INCOMPLETE</p> |
| | <p>Finland: insert as heading <u>Co-operation and follow-up structures</u> <i>followed by previous paragraph 21</i></p> <p>24. Improved and enhanced data collection will help monitor progress made in the attainment of the objectives set out in the social dimension, employability and mobility agendas, as well in all priority areas where appropriate, and will serve as a basis for benchmarking.</p> |
| <p>25 The present organisational structure of the Bologna Process is endorsed as being fit for purpose. From 2010 onwards, the Bologna Process will be co-chaired by the country holding the EU presidency and a non-EU country.</p> | <p>CoE: The present organisational structure of the Bologna Process is endorsed as being fit for purpose. From 2010 onwards <u>In time for our 2010 meeting, the BFUG will consider whether a system whereby</u> the Bologna Process will be co-chaired by the country holding the EU presidency and a non-EU country <u>may be feasible.</u></p> <p><i>[We understand the rationale behind this proposal, which emerged from the Sarajevo meeting. We do, however, have some questions as to whether this proposal can actually work in practice and we believe the BFUG should consider the proposal further before Ministers commit to it.]</i></p> <p>Spain: <i>As Spain will chair the EU in the first semester of 2010 we are specially interested in defining properly "onwards". That is when exactly and how this change will be introduced. How the non EU country is going to be selected and how is going to work the co-chairing. This details do not need to be included but they should be discussed previously.</i></p> <p>EI: ...co-chaired by the country holding the EU presidency and a non-EU country. <u>We note that continued cooperation with the academic community and its representative organisations in the BFUG is of paramount importance for the continued work with the Bologna Process.</u></p> |
| <p>26 In order to interact with other policy areas, BFUG will set up a number of working groups gathering experts and policy makers from other fields, like immigration, social security and employment.</p> | <p>Austria: In order to interact with other policy areas, BFUG will set up a number of working groups gathering experts and policy makers from other fields, like immigration, social security and employment. <i>[this can only be done at national level! the existing EU-agreed regulations need to be heeded.]</i></p> <p>Finland: In order to interact with other policy areas, BFUG will set up a number of working groups gathering <u>it is important to promote dialogue with</u> experts and policy makers from other fields, like immigration, social security and employment. <i>[Setting up a number of</i></p> |

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| | <p><i>working groups with experts from other fields under BFUG is not functional solution. Instead of new working groups we propose consultations at the national level and seminars on precisely defined subject areas at the European level.]</i></p> <p>BusinessEurope: ...like immigration, social security and employment, <u>respectively employability</u>.</p> <p>UK/Scotland: <i>It is difficult to see what the added value of this will be at a European level</i></p> <p>UK/EWNI: – <i>this is worthwhile but the emphasis should be on reaching the original goal of creating the EHEA.</i></p> |
| | <p>Finland: 27 Policy dialogue and cooperation based on partnership with other regions of the world most prominently through the organization of Bologna Policy Fora. <i>[old moved here from old para 16]</i></p> |
| <p>27 We entrust the Bologna Follow-up Group to prepare a work plan to address the challenges identified in this Communiqué, allowing the future integration of the data collection results and the outcome of the independent assessment of the Bologna Process.</p> | <p>UK/EWNI: We entrust the Bologna Follow-up Group to prepare a work plan to address the challenges identified in this Communiqué, allowing <u>taking account of</u> the future integration of the data collection results and the outcome of the independent assessment of the Bologna Process.</p> <p>Germany: We entrust the Bologna Follow-up Group to prepare a work plan for <u>the period until the next regular conference</u> to address the challenges identified in this Communiqué...</p> |
| <p>28 We will meet again at the Bologna anniversary conference jointly hosted by Austria and Hungary in Budapest and Vienna on 11-12 March 2010. The next regular ministerial conference will be hosted by Romania in Bucharest in April 2012. The following ministerial conferences will be held in 2015, 2018 and 2020.</p> | <p>Finland: The following ministerial conferences will be held in 2015, 2018 and 2020.</p> |