



Issue date: 02 March 2008

Bologna work programme 2007-2009

TOWARDS THE EUROPEAN HIGHER EDUCATION AREA - AN INTEGRATED WORK PROGRAMME FOR 2007-2009

Relevant paragraph in the London Communiqué

1.3 Developments over the last two years have brought us a significant step closer to the realisation of the European Higher Education Area (EHEA). Building on our rich and diverse European cultural heritage, we are developing an EHEA based on institutional autonomy, academic freedom, equal opportunities and democratic principles that will facilitate mobility, increase employability and strengthen Europe's attractiveness and competitiveness. [...] We agree to continue to work together in partnership, assisting one another in our efforts and promoting the exchange of good practice.

Introduction

To make the European Higher Education Area (EHEA) become a reality, it is of utmost importance to make progress on the implementation of the commitments that have already been agreed, concerning all action lines from all declarations and communiqués. Most of this activity needs to take place at national level but it can and will be supported by action at European level.

For this purpose, the Bologna Follow-up Group (BFUG) at its meeting in Lisbon on 2-3 October 2007 adopted a work programme for the period leading up to the 2009 ministerial conference in Leuven and Louvain-la-Neuve. The present document outlines this ambitious programme that covers all action lines referred to in the London Communiqué and contains all official Bologna events that will be organised at European level between October 2007 and April 2009.

The work programme resulted from an intense process of consultation to which almost 50 countries and organisations actively contributed. The high level of interest is also reflected in the large number of activities that have been proposed and that are included in this work programme.

To make this work programme a success, continued involvement of all countries and organisations participating in the Bologna Process is needed. The large number of activities included in this work programme offer countries and organisations a variety of different ways to get involved but also require continued coordination within and across action lines as well as close liaison with BFUG as a whole. This goes for the almost 20 Bologna seminars as well as for the various coordination and working groups, the expert network on student support, and the E4 group.

MOBILITY

Relevant paragraphs in the London Communiqué

2.2 Mobility of staff, students and graduates is one of the core elements of the Bologna Process, creating opportunities for personal growth, developing international cooperation between individuals and institutions, enhancing the quality of higher education and research, and giving substance to the European dimension.

2.3 Some progress has been made since 1999, but many challenges remain. Among the obstacles to mobility, issues relating to immigration, recognition, insufficient financial incentives and inflexible pension arrangements feature prominently. We recognise the responsibility of individual Governments to facilitate the delivery of visas, residence and work permits, as appropriate. Where these measures are outside our competence as Ministers for Higher Education, we undertake to work within our respective Governments for decisive progress in this area. At national level, we will work to implement fully the agreed recognition tools and procedures and consider ways of further incentivising mobility for both staff and students. This includes encouraging a significant increase in the number of joint programmes and the creation of flexible curricula, as well as urging our institutions to take greater responsibility for staff and student mobility, more equitably balanced between countries across the EHEA.

3.2 In our national reports for 2009, we will report on action taken at national level to promote the mobility of students and staff, including measures for future evaluation. We will focus on the main national challenges identified in paragraph 2.3 above. We also agree to set up a network of national experts to share information, and help to identify and overcome obstacles to the portability of grants and loans.

General remarks

Mobility of students and staff was one of the central elements of the Bologna Declaration signed in 1999 and has entailed structural reforms towards a degree system in three cycles. Nevertheless, reliable and comparable data to monitor progress on mobility are still lacking. Obstacles to mobility of students and staff are well-known. The London Communiqué mentions the prominent and maybe most pressing issues of immigration, recognition, insufficient financial incentives and inflexible pension arrangements. Other obstacles include: different academic calendars, difficulties related to temporarily leaving one's job, family duties, lack of encouragement, language barriers or simply lack of information. So a lot remains to be done and with the 2010 deadline approaching, a certain sense of urgency prevails. While most of the action needs to be taken at national or institutional level, it can be supported in various ways by action at European level, for instance through awareness-raising or sharing of good practice but also through work on other action lines, such as developing joint programmes or cooperating in the field of quality assurance. In fact, to effectively promote mobility, action is not only needed across action lines but also across policy areas, as many of the issues go beyond the scope of higher education and reach into the areas of social affairs, finances, immigration (including visas, residence and work permits) etc. So there clearly is a case for an integrated approach, integrating different policy areas as well as different types of activity. At the same time, this integrated approach needs to be flexible enough to meet the differing needs of the different countries involved in the Bologna Process. Specific questions related to EU legislation, which concern EU countries only, should however be dealt with in the EU context.

Action included in this Bologna work programme for the time until the 2009 ministerial conference should ideally involve all participating countries and organisations, and the area of mobility certainly is a case where a joint effort of all parties is needed. As indicated in the London Communiqué, mobility should be one of the priorities of the Bologna work programme 2007-2009 and BFUG therefore agreed to launch a mobility campaign, combining a variety of activities organised by a variety of Bologna countries and consultative members.

Coordination group		
<p><u>Purpose</u>: to coordinate the follow-up activities in the field of mobility, building upon activities of previous periods.</p> <p><u>Liaison with other follow-up activities</u>: data collection, stocktaking (in line with 3.7 of the London Communiqué), global dimension, social dimension, network on student support</p>	<p><u>Chair</u>: Gayane Harutyunyan (Armenia)</p> <p><u>Participants</u>: Albania, Armenia, Austria, Belgium/French Community, Croatia, France, Germany, Hungary, Malta, Montenegro, Portugal, Russia, Spain, EI, ESU</p>	<p><u>Timing and reporting</u>:</p> <p>First meeting: 23 November 2007</p> <p>Regular updates to BFUG.</p> <p>Minutes on the website.</p> <p>Final report (draft version): 15 January 2009</p> <p>Final report (final version): 1 March 2009</p>
Mobility Campaign		
<p><u>Campaign materials</u> to raise awareness; spread information; encourage students and staff to get mobile (and HEI to let them go).</p>	<p><u>Organisers</u>: EI, ESU, in consultation with the coordination group (see above)</p>	<p><u>Timing</u>: November 2007 - October 2008</p>
<p><u>Website</u> to allow students and staff to exchange information, experience, good and bad practice</p>	<p><u>Organisers</u>: EI, ESU, in consultation with the coordination group</p>	
<p><u>Mobility barometer</u> (using questionnaires) to measure progress on mobility</p>	<p><u>Organisers</u>: EI and ESU, in consultation with the coordination group</p>	
<p><u>Validation conference</u> to conclude the campaign</p>	<p><u>Organisers</u>: EI and ESU, in consultation with the coordination group</p>	<p><u>Date</u>: 6-8 October 2008</p> <p><u>Place</u>: Lille (France)</p>
Bologna seminars		
<p>“Fostering student mobility: next steps? Involving stakeholders for an improved mobility inside the EHEA”</p>	<p><u>Organisers</u>: Belgium/French Community in cooperation with Austria, Croatia, ESU, the Netherlands and the expert network on student support; and in consultation with the coordination group</p>	<p><u>Date</u>: 29-30 May 2008</p> <p><u>Place</u>: Brussels (Belgium)</p>
<p>“Staff Mobility and Pension Arrangements”</p>	<p><u>Organisers</u>: Germany, in consultation with the coordination group</p>	<p><u>Date</u>: 12-13 June 2008</p> <p><u>Place</u>: Berlin (Germany)</p>
<p>Conference on Mobility - Erasmus Mundus II</p>	<p><u>Organiser</u>: France, in consultation with the coordination group and the European Commission</p>	<p><u>Date</u>: 4-5 November 2008</p> <p><u>Place</u>: Nancy (France)</p>

"Joint programmes and student mobility"	<u>Organisers</u> : Russia, in consultation with the coordination group	<u>Date</u> : 22-23 January 2009 (tbc) <u>Place</u> : Saint-Petersburg (Russia)
Expert Network on Student Support		
<p><u>Purpose</u>: Offering practical solutions for countries to implement portable student support, including the organisation to address obstacles.</p> <p><u>Liaison with other follow-up activities</u>: Mobility coordination group, social dimension, data collection</p>	<p><u>Chair</u>: Aldrik in 't Hout (Netherlands), Kathleen Robertson (Scotland), Linda Norman-Torvang (Sweden)</p> <p><u>Participants</u>: open to all Bologna countries. So far the following countries and organisations have joined: Armenia, Austria, Belgium/French Community, Denmark, Finland, Georgia, Germany, Ireland, Lithuania, Montenegro, Netherlands, Norway, Portugal, Sweden, Switzerland, UK (England and Scotland), ESU, European Commission (Eurydice)</p>	<p><u>Timing and reporting</u>: Meetings in January, April and May 2008. Regular updates to BFUG. Minutes on the website. Presentation of results at the conference "Fostering student mobility: next steps?" (see above) Final report (draft version): 15 January 2009 Final report (final version): 1 March 2009</p>

DEGREE STRUCTURE

Relevant paragraph(s) in the London Communiqué

2.4 [...] We underline the importance of curricula reform leading to qualifications better suited both to the needs of the labour market and to further study. Efforts should concentrate in future on removing barriers to access and progression between cycles and on proper implementation of ECTS based on learning outcomes and student workload. We underline the importance of improving graduate employability, whilst noting that data gathering on this issue needs to be developed further.

General remarks

Proper implementation of ECTS based on student workload and learning outcomes still remains a priority. The European Commission started a process of consulting the network of national academic contact points in order to update the ECTS Key Features and subsequently also the ECTS Users' Guide. BFUG was asked to contribute to the debate. From the very beginning ECTS contained both, the elements of content and workload. In recent years it has become common practice to present the content in terms of learning outcomes.

The BFUG supported the idea that both aspects cannot be seen in isolation ("workload" should be interpreted as "workload to achieve certain learning outcomes"). The updated Key Features and supporting documents will contain more explicit reference to learning outcomes, lifelong learning and the qualifications framework.

The proposed seminars aim to improve the understanding of learning outcomes by all stakeholders, including the implications of using ECTS and learning outcomes for the implementation of new pedagogical methods of student-centred and flexible learning, as well as for quality assurance, recognition of qualifications, employability, mobility, etc.

Bologna Seminars

"ECTS based on learning outcomes and student workload"	<u>Organisers:</u> Russia in cooperation with Malta, ESU and EUA	<u>Date:</u> 17-18 April 2008 <u>Place:</u> Moscow (Russia)
"Development of a common understanding of Learning Outcomes and ECTS"	<u>Organisers:</u> Portugal, in cooperation with EURASHE and ESU	<u>Date:</u> 19-20 June 2008 <u>Place:</u> Porto (Portugal)

Liaison with other follow-up activities: take into account the ECTS discussion and liaise with groups working on qualifications framework, lifelong learning and employability.

Consultation on ECTS Key Features

<u>Purpose:</u> Updating ECTS Key Features <u>Liaison with other follow-up activities:</u> qualifications framework, lifelong learning, stocktaking	<u>Organisers:</u> European Commission, supported by the national academic contact points for ECTS, the Portuguese Presidency and the Bologna Secretariat <u>Participants:</u> All BFUG members	<u>Timing:</u> A draft of the ECTS Key Features was discussed at Lisbon BFUG 2-3 October 2007, followed by an electronic consultation. Once the ECTS Key Features have been finalised, the ECTS Users Guide will be updated accordingly in 2008.
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EMPLOYABILITY

Relevant paragraph in the London Communiqué

3.5 Following up on the introduction of the three-cycle degree system, we ask BFUG to consider in more detail how to improve employability in relation to each of these cycles as well as in the context of lifelong learning. This will involve the responsibilities of all stakeholders. Governments and HEIs will need to communicate more with employers and other stakeholders on the rationale for their reforms. We will work, as appropriate, within our governments to ensure that employment and career structures within the public service are fully compatible with the new degree system. We urge institutions to further develop partnerships and cooperation with employers in the ongoing process of curriculum innovation based on learning outcomes.

General remarks

Employability is the ability to gain initial employment, to maintain employment and to be able to move around within the labour market. Higher education should aim at achieving employability of graduates in all three cycles.

Working group

Purpose: To provide a report to Ministers for the 2009 Bologna conference on how to improve employability in relation to each of the three cycles (but with a particular emphasis on the first cycle) as well as in the context of lifelong learning.

Areas to be covered in the report will include

- awareness-raising amongst employers of the value of a bachelors qualification and associated learning outcomes;
- involving employers in devising curricula;
- the provision of careers services;
- employment and career structures within the public service that are fully compatible with the new degree system;
- curriculum innovation based on learning outcomes;
- the recognition of degrees in the labour market across Europe;
- the role of higher education in lifelong

Chair: Rachel Green (UK)

Participants: Austria, Belgium/ French Community, Croatia, Czech Republic, Finland, France, Georgia, Germany, Hungary, Luxembourg, Malta, Montenegro, Poland, Spain, UK, BUSINESSEUROPE, EI, ESU, EUA, EURASHE, UNESCO-CEPES.

Timing and reporting:

First meeting on 31 October 2007.

Further meetings in:

February 2008, July 2008, September 2008 and January 2009.

Regular updates to BFUG.

Minutes on the website.

Final report (draft version): 15 January 2009

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<p>learning and continuing professional development.</p> <p><u>Liaison with other follow-up activities:</u> Work on learning outcomes in context of degree structure and qualifications frameworks, LLL, data collection, stocktaking</p>		
Bologna Seminar		
<p>“Employability – the Employers’ Perspective and its implications”</p>	<p><u>Organisers:</u> Luxembourg, in cooperation with the working group</p>	<p><u>Date:</u> 6-7 November 2008 <u>Place:</u> Luxembourg</p>

RECOGNITION

Relevant paragraph in the London Communiqué

2.6 There has been progress in the implementation of the Lisbon Recognition Convention (LRC), ECTS and diploma supplements, but the range of national and institutional approaches to recognition needs to be more coherent. To improve recognition practices, we therefore ask the Bologna Follow-up Group (BFUG) to arrange for the ENIC/NARIC networks to analyse our national action plans and spread good practice.

General remarks

The ENIC/NARIC networks have received the mandate to analyse the national action plans. It is important that BFUG be informed of and have an opportunity to comment on the analysis. The implementation of the action plans and the dissemination of good practice should be the focus of attention of national information centres (ENICs/NARICs) as well as of other competent recognition authorities and policy makers (higher education institutions, public authorities, specialized recognition bodies). The ENIC and NARIC Networks are currently working to develop a better common understanding of the concept of “substantial differences”, which is one of the key concepts of the Lisbon Recognition Convention and a possible justification for non-recognition. The aim is to develop a broader view of substantial differences, so that only major differences entail non-recognition, and, as far as possible, to seek to assess substantial differences in terms of learning outcomes.

The follow-up activities on recognition of prior learning (2.11) will be dealt with in the section on “lifelong learning” (see below).

ENIC-NARIC working party

Tasks: To analyse national action plans on recognition and to spread good practice. To assist Bologna countries with implementing the national action plans and to identify possible weak points.

Organisers: ENIC and NARIC Networks
Participants: Council of Europe, European Commission, UNESCO-CEPES, national information centres. Through the networks, national recognition information centres of all Bologna countries will discuss the report.

Timing: November 2007-December 2008
Reporting:
 Progress report at BFUG March 2008.
 A first draft of the final report will be considered by the ENIC and NARIC Networks at their joint meeting in Malta in June 2008.
 A final report will be submitted to the BFUG and the ENIC and NARIC Networks by the end of 2008.

QUALIFICATIONS FRAMEWORKS

Relevant paragraph in the London Communiqué

2.8 We note that some initial progress has been made towards the implementation of national qualifications frameworks, but that much more effort is required. We commit ourselves to fully implementing such national qualifications frameworks, certified against the overarching Framework for Qualifications of the EHEA, by 2010. Recognising that this is a challenging task, we ask the Council of Europe to support the sharing of experience in the elaboration of national qualifications frameworks. We emphasise that qualification frameworks should be designed so as to encourage greater mobility of students and teachers and improve employability.

General remarks

The main work of implementing national qualifications frameworks in line with the overarching Framework for Qualifications of the EHEA needs to be done at national level but it will be supported by the sharing of experience, facilitated by the Council of Europe and by other organisers of European or regional conferences. Particular attention should be given to integrating ECTS into this work. The European conferences and some of the regional conferences will be coordinated by the Council of Europe. Countries are, however, encouraged to organise additional conferences at regional or national level at their own initiative. Council of Europe and coordination group may assist with identifying international experts.

Coordination Group

Purpose: To advise the Council of Europe on fulfilling its mandate according to paragraph 2.8 of the London Communiqué (see above).

Tasks: the Coordination Group shall act as a forum for debate on qualifications frameworks and give advice on:

- activities designed to promote the sharing of experience in the development of national qualifications frameworks;
- specific issues relating to the development of NQFs, their purposes, relationship to credits, qualifications, learning outcomes and curriculum reform, as well as issues of content, methodology and procedure, as appropriate;
- experts that might assist countries in the development of their national frameworks, where such assistance is requested. The Coordination Group shall seek to ensure that experts represent a variety of backgrounds and experience;

Chair and Secretariat: Council of Europe

Participants:

Czech Republic, Georgia, Germany, Ireland, Portugal, "the former Yugoslav Republic of Macedonia", Turkey, UK/Scotland, Council of Europe, European Commission, ESU, EUA, EURASHE, President of the ENIC Network, ECTS coordinator, Bologna Secretariat.

Timing:

Late 2007 until first BFUG after the 2009 ministerial conference

Meeting at least twice a year

First meeting: 26/27 November 2007.

Reporting:

Regular updates to BFUG.

Minutes on Bologna website.

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<ul style="list-style-type: none"> • methodology and procedures for the self-certification of completed national frameworks, including (on request) identifying suitable foreign experts who might participate in self-certification exercises; • the publication of self-certification reports; • cooperation with the European Commission with a view to ensuring that national qualifications frameworks compatible with the overarching framework for the EHEA are also compatible with the European Qualifications Framework; • public information designed to promote the elaboration of national qualifications frameworks; • activities and material designed to ensure compatibility between the overarching EHEA framework and the EQF; <p><u>Liaison with other follow-up activities:</u></p> <p>The Coordination Group shall give advice on the relationship between the development of qualifications frameworks and other key policy areas within the Bologna Process, in particular as concerns the recognition of qualifications and the use of the agreed transparency tools (ECTS, Diploma Supplement).</p> <p>The Coordination Group shall also assist the Bologna Secretariat and the Stocktaking Group in gaining an overview of the state of developments of national qualifications frameworks in time for the 2009 stocktaking exercise.</p> <p>Liaison with other action lines through Bologna Secretariat and BFUG Chair/Vice Chair. Of particular relevance are the groups on stocktaking, LLL and employability.</p>		
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European conferences		
<p><u>Forum on Qualifications Frameworks</u> to give countries an opportunity to draw on the experience of other countries outside of their immediate region that may face similar issues, and to give the BFUG at least an impressionistic overview of overall progress in the development of national frameworks compatible with the overarching EHEA framework.</p>	<p><u>Organiser:</u> Council of Europe <u>Participants:</u> Those responsible for developing NQFs in all Bologna countries; European Commission and consultative members; possibly also a limited number from non-EHEA countries; national information centres on recognition (ENICs/NARICs)</p>	<p><u>Date:</u> 11-12 October 2007 <u>Place:</u> Council of Europe Headquarters, Strasbourg (France)</p>
<p><u>Follow-up conference:</u> Learning outcomes based higher education: the Scottish experience</p>	<p><u>Organisers:</u> Scotland, in cooperation with Council of Europe and coordination group <u>Participants:</u> The aim is to have a large audience of a range of constituencies from each of the 46 Bologna Countries. For example, each country could be invited to send the following participants: 1-2 national quality centres 2-3 academics 1-2 national student body</p>	<p><u>Date:</u> 21-22 February 2008 <u>Place:</u> Edinburgh (Scotland)</p>
<p><u>Follow-up conference</u></p>	<p><u>Organiser:</u> Georgia, in cooperation with Council of Europe and coordination group</p>	<p><u>Date:</u> 27-28 October 2008 <u>Place:</u> Georgia</p>
Regional conferences		
<p><u>Purpose:</u> To exchange experience – either within a certain region or with countries that are at a similar stage in developing their national qualifications frameworks. <u>Please note:</u> Countries are encouraged to organise additional conferences at national or regional level at their own initiative.</p>	<p><u>Organisers:</u> Host countries supported by Council of Europe <u>Expressed interest:</u> Armenia, Czech Republic <u>Participants:</u> Mainly those responsible for developing NQFs in the countries concerned</p>	

LIFELONG LEARNING

Relevant paragraph in the London Communiqué

2.11 The stocktaking report shows that some elements of flexible learning exist in most countries, but a more systematic development of flexible learning paths to support lifelong learning is at an early stage. We therefore ask BFUG to increase the sharing of good practice and to work towards a common understanding of the role of higher education in lifelong learning. Only in a small number of EHEA countries could the recognition of prior learning for access and credits be said to be well developed. Working in cooperation with ENIC/NARIC, we invite BFUG to develop proposals for improving the recognition of prior learning.

General remarks

The follow-up activities in the field of lifelong learning need to cover two elements:

- (a) the role of higher education in lifelong learning and
- (b) the recognition of prior learning.

It is important not to regard lifelong learning as a separate action line but rather to consider all other action lines from a lifelong perspective.

Coordination group

Purpose: To ensure coordination across Bologna related events exploring aspects of lifelong learning, making recommendations as required to events organisers

To maintain an overview of Bologna related Lifelong Learning events taking place between 2007 and 2009

To consider the conclusions of all Bologna related Lifelong Learning events and identify points for possible inclusion in the Leuven and Louvain-la-Neuve Communiqué.

As far as possible, the group will try and ensure that the following aspects are covered:

- Recognition of prior learning (best practice, organisation of the process of validation of non-formal and informal learning, concerns on QA, possible guidelines, case-studies, etc.)
- Flexible learning paths and the development of national qualifications frameworks alongside with lifelong learning policies in higher education;

Chair: Ann McVie (UK/Scotland)

Participants: Bosnia and Herzegovina, Bulgaria, Cyprus, France, Georgia, Greece, Netherlands, Slovenia, "the former Yugoslav Republic of Macedonia", UK (Scotland), ESU, EUA, EURASHE.

Timing and reporting:

The Lifelong Learning Coordinating Group will operate primarily as an email network. The Chair will advise the Secretariat of e-mail consent to any decisions. Short updates will be produced periodically. The consent and updates will be circulated to BFUG for info and posted on the Bologna website.

Conclusions from individual events related to Lifelong Learning will be considered by BFUG in the usual way.

The Lifelong Learning Coordinating Group will consider the conclusions from all events relating to Lifelong Learning and make recommendations on themes or specific points for possible inclusion in the context of the Leuven and Louvain-la-Neuve Communiqué. This will be based on a short summary of the conclusions and recommendations from seminars about Lifelong Learning.

Deadline for summary of conclusions and

<ul style="list-style-type: none"> • Lifelong learning and the relationship with the social dimension goals of higher education. <p><u>Liaison with other follow-up activities:</u> Recognition, qualifications framework, employability, stocktaking</p>		<p>recommendations from seminars and recommendations from the coordinating group (draft version): 15 January 2009</p> <p>Deadline for final version of summary and recommendations: 1 March 2009</p>
Bologna seminars		
<p><u>EU Presidency Conference on the role of universities in LLL</u> (common understanding of what is LLL in HE), organisational aspects of LLL provision in universities and the link with qualifications frameworks</p>	<p><u>Organiser:</u> Slovenia, in consultation with the coordination group</p> <p><u>Participants:</u> all Bologna countries</p>	<p><u>Date:</u> 10-11 March 2008</p> <p><u>Place:</u> Slovenia</p>
<p>“Assessment of Prior Learning (APL); quality assurance and implementation of procedures”</p>	<p><u>Organisers:</u> Netherlands, in cooperation with EURASHE, ESU, ENIC/NARIC, and in consultation with the coordination group</p>	<p><u>Date:</u> 11-12 December 2008</p> <p><u>Place:</u> Amsterdam</p>

QUALITY ASSURANCE

Relevant paragraphs in the London Communiqué

2.13 [...] We encourage the four organisations to continue to organise European Quality Assurance Fora on an annual basis, to facilitate the sharing of good practice and ensure that quality in the EHEA continues to improve.

2.14 [...] We ask the E4 group to report progress to us regularly through BFUG, and to ensure that after two years of operation, the register is evaluated externally, taking account of the views of all stakeholders.

General remarks

As proposed in the E4's report to the London Summit, the European Quality Assurance Register in Higher Education (EQAR) would be set up as an international non-profit association ("Association Internationale Sans But Lucratif – AISBL") in Belgium, founded by the E4 organisations. In addition, EHEA governments and the other consultative members of the BFUG could become full members.

The Founding Assembly of the EQAR is planned for 4 March 2008. This will allow the EQAR to start its operation in June 2008 and to decide on the first round of applications by September 2008. This means that the external evaluation would not be due before the second half of 2010.

The Register Committee is to be set up in January 2008. At the BFUG meeting in Lisbon, 2-3 October 2007, the following countries were elected to act as observers on that Committee for the period 2008-2009: Austria, Denmark, Estonia, Ireland and Portugal.

European Quality Assurance Register in Higher Education

	<u>Organisers:</u> E4 group (ENQA, ESU, EUA, EURASHE)	<u>Timing:</u> to be set up by summer 2008 <u>Reporting:</u> Regular progress reports to BFUG and final report in 2009 to ministerial conference. Relevant documents on Bologna website. Final report (draft version): 15 January 2009 Final report (final version): 1 March 2009
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European Quality Assurance Fora

<u>Purpose:</u> To facilitate the sharing of good practice <u>Specific objectives of the 2007 Forum:</u> <ul style="list-style-type: none">• To gain an understanding of how to implement the European Standards and Guidelines and to explore some of the underlying principles.• To analyse success factors and obstacles• To grasp the implications of such an	<u>Organisers:</u> E4 group	<u>Second European Quality Assurance Forum</u> <u>Date:</u> 15-17 November 2007 <u>Place:</u> Rome <u>Third European Quality Assurance Forum</u> <u>Date:</u> 20-22 November 2008 <u>Place:</u> Budapest
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<p>implementation and examine the impact and the unintended consequences</p> <ul style="list-style-type: none"> • To discuss specific tools (such as student evaluations, implementing learning outcomes, reviews of QA agencies) 		
Bologna seminar		
<p><u>Conference</u> on Quality Assurance in Higher Education</p>	<p><u>Organisers</u>: France</p>	<p><u>Date</u>: 9-10 September 2008 <u>Place</u>: Strasbourg (France)</p>

THIRD CYCLE / DOCTORAL CANDIDATES

Relevant paragraph in the London Communiqué

2.17 We invite EUA to continue to support the sharing of experience among HEIs on the range of innovative doctoral programmes that are emerging across Europe as well as on other crucial issues such as transparent access arrangements, supervision and assessment procedures, the development of transferable skills and ways of enhancing employability. We will look for appropriate opportunities to encourage greater exchange of information on funding and other issues between our Governments as well as with other research funding bodies.

Bologna seminar

Seminar on doctoral candidates to exchange information on funding and the development of career prospects

Liaison with other follow-up activities: Liaise with EUA and take into account results of previous seminars (Salzburg and Nice)

Organiser: Finland

Date: October 2008 (to be confirmed)

Place: Finland

SOCIAL DIMENSION

Relevant paragraphs in the London Communiqué

2.18 Higher education should play a strong role in fostering social cohesion, reducing inequalities and raising the level of knowledge, skills and competences in society. Policy should therefore aim to maximise the potential of individuals in terms of their personal development and their contribution to a sustainable and democratic knowledge-based society. We share the societal aspiration that the student body entering, participating in and completing higher education at all levels should reflect the diversity of our populations. We reaffirm the importance of students being able to complete their studies without obstacles related to their social and economic background. We therefore continue our efforts to provide adequate student services, create more flexible learning pathways into and within higher education, and to widen participation at all levels on the basis of equal opportunity.

3.3 Similarly, we will report on our national strategies and policies for the social dimension, including action plans and measures to evaluate their effectiveness. We will invite all stakeholders to participate in, and support this work, at the national level.

General remarks

The London Communiqué has highlighted the social dimension as one of the priorities for the period 2007-2009. While many actions have to be taken at national level, countries may find it useful to receive advice on developing national strategies, including national action plans, and to share experience with other countries. As a first step towards developing a European strategy for the social dimension in higher education, the work on data collection in the period 2007-2009 will mainly focus on the social dimension (see also section on data collection below). Last but not least it needs to be stressed that the social dimension is a cross-cutting issue that should be taken into account in all action lines.

Coordination group

Purpose: to design a template for national action plans, to assist countries in drawing up their national action plans, and to facilitate the sharing of experience

To coordinate action concerning the social dimension

Liaison with other follow-up activities: data collection, stocktaking (in line with paragraph 3.7 of the London Communiqué, see also section on stocktaking), and LLL

Chair: Cyprus

Participants: Belgium/French Community, Czech Republic, Hungary, Liechtenstein, Lithuania, Malta, Montenegro, Portugal, Romania, Russia, UK, ESU, EUA, EURASHE, UNESCO-CEPES

Liaison with stocktaking and data collection to be ensured by the Bologna Secretariat.

Timing and reporting:

Template for national action plans to be submitted to BFUG by 1 March 2008 for approval at the BFUG meeting in March 2008.

Regular progress reports to BFUG.

Minutes on Bologna website.

Final report (draft version): 15 January 2009

Final report (final version): 1 March 2009

Bologna seminars

“The Social Dimension of Access and Equal Opportunity in Higher Education Institutions”

Organisers: Malta in collaboration with ESU

Date: 25-26 September 2008

Place: Malta

“Equality in a knowledge-based society – how to widen opportunities? Best practices in National Action Plans.”

Organiser: Hungary

Date: 10-11 November 2008

Place: Budapest (Hungary)

GLOBAL DIMENSION

Relevant paragraphs in the London Communiqué

2.20 We adopt the strategy “The European Higher Education Area in a Global Setting” and will take forward work in the core policy areas: improving information on, and promoting the attractiveness and competitiveness of the EHEA; strengthening cooperation based on partnership; intensifying policy dialogue; and improving recognition. This work ought to be seen in relation to the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education.

3.6 We ask BFUG to report back to us on overall developments in this area at the European, national and institutional levels by 2009. All stakeholders have a role here within their spheres of responsibility. In reporting on the implementation of the strategy for the EHEA in a global context, BFUG should in particular give consideration to two priorities. First, to improve the information available about the EHEA, by developing the Bologna Secretariat website and building on EUA's Bologna Handbook; and second, to improve recognition. We call on HEIs, ENIC/NARIC centres and other competent recognition authorities within the EHEA to assess qualifications from other parts of the world with the same open mind with which they would expect European qualifications to be assessed elsewhere, and to base this recognition on the principles of the LRC.

General remarks

To implement the strategy “The European Higher Education Area in a Global Setting”, action needs to be taken at European, national and institutional level in all five policy areas mentioned in the Communiqué, also in relation to the UNESCO/OECD Guidelines for Quality Provision in Cross-border Higher Education. In the report to be prepared for 2009, a particular focus will be placed on the two areas of improving information on, and promoting the attractiveness and competitiveness of the EHEA and of improving recognition. Given that Ministers asked for a further development of the qualitative analysis in stocktaking in relation to the Bologna Process in a global context, it is important that the preparation of this report is coordinated with the work of the stocktaking working group.

Working group “European Higher Education in a Global Setting”

<p><u>Purpose / Tasks:</u></p> <p>(a) to take forward work in the five core policy areas of the strategy with a special focus on “improving information on, and promoting the attractiveness and competitiveness of the EHEA” and on “improving recognition”;</p> <p>(b) to prepare a draft report on the overall development at the European, national and institutional levels.</p> <p><u>Liaison with other follow-up activities:</u></p> <ul style="list-style-type: none"> • Stocktaking (in line with 3.7 of the London Communiqué), mobility and quality assurance • Cooperate with the Secretariat regarding the development of the Bologna Secretariat 	<p><u>Chair:</u> Barbara Weitgruber (Austria)</p> <p><u>Participants:</u> Armenia, Austria, Belgium/French Community, France, Germany, Greece, Holy See, Montenegro, Netherlands, Norway, Romania, Slovak Republic, Spain, “the former Yugoslav Republic of Macedonia”, UK.</p> <p>Council of Europe, European Commission, EI, ENQA, ESU, EUA, EURASHE, UNESCO/CEPES, and ACA.</p>	<p><u>Timing:</u></p> <p>First meeting on 22 November 2007</p> <p>Further meetings: January 2008, June 2008, Autumn 2008</p> <p>Depending on the progress of the work and the consultation process (via e-mail) in finalizing the report, a meeting will be scheduled at the end of 2008 or at the beginning of 2009.</p> <p><u>Reporting:</u></p> <p>Regular progress reports to BFUG.</p> <p>Minutes on Bologna website.</p> <p>Final report (draft version): 15 January 2009</p> <p>Final report (final version): 1 March 2009</p>
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<p>Website for a global audience and with EUA regarding the Bologna Handbook</p> <ul style="list-style-type: none"> • Cooperate with the Council of Europe, the European Commission and UNESCO as well as the ENIC/NARIC networks to enhance fair assessment of qualifications of other parts of the world on the basis of the LRC, • Liaise with the European Commission on EU initiatives and programmes on global promotion and cooperation, including the network of Bologna Experts • Look for ways of integrating the “UNESCO /OECD Guidelines for Quality Provision in Cross-Border Education” into the activities of the working group, in particular by closely cooperating with ENQA on the seminar mentioned below. • All seminar organisers should consider inviting interested partners from other parts of the world. 		
Bologna seminar		
<p>“Transnational education and the UNESCO/OECD Guidelines for quality provision in cross-border higher education”</p> <p><u>Purpose:</u> Convergence between the UNESCO/OECD guidelines and the BFUG global strategy; spreading of information; fostering cooperation with regional QA networks etc.</p> <p><u>Liaison with other follow-up activities:</u> quality assurance</p>	<p><u>Organiser:</u> ENQA in cooperation with UNESCO</p> <p><u>Participants:</u> Representatives from regional quality assurance networks (Asia-Pacific, South America, Africa, etc.).</p>	<p><u>Date:</u> 1-2 December 2008</p> <p><u>Place:</u> London or Oxford (to be confirmed)</p>

DATA COLLECTION

Relevant paragraph in the London Communiqué

3.4 We recognise the need to improve the availability of data on both mobility and the social dimension across all the countries participating in the Bologna Process. We therefore ask the European Commission (Eurostat), in conjunction with Eurostudent, to develop comparable and reliable indicators and data to measure progress towards the overall objective for the social dimension and student and staff mobility in all Bologna countries. Data in this field should cover participative equity in higher education as well as employability for graduates. This task should be carried out in conjunction with BFUG and a report should be submitted to our 2009 Ministerial conference.

General remarks

Eurostat and Eurostudent will assume their mandate received in London working on data collection and indicator development in support of the monitoring/stocktaking of the implementation of the Bologna Process in the field of social dimension and mobility.

For the 2007-2009 period the focus will be on the social dimension, and in particular on participative equity and employability. In addition Eurydice will present updated information on transparency tools (ECTS, DS and qualifications framework) for all 46 countries and on mobility and portability of student support for 31 countries.

It is of utmost importance that the geographical scope of the exercise reaches as far as all 46 EHEA countries. Therefore Eurostat will stay in touch with the national statistical offices of the non-EU countries.

The work will be supported by a BFUG steering group that will provide political orientations and further contextual information.

Steering group

Purpose:

- to endorse the indicators proposed by Eurostat and Eurostudent;
- to advise which contextual information is needed, which other parameters need to be taken into account;
- to comment on the analysis and the report to be produced

Liaison with other follow-up activities:

stocktaking, mobility, social dimension, employability

Chair: Germain Dondelinger (Luxembourg)

Participants: Eurostat, Eurostudent, Eurydice, DG EAC, Bosnia-Herzegovina, Croatia, France, Germany, Hungary, Italy, Latvia, Russia, Switzerland, UK, Education International, ESU, EUA, ACA

Timing:

First meeting: 9 November 2007

By spring 2008: conception and definition of indicators

By autumn 2008: sourcing and production of indicators+demarcation and production of necessary context information.

Reporting:

Regular progress reports to BFUG.

Minutes on Bologna website.

Final report (draft version): 15 January 2009

Final report (final version): 1 March 2009

STOCKTAKING

Relevant paragraph in the London Communiqué

3.7 We ask BFUG to continue the stocktaking process, based on national reports, in time for our 2009 Ministerial conference. We expect further development of the qualitative analysis in stocktaking, particularly in relation to mobility, the Bologna Process in a global context and the social dimension. The fields covered by stocktaking should continue to include the degree system and employability of graduates, recognition of degrees and study periods and implementation of all aspects of quality assurance in line with the ESG. With a view to the development of more student-centred, outcome-based learning, the next exercise should also address in an integrated way national qualifications frameworks, learning outcomes and credits, lifelong learning, and the recognition of prior learning.

General remarks

The 2009 stocktaking exercise will be the last of the decade and therefore look both at progress of the last 2-year period as to the general evolution of the implementation.

As an overarching action line it is extremely important that all other follow-up activities feed into stocktaking, which should be kept in mind when scheduling those activities. Similarly, the timing of the stocktaking work should allow making maximum use of the results of other surveys like, for instance, the Eurydice surveys on transparency tools (ECTS, Diploma Supplement and Qualifications Frameworks) and on mobility and portability of student support and the work done by EUA and ESU.

Moreover stocktaking should apply sound indicators and therefore work in close cooperation with the data collection working group.

Working group

Purpose: to continue stocktaking based on national reports.

To further develop the qualitative analysis, especially with regard to mobility, the Bologna Process in a global context and the social dimension.

Liaison with other follow-up activities: Input from all other follow-up activities needed, including the work on data collection.

Chair: Andrejs Rauhvargers (Latvia)

Participants: Armenia, Georgia, Germany, Italy, Latvia, Montenegro, Norway, Romania, Turkey, UK/Scotland, European Commission (Eurydice), EUA.

Timing and reporting:

First meeting: 8 November 2007

Template for national reports and timeline to be approved at BFUG March 2008.

Regular progress reports to BFUG.

Minutes on Bologna website.

Final report (draft version): 15 January 2009

Final report (final version): 1 March 2009

BEYOND 2010

Relevant paragraphs in the London Communiqué

4.1 As the EHEA continues to develop and respond to the challenges of globalisation, we anticipate that the need for collaboration will continue beyond 2010.

4.2 We are determined to seize 2010, which will mark the passage from the Bologna Process to the EHEA, as an opportunity to reaffirm our commitment to higher education as a key element in making our societies sustainable, at national as well as at European level. We will take 2010 as an opportunity to reformulate the vision that motivated us in setting the Bologna Process in motion in 1999 and to make the case for an EHEA underpinned by values and visions that go beyond issues of structures and tools. We undertake to make 2010 an opportunity to reset our higher education systems on a course that looks beyond the immediate issues and makes them fit to take up the challenges that will determine our future.

4.3 We ask 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. This should include proposals for appropriate support structures, bearing in mind that the current informal collaborative arrangements are working well and have brought about unprecedented change.

4.4 Building on previous stocktaking exercises, Trends, and Bologna With Student Eyes, we invite BFUG to consider for 2010 the preparation of a report including an independent assessment, in partnership with the consultative members, evaluating the overall progress of the Bologna Process across the EHEA since 1999.

General remarks

In the discussion on "Beyond 2010", it is important to distinguish the two reports requested by Ministers in the London Communiqué.

- (a) For 2009, BFUG is asked to produce a report on how the EHEA might develop after 2010 (including support structures).
- (b) For 2010, BFUG is asked to produce a report including an independent assessment on the overall progress of the Bologna Process since 1999. Although this independent assessment is only due in 2010, preparations need to start already in this working period. For BFUG, the first priority should be to come to an agreement on the terms of reference of such an independent assessment.

At the same time, work needs to start on the 2009 report. Given that the discussion on "Beyond 2010" is such a sensitive issue, Ministers explicitly asked "BFUG as a whole" to consider the further developments. Since during regular BFUG meetings there might not be enough time for in-depth discussion, one or two extra BFUG meetings might be necessary to address the issue adequately.

It is clear that such a BFUG discussion needs careful preparation but a traditional working group might not be the appropriate form for this preparation, not least because probably almost all countries and organisations would like to be part of such a group. An alternative might be to make use of the Board, supported by the Bologna Secretariat.

In any case, it is crucial that the report on "Beyond 2010" is produced in an open and transparent process, involving all countries and organisations participating in the Bologna Process by way of regular consultations, be it electronically or at (special) BFUG meetings.

To take a wider view on the issue and to give room to new ideas, it is proposed to get input also from outside the "inner Bologna circle", using a combination of survey, publication and seminar(s).

Consultation of experts and stakeholders

<p>(1) <u>Survey by international academic experts</u> (2) <u>Publication of essays of consulted stakeholders</u> <u>Purpose:</u> to identify the major challenges for the EHEA in the next decade and possibly to propose new action lines</p>	<p><u>Organiser:</u> Belgium/Flemish Community and Luxembourg in cooperation with host of the seminar and in consultation with BFUG <u>Participants:</u> international experts in higher education (survey); other stakeholders: politicians, scholars, students and business representatives (publication)</p>	<p><u>Timing:</u> (1) Survey: October 2007 – March 2008 (2) Publication of essays: Mid-2008</p>
Seminar		
<p><u>Purpose:</u> to discuss and validate the conclusions of the above-mentioned survey and the consultation of stakeholders</p>	<p><u>Organiser:</u> Belgium/Flemish Community and Luxembourg <u>Participants:</u> all countries and organisations participating in the Bologna Process</p>	<p><u>Date:</u> 19-20 May 2008 <u>Place:</u> Ghent (Belgium)</p>
Series of seminars organised by consultative members		
<p><u>Purpose:</u> to identify future challenges for the EHEA; to develop a common vision on the role of higher education beyond 2010.</p>		
Electronic consultation		
<p><u>Purpose:</u> to discuss and validate the conclusions of the above-mentioned seminars</p>	<p><u>Organiser:</u> Bologna Secretariat <u>Participants:</u> all countries and organisations participating in the Bologna Process</p>	<p><u>Timing:</u> Results to be ready by 15 January 2009</p>
BFUG discussions		
	<p><u>Chair:</u> Respective Presidency <u>Participants:</u> all BFUG members</p>	<p><u>Timing:</u> “Beyond 2010” will be a regular item on the BFUG agenda. To allow for the necessary in-depth discussions, an extra BFUG meeting will be held on 24-25 June 2008 in Sarajevo.</p>
Evaluation report / independent assessment		
<p>Discussion on the terms of reference</p>	<p><u>Chair:</u> Slovenian Presidency <u>Participants:</u> all BFUG members</p>	<p><u>Timing:</u> BFUG meeting March 2008</p>
<p>Steering of independent assessment by BFUG</p>	<p><u>Chair:</u> subsequent Presidencies <u>Participants:</u> all BFUG members</p>	<p><u>Timing:</u> 2008-2010</p>

ANNEX 1: BFUG and Board meetings planned for the period 2007-2009

2007 - Portuguese Presidency		
Board meeting	<u>Place:</u> Lisbon	<u>Date:</u> 30-31 August 2007
BFUG meeting	<u>Place:</u> Lisbon	<u>Date:</u> 2-3 October 2007
2008 - Slovenian Presidency		
Board meeting	<u>Place:</u> Ljubljana	<u>Date:</u> 16 January 2008
BFUG meeting	<u>Place:</u> Brdo conference centre	<u>Date:</u> 13-14 March 2008
Board meeting	<u>Place:</u> Bled	<u>Date:</u> 9 June 2008
Extra BFUG meeting on Bologna Beyond 2010	<u>Place:</u> Sarajevo	<u>Date:</u> 24-25 June 2008
2008 - French Presidency		
BFUG meeting	<u>Place:</u> Paris	<u>Date:</u> 14-15 October 2008
2009 - Czech Presidency		
Board meeting	<u>Place:</u> Prague	<u>Date:</u> 13 January 2009
BFUG meeting	<u>Place:</u> Prague	<u>Date:</u> 12-13 February 2009
BFUG meeting	<u>Place:</u> Prague	<u>Date:</u> 26-27 March 2009
BFUG meeting	<u>Place:</u> Leuven	<u>Date:</u> 27 April 2009