



EUROPEAN COMMISSION
Directorate-General for Education and Culture

Life Long Learning: Education and Training policies
School Education and Higher education

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FROM BERGEN TO LONDON The EU Contribution

1. EU policy in higher education – the need for reforms

The higher education policy of the European Union Commission aims at reforming higher education systems, making them more flexible, more coherent and more responsive to the needs of society. Reforms are needed in order to face the challenges of globalisation and to train and retrain the European workforce. Reforms should enable universities to play their role in the Europe of Knowledge and to make a strong contribution to the EU Lisbon Strategy. The Commission has identified three big reform areas:

- Curricular reform: The three cycle system, competence based learning, flexible learning paths, recognition, mobility
- Funding reform: Diversified university income. Tuition fees, grants and loans. EU funding
- Governance reform: University autonomy. Strategic partnerships. Quality assurance

For each of these reforms, the Commission has identified possible venues to take in the 2005 Communication entitled “*Mobilising the brainpower of Europe: enabling universities to make their full contribution to the Lisbon Strategy*”, which were endorsed through the ensuing Council Resolution of 15 November 2005. The crucial role of universities was further confirmed by the informal meeting of the European Council in Hampton Court in October 2005, where Heads of State and Government referred to these areas as specific priorities for action in the EU context. As a follow-up to Hampton Court, the Commission will present a new Communication to the European Council in March 2006 with concrete targets in priority areas.

To analyze progress made in reform in higher education, a Commission report is envisaged, resulting in a publication (book): *2007 Report on Higher Education Reforms*. This Report would concern both the ‘Bologna-type’ curricular reforms and the Lisbon Strategy reforms, notably funding and governance. The Report would present a review of the reality, depth and coherence of reforms along the lines set out in the 2005 Communication, on the basis of data (statistics, surveys, case study analysis), with a view to drawing attention to what works and what doesn’t. The Report would be finished by the end of 2006 and published in the beginning of 2007.

The Lisbon Strategy encompasses the Commission's contribution to the intergovernmental Bologna Process, aiming to establish a European Higher Education Area by 2010, mainly in the areas of curricular reform and quality assurance. The Bologna process coincides with Commission policy in higher education supported through European programmes and notably Socrates-Erasmus, Tempus and Erasmus Mundus. The Commission stimulates Bologna initiatives at European level and participates as a full member in the Bologna Follow-up Group and the Bologna Board.

From an EU perspective, there is also an obvious link between the Bologna Process and the Copenhagen process on enhanced European co-operation in Vocational Education and Training, launched in December 2002. The Commission has taken initiatives to establish synergies between both processes in important fields such as transparency of qualifications (EUROPASS), credit transfer (ECTS-ECVET) quality assurance (ENQA-ENQAV) and the European Qualifications Framework (EQF for EHEA and EQF for LLL).

The current paper sets out the EU contribution to the Bologna process, provided by the European Commission, in partnership with the higher education sector and supported through Socrates, Tempus and Erasmus Mundus.

The paper starts with the reform priorities in the Bologna Process and explains the Commission contribution to the realisation of these priorities: quality assurance, the degree system and recognition of degrees and study periods. In addition, the paper describes Commission initiatives in higher education and research, the social dimension, mobility and raising the attractiveness of European higher education. The paper also addresses horizontal issues, such as the stocktaking exercise, information on higher education reform and support to seminars and conferences. For each item, the Bergen Communiqué is quoted and the Commission contribution is added in brief.

2. Priorities in the Bologna Process

The Bologna Declaration of June 1999 has put in motion a series of reforms needed to make European Higher Education more compatible and comparable, more competitive and more attractive for our own citizens and for citizens and scholars from other continents. The aim of the European Higher Education Area is to provide citizens with choices from a wide and transparent range of high quality courses and benefit from smooth recognition procedures.

On 19 and 20 May 2005, the Ministers of Higher Education of the Bologna Signatory States gathered in Bergen, Norway, and adopted a Communiqué taking note of progress made so far and confirming the three priorities defined at the Berlin meeting in September 2003: the degree system, quality assurance and recognition of degrees and study periods.

As further challenges and priorities, Ministers identified: higher education and research, the social dimension, mobility and the attractiveness of the EHEA and cooperation with other parts of the world. A new stocktaking exercise was announced to take place before the next Ministerial meeting in London in May 2007.

The Commission fully supports the priorities set above. In addition, the Commission would like to emphasise the need to concentrate on a genuine implementation of reforms. The Bologna process is more than halfway, the reforms are in the laws, now reforms have to become a reality for students and teachers in their everyday university life. Moreover, the changes in European higher education have attracted world-wide attention, hence the need to work out an external dimension strategy.

3. The degree system – towards a European Qualifications Framework

Ministers in Bergen adopted the overarching framework for qualifications in the EHEA, comprising three cycles, generic descriptors for each cycle based on learning outcomes and competences, and credit ranges in the first and second cycles. They committed themselves to elaborate national frameworks for qualifications compatible with the overarching framework for qualifications in the EHEA by 2010, and to having started work on this by 2007.

In July 2005, the Commission launched a public consultation on the idea of a European Qualifications Framework for Lifelong Learning, consisting of 8 levels. The three top levels of this EQF for LLL correspond to the three cycles of the EQF for EHEA adopted in Bergen.

The content of the level descriptors in both frameworks is almost identical, but the wording differs and the descriptors for HE in the EQF for LLL contain some vocational elements, absent in the framework adopted in Bergen. Also, the EQF for LLL has a separate level nr 5 for short higher education (up to two years and linked to the bachelor), not explicitly mentioned in the EQF for the EHEA.

The consultation on the EQF for LLL has ended in December 2005 and the results will be discussed at a conference in Budapest on 27/28 February 2006. On this basis, the Commission might present a proposal for a Council and Parliament Recommendation in September 2006.

Both the EQF for LLL and the EQF for the EHEA are formulated in generic terms (learning outcomes, knowledge, skills and competences to be achieved at a given level of qualification). In order to be operational, the EQFs will need to be translated in both National Qualifications Frameworks for Member States and Regions and Sectoral Qualifications Frameworks for specific disciplines or areas of professional activity. In April 2006, the Commission will launch a Call to support networking of national frameworks and development of sectoral frameworks at European level.

At higher education level, the preparation of sectoral EQFs has started by groups of academics working together in a Commission supported project called Tuning Educational Structures in Europe¹. The Tuning project develops reference points for common curricula on the basis of agreed competences and cycle level descriptors for a series of subject areas. In the present phase 2005-2006, it has expanded its scope from the 9 initial fields to 18 more subjects areas, totalling 27 fields of study and work.

¹ <http://tuning.unideusto.org/tuningeu/>

The results of the Tuning project will be presented at a Conference on Learning Outcomes and Competences in Higher Education, in Brussels, 16 June 2006. This general conference will be followed by a small series of testing conferences for stakeholders, starting, in autumn 2006, with the medical and para-medical field (regulated professions).

4. Quality assurance – European register and quality labels

European Register

Ministers in Bergen adopted the standards and guidelines for quality assurance in the European Higher Education Area as proposed by ENQA. They committed themselves to introducing the proposed model for peer review of quality assurance agencies on a national basis. They welcomed the principle of a European register of quality assurance agencies based on national review. They asked that the practicalities of implementation be further developed by ENQA in cooperation with EUA, EURASHE and ESIB with a report back to them through the Follow-up Group.

In parallel, the European Parliament and the EU Council of Ministers agreed on a Recommendation on further European cooperation in quality assurance in higher education, which refers to the Standards and Guidelines of Bergen and equally calls for a "European Register of Quality Assurance Agencies"

The common aim is to have one Register which would contribute to the acceptance of evaluation and accreditation systems and assessments and would facilitate indirectly the recognition of qualifications and mobility within Europe and beyond.

For this purpose, the Commission is supporting ENQA and partners in the preparation and testing of the European Register in view of an endorsement by EU and Bologna Ministers in May 2007.

Quality labels

Most evaluation and accreditation is carried out on a national or regional basis. It is expected that these local exercises will become more comparable and more European through the use of European standards and guidelines and the involvement of foreign experts. In a limited number of cases, there is scope for transnational evaluation and accreditation. For instance in highly internationalised fields of study like engineering and chemistry (two current pilot projects) or in cases where universities or sponsors (public or private) seek to obtain a label for reasons of branding or consumer protection. Integrated study programmes, like joint masters, obviously require a collaborative effort of the respective quality assurance agencies.

The Commission supports the setting up and testing phase of transnational quality evaluation. Two European quality labels will be launched in March 2006 (engineering and chemistry). Four new labels will be tested in 2006 and launched in 2007. A few more areas may be added later, including a label for joint degrees at bachelor, master and possibly doctoral level.

5. Recognition of degrees and study periods

Ministers called for the ratification of the Lisbon Recognition Convention. They urged all participating countries to address recognition problems identified by the ENIC/NARIC networks. They committed themselves to draw up national action plans to improve the quality of the process associated with the recognition of foreign qualifications. They called upon all national authorities and other stakeholders to recognise joint degrees awarded in two or more countries in the EHEA. Ministers committed themselves to work with higher education institutions and others to improve recognition of prior learning including non-formal and informal learning for access to, and as elements in, higher education programmes.

The Commission continues to support the NARIC network of credential evaluators, cooperating closely with the parallel network of ENIC centres coordinated by the Council of Europe/UNESCO-CEPES. The two networks have adopted an ENIC/NARIC Charter, outlining the Terms of Reference of a fully operational Recognition Information Centre. They maintain a list of recognition problems to be addressed by the competent authorities.

ECTS credits (originating in Socrates-Erasmus) are now in most Member States' law books. The Commission continues to promote the correct implementation of ECTS tools and is testing a credit system for Vocational Education and Training (ECVET). In parallel, the Commission will examine the feasibility of an integrated Credit System for Lifelong Learning.

A short brochure "ECTS Key Features" is available on the web and has been distributed in hard copy in five languages. The ECTS Users Guide on the web has been restyled and completed with examples from the ECTS practice. ECTS/DS Counsellors are active in 30 countries as part of National Teams of Bologna Promoters. They advise universities on how to introduce ECTS correctly and how to prepare for the ECTS Label.

In parallel, the Diploma Supplement is being promoted and institutions may apply for a Diploma Supplement label. The European Parliament and the Council adopted a proposal to integrate different transparency instruments developed for vocational training (like Europass, European Portfolio and the European CV) and bring them together into a single European Framework for Transparency of Qualifications and Competences, called EUROPASS, which includes the Diploma Supplement, used in higher education.

6. Higher education and research

Ministers confirmed that doctoral level qualifications need to be fully aligned with the EHEA overarching framework for qualifications using the outcomes-based approach. They acknowledged the need for structured doctoral programmes and the need for transparent supervision and assessment. They urged universities to ensure that their doctoral programmes promote interdisciplinary training and the development of transferable skills, thus meeting the needs of the wider employment market. Ministers also charged the Bologna Follow-up Group with inviting the European University

Association to prepare a report on the further development of the basic principles, to be presented to them in 2007.

The Commission welcomes the extension of the Bologna reforms (transparency, credits, quality assurance, recognition etc.) to the doctoral level. The Commission adopted the European Researchers Charter which defines roles and responsibilities of researchers, including of doctoral candidates². The time is right to take a fresh look at the notion of "European doctorates" and the recognition of doctoral degrees in Europe for the purpose of careers in R&D. Bologna Signatory States are called upon to adjust the legislative framework so that joint doctorates can be implemented more easily and obstacles to recognition removed.

As a concrete step, the Commission has supported in 2004-2005 a pilot project examining the status of doctoral candidates, the functioning of doctoral programmes in Europe, ways to improve them and to promote pooling of resources in cross-border activities and programmes, possibly leading to a "European Doctorate". A follow-up project is foreseen in support of the mandate given to the EUA by Ministers in Bergen.

7. Social dimension

Ministers renewed their commitment to making quality higher education equally accessible to all, and stressed the need for appropriate conditions for students so that they can complete their studies without obstacles related to their social and economic background. The social dimension includes measures taken by governments to help students, especially from socially disadvantaged groups, in financial and economic aspects and to provide them with guidance and counseling services with a view to widening access.

The Commission is supporting comprehensive surveys on the socio-economic background of students and on measures to promote equity, notably as regards access to higher education

8. Mobility

Ministers recognised that mobility of students and staff among all participating countries remains one of the key objectives of the Bologna Process. Aware of the many remaining challenges to be overcome, they reconfirmed their commitment to facilitate the portability of grants and loans where appropriate through joint action, with a view to making mobility within the EHEA a reality. They agreed to intensify their efforts to lift obstacles to mobility by facilitating the delivery of visa and work permits and by encouraging participation in mobility programmes. They urged institutions and students to make full use of mobility programmes, advocating full recognition of study periods abroad within such programmes.

The Commission will seek to increase mobility figures even further, based on the use of both public and private funding. The Commission supports activities aiming at

² C (2005) 576 final of 11.03.2005

mapping student and teacher mobility, eliminating obstacles to mobility and enabling the portability of national loans and grants. The proposal for a new Integrated Program for Lifelong Learning 2007-2013 (succeeding Socrates and Leonardo da Vinci) aims at substantially increasing European mobility figures.

9. Attractiveness and cooperation with other parts of the world

Ministers see the European Higher Education Area as a partner of higher education systems in other regions of the world, stimulating balanced student and staff exchange and cooperation between higher education institutions. They underlined the importance of intercultural understanding and respect. They look forward to enhancing the understanding of the Bologna Process in other continents by sharing experiences of reform processes with neighbouring regions. They stress the need for dialogue on issues of mutual interest and they called for an external dimension strategy.

The role and visibility of higher education in EU external relations is increasing, towards neighbouring countries (European Neighbourhood Policy), in relation with industrialised nations (OECD/G8) and with developing countries (Alban, Asia Link etc.). Policy dialogue between the EU and third countries often includes higher education, not least due to the emergence of a European Higher Education Area

The Commission is supporting a broad range of capacity building measures in higher education in neighbouring countries through the programmes Tempus Cards, Tempus, Meda and Tempus Tacis.

The Commission will award up to 8000 scholarships to students and scholars from other continents and from Europe in the framework of the Erasmus Mundus programme. Through this programme, the Commission will also support a marketing strategy for European Higher Education, bringing European quality and distinctiveness higher up the attention scale of the best partners, students and scholars world-wide. The Commission equally offers its contribution in setting up an external dimension strategy for the EHEA.

10. Stocktaking

Ministers called for stocktaking to continue in the fields of the degree system, quality assurance and recognition of degrees and study periods, reforms they expect will have been largely completed in 2007. In particular, Ministers shall look for progress in:

- *introduction of proposed models for peer review of quality assurance agencies;*
- *implementation of the national frameworks for qualifications;*
- *the awarding and recognition of joint degrees, including at the doctorate level;*
- *creating opportunities for flexible learning paths in higher education, including procedures for the recognition of prior learning.*

Ministers also asked for comparable data on the mobility of staff and students as well as on the social and economic situation of students.

The Commission, through the Eurydice Network, helps to undertake the stocktaking exercise in close cooperation with the Bologna Board and the Bologna Secretariat. The Commission also supports the survey of the European University Association (Trends V) and the student survey by ESIB. The Commission equally helps in the area of mobility data (Eurostat) and socio-economic background data (Eurostudent).

11. Information on higher education reform

The Trends Reports and the Eurydice Surveys have demonstrated that Bologna is gaining ground, but, being a top-down process, the reforms have not yet reached the work floor of all higher education institutions.

The Commission therefore has taken the initiative to help provide interested parties with up-to-date information, handbooks, case studies and training seminars on the Bologna reforms, providing a European dimension and a comparative perspective. A Call for Tender has been published in August 2005 for the setting up of an “Information Project on Higher education Reform”. The European University Association, together with experts from the higher education sector, is running this project, on behalf of the Commission, in the period December 2005 till July 2007.

The Commission also supports National Teams of Bologna Promoters. Senior Academics, (Vice-)Rectors, Deans, Directors of Study, International Relations Officers and Student Representatives, who are successful in introducing the Bologna reforms in their institutions are invited to advise colleagues in their country and occasionally abroad. Some of the Bologna Promoters also function as ECTS/DS Counsellors. The National Teams are organised and supported in a decentralised way through the Socrates-Erasmus National Agencies, in close consultation with public authorities, the national delegate in the Bologna Follow-up Group and the higher education sector of the country concerned.

12. Seminars and conferences

The Commission supports a limited number of Bologna seminars and conferences in priority areas which coincide with EU higher education policy priorities.

Annexes

- Bologna action lines
- Web sites
- Initiatives in higher education reform

BOLOGNA ACTION LINES

Bologna Declaration (1999)

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

Prague Communiqué (2001)

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

Berlin Communiqué (2003)

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

WEB SITES

DG Education and Culture

http://europa.eu.int/comm/dgs/education_culture/index_en.htm

Lisbon Strategy - Education and Training 2010

http://europa.eu.int/comm/education/policies/2010/et_2010_en.html

Bologna Process - Higher Education

http://europa.eu.int/comm/education/policies/2010/et_2010_en.html

<http://www.dfes.gov.uk/bologna>

Copenhagen Process – Vocational Education and Training

http://europa.eu.int/comm/education/policies/2010/vocational_en.html

http://europa.eu.int/comm/education/copenhagen/resolution_en.pdf

Higher Education in Lisbon Strategy

http://europa.eu.int/comm/education/policies/2010/lisbon_en.html

http://europa.eu.int/comm/research/conferences/2004/univ/followup_en.html

Towards a European Qualifications Framework for Lifelong Learning

http://europa.eu.int/comm/education/policies/2010/consultations_en.html

ECTS and Diploma Supplement

http://europa.eu.int/comm/education/programmes/socrates/ects_en.html

EUROPASS

http://europa.eu.int/comm/education/programmes/europass/index_en.html

Erasmus Mundus

http://europa.eu.int/comm/education/programmes/mundus/index_en.html

The European Researchers Charter

<http://europa.eu.int/eracareers/europeancharter>

e-learning

http://europa.eu.int/comm/education/programmes/elearning/programme_en.html

ENIC and NARIC networks

<http://www.enic-naric.net>

PLOTEUS

<http://www.ploteus.net>

Tuning educational structures in Europe

<http://tuning.unideusto.org/tuningeu>

ENQA

<http://www.enqa.net/>

EUA

<http://www.eua.be/eua/index.jsp>

EURASHE

<http://www.eurashe.be/info/info.htm>

ESIB

<http://www.esib.org>

Council of Europe

<http://www.coe.int>

UNESCO-CEPES

<http://www.cepes.ro>

**EUROPEAN COMMISSION SUPPORTED INITIATIVES
ON HIGHER EDUCATION REFORM**

1. The Degree System – Towards a European Qualifications Framework

Socrates

Tuning Educational Structures in Europe: Validation, dissemination and further development

The Tuning project develops reference points for common curricula on the basis of agreed competences and cycle level descriptors for a series of subject areas. In 2005-2006, it has expanded its scope from the initial 9 fields to 18 more subject areas, totalling 25 fields of study and work.

Rijksuniversiteit Groningen (NL) and Universidad de Deusto (ES)
<http://tuning.unideusto.org/tuningeu>

CoRe – Competences in Education and Cross-border Recognition

Development of methodologies and procedures to assess competences, working with NARIC/ENIC. Testing outcomes of Tuning I/II from the perspective of the European credential evaluators and admissions officers. Conclusions and recommendations useful for development and implementation of qualification frameworks.

NUFFIC – Netherlands Organisation for International Cooperation in Higher Education (NL)
<http://www.nuffic.net>

BALAMA – The Bachelor for the Labour Market

Issue of employability in the first cycle. Inventory of how in each country professionally oriented HE programmes in the 1st cycle are described in terms of competences. Study relations between education and applied research. Develop European profile of professionally-oriented higher education. (Eight national associations are involved.)

HBO-raad (NL)
<http://www.hbo-raad.nl>

Joint Degree Programmes – A Hallmark of the European Higher Education Area

Analyse legal obstacles, issues related to recognition, QA, administration and financing of joint degree programmes, building on existing surveys. Bonn international conference on joint degrees. A study of joint degrees in signatory countries. National Erasmus Mundus Structures to present national reports on joint master programmes. Sharing best practices.

DAAD – German Academic Exchange Service (DE)
<http://www.daad.de>

Tempus Tacis

Capacity Building for Independent Learning in Higher Education in Uzbekistan

To promote independent leaning by adopting a strategy that seeks to build capacity in the Ministry of Higher and Special Secondary Education, that will enable it not only to carry out effective planning and implementation on this issue, but also in future reform priorities.

Westminster International University in Tashkent (WIUT)
<http://www.wiut.uz>

2. Quality Assurance – European Register and Quality Labels

Socrates

A. General Quality Assurance Activities

European Register of Quality Assurance Agencies

Development of the European Register of Quality Assurance agencies (follows from Bergen Communiqué and the EU Recommendation on further European cooperation in quality assurance in higher education).

ENQA - European Association for Quality Assurance in Higher Education

<http://www.enqa.net>

EFQA – European Forum for Quality Assurance

Forum consisting of EUA, EURASHE, ESIB and ENQA (E4), formalising their cooperation in the implementation of quality reform. Organisation of an annual conference. Main theme in 2005: Internal quality assurance.

EUA – European University Association

http://www.eua.be/eua/en/policy_qa.jspx

ENQA – European Association for Quality Assurance in Higher Education

Networking and training activities for quality assurance agencies.

ENQA – European Association for Quality Assurance in Higher Education

<http://www.enqa.net>

B. Quality Labels

Accreditation in European Professional Music Training

Development of a European quality label (accreditation system) in music study. Formulation of common European standards and procedures. Final conference and dissemination.

AEC – Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen (NL)

<http://www.aecinfo.org>

Extension of Quality Labels in Chemistry – The Euromaster

Developing a European quality label (Euromaster) for second cycle qualifications in chemistry, complementary to the existing Eurobachelor label. Development of criteria and procedures in view of an integrated system of accreditation in the field of chemistry.

ECTNA - European Chemistry Thematic Network Association

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

EPAS - EFMD Programme Accreditation System

Developing a European Quality label in business or management: EFMD Programme Accreditation System (EPAS), i.e. accreditation of study programmes (complementary to the more exclusive EQUIS label). Establishment of Programme Accreditation Committee and Board.

EFMD - European Foundation for Management Development

http://www.efmd.org/html/Accreditations/cont_detail.asp?id=050713ljen&aid=050713nlf&tid=1&ref=ind

QUESTE – Quality System of European Scientific and Technical Education – Labellization and Scoring

Developing a European quality label for programmes and institutions in "higher education and industry", aimed at training technical managers and scientists. Creation of an agency and foundation for this purpose. The label would be complementary to the more general label developed by the EUR-ACE project under the 2004 Call.

EFMD - European Foundation for Management Development
<http://www.efmd.org>

C. Internal Quality Assurance

Tempus CARDS

Quality Management in Medicine

Introduction of quality assessment methods and procedures in Bosnian and Herzegovinian Medical Faculties, based on the European Framework for Quality Management (EFQM) model of excellence, in internal evaluation.

University of East Sarajevo (BA)
<http://www.unssa.rs.ba>

Training of Croatian and BIH Educational Institutions

Develop a module-based training course focusing on (1) internationalisation of university activities in Croatia and Bosnia Herzegovina in line with the Bologna process (mobility), and (2) quality assurance. Development of the "Quality management guide for self-assessment in Croatian/BiH higher education institutions".

Universität des Saarlandes (DE)
<http://www.uni-saarland.de>

Tempus Tacis

Development of a Quality Assurance System at Ukrainian Universities

Design of a model institutional Quality Assurance System for Ukrainian universities; based on self-assessment within universities at all levels.

National Agrarian University (UA)
<http://www.nauu.kiev.ua>

Design of a Quality Assurance System in Uzbekistan

Design of a model institutional Quality Assurance System for Uzbek universities; based on self-assessment within universities at all levels.

Tashkent State Agrarian University (UZ)
<http://www.tsau.uz/tsau2>

Enhancement of Quality Assurance Systems in Moroccan Universities

Dissemination of good practices in the areas of methodologies and instruments for evaluation and accreditation in higher education, by taking into account the relevant European experience. Understanding the importance of the enhancement of the culture of quality, draft a Quality Management Guide for self-assessment in Moroccan higher education institutions and disseminate it among universities in Morocco.

Universidad de Alicante Fundación General (ES)

<http://www.cde.ua.es>

3. Recognition of Degrees and Study Periods - LLL

Socrates

ECTS Introduction Grant

Institutions wishing to introduce ECTS for the first time may apply to their Socrates-Erasmus National Agency for an ECTS Introduction Grant. In 2003/2004 136 Introduction grants were awarded to institutions across Europe.

European Commission

http://europa.eu.int/comm/education/programmes/socrates/ects/index_en.html

ECTS Label

Institutions which use ECTS in all first and second cycle degree programs may apply for the ECTS label. In 2005 there are 14 label holding institutions.

European Commission

http://europa.eu.int/comm/education/programmes/socrates/ects/label_en.html

Diploma Supplement Label

Institutions which award Diploma Supplements to all graduates free of charge in a widely used language, may apply for the DS label. In 2005 there are 60 label holding institutions.

European Commission

http://europa.eu.int/comm/education/policies/rec_qual/recognition/diploma_en.html

ELITE'LLL-ECTS Label institutions to elaborate Life-Long-Learning concepts

Testing the award of credits to formal, non-formal and informal learning based on the ECTS parameters of learning outcomes and notional student workload (competence-based time slot approach). Project accessible to ECTS label holding institutions.

Fachhochschule Osnabrück- University of applied sciences (DE)

<http://www.fh-osnabrueck.de>

BEFLEX – Benchmarking Flexibility in the Bologna Reforms

This project aims to monitor the development of university lifelong learning in the reformed structure of higher education qualifications (the Bologna process), benchmark ULLL policy and practice in 300 institutions, identify 50 cases of best practice, hold consultation workshops and a conference, produce articles, and report to next meeting of the Bologna ministers in London in 2007.

EUCEN - European Universities Continuing Education Network
<http://www.eucen.org>

Tempus CARDS

Introducing the Credit Transfer System in Universities in Bosnia Herzegovina

To develop a framework for introducing the credit transfer system for technically-oriented study programmes at universities in Bosnia Herzegovina.

KTH - Kungliga Tekniska högskolan (SE)
<http://www.kth.se>

Pilot Implementation of the European Credit Transfer System

Implementation of the European Credit Transfer System (ECTS) in Computer Science curriculum in higher education at the Faculty of Electronic Engineering - University of Nis, Serbia and Montenegro.

University of Nis (CS)
<http://www.junis.ni.ac.yu>

Tempus Tacis

Facilitating the introduction of a credit system in Uzbek universities

Develop a framework for the introduction of a credit system corresponding to the European Credit Transfer System in Uzbekistan.

KTH - Kungliga Tekniska högskolan (SE)
<http://www.kth.se>

KBTUT on the way to a Credit System

To develop a "list of subjects" in the Computer and Information Sciences branch, in order to implement the credit system in Tajikistan (at Khujand Branch of Technological University of Tajikistan).

Växjö universitet (SE)
<http://www.vxu.se>

Recognition of qualifications through the introduction of the European Credit Transfer System

To develop a framework for the introduction of a credit-hours system, to be used for the implementation of two pilot academic programmes, and as a basis for the recognition of qualifications and higher education institutions.

Kyrgyz National University "J. Balasagun" (KG)

4. Higher Education and Research

DOC-CAREERS - From Innovative Doctoral Training to Enhanced Career Opportunities

This project explores the relations between doctoral training programmes and the career development and employability prospects for doctoral candidates. It underlines the need to incorporate demands from a highly diversified labour market directly in the planning of doctoral programme structures; introduces case studies among employers to highlight such demands; and focuses on mobility as an inter-sectorial as well as a cross-border activity.

5. Social Dimension

Socrates

EUROSTUDENT – Indicators on the social situation in the European Higher Education Area

The EUROSTUDENT survey focuses on acquiring and presenting the latest comparative statistics and educational indicators on the social and economic dimension of tertiary student life in a series of countries of the European Higher Education Area.

HIS - Hochschul-Informationen-System GmbH (DE)
<http://www.his.de/Abt2/Auslandsstudium/Eurostudent/about>

6. Attractiveness and Cooperation with Other Parts of the World

Erasmus Mundus supports, among others, projects aimed at enhancing the attractiveness of and the interest in European higher education. It supports activities that improve the profile, the visibility and the accessibility of European higher education as well as issues crucial to the internationalisation of higher education, such as the mutual recognition of qualifications with third countries.

7. Stocktaking

Eurydice Survey “Focus on the Structure of Higher Education in Europe 2005”

Report on the implementation of the main Bologna Reforms (three cycles, quality, recognition (ECTS, Diploma Supplement) in the 40 Bologna Signatory States. Country chapters and a comparative overview.

Eurydice
<http://www.eurydice.org>

Bologna Process Stocktaking

General stocktaking of the Bologna process by a working group appointed by the follow up group Results to be presented in London.

Secretariat of the Bologna Follow-up Group (UK)
<http://www.dfes.gov.uk/bologna>

TRENDS V – Implementing Bologna Reforms in European Higher Education

Survey of institutional attitudes to Bologna reforms addressed to HE institutions in all 45 countries. Institutional site visits to examine teaching and research links; stocktaking priorities including the social dimension. Regional debates with focus-group discussions used to gather key information.

EUA – European University Association
http://www.eua.be/eua/en/policy_bologna_trends.jsp

8. Information on Higher Education Reform

Socrates

National Teams (31) in the Countries participating in the Socrates Program

Senior Academics, (Vice-) Rectors, Deans, Directors of Study, International Relations Officers and Student Representatives, who are successful in introducing the Bologna reforms in their institutions advise colleagues in their country and occasionally abroad. ECTS/DS Counsellors are integrated in the teams of Bologna Promoters.

The Socrates-Erasmus National Agencies

http://europa.eu.int/comm/education/programmes/socrates/agera_en.html

Raising Employers' Awareness about the Bologna Process

Project relates directly to a real need concerning the employers' perception and knowledge of the Bologna Process. Information package is to be developed for employers.

Coimbra Group

<http://www.coimbra-group.be/index.html>

Tempus CARDS

University Strategy for the Implementation of the Bologna Process in Serbia

Development of university strategies for the implementation of the Bologna Process (BP) in Serbia, establishment of University and Faculty strategy commissions for BP implementation and of a network of Serbian universities.

University of Nis (CS)

<http://www.junis.ni.ac.yu>

9. Seminars and Conferences

Socrates

The Future of the University – Translating Lisbon into Practice

Dissemination of "Education & Training 2010" through Vienna conference on funding; governance and competitiveness of universities; Brussels seminar on governance and models of good practice from selected universities; publication and dissemination.

Academic Cooperation Association

<http://www.aca-secretariat.be>

Towards 2010 – Which Goals Do We Reach and How?

Build the capacity of students to cope with the reforms, prepare student input towards London Ministerial summit and contribute to development of student policies. Training seminar for representatives of national unions of students and a conference on "Reaching 2010: Which goal we want to reach and how?"

ESIB - The National Unions of Students in Europe

<http://www.esib.org>

Tempus Tacis

Workshop for establishment of modular study structures in Kyrgyzstan

Introduction to two-degree structure (BA/MA) and development of corresponding curricula.

Fachhochschule Osnabrück (DE)
<http://www.fh-osnabrueck.de>

10. Governance

Socrates

Enhancing Creativity and Innovation: Benchmarking Governance in HE

Concerns a follow-up to of the EUA Quality Culture project. Identifying and benchmarking good practices in governance and foster creativity through an interdisciplinary approach.

EUA – European University Association
<http://www.eua.be>

University Leadership and Management in an International Context

A project on the professionalisation of higher education staff. Proposal aims to motivate the target groups, creating pilot learning modules. Long term goal: “Virtual European Centre for Excellence in HE Leadership and Management”.

EUA – European University Association
<http://www.eua.be/eua/index.jsp>

Tempus Tacis

Reforme du Management Financier des Universités

Contribuer, par une action concertée mutuellement profitable, à la réforme du management financier des universités russes. En faisant bénéficier les partenaires des réflexions menées dans chaque pays, enrichir le contenu des propositions réformatrices de chacun des partenaires.

Saratov State Technical University (RU)
<http://www.sstu.ru>

11. Sectoral Initiatives

Socrates

SECEB – Sharing Experiences on Cultural Education Realising the Bologna Process

Analyse implementation of the two-tier degree structure in the field of cultural management education and policy education (higher and vocational sector). Two European workshops and final conference.

ENCATC – European Network of Cultural Administration Training Centres
<http://www.encatc.org>

Tempus CARDS

Restructuring the Study of Manufacturing Engineering in Bosnia Herzegovina

Restructuring curricula in Manufacturing Engineering for BSc, MSc & PhD degrees, based on the Bologna Declaration & European Credit Transfer System. Objectives: the new syllabi implementation, compatibility, e-Learning methods.

University of Banja Luka (BA)

<http://www.urc.bl.ac.yu>

Reforming the Croatian Legal Education

Integration of Croatian Faculties of Law into the European Higher Education Area by increasing cooperation among Croatian and EU Faculties of Law and in the field of higher legal education in the region. Develop a national strategy and a detailed action plan for the reform of the Croatian higher legal education in accordance with the Bologna Process.

University of Zagreb (HR)

<http://www.unizg.hr>

Restructuring and Introduction of Mechatronics in Universities in Serbia

Introduction and expansion of training in Mechatronics as a subject area.

University of Nis (CS)

<http://www.junis.ni.ac.yu>

Tempus Tacis

Une structure innovatrice pour la réforme de IT formation pour l'économie et la gestion en Russie

Créer d'une structure nationale (Association), regroupant des représentants des milieux universitaires, industriels et administratifs, pour décider de la stratégie nationale d'éducation dans le domaine des technologies nouvelles d'information pour l'économie et la gestion. Développer un modèle d'interaction entre l'Association et les universités européennes dans la perspective de créer un espace européen d'éducation commun conformément au processus de Bologne.

State University – Higher School of Economics (RU)

<http://www.hse.ru>

Integrative Qualification in Electronic Government

Encouraging the Bologna process in the subject of Electronic Government. Validating and exporting existing didactical models & methods in case-based higher education in eGovernment, with concrete process improvements and with the potential for life-long learning concepts.

Technische Universität Dresden (DE)

<http://tu-dresden.de>