



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 Commission Contribution to the Bologna Process

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

The higher education policy of the European Commission aims at reforming higher education systems, making them more coherent, more flexible, 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 make a strong contribution to the Lisbon Strategy for Growth and Jobs. The Commission has identified three big reform areas in higher education:

- Curricular reform: The three cycle system (bachelor-masters-doctorate), competence based learning, flexible learning paths, recognition, mobility
- Governance reform: University autonomy, strategic partnerships including with enterprises, quality assurance
- Funding reform: Diversified university income, while promoting equity and access, the possible role of tuition fees, grants and loans, targeted EU funding

In May 2006, the Commission published a Communication identifying nine measures considered necessary to deliver the modernisation agenda for universities¹. The first measure listed calls for a break down of the barriers around the universities of Europe. A major effort should be made to achieve the core Bologna reforms by 2010: comparable qualifications (short cycle, bachelor, master, doctorate); flexible, modernised curricula at all levels which correspond to the needs of the labour market; and trustworthy quality assurance systems. This requires targeted incentives from the national authorities responsible in order to ensure proper take-up of the reforms rather than mere superficial compliance with the standards. Curricula in specific disciplines or professions should be renovated, drawing on comparisons and best practice at European level. The Communication was written at the request of the European Council and fully endorsed at its June 2006 meeting.

The Commission works with Member States and the higher education sector to help implement these reforms, through the Open Method of Coordination (Clusters and

¹ "Delivering on the Modernisation Agenda for Universities: Education, Research and Innovation"
COM(2006)208 final, of 10.5.2006 - http://ec.europa.eu/education/policies/2010/doc/comuniv2006_en.pdf

Peer-Learning Activities), by taking initiatives (Quality Assurance, ECTS, EQF, EIT etc.) and supporting initiatives of others (pilot projects, associations, networks etc.). The Commission participates as a full member in the Bologna Follow-up Group and the Bologna Board.

Grant support is provided through European programmes, notably Erasmus, Tempus and Erasmus Mundus. The new Action Programme in the Field of Lifelong Learning² (2007-2013) continues the Erasmus Action and includes multilateral projects supporting the modernisation agenda for universities. Erasmus Mundus has launched important new initiatives in promoting the worldwide attractiveness of European institutions, alongside the support provided for joint Masters Courses which are themselves a major contribution to the European Higher Education Area. An overview of Commission supported initiatives is attached to this paper.

From an EU perspective, there is an obvious link between the Bologna Process and the Copenhagen process on enhanced European co-operation in Vocational Education and Training. 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-ENQAVET) and the European Qualifications Framework (EQF for EHEA and EQF for LLL). Of similar importance is the link between the European Higher Education Area and the European Research Area (EHEA and ERA).

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 Erasmus, Tempus and Erasmus Mundus.

The paper starts with the three 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 for seminars and conferences. For each item, relevant sections of the Bergen Communiqué are quoted in italics 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 European Higher Education Area is to provide citizens with a wide and transparent range of high quality courses and smooth recognition procedures.

In May 2005, the Ministers of Higher Education of the Bologna Signatory States gathered in Bergen, Norway, and adopted a Communiqué taking note of progress

² http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_327/l_32720061124en00450068.pdf

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 the genuine implementation of reforms. The Bologna process is more than half-way, the reforms are in the laws, now reforms have to become a reality for students and teachers in everyday university life.

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. They also underlined the importance of ensuring complementarity between the overarching framework for the EHEA and the proposed broader framework for qualifications for lifelong learning developed within the European Union.

After a consultation process, started in July 2005, the Commission has adopted, on 5 September 2006, a proposal for a Recommendation of the European Parliament and of the Council on the establishment of a European Qualifications Framework for Lifelong Learning³. The eight levels of the EQF for LLL cover the entire span of qualifications from those achieved at the end of compulsory education to those awarded at the highest level of academic and professional or vocational education and training.

The learning outcomes of the three top levels of the EQF for LLL correspond to the three cycles of the EQF for EHEA adopted in Bergen (Dublin Descriptors), but the words chosen by the Commission to describe these levels six to eight differ slightly from those adopted by Ministers in Bergen. There are two reasons for this difference in wording. First, the need for consistency in terminology between levels one to eight and second, the wish to cover a broader range of qualifications at levels six to eight, including those not delivered by higher education institutions (example: “air pilot”). The difference in wording is not expected to lead to differences in implementation. It should not stop countries and universities from implementing the Dublin Descriptors and many have already started to do so.

Both the EQF for LLL and the EQF for the EHEA are formulated in generic terms (knowledge, skills and competences to be achieved at a given level of qualification). In order to become operational, EQFs will need to be translated in both National

³ COM(2006)479 final, of 5.9.2006 - http://ec.europa.eu/education/policies/educ/eqf/index_en.html

Qualifications Frameworks (NQF) for Member States and Regions and Sectoral Qualifications Frameworks (SQF) for specific disciplines or areas of professional activity. The Commission supports networking of national frameworks and the 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 Europe. The Tuning project develops common reference points for curricula on the basis of competences, laid down in cycle level descriptors for a series of subject areas. Tuning has expanded its scope from 9 initial fields to 18 more subjects areas, totalling 27 fields of study and work. In 2007, The Tuning project will organise Validation Conferences in order to test its outcomes with high level stakeholder panels. European and National Information Points will be set up in close consultation with national and academic authorities. The project has expanded to the Western Balkans, Turkey, Ukraine, Russia and Latin-America. See in the attached list under 1.

The Commission is also supporting an initiative to test a classification system (typology) for European higher education institutions based on the variety of missions of institutions in education and research. See in the attached list under 1.

4. Quality assurance - European register - quality labels - ranking

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 have adopted a Recommendation on further European cooperation in quality assurance in higher education⁴, which refers to the Standards and Guidelines adopted in 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. The Commission is supporting ENQA and partners in the preparation of the European Register in view of an endorsement by EU and Bologna Ministers in May 2007.

Quality labels

⁴ 2006/143/3C OJ L 64/60 of 4.3.2006 – http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_064/l_06420060304en00600062.pdf

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 or business studies or in cases where universities or sponsors (public or private) seek to obtain an international 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 consortia setting up and testing transnational quality evaluation. Two European quality labels were launched in March 2006 (engineering and chemistry). Seven new labels will be tested in 2006/2007 and launched in 2007/2008 (engineering, chemistry, business studies, music, e-learning, life sciences and rural environment and informatics). See in the attached list under 2B.

Quality labels will have to prove their added value for universities, students, employers and public authorities. They are expected to apply for the European Register in order to be assessed against the same rigorous criteria as any other applying quality assurance agency, be it national or international, public or private.

Ranking

More and more data on university performance is becoming available, through quality evaluations and other information gathering exercises. These data enable the creation of all kinds of rankings. The Commission currently supports the initiative for an alternative European ranking system which would take account of diversity in terms of languages, subject areas, profiles, student services, research and teaching quality. The system is being set up by a consortia lead by the German CHE. See in the attached list under 2.

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, where possible, non-formal and informal learning for access to, and as elements in, higher education programmes.

Recognition decisions are taken by competent authorities (universities, ministries, employers). These competent authorities are informed by transparency tools like ECTS and Diploma Supplement. They may call in the help of ENIC-NARIC Centres. In the future, ECTS and DS documents (course catalogues, transcripts, learning agreements) may refer to EQF levels. More and more quality evaluation reports will become available on the internet. These transparency tools and QA reports do not

solve recognition problems, but they may help to correct misgivings about level or quality of studies carried out elsewhere.

EQF and QA may also help to inform the establishment of national, regional or sectoral credit frameworks and recognition agreements, which would help to enhance recognition predictability for the individual learner. Universities, enterprises and public authorities are encouraged to engage in partnerships, creating such frameworks and agreements in the interest of lifelong learning. The EUCEN European Universities Continuing Education Network is currently carrying out a project, benchmarking university LLL policy and practice in 150 institutions and identifying 50 cases of best practice. See in the attached list under 8.

The Commission continues to support the NARIC network of credential evaluators, cooperating closely with the wider 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. The Commission has formulated as a target that no applicant should have to wait longer than four months for a decision about academic recognition⁵.

The ECTS credit system originates in the Erasmus mobility scheme and is now enshrined in most Bologna countries' law books. ECTS is based on both content, expressed in learning outcomes and average student workload, expressed in credit points. Millions of students collect ECTS credits on a daily basis, most of them through local accumulation and a number of them, notably Erasmus students, through cross-border transfer.

The Commission continues to promote the correct implementation of ECTS tools and has launched a public consultation on a European Credit System for Vocational Education and Training (ECVET)⁶. In 2007, the Commission will consult the Member States on the future development of ECTS and its links with ECVET and EQF in view of, ultimately, establishing, 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 is being restyled and completed with examples from the ECTS practice. ECTS/DS Counsellors are active in more than 30 countries as part of National Teams of Bologna Promoters. They advise universities on how to introduce ECTS correctly. An ECTS label has been awarded to 21 universities. The award of new ECTS labels has been suspended till after the consultation in 2007.

The development of joint European masters degrees in the framework of Erasmus Mundus, is also having an important positive influence on recognition. In a number of countries, national legislation has been modified to permit the award of joint and double degrees, in several instances as a direct response to the programme. Some 80 joint/double masters degrees have been supported so far, 19 of which have the

⁵ "Delivering on the Modernisation Agenda for Universities: Education, Research and Innovation", COM(2006)208 final, of 10.5.2006 - http://ec.europa.eu/education/policies/2010/doc/comuniv2006_en.pdf

⁶ SEC(2006)1431 of 31.10.2006 - http://ec.europa.eu/education/ecvt/index_en.html

additional dimension of international partnerships supported via Action 3. In the context of cooperation with the USA, the new “Atlantis” programme provides for the development of joint transatlantic degrees between European and American institutions as well as for Erasmus-like partnerships. The EC-Canada framework for co-operation in the field of higher education, training and youth supports joint consortia projects where full recognition of credit for the periods of study or training carried out during the project is a crucial component. The same principle also applies to pilot projects carried out with Australia and New Zealand within the framework of Regulation (EC) No 382/2001. The new Regulation (EC) No 1934/2006 on cooperation with industrialised and other high-income countries and territories will extend this possibility to a wider range of countries

In parallel, the Diploma Supplement is being promoted as part of the single European Framework for Transparency of Qualifications and Competences, called EUROPASS, which includes Europass, European Portfolio and the European CV. Some 60 DS labels have been awarded. The award of new DS labels has also been suspended till after the ECTS consultation in 2007.

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 noted that the normal workload of the third cycle in most countries would correspond to 3-4 years full time. 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. They consider participants in third cycle programmes both as students and as early stage researchers. 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, competences, credits, quality assurance, joint degrees etc.) to the doctoral level. The Commission adopted the European Charter for Researchers which defines roles and responsibilities of researchers, including of doctoral candidates⁷. The time is right to take a fresh look at the doctoral phase 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.

A Commission supported project called DOC-CAREERS - From Innovative Doctoral Training to Enhanced Career Opportunities, coordinated by EUA, will explore the relations between doctoral training programmes and the career development and employability prospects for doctoral candidate in view of the London Ministerial Conference in May 2007. During the consultations prior to the design of the next phase of the Erasmus Mundus programme, the Commission has been strongly

⁷ C (2005) 576 final of 11.03.2005

encouraged by the stakeholders consulted to foresee an extension of EM into doctorate studies in coming period.

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 counselling services with a view to widening access.

The Commission is supporting comprehensive surveys on the socio-economic background of students (Eurydice and Eurostudent). The recent Communication on Efficiency and equity in European education and training systems⁸ calls upon Member States to create appropriate conditions and incentives to generate higher investment from public and private sources, including, where appropriate, through tuition fees combined with accompanying financial measures for the disadvantaged.

In this context, attention is also drawn to the important work of Socrates-Grundtvig in experimenting with innovative outreach initiatives enabling adult learners to access higher education by alternative pathways.

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 new Lifelong Learning Programme 2007-2013⁹ (succeeding Socrates and Leonardo da Vinci) aims to reach the overall total of three million individual participants in student mobility by 2012. The Commission also supports activities aiming at mapping student and teacher mobility, eliminating obstacles to mobility and encouraging the portability of national loans and grants.

Mobility at masters level is also fostered by the Erasmus Mundus programme, which requires participants to carry out fully validated study periods in at least two European countries. This is also true of the EU's cooperation programmes with the USA, Canada, Australia, New Zealand and Japan, where minimum 3-month study periods in

⁸ COM(2006)481 final of 8.9.2006 - http://ec.europa.eu/education/policies/2010/doc/comm481_en.pdf

⁹ http://ec.europa.eu/education/programmes/newprog/index_en.html

a second European country are a requirement. In the framework of the Tempus programme the Commission funds individual mobility of faculty and students in the framework of cooperation projects for periods going from 1 week to three months, to test the methods and approaches developed by Tempus projects. The impact of Erasmus Mundus in this context is particularly important, in that it has given rise to a number of good practice initiatives to improve and accelerate procedures for the award of visas for third-country students wishing to enter Europe or cross Europe's internal borders for study purposes.

Concerning admission and residence of third country researchers, the “researchers' visa package” – a directive and two recommendations on the admission of third-country nationals to carry out scientific research in the European Community¹⁰ – was adopted in 2005 and will have to be transposed into national law during 2007.

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 asked to elaborate 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 countries (OECD/G8) and with developing countries (for example the Union's new Africa Strategy). 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 recent summit with Latin America being a case in point.

The Commission is supporting a broad range of capacity building measures to modernise the content and practices of higher education in 26 neighbouring countries and to bring systems in line with the Bologna requirements through the Tempus programme, which also opens new development opportunities for EU universities. In the past 17 years, Tempus has funded 6500 university cooperation projects, involving 2000 universities from the EU and its partner countries.

A “Western Balkans Window”, which will provide additional grants to enable students from these countries to participate in Erasmus Mundus Masters Courses, is likely to be operational by 2007.

In the broader global context, new programmes such as EduLink and Nyerere are emerging, to provide more systematic support for the sustainable capacity-building

¹⁰ The three instruments were published on 3 November 2005 in the Official Journal O.J. L 289 of 3 November 2005. The two recommendations immediately entered into force, while the Member States will have two years (e.g. by November 2007) to implement the directive as well as Council Directive 2004/114/EC of 13 December 2004 (OJ L 375, 23.12.2004).

process in the world's most disadvantaged regions and in particular sub-Saharan Africa. An "ACP Window", probably to be introduced in the academic year 2007-8, will further improve the opportunities for students from ACP countries to participate in Erasmus Mundus Masters Courses.

Programmes such as Alfa/Alban and AsiaLink have greatly strengthened Europe's cooperative links with countries in Latin America and Asia respectively. The Union's higher education cooperation agreements with the USA and Canada have just been placed on a new and more stable basis through their renewal for a further 8-year period, and a new multilateral framework for supporting cooperation with industrialised countries worldwide has been proposed by the Commission.

Of special importance in this context is the EU's flagship programme for worldwide academic cooperation, Erasmus Mundus. The core elements of the programme – jointly developed European Masters Courses and the related grant schemes to enable students and faculty from all parts of the world to study and teach in the Courses – are making a powerful contribution to improving the attractiveness of "destination Europe". By the end of the programme's first phase in 2008, 100 Courses and 8,000 scholarship-holders will have received support. The Erasmus Mundus Partnerships between the European Masters Courses and higher education institutions in other world regions, which also provide grants to facilitate outgoing mobility of students and faculty engaged in the Masters Courses, are beginning to emerge as an instrument with high potential for establishing sustainable future worldwide links.

Furthermore, Erasmus Mundus has a specific mandate to help promote the attractiveness of European higher education worldwide. This mission is pursued through the increasingly numerous projects supported in response to proposals from the higher education community in Europe. So far, 23 such projects have been launched under the "Attractiveness" action of Erasmus Mundus.

The more strategic projects include the funding of the largest survey ever conducted of worldwide perceptions of European higher education, published in 2006¹¹, and the Erasmus Mundus Global Promotion Project. This major initiative, currently being launched, provides for a wide range of promotional activities including strengthening the worldwide "image" of European higher education, creating a user-friendly website for international students, experimenting with innovative services such as European education advisers in certain parts of the world, developing higher education marketing competence at institutional and national level through competence-building workshops, organising European fairs and campaigns, developing promotional tools and preparing feasibility studies on various longer-term promotion methods. The Commission will be assisted in this work by appropriately qualified and experienced service-providers.

In all these ways, the Commission's European programmes are making a powerful contribution to bringing European quality and distinctiveness higher up the attention scale of the best partners, students and scholars world-wide.

¹¹ *Perceptions of European Higher Education in Third Countries*. Final Report on Erasmus Mundus project 2004 – 3924, carried out by the Academic Cooperation Association (ACA): <http://ec.europa.eu/education/programmes/mundus/acareport.pdf>

Finally, the Commission plays a significant policy-related role in encouraging Member States to adopt more proactive strategies for enhancing the worldwide attractiveness of their higher education systems. Particular attention should be drawn in this context to the Commission's higher education Communication of May 2006 (see section 1) in which attractiveness was identified as one of the key priorities for modernising European higher education and a multifaceted agenda for strategic reforms in this regard was proposed. The Commission has also been an active partner in the Bologna Working Group which is developing 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 as a basis for future stocktaking.

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, 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, a web community and training seminars on Bologna reforms, providing a European dimension and a comparative perspective. The European University Association, together with partners from the higher education sector, is running the Information Project on Higher Education Reform on behalf of the Commission.

The Commission also supports National Teams of Bologna Experts. 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 Experts also function as ECTS/DS Counsellors. The National Teams are organised and supported in a decentralised way through the National Agencies of the Lifelong Learning Programme, in close consultation with public authorities, the national delegate in the Bologna Follow-up Group and the higher education sector of the country concerned. Teams of Bologna Experts have also been established in a number of neighbouring countries, through the Tempus programme, which is a major source of information on Bologna developments in the partner countries.

12. Seminars and conferences

The Commission supports several Bologna seminars and conferences, such as the EUA Convention of European Higher Education Institutions, Lisbon, 29-31 March 2007 and the London Ministerial Conference, 17-18 May 2007.

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Annexes

- Bologna action lines
- Web sites
- Commission supported initiatives on 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://ec.europa.eu/dgs/education_culture/index_en.html

Lisbon Strategy - Education and Training 2010

http://ec.europa.eu/education/policies/2010/et_2010_en.html

Bologna Process - Higher Education

http://ec.europa.eu/education/policies/2010/et_2010_en.html

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

Copenhagen Process – Vocational Education and Training

http://ec.europa.eu/education/policies/2010/vocational_en.html

http://ec.europa.eu/education/copenhagen/resolution_en.pdf

Higher Education in Lisbon Strategy

http://ec.europa.eu/education/policies/2010/lisbon_en.html

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

Towards a European Qualifications Framework for Lifelong Learning

http://ec.europa.eu/education/policies/2010/consultations_en.html

ECTS and Diploma Supplement

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

ECVET

http://ec.europa.eu/education/ecvt/index_en.html

EUROPASS

http://ec.europa.eu/education/programmes/europass/index_en.html

Erasmus Mundus

http://ec.europa.eu/education/programmes/mundus/index_en.html

The European Charter for Researchers

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

e-learning

http://ec.europa.eu/education/programmes/elearning/programme_en.html

ENIC and NARIC networks

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

PLOTEUS

<http://ec.europa.eu/ploteus/portal>

Tuning educational structures in Europe

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

ENQA

<http://www.enqa.eu>

EUA

<http://www.eua.be>

EURASHE

<http://www.eurashe.eu>

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

Below is a selection of current reform projects supported by the Commission under the Socrates and Tempus programmes. For a complete listing we refer to the following programme web pages:

Socrates	http://ec.europa.eu/education/programmes/socrates/socrates_en.html
Tempus	http://ec.europa.eu/education/programmes/tempus/index_en.html
Erasmus Mundus	http://ec.europa.eu/education/programmes/mundus/index_en.html

1. The Degree System – Towards a European Qualifications Framework

Socrates

TUNING IV: Curricular Reform Taking Shape. Learning Outcomes and Competences in Higher Education

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. Tuning IV is a multifaceted project (several strands, 160 universities, 40 networks), comprising: four international validation conferences (medical sector, natural sciences, social sciences, humanities) to test the Tuning results; establishment of two European Tuning Information and Counselling Centres (ETICC) and National Tuning Information Points (TIPS) to support the implementation of the Tuning approach in practice (universities move to learning outcomes); extension by twenty more subject areas to develop Tuning cycle descriptors (reaching a total of 45); inclusion of Turkish institutions; and further development of intermediate level indicators, assessment criteria (including grading), learning outcomes in QA, learning outcomes in recognition of informal, non-formal and formal learning.

Rijksuniversiteit Groningen (NL)
<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, quality assurance, 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>

MOCCA – Model for Core Curricula with Integrated Mobility Abroad

Development of guidelines for the definition of core curricula with competences acquired through integrated mobility abroad. Tested in a public health master. Wide dissemination.

DAAD – German Academic Exchange Service (DE)

<http://www.daad.de>

Tempus CARDS

Structural Preparation of B&H Universities for Academic European Integration through Modular Structures

To analyse the effects of the initiated reform and to improve partner universities' policy and development requirements in the following areas: development of flexible modular structures; introduction of new teaching methods; strengthening of international co-operation through cooperation programs; promotion of the European dimension in higher education.

University of Tuzla (BA)

<http://www.untz.ba>

Tempus Tacis

Extending Centres on the Bologna Process and Supporting Tuning Teams in the Kyrgyz Republic

To extend, update and consolidate the support for the decision of the Kyrgyz Republic to align its programme of higher education reform according to Bologna criteria.

Università degli Studi di Pisa (IT)

<http://www.unipi.it>

Bologne et la réforme de l'éducation supérieure en Ouzbékistan

De créer et appliquer à l'intérieur de la Faculté de traduction de l'ULM un modèle de structuration des études, selon les principes de la réforme de Bologne et de diffuser ce résultat. S'appuyer sur l'expérience de la réforme dans trois universités de l'union européenne: les universités de Strasbourg, de Leipzig et de Bratislava, établissements à même vocation et avec composantes similaires que l'ULM (formations à la traduction).

L'Université Marc Bloch (FR)

<http://www-umb.u-strasbg.fr>

Tempus MEDA

Echange des meilleurs pratiques dans l'implémentation du système Licence-Maitrise-Doctorat (Tunisia)

D'accompagner les universités tunisiennes à mettre en oeuvre le système Licence-Maitrise-Doctorat de manière à ce qu'elles soient en mesure d'offrir leurs formations universitaires selon la nouvelle architecture dès septembre 2006. Ce projet d'information et de diffusion

leur permettra d'acquérir les connaissances théoriques et pratiques nécessaires à une bonne maîtrise des principes de la réforme et des différents volets qui l'accompagnent.

Ministère de l'Enseignement Supérieur, de la Recherche Scientifique et de la Technologie (TN)
<http://www.ministeres.tn>

Erasmus Mundus

Network ACTIVE: AIESAD-EADTU Credit transfer in virtual mobility

The objective is to develop the tools for the adaptation and dissemination of the ECTS in Latin America and to improve information about the European academic offer in distant education of special interest for third countries. The expected result is to increase the number of virtually mobile students from third countries towards European distance and blended masters.

Universidad Nacional de Educación a Distancia (ES)
<http://www.uned.es>

BALANCE: Bologna – A long term approach to new certification in Europe

Strengthening the knowledge of European Higher Education and the Bologna process in North America and reinforcing links between international offices in both regions in order to increase mobility of North American students and academics towards Europe. Production of an information package and dedicated web pages on European education reforms at North American Universities, training seminars for international office administrators and evaluation conferences.

Coimbra Group asbl
<http://www.coimbra-group.be>

2. Quality Assurance

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.eu>

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. 2nd QA Forum Conference, November 2007, focuses on the implementation of the European Standards and Guidelines. Broad participation of stakeholders.

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

ENQA Projects 2007-2008

Networking and training activities for quality assurance agencies. Implementation of the European Standards and Guidelines for QA (Bergen 2005): 1. ENQA Membership Reviews; 2. Four regional seminars; 3. Reporting and Language of QA; 4. Convergence in European QA; 5. Contribution to the Bologna Process.

ENQA – European Association for Quality Assurance in Higher Education

<http://www.enqa.eu>

Transparent European Accreditation Decisions and Mutual Recognition Agreements (TEAM)

Development of an information tool on qualifications from accredited programmes/institutions, introduction of an Accreditation Supplement in English, a database-driven website, comparative analysis of publication policies. Analysis of the relation between accreditation and recognition; dissemination conference.

NVAO (ECA, NL)

<http://www.nvao.net>

The CHE Ranking of European Universities

On the basis of an already existing prototype, further develop a European ranking system which would take account of diversity in terms of languages, subject areas, profiles, student services, research and teaching quality. To extend existing common ranking of German and Austrian HEIs further to Dutch and Flemish HEIs, for three subject areas. Start of a European answer to the Shanghai ranking.

CHE – Centrum für Hochschulentwicklung (DE)

<http://www.che.de>

CEIHE II: Classifying European Institutions of Higher Education, Phase II

Project will test the draft classification (typology) of European HE institutions developed in Phase I (2004-2005). Project aims at enhancing the legitimacy of a European classification system (through stakeholder meetings and conferences) and at preparing its operational introduction. Project is carried by the Dutch and German Rectors' Conferences, the Universities of Strathclyde and Aveiro.

Universiteit Twente (NL)

<http://www.utwente.nl>

Tempus Tacis

State Accreditation and Licensing Agencies and Procedures in Azerbaijan

To provide the leading Azerbaijani professionals in accreditation and licensing with knowledge of European standards and best practices, through an in-depth training session on the present European best practices in accreditation and licensing systems. The intensive training on best practices in quality assurance and accreditation will be realized with the participation of West European experts from countries beyond Belgium and the Netherlands, in order to add a comparative aspect.

Universiteit Antwerpen (BE)

<http://www.ua.ac.be>

State Accreditation and Licensing Agencies and Procedures in the Russian Federation

To provide the leading Russian professionals in accreditation and licensing with knowledge of European standards and best practices, through an in-depth training session on the present European best practices in accreditation and licensing systems.

Universiteit Antwerpen (BE)
<http://www.ua.ac.be>

Promoting the External Dimension of the Bologna Process: Quality Assurance in a National and Transnational Context (Kazakhstan, Kyrgyzstan and Tajikistan)

To raise standards in the Higher Education Institutes' in Kazakhstan and other partner countries in the Eurasian region, implementing the standards of quality assurance that were developed in Europe in the framework of the Bologna Process. To produce a quality assurance manual, based on the guidelines for European Higher Education, adjusted to the specific background and conditions in the three Central Asian countries of Kazakhstan, Kyrgyzstan and Tajikistan. To ensure sustainability of the quality assurance development in the three West Central Asian countries. To produce a report with recommendations for further actions in the field of quality assurance.

EURASHE (BE)
<http://www.eurashe.eu>

Erasmus Mundus

AQUARIUS: Assuring Quality in Internationalisation of Study Courses and Course Guidance

Developing guidelines and benchmarks for the process of internationalisation and for international course guidance. Analysis of the main difficulties and restraints in student mobility, definition of main requirements and improvements needed and support of the first steps to implement best practices and newly defined quality standards. The guidelines are intended to help universities to assess their current standards, define ways for improvement and attract more international students.

Universität Paderborn (DE)
<http://uni-paderborn.de>

European Masters New Evaluation Methodology (EMNEM)

Development and publication of an evaluation methodology for internal quality assurance procedures of Joint Master Programmes with specific emphasis on: strengthening institutional anchoring, developing internal quality culture, strengthening programme sustainability and accountability, containing evaluation costs and unnecessary bureaucracy.

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

B. European Quality Labels

CHEMISTRY

Quality Labels in Chemistry - Eurobachelor and Euromaster

Developing a European quality label (Eurobachelor and Euromaster) for first and second cycle qualifications in chemistry. 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/eurobachelor>

ELEARNING

UNIQUE - European University Quality in eLearning

Development of a European quality label that certifies quality of eLearning-related processes and costs and facilitates improvement of ICT adoption and integration strategy of European universities. UNIQUE label will build on the "Program accreditation for technology-enhanced learning" (CEL) and the European Quality Mark for eLearning (EQM) developed by EFMD. Preparation of specifications, test on 12 universities. Conference.

MENON Network EEIG

<http://www.menon.org>

ENGINEERING

EUR-ACE Implementation: Implementation of a European System for Accreditation of Engineering Education

Follow-up phase to the 2005/6 project. Training of international accreditation experts, promotion of new national agencies where such do not exist, award of first EUR-ACE labels.

Universita degli studi di Firenze (IT)

http://www.feani.org/ENAAEE/EUR-ACE%20IP_Homepage.htm

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.

EFMD – European Foundation for Management Development

<http://www.efmd.org>

INFORMATICS

Euro-Inf – European Accreditation of Informatics Programs

Development of a European quality label for informatics programmes. Common European standards. International advisory board. Accreditation visits. Label award.

ASIIN e.V. (DE)

<http://www.asiin.de>

LIFE SCIENCES

QUALITY: Quality Assurance and Accreditation of International Master Degree Programmes in Life Sciences and the Rural Environment

Development of a European quality label for master's programmes in Life Sciences and the Rural Environment. Definition of QA benchmarks (criteria) and indicators. Setting up an international accreditation agency.

Interuniversity Consortium for Agriculture and Related Sciences in Europe (ICA)

<http://www.ica-europe.info>

MUSIC

Accreditation in European Professional Music Training

Development of a European quality label in music study. Formulation of common European standards and procedures.

AEC – Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen (NL)
<http://www.aecinfo.org>

MANAGEMENT AND BUSINESS ADMINISTRATION STUDIES

EPAS - EFMD Programme Accreditation System

Developing a European Quality label in business or management: EFMD Programme Accreditation System (EPAS). Establishment of Programme Accreditation Committee and Board.

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

Q3E: Quality of Entrepreneurship Education in Europe: Model, Referentials and Assessment

Establishment of a model for higher entrepreneurship education and the setting up of referentials to be tested among companies and pilot institutions. Using a quality system within EFMD and ENQHEEI, this framework will give way to a management/business and engineering label.

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

Tempus Tacis

Promotion and Implementation of EUR-ACE Standards (Russia)

To promote, implement and disseminate the EUR-ACE standards for the accreditation of engineering programmes, to the broad engineering community of Russian HEIs.

Russian Association for Engineering Education (RU)
<http://aeer.cctpu.edu.ru/eindex.phtml>

C. Internal Quality Assurance

Socrates

QUACE - SaarLorLuxWal Quality Management in Cross-Border Education

Quality management of double-degree programmes and international PhD programmes in European border regions. Survey, cooperation with stakeholders, further development of quality evaluation procedures.

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

Tempus CARDS

Quality Assurance in University Teaching (Croatia)

To stimulate participation in active learning, self-learning, adoption of pedagogies to a wider set of teaching, assessment and learning styles and to promote critical thinking about one's teaching. To produce a code of good practice in teaching and assessment. To develop a

national strategy for the evaluation of teaching effectiveness. To develop the action research programme for enhancing the quality of teaching in higher education (a staff development scheme), to complement and become a fully recognised part of the national strategy for the quality assurance in Croatian higher education.

University of Rijeka (HR)

<http://www.uniri.hr>

Quality Management at Universities in Macedonia

To strengthen the management of the university rectorates through development and implementation of quality management systems in all fields and processes.

University "Sts. Cyril and Methodius" (MK)

<http://www.ukim.edu.mk>

Tempus Tacis

Aligning Quality Assurance in Engineering with Bologna Requirements (Armenia)

To facilitate the introduction of a quality assurance system, procedures, mechanisms and approaches which are compliant with European ones, using engineering education as a pilot case. Report on quality assurance in engineering in Europe and proposals on updating QA in Armenia. Guidelines for conducting self-assessment of engineering programs and self-assessment report for a selected study program at SEUA are to be produced. Final dissemination seminar to be organised in Yerevan.

KTH - Kungliga Tekniska högskolan (SE)

<http://www.kth.se>

Designing Quality Assurance Systems in Azerbaijani Universities

To establish Quality Assurance Centres (QACs) at Baku State University and Azerbaijan State University of Languages. To update the Quality Assurance Centre at Khazar University, a private university, which already serves as a developed model for other higher education institutions in Azerbaijan, as well as in the larger region. To create a nation-wide University Network for Quality Assurance, to promote quality assurance in higher education by disseminating good practice. To foster capacity building of the Ministry of Education staff involved in quality assurance.

Khazar University (AZ)

<http://www.khazar.org>

Establishing Quality Assurance Services in the Georgian Higher Education Institutions

To elaborate a framework model for internal quality assurance within Georgian higher education institutions. To elaborate recommendations on how to establish quality assurance systems at Georgian higher education institutions. To elaborate the design of programmes of Mechatronics at GTU and Tourism Management at LCSU. To disseminate the results through seminars, conferences and publications.

Ministry of Education (GE)

<http://www.mes.gov.ge>

Quality Care and Self-evaluation in Kazakhstan Higher Education Institutions

To introduce principles and procedures of quality care and self-evaluation at the faculty level. To develop quality care guidelines for Kazakh higher education institutions.

University of Pavlodar (KZ)

Quality Assurance in Implementing Bologna Objectives (Moldova)

To analyze and to synthesize the European experiences in implementing the Bologna process (policy, methodology, criteria, etc.) with a special focus on quality assurance. To develop a model of quality assurance in implementing Bologna reforms on the basis of information exchanges between consortium universities to be recommended and used at partner universities. To increase the awareness of the need to develop an internal quality culture in partner universities. To disseminate gained innovations among other HE institutions at the national level.

Moldovan Pedagogical State University "Ion Creanga" (MD)

Quality Assurance for e-Learning in Tajikistan

To establish a framework for developing and introducing quality assurance and evaluation systems for distance learning programs at higher education institutions of Tajikistan, compliant with standards and guidelines for quality assurance in the European Higher Education Area.

Karolinska Institute (SE)

<http://ki.se>

Quality Assurance and Standardization of Engineering Education in Tajikistan

To facilitate the introduction of modern quality assurance tools, approaches and standards for engineering education in Tajikistan, which are compliant with the European ones and aiming to increase the attractiveness of engineering education in the country and in Central Asia.

KTH - Kungliga Tekniska högskolan (SE)

<http://www.kth.se>

Quality Assurance in Ukraine

To establish a national quality assurance procedure for higher education in Ukraine, which conforms to the Bologna principles and fits to the Ukrainian structure of education.

University of Sunderland (UK)

<http://welcome.sunderland.ac.uk>

Accreditation and licensing in the Ukraine

To provide the leading Ukrainian professionals in accreditation and licensing with knowledge of European standards and best practices, through an in-depth training session on the present European best practices in accreditation and licensing systems. To ensure approximation of licensing and accreditation procedures between the Ukraine and the European Union, through capacity building in the relevant procedures and their legal follow-up, and recommendations for further strengthening of National Accreditation Bodies.

Universiteit Antwerpen (BE)

<http://www.ua.ac.be>

Tempus MEDA

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>

Exchange of Experience Focusing on Bologna Process at Alexandria University in Egypt

To exchange information, experiences, experiments and standards of the Bologna process between EU partner universities in Sweden/Germany and Alexandria University in Egypt. Specifically, to support quality assurance in Alexandria University, to develop a new list of subjects of selected disciplines (Engineering, Computer Science and Informatics, Nursing and Strategic Management and Marketing) based on the ECTS mechanism, to promote the exchange of information and experience in the involvement of students as members of governing bodies of higher education institutions, and other activities.

Växjö University (SE)

<http://www.vxu.se>

Exchanging the Bologna Process Experience with Selected Egyptian Universities

To equip Egyptian universities participating in the project with the knowledge and skills to raise awareness of the Bologna Process in Europe and its current status; to understand the importance of the enhancement of a quality culture; to promote self-assessment as the first step for a quality management system; to draft a " Self-assessment Guide for Egyptian higher education institutions in quality and accreditation issues".

Fundación General de la Universidad de Alicante (ES)

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

Stimulating Quality Assurance and Accreditation in Jordan Universities

To disseminate good practices in the areas of methodologies and instruments for the accreditation and quality assurance in Higher Education, by taking into account the European experiences. To draft a "Quality management guide for self-assessment in Jordanian higher education institutions" and disseminate it among other universities in Jordan.

Fundación General de la Universidad de Alicante (ES)

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

Quality Assurance for Higher Education in Lebanon

To make the Lebanese Higher Education Institutions aware of the European Quality assurance processes and to help them reform their higher education system by achieving greater compatibility and comparability with the European systems of Higher Education.

Middle East Canadian Academy of Technology (LB)

Enhancement of Quality Assurance Systems in Moroccan Universities

To disseminate good practices in evaluation and accreditation methodologies and instruments for higher education, by taking into account the relevant European experience.

Fundación General de la Universidad de Alicante (ES)

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

3a. Recognition of Degrees and Study Periods

Socrates

ECTS Label

Institutions which use ECTS in all first and second cycle degree programs may apply for the ECTS label. In total 21 labels have been awarded. No label is to be awarded in 2007.

European Commission

http://ec.europa.eu/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 2006 38 labels were awarded. No label is to be awarded in 2007.

European Commission

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

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

Tempus CARDS

Introducing European credit transfer system at Medical faculties in BH

To introduce the European Credit Transfer System (ECTS) by training administration representatives, teaching staff and students at participating Medical faculties about main procedures and techniques for the introduction of the ECTS system.

University of East Sarajevo (BA)

<http://www.unssa.rs.ba>

Tempus Tacis

Mise en place de Bologne dans les universités techniques du Nord Caucase

D'informer les partenaires sur les différents aspects du Processus de Bologne et la mise en place de l'ECTS, plus spécifiquement: D'informer sur le système de crédits ECTS, D'adapter le programme pédagogique pour la mise en place de l'ECTS, D'étudier et mettre en place ce système de crédits dans les universités partenaires, De développer la mobilité étudiante, aussi bien entre les partenaires russes qu'à l'international.

North Caucasus State Technical University (RU)

<http://www.ncstu.ru>

Development of Quality Assurance in Russian Higher Education

To improve the quality of higher education at Russian Universities by implementing and evaluating a Quality Assurance System at Orenburg State University, establishing an example of a Quality Assurance Centre for education, followed by the dissemination of results and know how to Russian universities.

Vitus Bering Centre for Higher Education (DK)

<http://www.vitusbering.dk>

3b. Recognition – NARIC Network
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Socrates

Thematic Group visit at the ENIC-NARIC France Centre

ENIC/NARIC France organises a thematic group visit for 8 NARICs, which joined the Union recently, in order to present to them the French education system and to facilitate in future the recognition of French diplomas in these countries.

ENIC/NARIC France (FR)
<http://www.ciep.fr/enic-naricfr>

National Conference “Transnational education, joint degrees and academic recognition” / Upgrading of the website / Training seminar “Recognition of non-traditional qualifications for academic purpose”

ENIC/NARIC Poland organises a national conference as well as training seminars in order to cover the new trends in higher education and recognition of joint degrees in Poland and elsewhere. It also upgrades its website regularly with the latest on the Polish education system.

Department for Academic Recognition (PL)
<http://www.buwiwm.edu.pl/index.htm>

National Conference “The Bologna reform in the Hungarian and European higher education” / Publication “Hungarian Higher Education in Transition” (NARIC/ENIC/2006/04)

ENIC/NARIC Hungary organises a national conference in order to share information with the participants representing all the Hungarian higher education institutions about the reforms in the Hungarian and European higher education system. Moreover, the publication of a book (CD-ROM included) is foreseen in English about the Hungarian higher education system and about the legal background of the Hungarian education system.

Hungarian Equivalence and Information Centre (HU)
<http://www.okm.gov.hu/naric>

On-line course for credential evaluators

ENIC/NARIC Netherlands offers to organise for the fourth time an on-line course for credential evaluators. The five modules provide an introduction to many of the basic building blocks of credential evaluation as well as background information on developments in academic and professional recognition.

NUFFIC (Dutch ENIC/NARIC, NL)
<http://www.nuffic.nl>

International Bologna process conference “New challenges in recognition: recognition of prior learning and recognition of European degrees outside” / Publication “Recognition of professional qualifications in Baltic countries”

ENIC/NARIC Latvia organises an international conference on the Bologna process, which covers several relevant Bologna process objectives in the recognition field. Moreover, a publication is prepared to clarify and to better understand the practical issues of academic and professional recognition in Baltic countries for citizens and institutions.

Academic Information Centre (LV)
<http://www.aic.lv/portal/en>

Information Seminar: Recognition – the important tool for creation of EHEA

The Czech ENIC/NARIC organises an information seminar on recognition in order to disseminate international experience and knowledge at national level, to introduce the methodology for evaluation of diplomas and to inform participants about new findings and developments within the Bologna process.

Centre for Equivalence of Documents on Education (CZ)

<http://www.naric.cz>

Publication “EQF and Recognition” / Database “European HEI Data Record”

ENIC/NARIC UK will analyse via a working group the role the EQF could play in future recognition processes and will publish a working group paper consequently. Moreover, it will extend the existing database, which provides comprehensive historical information on changes that have taken place in the status and to the identity of individual higher education institutions in the 25 member states, to the remaining countries within the geographical area of Europe.

UK NARIC (UK)

<http://www.naric.org.uk>

ENIC-NARIC Annual meeting in Bucharest, 17 to 20 June 2007

ENIC/NARIC Romania organises the yearly meeting of the ENIC/NARIC networks, the 14th meeting, which focuses on sharing experience on academic recognition in connection with professional recognition.

Ministry of Education and Research (RO)

<http://www.edu.ro>

4. Governance

Socrates

Enhancing Creativity and Innovation: Benchmarking Governance in HE

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>

EBI - European Benchmarking Initiative: Improving university governance

Project will produce multidimensional benchmarking standards based on good practice for university governance. Desk research, handbook, case studies, two workshops, symposium, interactive website.

ESMU – European Centre for Strategic Management of Universities

<http://www.esmu.be>

Tempus CARDS

Establishing Central University Services (Bosnia and Herzegovina, Serbia)

To establish Central University Services (CUS) through upgrading strategic and reform capacities of administrative staff working at the university central administration, and at the universities' organizational units (constituent faculties), in order to prepare the staff for functional integration of administration and services.

University of Arts (CS)

Implementation of Students' Parliament in Serbia

To enhance the capacity for institutional development enabling students' participation and influence in higher education governance through the Student Parliament, in accordance with the Bologna process.

University of Maribor (SI)

<http://www.uni-mb.si>

Tempus MEDA

Benchmarking International Relations Offices for Development (Lebanon)

To disseminate good practices in benchmarking analyses, applied to university international relations, in order to identify areas for change, and assist in setting targets for improvement.

Fundación General de la Universidad de Alicante (ES)

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

5. Funding

Socrates

Transparent Costing in European Higher Education Institutions – TCE

Project aims to develop a methodology for transparent costing and formulate recommendations on how to cost and price activities, linking financial responsibility and institutional autonomy, incentives and competitive funding. Conference and self-help guide with case-study examples.

EUA – European University Association

<http://www.eua.be>

6. University-Industry Partnerships

Socrates

University-Enterprise Cooperation: Building on New Challenges from Past Experience

Identifying critical success factors of European university-enterprise cooperation activities. Survey and analysis of Socrates and Leonardo projects where universities have been actively cooperating with enterprises. European dissemination conference, recommendations and examples of good practice in transnational university-enterprise cooperation.

DAAD – German Academic Exchange Service (DE)

<http://www.daad.de>

Tempus CARDS

Quality Management Procedure for Promoting University-Enterprise Cooperation (Bosnia and Herzegovina)

To develop a quality management procedure in order to achieve the involvement of society in particular industry, economy and graduated students in the decision making process of the educational programme board of the technological faculty of the four participating Bosnia and Herzegovina universities. This will coincide with a staff retraining in general quality management issues, in the installation of a newly composed educational programme board, in organising client satisfaction surveys towards industry and graduated students. All this will lead not only to a stronger quality management structure in all four participating Bosnia and Herzegovina universities but also to a stronger employability of graduates.

University of Banja Luka (BA)

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

Tempus Tacis

Developing Alliances between Universities and Business in Uzbekistan

To assist the Ministry of Higher and Secondary Specialised Education (MHSSE) in the establishment and strengthening of the relationship between universities, business, government, and students in Uzbekistan, through the development of the principles of cooperative education.

Westminster International University in Tashkent (UZ)

<http://www.wiut.uz>

Tempus MEDA

Developing University-Industry Cooperation in Morocco

To develop a system for carrying out university-industry relations in Mohamed Ben Abdullah University in Fès and to share this experience among other universities in Morocco.

KTH - Kungliga Tekniska högskolan (SE)

<http://www.kth.se>

Formation universitaire/adéquation emplois/rerelations entreprises (Syria)

S'informer sur les méthodes et moyens développés dans l'union européenne pour connaître les besoins du marché du travail et qualifier leurs diplômés en conséquence (secteur agronomique et agroalimentaire). Identifier la situation en Syrie: avis professionnels sur la qualification requise des diplômés (enquête); identification des lacunes formations universitaires (analyse programme d'études par comparaison avec UE). Elaboration des activités pédagogiques nouvelles, susceptibles corriger défauts constatés; expérimentation et bilan. Analyse critique de méthodologie; moyens mis en œuvre et résultats: possibilités d'une généralisation à d'autres domaines (projet pilote). Mesures correctives éventuelles.

Aleppo University (SY)

http://www.alepuniv.shern.net/index_en.php

7. Higher Education and Research

FP6 – Marie Curie Action

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-sectoral as well as a cross-border activity.

EUA – European University Association

<http://www.eua.be>

Socrates

European Doctoral Programmes in Transition (Add-on to EUA Bologna Seminar)

EURODOC is co-organizing EUA Bologna Seminar: European Doctoral Programmes in Transition in Nice, December 2006. The project would help cover the cost of co-organisation, dissemination and participation of doctoral candidates in the seminar and in the London Ministerial conference (May 2007).

EURODOC – European Council of doctoral candidates and young researchers

<http://www.eurodoc.net>

Tempus Tacis

Formation en doctorat de recherche; école doctorale (Moldova)

S'informer mutuellement sur les modalités de formation en doctorat de recherche dans l'Union Européenne et en Moldovie; examiner le rôle de l'école doctorale. Discuter et élaborer des scénarios possibles pour l'adaptation de la formation doctorale en Moldovie.

Technical University of Moldova (MD)

<http://www.utm.md>

8. Lifelong Learning

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 university lifelong learning policy and practice in 150 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

Lifelong Learning in University Context (Croatia)

To develop the infrastructure capable of the enhancement of lifelong learning programs within the academic community by sharing experiences of best practice.

University of Zagreb (HR)

<http://www.unizg.hr>

9. 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/ab21/Eurostudent/index_html

10. Attractiveness and External Cooperation

Socrates

Foreign Language Taught Programmes in European Higher Education

Project will produce a trend report and a searchable on-line database of foreign-language programmes in 29 countries. Knowledge on the availability of programmes in English, Spanish, French, German and Chinese (Mandarin, Cantonese) would enhance the attractiveness of European higher education.

ACA – Academic Cooperation Association
<http://www.aca-secretariat.be>

Erasmus Mundus

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.

European Higher Education in the World – Studies and promotion

The project aims at carrying out studies and surveys on the attractiveness and perception of the European Higher Education (1), disseminating research outcomes accompanied by recommendations for practice (formulated on the two stages of research) (2), promoting activities focused on improving the European higher education image and accessibility world-widely(3). The research will show how the possibility of studying in Europe is currently perceived in the third countries and how implementation of Erasmus Mundus is assessed by the students in scientific, educational and organisational context and will cause practical response.

Uniwersytet im. Adama Mickiewicza (PL)
<http://www.amu.edu.pl>

EXAMPLE: Promotion of Selected Examples of Attractive European Masters Programmes to the Wider World

To promote selected examples of attractive European Master's programmes to the wider world, to increase the attractiveness by offering summer schools as preparatory and added European experience, to increase the attractiveness by offering European exchanges within the Utrecht Network mobility scheme, to increase the number of European alumni and ambassadors for Europe in the wider world and to integrate joint European promotion activities in the regular activities of the Utrecht Network after the funding period.

Universiteit Utrecht (NL)

<http://www.uu.nl>

Perceptions of European Higher Education in Third Countries

The Academic Cooperation Association (ACA) carried out a major study the purpose of which was to investigate the perception of European higher education in other parts of the world, and on this basis to identify some key messages for a “European brand” in the field of higher education and to reflect on possible instruments and mechanisms for its delivery. To this end, the study sought to acquire an in-depth understanding of how European higher education is viewed by students and other stakeholders in “third countries”, its perceived strengths and weaknesses, and its standing relative to that of other major destinations. This also entailed an assessment of the degree of information available to potential international students and the sources they typically use.

ACA – Academic Cooperation Association

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

Erasmus Mundus Global Promotion Project

This is a major call for services to assist the European Commission in improving the promotion and marketing of European higher education, to be carried out during the period 2007-2009 and to include five activity blocks: Development of a European brand and website and preparation of an inventory of European HE strengths; studies, analyses and pilot projects related to innovative services for international study (call centre for international students, network of European HE advisers, feasibility of European HE offices abroad, trends in transnational and offshore higher education); competence-building workshops for HE institutions and national HE promotion organisations; European HE fairs; and media campaign and information materials

Mostra S.A. (BE)

<http://www.mostra.com>

ACA – Academic Cooperation Association

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

11. Stocktaking

Socrates

Eurydice Survey “Focus on the Structure of Higher Education in Europe 2007”

Report on the implementation of the main Bologna Reforms (three cycles, quality, recognition (ECTS, Diploma Supplement) in the 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>

12. 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://ec.europa.eu/education/programmes/socrates/nat-est_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>

Tempus CARDS

Furtherance of Bologna Promotion in Croatia

To promote the Bologna goals, especially the three-cycle system, connection of higher education to research and development, diploma recognition, qualification framework, employability and quality assurance and to raise the awareness of social, cultural and economic aspects of Bologna reform.

University of Zagreb (HR)

<http://www.unizg.hr>

Promoting the Bologna Process in Kosovo

The specific objective of this project is to support the efforts for integration of Kosovo in the EHEA by assisting relevant stakeholders to develop appropriate higher education policies and to disseminate information on the Bologna Process.

University of Ljubljana (SI)

<http://www.uni-lj.si>

Tempus Tacis

Support to the creation and activities of National Teams of Bologna Promoters (Moldova)

To create a team of Bologna Promoters. To prepare recommendations in order to bring the legislation and normative acts into conformity with the practical introduction of the Bologna process elements in educational work.

The Continuing Education Institute (MD)
<http://www.usm.md>

13. Seminars and Conferences

Socrates

L&S - Lisbon and Students: Strengthening the Debate on "Education and Training 2010"

Student convention on the Lisbon Strategy. Three regional training seminars, four meetings with social partners, production of training materials and a handbook: Lisbon with Student Eyes.

ESIB - The National Unions of Students in Europe
<http://www.esib.org>

4th EUA Convention of European Higher Education Institutions – Lisbon, Portugal, 29-31 March 2007

Higher education convention to prepare the position of higher education sector in view of the May 2007 Bologna Ministerial conference. Preparatory meetings, convention website, reader, etc.

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

5th Ministerial Summit of Bologna Progress – London, UK, 16-18 May 2007

Project will help to cover costs of organising the May 2007 London Ministerial conference.

DFES – Department of Education and Skills (UK)
<http://www.dfes.gov.uk/bologna>

14. 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

Standardization in Teaching of Medicine (Croatia)

To bring standardisation and quality assurance to teaching of medical subjects and to introduce new content of studies (economics and management in health care) important for the healthcare market, through the use of new information technology, and by developing

learning facilities necessary for building virtual and real life network connection, thus significantly influencing higher education reform strategy and national reform capacities.

Josip Juraj Strossmayer University of Osijek (HR)

<http://www.unios.hr>

Tempus Tacis

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 lifelong learning concepts.

Technische Universität Dresden (DE)

<http://tu-dresden.de>

Tempus MEDA

Insertion de diplômés, enseignement supérieur agricole

De concevoir et de mettre en place un dispositif opérationnel favorisant l'insertion professionnelle des diplômés des trois écoles supérieures d'agriculture de la région nord-ouest de la Tunisie.

ENFA - Ecole Nationale de Formation Agronomique (FR)

<http://enfa.mip.educagri.fr>

Erasmus Mundus

CHEMEPASS – Chemical Engineering Mobility Tools

Evaluation and recognition of competences: tools to improve the transparency of programmes and the evaluation of competences and texts of knowledge for training and evaluating the basics. Packages aiming at defining frameworks for the use of HEI's to express the specificities of their educational programmes in terms of Learning outcomes, conceiving tools and methods to help the evaluation of competences of an individual person especially competences other than knowledge, developing electronic tests on knowledge of core areas of Chemical Engineering for self-evaluation, diagnosis, and integration, and initiating a new thematic network, the ECEEN (European Chemical Engineering Education Network.)

Ecole Supérieure de Chimie Physique Electronique de Lyon

<http://www.cpe.fr>