

ELEMENTS TO BE INCLUDED IN THE TERMS OF REFERENCE FOR THE INDEPENDENT ASSESSMENT OF THE BOLOGNA PROCESS

1. MANDATE

At their last meeting in London, 2007, the European Ministers in charge of higher education requested an independent evaluation of the Bologna Process, to be included in reporting by the BFUG for 2010.

2. OBJECTIVE AND EXPECTED RESULTS

2.1. Overall objective

The independent assessment of the Bologna Process follows the request as formulated by the European Ministers in charge of higher education at their meeting in London, 17-18 May 2007 where they asked for an independent assessment to be included in a reporting exercise for 2010 on the overall progress of the Bologna Process:

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

The independent assessment should contribute to the evaluation of the overall progress of the Bologna Process by:

- an assessment of the realisation of the operational objectives of the Bologna Declaration and subsequent communiqués,
- an evaluation of the extent to which the operational objectives led to the achievement of the strategic goal of the Bologna Declaration, i.e. "to establish the European area of higher education and to promote the European system of higher education world-wide".

Guiding principles for the independent assessment are the strategic objectives and operational goals of the Bologna Declaration (1999) and subsequent communiqués delivered in Prague (2001), Berlin (2003), Bergen (2005), London (2007). These five documents are annexed.

A non-exhaustive list of issues would include degree structure (also covering qualifications framework), quality assurance and recognition as broad themes, and furthermore social dimension (participative equity), employability, global dimension, linking higher education with research and the dynamics of the process (involvement of the academic community and other stakeholders ...).

2.2. Specific objectives

- Assess the achievements of the Bologna Process in relation to its overall operational objectives
- Evaluate whether to what extent the operational objectives contributed to the achievement of the attractiveness and competitiveness of European higher education.
- Analyse the management and dynamics of the process.
- Communicate with the Bologna Follow-up Group during the whole process and report at regular times.
- Carry out original research, at the same time taking into account previous stocktaking exercises, *Trends* and *Bologna with Student Eyes* or any other already existing reliable assessments/evaluations.
- Strike a good balance between original research and making full use of previous stocktaking exercises, the EUA *Trends* reports, the ESU *Bologna with Student Eyes* reports and other relevant reports.
- Organise a validation seminar with the BFUG by December 1, 2009.

2.3. Results to be achieved

By February 1, 2010 an overall assessment of the impact of the reforms on the basis of the questions posed in chapter 2.2, should be available, in the English language, based on analytical results concerning the Bologna process actions, its management and dynamics as specified in chapter 2.1 and 2.2.

3. SCOPE OF THE WORK

3.1. General

3.1.1. Geographical area to be covered

The survey should cover all the 46 Bologna countries. That is the 27 EU member states (Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Romania, Slovak Republic, Slovenia, Spain, Sweden and the United Kingdom), the 4 EEA/EFTA countries (Iceland, Liechtenstein, Norway and Swiss), the 2 EU-candidate countries (Croatia and Turkey) and the 13 other European countries participating in the Bologna process (Albania, Andorra, Armenia, Azerbaijan, Bosnia and Herzegovina, Georgia, Holy See, "the former Yugoslav Republic of Macedonia", Moldova, Montenegro, Russia, Serbia, Ukraine).

3.1.2. Target groups

- European Ministers in charge of higher education
- BFUG (including representatives of the 46 countries, CoE, UNESCO-CEPES, EUA, EURASHE, ESU, ENQA, Education International, Business-Europe)
- Other interested parties

3.2. Specific requirement

The report should be accompanied by an executive summary.

3.3. Advisory Board

An Advisory Board consisting of representatives of the Bologna Follow-up Group will advise the funding organisation on the selection the evaluation team and the monitoring of the evaluation.

4. LOGISTICS AND TIMING

The intended commencement date is 1 September 2008.

Further schedule of activities:

Start of activities by meeting with advisory board and funding organisation

June 2009	interim progress report
By November 1 2009	pre-final report including executive summary
By December 1 2009	validation seminar with the BFUG
By February 1 2010	final report delivered

5. SPECIFIC REQUIREMENTS FOR PERSONNEL

The evaluation team should:

- Not include full members, consultative members represented in the BFUG and partners to the BFUG.
- Have ample experience with evaluating organisational processes in relation to higher education.
- Be a multi- and interdisciplinary research team, reflecting international diversity preferably including expertise from outside Europe, which can cope with the complexity of the evaluation and the multiple contexts.

ANNEX 1 Bologna declaration (1999)
ANNEX 2 Prague communiqué (2001)
ANNEX 3 Berlin communiqué (2003)
ANNEX 4 Bergen communiqué (2005)
ANNEX 5 London communiqué (2007)