



## **Update from EURASHE to the Bologna Follow-up Group meeting in Paris on 13-14 October 2008.**

This document gives an update of the principal activities of EURASHE since the BFUG meeting in Bled, Slovenia (12-13 March 08) and of our future engagements, at this date, under the 2007-2009 working agenda of the Bologna Process.

### **Participation in the Bologna Process Working Agenda**

EURASHE is an active contributor to the working agenda of the BP 2007-2009, through our participation in a number of working and coordination groups and also in the organisation of seminars.

They are the coordination groups on Lifelong Learning, Qualifications Frameworks and Social Dimension, and the working groups on Employability and European Higher Education in a Global Setting.

In accordance with our engagement in the working agenda 2007-2009 EURASHE is or has been involved in the organisation of the following official Bologna seminars:

- Development of a common understanding of Learning outcomes and ECTS, with the Portuguese Ministry of Education (Porto, PT, 19-20 June 2008).
- Assessment of Prior Learning (APL); quality assurance and implementation of procedures', with the Netherlands and ESU (Amsterdam, NL, 11-12 December 2008).
- Quality Assurance in Transnational Higher Education (TNE), From words to Action, organized by ENQA (London, 1-2 December 2008).

## **Past events**

### **EURASHE Annual Conference in Malta, 8-9 May 2008**

*Qualifications in a Quality Assurance Culture: Moving Bologna and Copenhagen towards a lifelong and Europe-wide response to employability.*

The 18<sup>th</sup> Annual Conference of EURASHE in Malta on 8 & 9 May was co-organized with the Maltese Qualifications Council and member institutions of EURASHE in Malta (MCAST and the University of Malta).

The underlying theme was 'how to prepare graduates more adequately for a job on the labour market which is in line with their expectations and qualifications'.

The active presence of several Qualifications Councils at this conference contributed to addressing the impact of qualifications on processes of recognition of qualifications by means of common quality assurance mechanisms.

In the plenary forums, round tables and workshops we compared the Bologna and the Copenhagen processes and explored the action lines needed to transform these processes into policies and agents for change for higher and vocational education, with a diversified public of delegates from members of EURASHE and stakeholders in higher education.

### **Eurasian seminar on Institutional QA, Bishkek (Kyrgyzstan), 26 May 2008.**

EURASHE has organized a seminar in Bishkek (Kyrgyzstan) on "Quality Assurance at an institutional level", with participation of the HE Ministries of Kyrgyzstan, Kazakhstan and Tajikistan, as a follow-up of our successful Symposium on 'QA from three perspectives' (universities, governments & employers), held in Almaty (KAZ), in October 2007.

The 2008 seminar for partner countries was attended by some thirty representatives from Central Asia (from QA & accreditation bodies, university management staff and management). It offered a sample of QA issues that are relevant for QA on an institutional level such as 'independence of quality assessment inside the institution', 'internal evaluation procedures and self-assessment', and the 'involvement of all players' (stakeholders in HE).

### **Contribution to official Bologna events**

EURASHE was a co-organiser, together with the Portuguese Government, of the Bologna seminar on the 'Development of a common understanding of Learning outcomes and ECTS', which was held in Porto, PT, on 19-20 June 2008.

## **Forthcoming events**

### **EURASHE Lifelong Learning seminar, Prague (16-17 October 2008)**

In our series of seminars on Lifelong Learning (previously in Amsterdam, NL, in 2005, Blois, FR, in 2006) and Stuttgart, DE, in 2007, a fourth seminar-cum workshop is to be held in Prague on 16-17 October 2008.

The seminar will provide input for EURASHE's planned survey of 'good practice of lifelong learning in professional HEIs', which will result in a publication on lifelong learning strategies for professional HE, scheduled for December 2008.

Areas of specific interest will be: tertiary higher education and its links to Higher Education, addressing new target groups of learners, links to labour market and employers, and the accreditation of prior learning. The website of the Czech member organization gives ample information : <http://www.ssvs.cz/reg/>

### **Contribution to further official Bologna events in 2008**

*Bologna seminar on 'Recognition of Prior Learning (RPL), Quality Assurance and the Implementation of Procedures (in Higher Education)', Amsterdam (NL), 11-12 December 2008.*

EURASHE together with EUA and ESU, will cooperate to this Dutch Government event, which will take place at the University of Applied Sciences of Amsterdam-Diemen. Apart from the organisational aspect, our specific contribution will be on how Higher Education Institutions and other organisations in higher education are implementing and developing effective procedures for RPL.

Full details of this event can be found at [www.dashe.nl/events/bologna/rpl.html](http://www.dashe.nl/events/bologna/rpl.html)

### **Post-Bologna event : EURASHE Conference in Budapest (HU) March 8 – 9, 2010, Budapest Business School, HU**

The first Convention to be organized by EURASHE in the framework of the Bologna Process wants to give a State of the art of professional HE and aims at formulating proposals for a strategy on lifelong learning, employability and attractiveness of European HE for the rest of the world.

Academics & experts in Professional Higher Education, as major stakeholders in HE reform, look back on the achievements of the Bologna Process on three key issues of the Bologna Process that were identified as priority areas' in the London Communiqué of Ministers (2007) and share their expertise and specific outlook with the other stakeholders in the Bologna Process.

Through this initiative, we want to contribute to the research on the Bologna process, by means of data collection and interpretative texts, as direct contributors and stakeholders in the European HE reform.