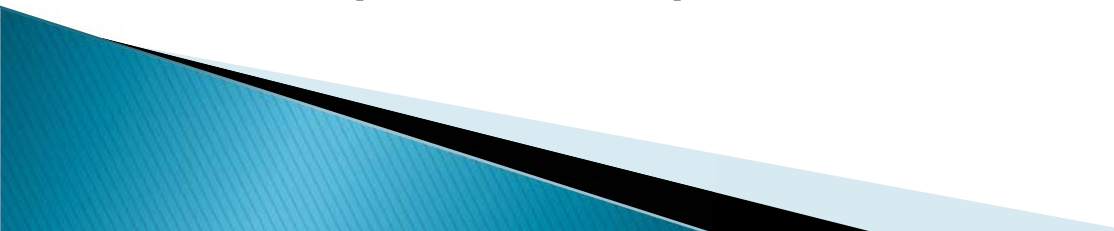


WHAT FUTURE FOR THE BOLOGNA PROCESS?

4th Regional Meeting of Ministers of Education
Baku, October 22, 2014
Sjur Bergan, Council of Europe

WHY THE EHEA?

- ▶ Improve completion and reduce drop out
 - ▶ Ensure quality
 - ▶ Improve mobility and recognition
 - ▶ Make qualifications better adapted to needs...
 - ..but not always clear about what the needs are or who defines them
 - ▶ Make European higher education more attractive and competitive
 - ▶ These goals can best be achieved through European cooperation
- 

FIRST PHASE: LAUNCHING THE EHEA

- ▶ 1998: Sorbonne Declaration
 - Precursor, 4 countries
 - Qualifications, mobility, joint action
- ▶ 1999: Bologna Declaration
 - Process launched, 29 countries
 - 2 tier qualifications, mobility, competitiveness, joint action
- ▶ 2001: Praha
 - First in a series of regular ministerial conferences
 - 3 new countries
 - Quality assurance, social responsibility, public responsibility, student participation

SECOND PHASE: DEVELOPING THE EHEA

- ▶ Berlin 2003
 - Launched stocktaking
 - First mention of qualifications frameworks
 - Changed access criteria
 - 7 new countries (including Russia and 4 countries in SE Europe – definitively EHEA beyond the EU)
- ▶ Bergen 2005
 - Adopted European standards for qualifications frameworks and quality assurance
 - International and social dimensions
 - First stocktaking results
 - 5 new countries, truly pan-European

THIRD PHASE: CONSOLIDATION

- ▶ London 2007
 - Global dimension strategy
 - Prepared the ground for EQAR (2008)
 - One (at least formally) new country
Leuven/Louvain-la-Neuve 2009
 - First Policy Forum (non-European countries)
 - EHEA next decade
 - 20 per cent mobility by 2020
- ▶ Budapest and Wien 2010
 - Launched the EHEA
 - Second Policy Forum
 - One new country

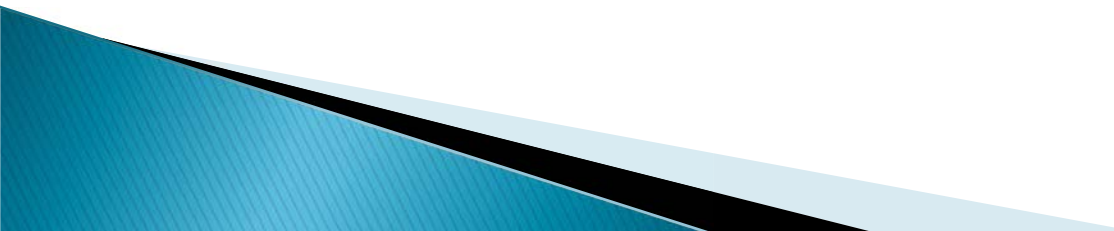
FOURTH PHASE: CONTINUING TO DEVELOP THE EHEA

- ▶ București 2012
 - First ministerial conference after the EHEA was formally established
 - Background: economic crisis
 - Adopted mobility strategy
 - Link qualifications frameworks – recognition – quality assurance
 - No new members
- 

EUROPEAN VS NATIONAL LEVEL

- ▶ Have developed overall standards and guidelines (European level)
 - ESG (quality assurance)
 - Overarching QF for the EHEA
 - CoE/UNESCO Recognition Convention
- ▶ Need to implement reform at national and institutional level
 - National QA standards and policies
 - National QF
 - National recognition arrangements

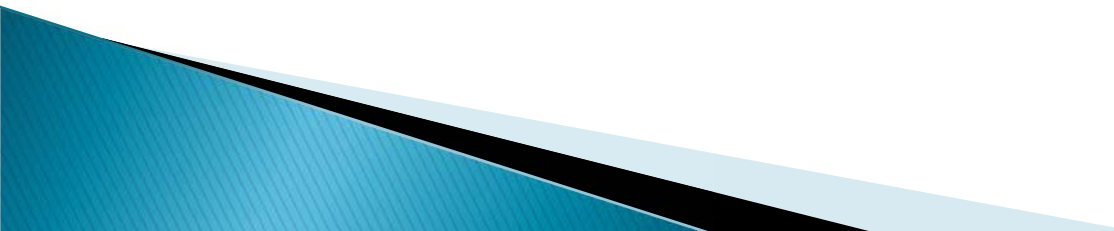
EUROPEAN HIGHER EDUCATION AREA 2014

- ▶ Truly European: 47 countries
 - ▶ Based on common basic values
 - Academic freedom and institutional autonomy
 - Student participation
 - Mobility
 - ▶ Overall agreement on objectives and policy
 - ▶ National and local implementation
 - ▶ Stakeholder participation
 - ▶ Certain lack of engagement?
 - ▶ Technically good but politically less relevant?
- 

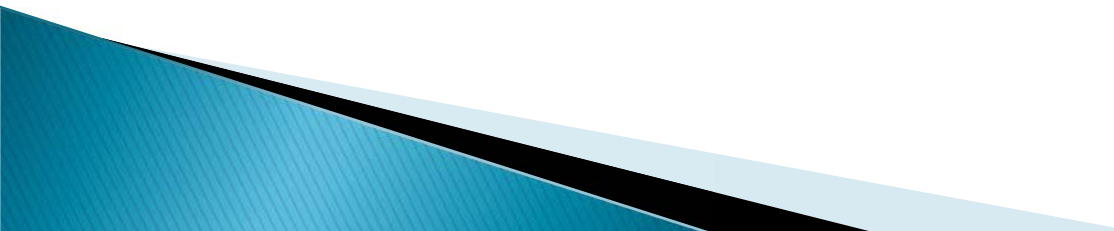
THE EHEA AFTER 2020?



SOME CHALLENGES

- ▶ The Bologna Process responded to a set of challenges at a specific time
 - ▶ Structural reforms have been key – will they still be?
 - ▶ What are today's main challenges?
 - ▶ How can these be addressed at European level?
 - ▶ What issues lend themselves to a “Bologna style” cooperation?
- 

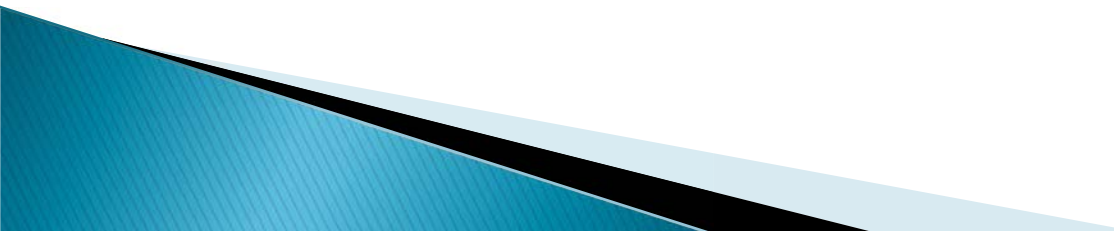
SOME FURTHER CHALLENGES

- ▶ Social dimension, competitiveness – or both?
 - ▶ Financing higher education
 - ▶ What do we hope to achieve through higher education reforms?
 - ▶ How can the EHEA be made more politically relevant?
 - ▶ How can we ensure there will actually be a European Higher Education Area?
- 

TOWARD A COHERENT EHEA?



WHY HIGHER EDUCATION?

- ▶ Develop all missions of HE, not only for the economy but for our society:
 - Preparation for the labor market
 - Preparation for life as active citizens in democratic society
 - Personal development
 - Development and maintenance of a broad, advanced knowledge base
- 

WHAT EDUCATION?

- ▶ The answer to the question: “what kind of education do we need?” lies in the answer to another question: “What kind of society do we want”?
 - Eugenio Tironi: *El sueño chileno*