

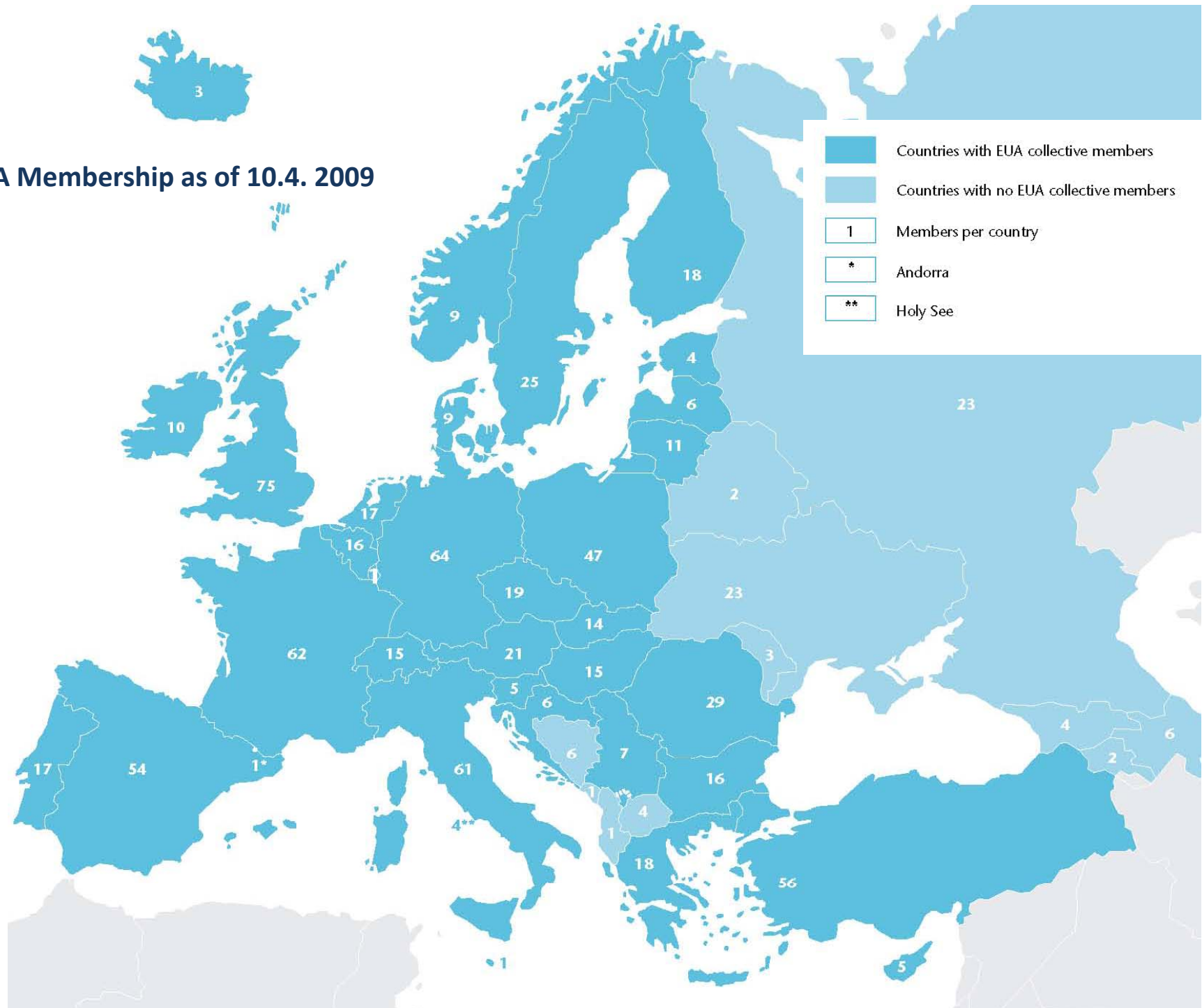
The European Higher Education Area in the next decade

Michael Hörig
European University Association
Sarajevo
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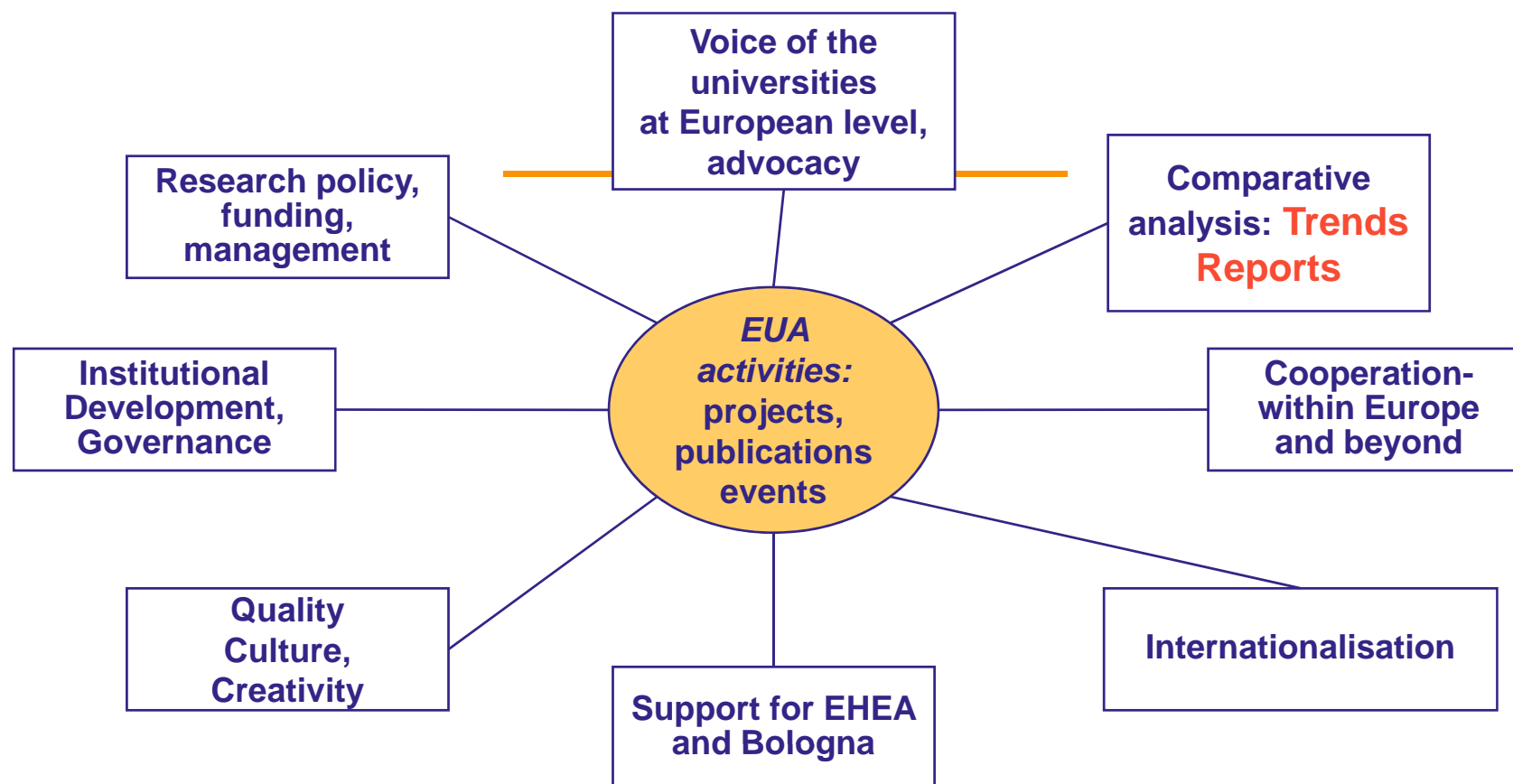
I. Introduction to EUA

- Membership organisation of nearly 800 members: universities and national rectors' conferences in 46 countries
- Mission: To ensure that universities have the means to fulfill their three-fold public mission (research, teaching and service to society)
- Activities: Policy development, projects, research and publication
- Active in EU and in a wider Europe: Unique overview of different processes that take place at different levels

EUA Membership as of 10.4. 2009



EUA Mission: Strengthen European Universities



**Serving the Interests of Members
i.e. European HEI in 46 countries**

Common challenges for Europe's universities

- Promoting excellence - while maintaining commitment to expanding access
- Driving social and economic change – while staying committed to fundamental research
- Implementing national reforms - while responding to global changes
- Developing common tools and instruments (Bologna) - while fostering creativity & creative institutions
- Engaging with local society and industry – and establishing international outreach
- All this with rising costs AND economic crisis

Achievements of the EHEA so far

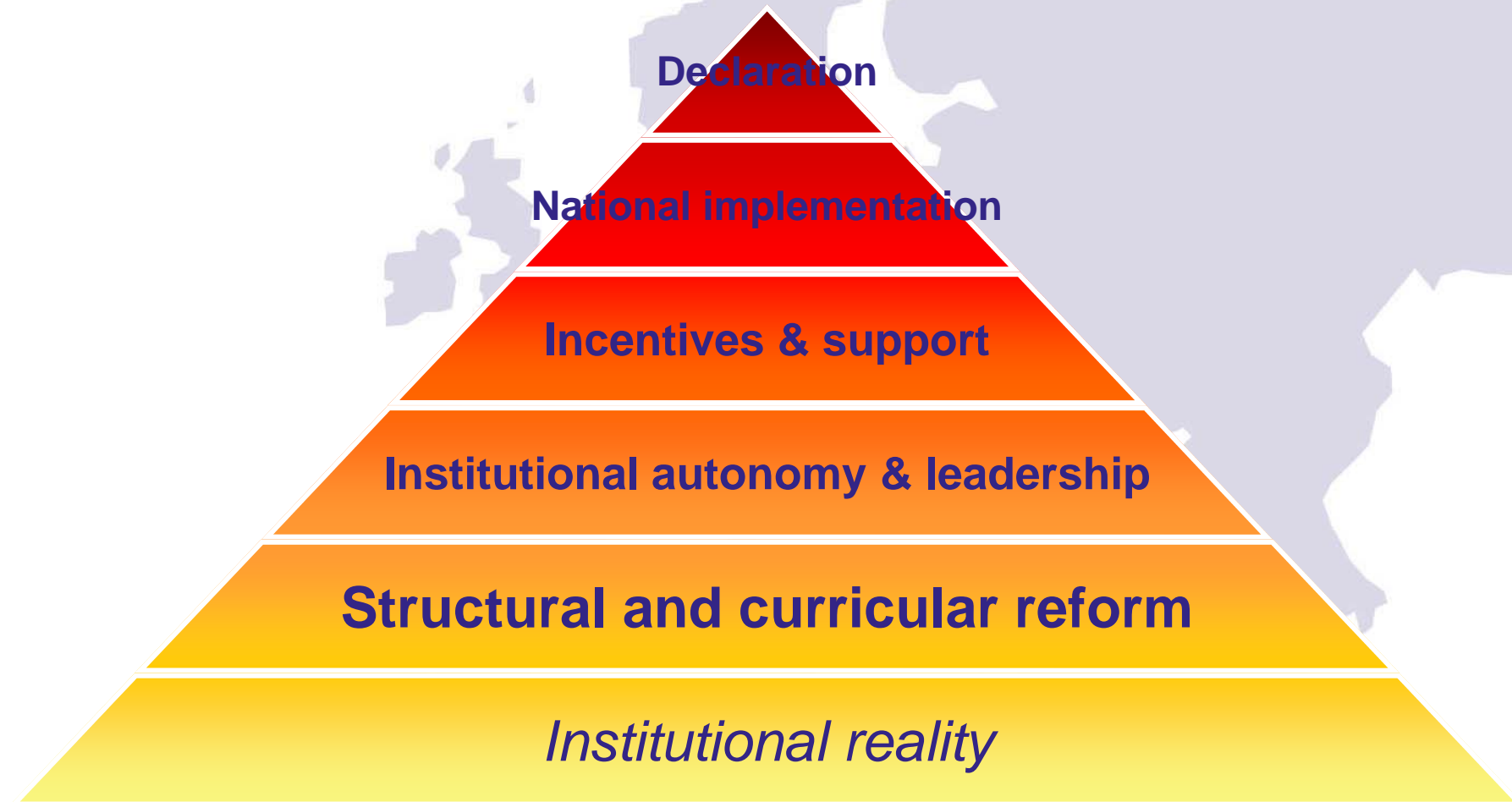
- Provided a common European framework for discussion and policy development
- Developed tools and a comparable degree structure
- Promoted European integration and mobility
- Provided a European dimension to the discussions on quality
- Gave Europe's HE a new face in the worlds



EUA

European University Association

From Declaration to institutional reality



Is Bologna achieving its aims? EUA Masters Study

How are the degree cycle reforms really being taken up and understood?

- There is not yet common practice regarding selection for access to Master
- Possibility of cross-border transition from Bachelor to Master is not universal
- Recognition of prior learning is not universally practised
- Student and employer recognition of bachelor not widespread

EUA masters study (2)

- Proliferation of types of masters and confusion with nomenclature
 - ✓ Advanced master, master complémentaire, professional master.....
- Diploma Supplement still has to gain widespread acceptance
- Transition to student-centred learning and to curricula based on learning outcomes is not yet completed
- Debate on funding and student finance at Master level is only just beginning

Challenges for the next decade

Need for a Bologna 2.0 to improve the dynamics of the EHEA:

- 1) Consolidation, communication and optimisation of existing reforms
- 2) Strengthening the link between education and research
- 3) Providing more education to more people
- 4) Dealing with the impact of rankings
- 5) Redefining public responsibility
- 6) Fit to face global challenges

Bologna's response: Priorities for the Next Decade (Leuven Communiqué)

- 1) Equitable access and completion
- 2) Lifelong learning
- 3) Employability
- 4) The teaching mission of HE
- 5) Research and Innovation
- 6) International Openness
- 7) Mobility
- 8) Data Collection
- 9) 'Transparency tools'
- 10) Funding

Bologna's response: The Leuven/Louvain-la-Neuve Ministerial Summit

- « Faced with the challenge of an ageing population, Europe can only succeed in this endeavour if it maximizes the talents and capacities of all its citizens and fully engages in **lifelong learning** »
- « **Student centred learning** *and* **mobility** will help students develop the competencies they need in a changing labour market....' »
- « We consider **public investment in higher education** an utmost priority»

Bologna's response: The Leuven/Louvain-la-Neuve Ministerial Summit

- **Equitable access and completion:**

“The student body of higher education should reflect the diversity of Europe's populations.....Each country will set measurable targets for widening overall participation and increasing participation of underrepresented groups, to be reached by the end of the next decade”

The Leuven/Louvain-la-Neuve Ministerial Summit: Areas of tension

- Ranking and classification versus quality assurance
- Mobility benchmarks- by 2020, at least 20% of those graduating in the European Higher Education Area should have a study or training period abroad
- Explicitness of alternative funding
 - ✓ student protest and the fee debate
 - ✓ 'Greater attention should be paid to seeking new and diversified funding sources and methods'

International openness: The Ministerial Policy Forum

« Competition on a global scale will be complemented by enhanced policy dialogue and cooperation based on partnerships with other regions of the world, in particular through the organisation of Bologna Policy Fora »

- 16 non-European countries represented in Louvain
- Round table of statements on Bologna effects in these different countries
- Consensus to learn and share, ranging from US to Ethiopia to Japan

So what comes next?

- Bologna as usual.....same structure, same membership criteria, same bi-annual ministerial checks?
- Implementation is the challenge: how to ensure ministerial commitment, while working with the details?
- No need for further action lines: how to keep the momentum for European cooperation?

EUAs contribution: Studies & Reports

- Masters study
- Doc-Careers report
- Towards full costing in European Higher Education
- University autonomy in Europe (November 2009)
- Diversity study (November 2009)
- Trends 2010 (March 2010)

EUAs contribution: Projects & Activities

- Shaping Inclusive & Responsive University Strategies
- Autonomy scorecard
- Diversifying income streams: EUDIS
- Examining quality culture
- Doc-Careers II
- EUA Council for Doctoral Education
- Global dialogue events: Africa, Latin-America, North America and Asia



Questions and more information:

Michael Horig, michael.horig@eua.be, www.eua.be