

New trends in Higher Education in Europe

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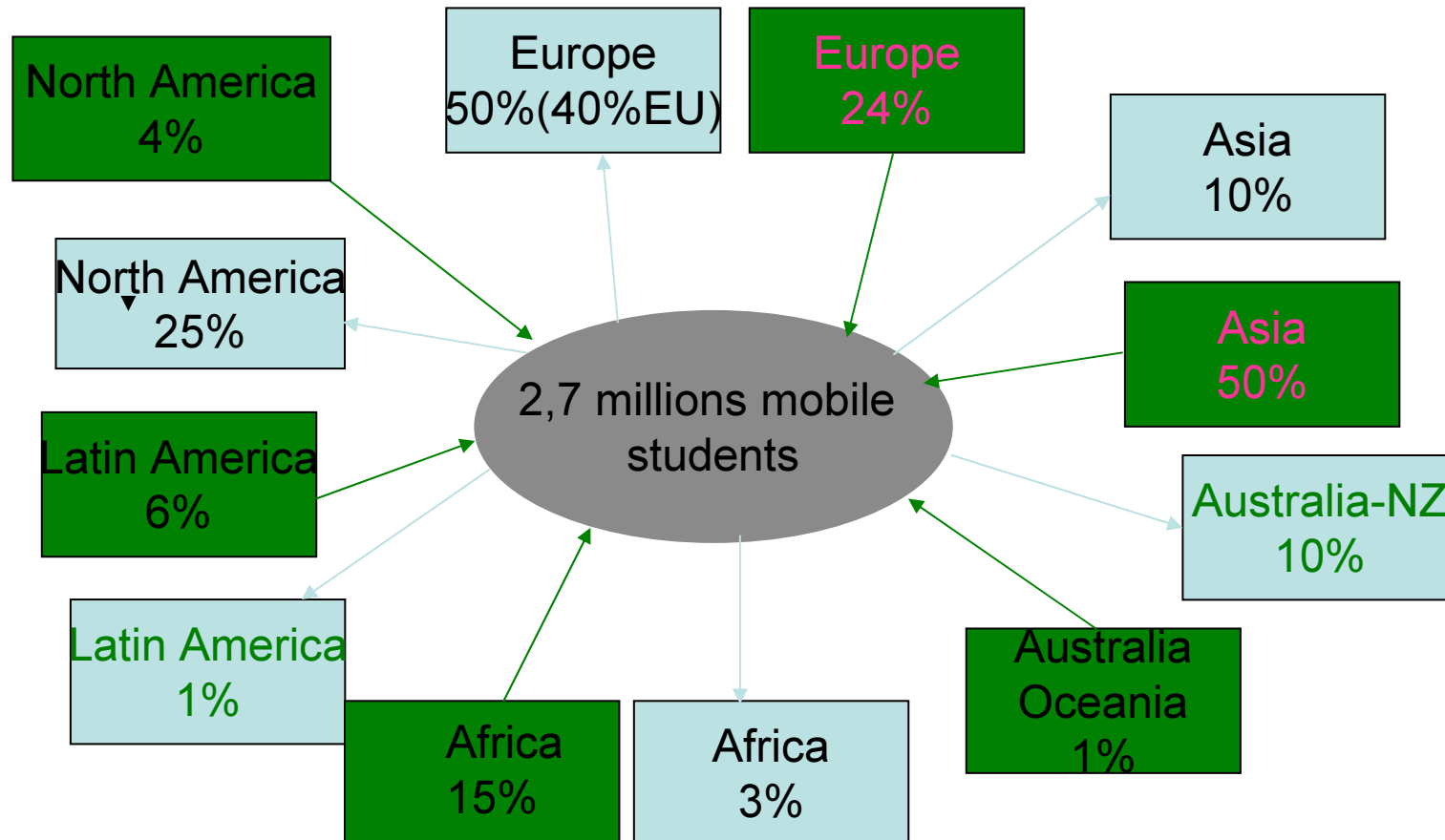
I. Some facts and figures

II. Creating a European Higher Education Area : the dynamics of the Bologna process

III. Key challenges for the European Higher Education Area beyond 2010

I. Some facts and figures

- 31 millions students / 800 inhabitants
- 5 600 institutions with a large majority of public universities
- 55% : enrollment rate in HE
- Class age 25-34 : 30% with a HE qualification
- First region for incoming mobile students with a strong intra-European mobility for outgoing students



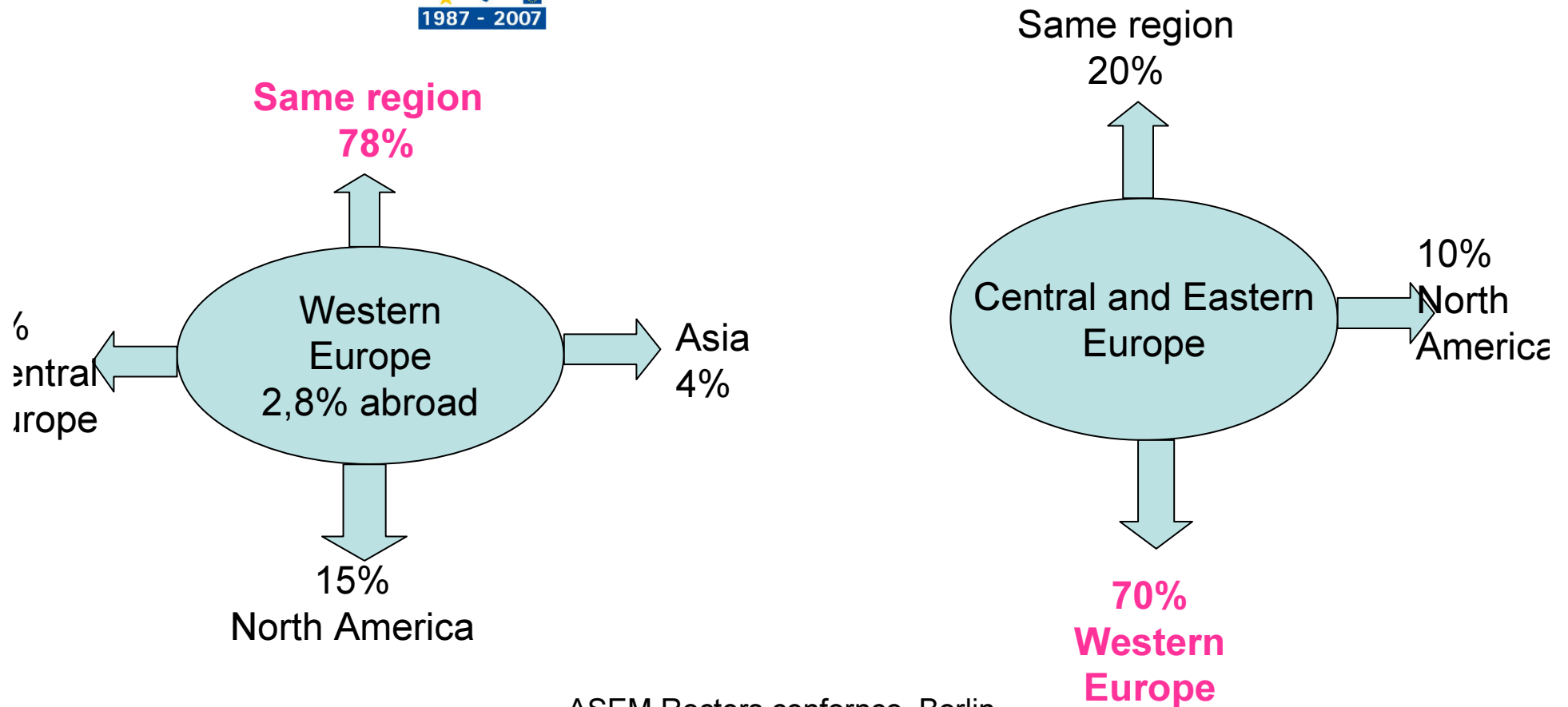
Adapted from UNESCO, 2005

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European mobility (2006)



1,5 million in 20 years (1987-2007)



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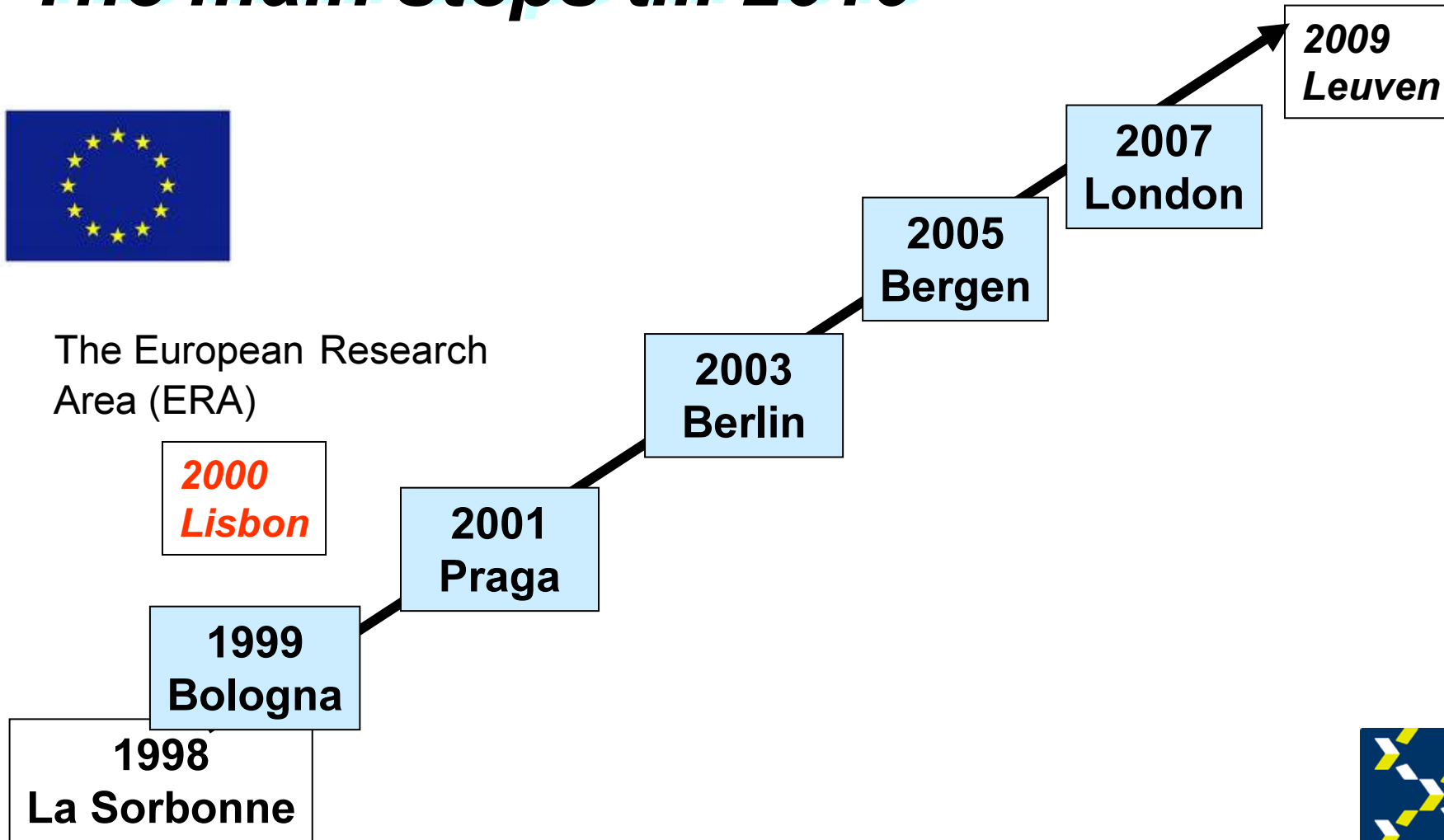
II. Creating a European Higher Education Area (EHEA)

The dynamics of the Bologna process
within the European context

The main steps till 2010



The European Research Area (ERA)



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The European reform processes



Lisbon Strategy/European Research Area:
27 Member States of European Union
*“Being the most competitive knowledge
Economy and society”*

Bologna Process
46 Bologna Countries
“Creating a EHEA”



The Bologna process

- An original process
- With a common framework to harmonise different systems while keeping diversity
- Around core concepts
- Leading → to deep national reforms
→ new academic and managerial perspectives

An original process

- Based on a voluntary involvement
- With no legal obligations
- A shared responsibility : governments, universities, staff and students
- Coordinated by a tiny organisation

5000 European Universities + University Colleges

represented

46 independent European Member Countries, European Commission

represented

Representative/ Stakeholder Organisations: EUA, ESU (Students), EURASHE (Colleges), Education International (staff) EURODOC

delegates

reports

reports

Bologna Ministerial Meeting

Leuven, Belgium	2009
London, UK	2007
Bergen, Norway	2005
Berlin, Germany	2003
Prague, Czech Republic	2001
Bologna, Italy	1999

Bologna Follow-up Group
Follow-up
Preparation of Ministerial Meetings

Bologna Working Groups
Bologna Seminars
Surveys on specific issues

Bologna Secretariat

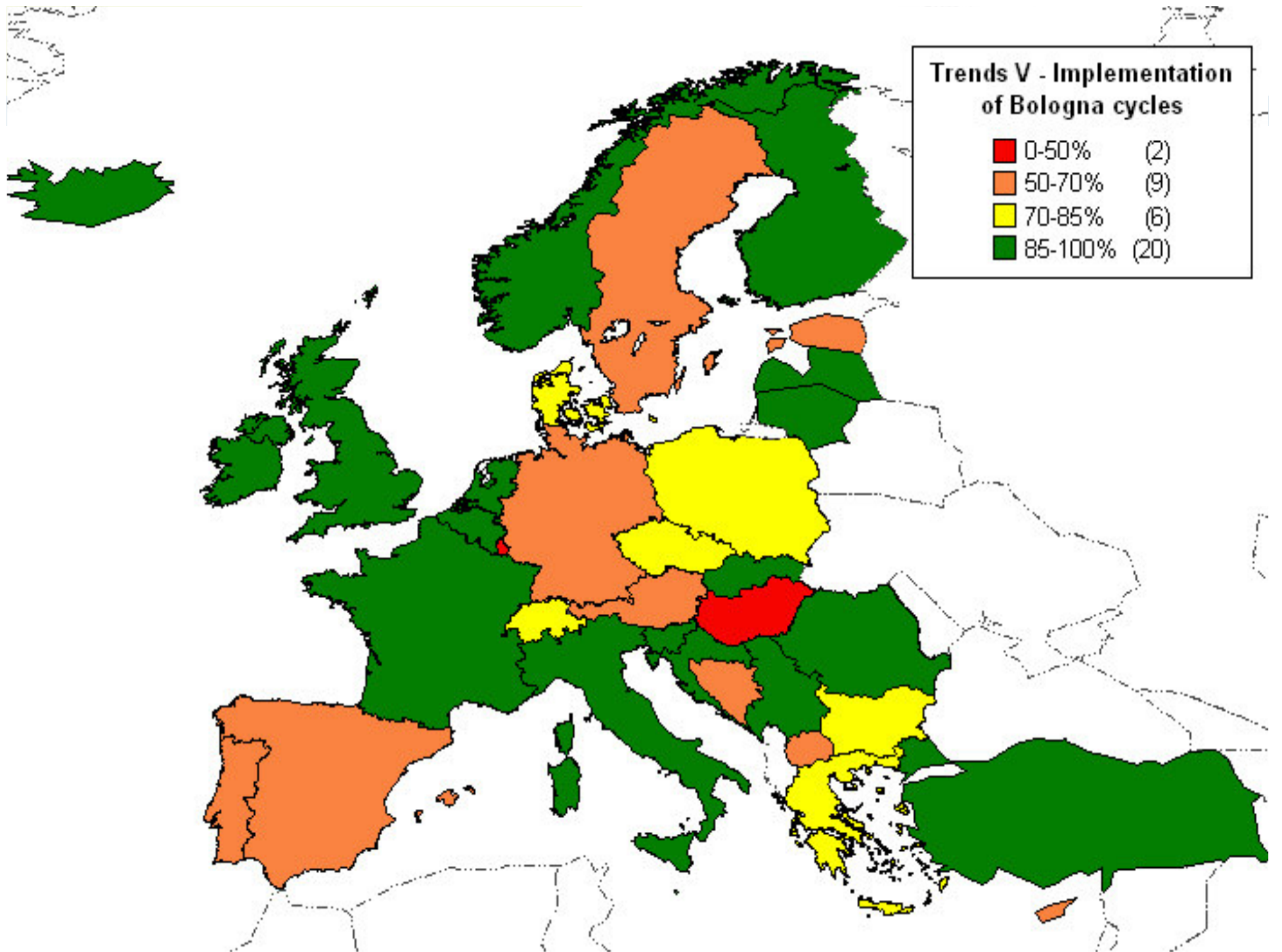
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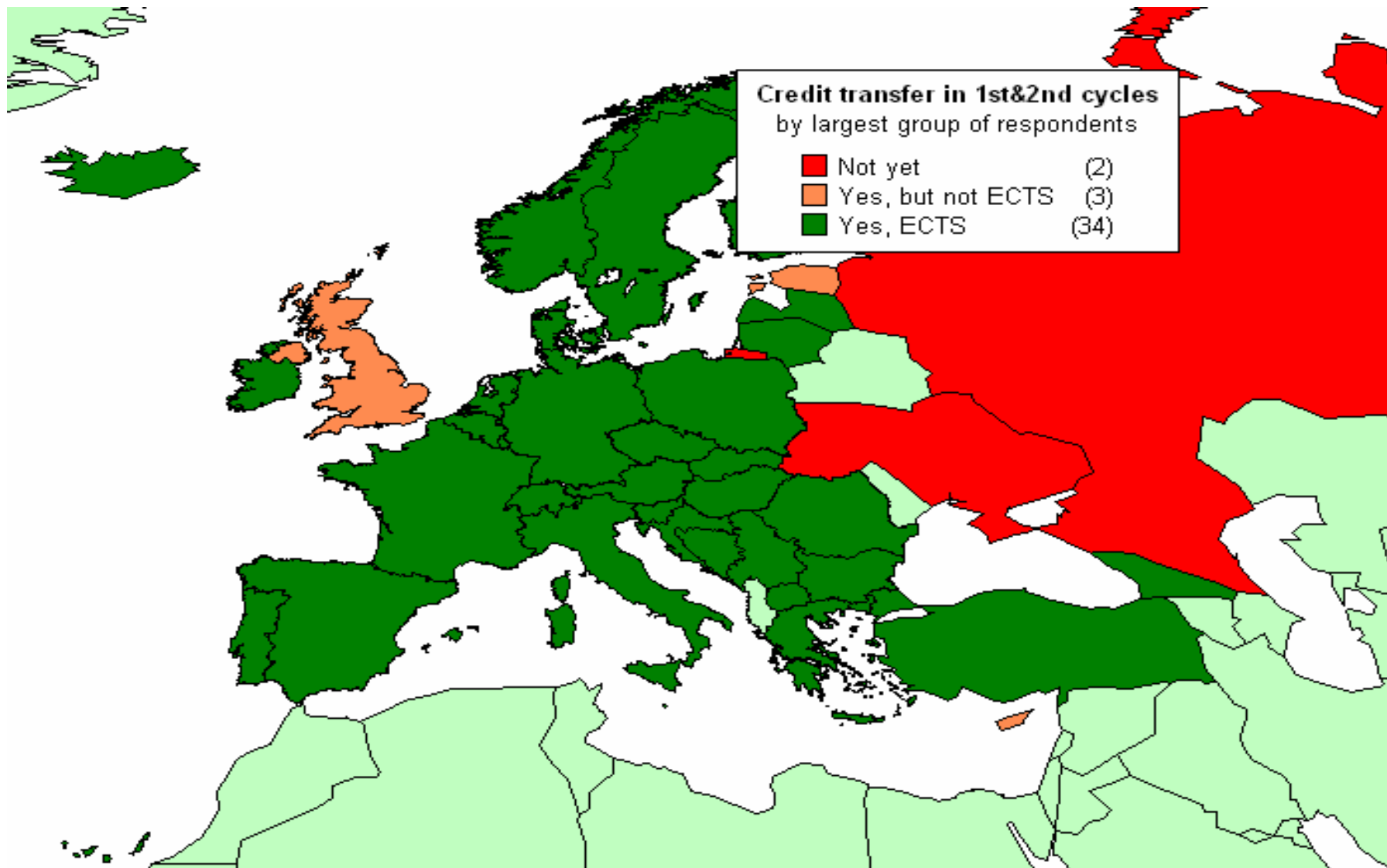
tasks

tasks

A common framework

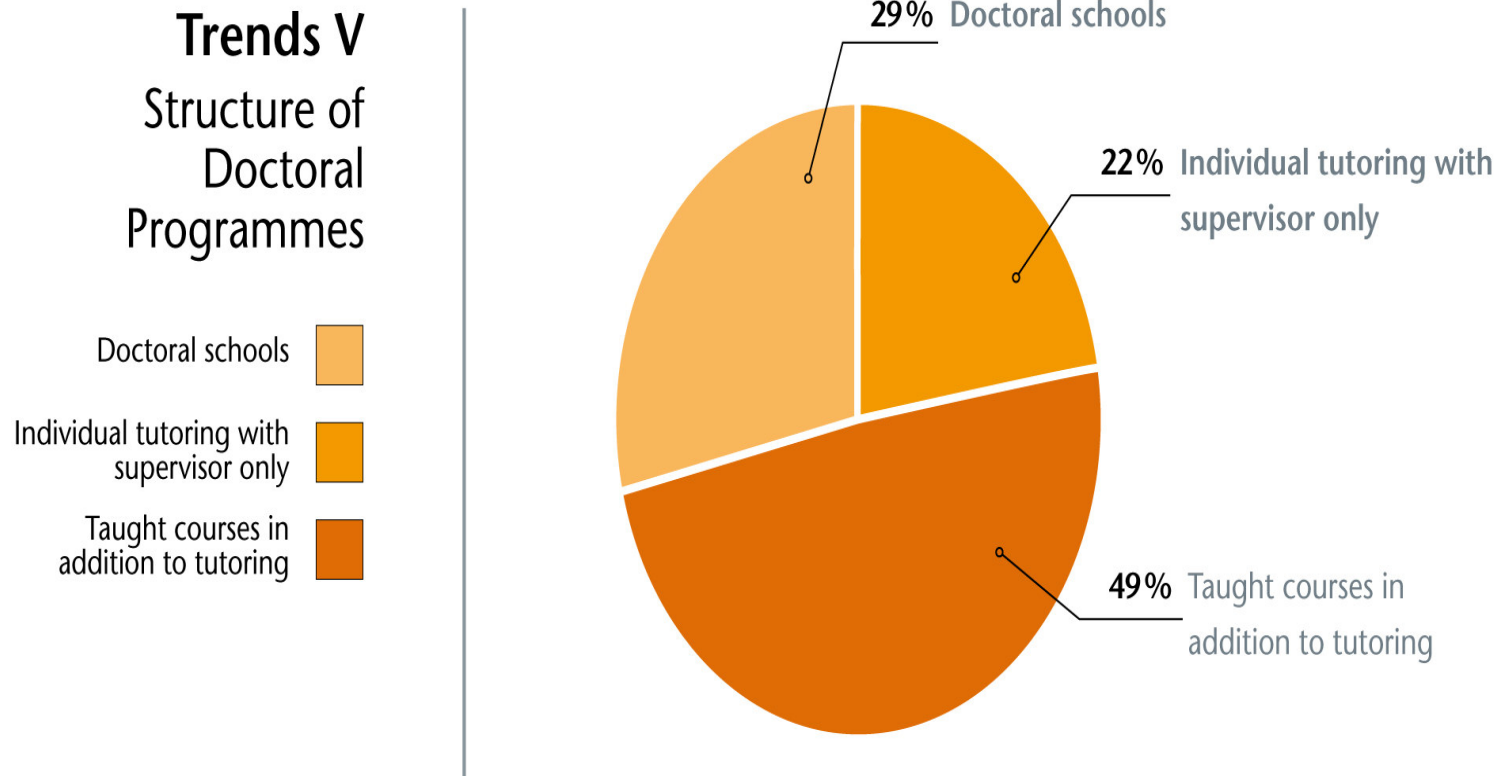
- The three cycle system with descriptors for each level: BA (180-240 credits)/ MA (60-120 credits) / D (3 years)
 - Academic and professional recognition tools : credits (ECTS), diploma supplement, qualification framework
 - Quality standards and guidelines (ESG)
 - Agreement on elements for a Global Dimension of European HE
 - Charter for life long learning
- ➔ with impressive progress since 2003





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Developments in Third Cycle



27% use a credit system also within doctoral programmes

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Around core concepts and new paradigms

- A student centered approach
 - Teaching → learning
 - Learning outcomes / competences
 - Employability for each cycle
 - Quality and evaluation
 - Necessity to become more inclusive and responsive institutions
- Universities become the main actors and need more autonomy : « Strong universities for Europe » (EUA)

Leading to main changes

- **At national level**

Implementation of deep reforms in most of the 46 countries signing up the declarations

The French example

- 2002 : the LMD reform
- 2006 : the Research law (creation of a new evaluation agency for HE and research (AERES), PRES (pôle de recherche et d'ES))
- 2007 : the Freedom and responsibilities law (Libertés et Responsabilités pour les universités)
- ➔ Towards a new landscape of higher education : between mergers and clusters (12 PRES)

- **At institutional level**
 - The definition of new curricula (BMD) and an increasing awareness to define them in terms of competences
 - More cooperation with the economic sector
 - New forms of European and international cooperation (joint degrees (M-D), research programmes,)
 - More « managerial » processes (human resources management, private funding, real estate policies)
- ➔ Towards « new public management »

III. Key challenges for the European Higher Education Area post 2010

2010 - less a deadline and more the start of a new phase?

- Some reforms are accomplished, others not yet : still a lot of work to do (mobility, LLL, learning outcomes, autonomy..)
- Growing links between the EHEA, & the EU Lisbon Agenda goals/ the European Research Area
- Increasing awareness of the role of universities in building a knowledge society in Europe : rethinking the relations with the economic sector
- Globalisation & the emergence of international education : what about the European dimension ?

- **2010 and beyond: towards new profiles of HE institutions**

Colleges / technical institutions/ research universities/ universities

From local, national to international institutions

Public / private institutions

➔ Many debates to come on the definition of excellence, fees, staff careers, performance...

Conclusion

- The EHEA is a reality : more harmonisation through diversity, more cohesion between stakeholders
- The Bologna process can't be ignored anymore and proves to be very efficient to lead to deep reforms at regional, national, and institutional levels
- The process can't be stopped anymore : beyond 2010 European HE institutions should be more attractive, more efficient and more international