New trends in Higher Education in Europe

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ASEM Rectors conference, Berlin
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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

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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
2,7 millions mobile students

North America
4%

Europe
50%(40%EU)

Europe
24%

Asia
10%

Asia
50%

Australia-NZ
10%

Australia
Oceania
1%

Latin America
6%

Latin America
1%

Africa
15%

Africa
3%

Adapted from UNESCO, 2005

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European mobility (2006)

1.5 million in 20 years (1987-2007)

Western Europe
2.8% abroad

Central and Eastern Europe
70% Western Europe

Asia
4%

North America
15%

Same region
78%

Same region
20%

10% North America

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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

1998 La Sorbonne
1999 Bologna
2000 Lisbon
2001 Praga
2003 Berlin
2005 Bergen
2007 London
2009 Leuven

The European Research Area (ERA)
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

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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

delegates

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

Bologna Ministerial Meeting

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

coordinates

Bologna Secretariat

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

Bologna Working Groups
Bologna Seminars
Surveys on specific issues

reports

reports

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
Credit transfer in 1st & 2nd cycles by largest group of respondents

- Not yet (2)
- Yes, but not ECTS (3)
- Yes, ECTS (34)

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Developments in Third Cycle

Trends V
Structure of Doctoral Programmes

- Doctoral schools: 29%
- Individual tutoring with supervisor only: 22%
- Taught courses in addition to tutoring: 49%

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)

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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…

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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

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