

Learning from Europe?! – The future of Bologna

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- Future on the European level – the Bologna Follow-up Group (meetings, seminars, working groups)
- The future on the national level
- Are they moving at the same speed?

Social dimension

- Prague 2001; ministers asked the Bologna Follow-up Group to work on the matter
- Berlin 2003; Ministers reaffirm the importance of the social dimension of the Bologna Process. The need to increase competitiveness must be balanced with the objective of improving the social characteristics of the European Higher Education Area, aiming at strengthening social cohesion and reducing social and gender inequalities both at national and at European level.
- Bergen 2005; The social dimension of the Bologna Process is a constituent part of the European Higher Education Area (EHEA) and a necessary condition for the attractiveness and competitiveness of the EHEA.

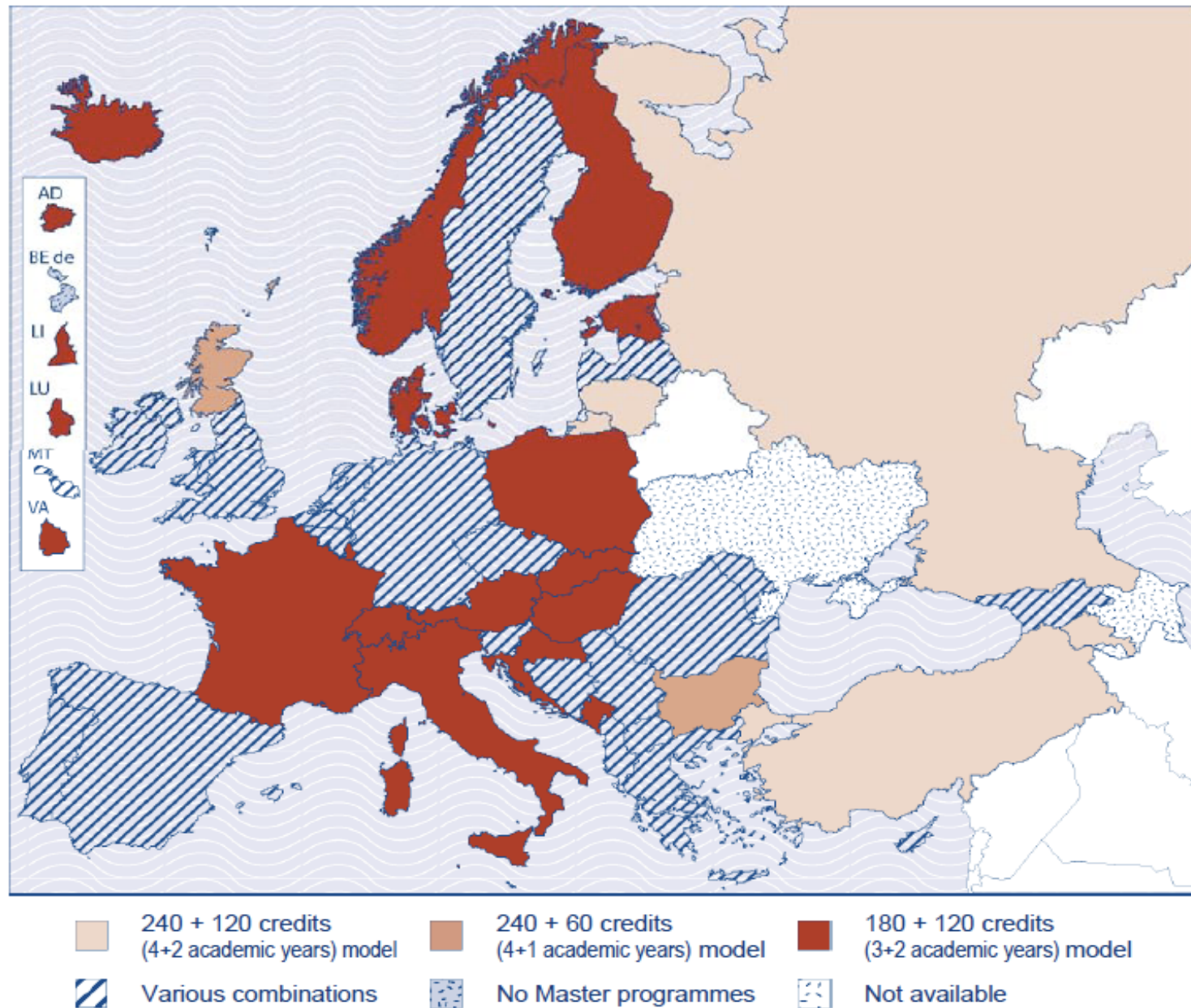
Social dimension

- London 2007; We share the societal aspiration that the student body entering, participating in and completing higher education at all levels should reflect the diversity of our populations.
- Leuven/Louvain-la-Neuve 2009; Each participating country will set measurable targets for widening overall participation and increasing participation of underrepresented groups in higher education, to be reached by the end of the next decade.

Lifelong learning

- Very little work done
- European University Association Charter on Lifelong learning
- Area where learning from each other is very important
- Improve recognition practices

Figure A3: Two-cycle structure models most commonly implemented, 2008/09



For the future – national level

- Work with the Social dimension
- Improve possibilities for lifelong learning
- Focus on learning outcomes – aligned with the national qualifications framework – and student workload
- Implement all parts of the Bologna Process, as a package
- Ensure student and staff participation

2009 Communiqué headings

- *Social dimension: equitable access and completion*
- *Lifelong learning*
- *Employability*
- *Student-centred learning and the teaching mission of higher education*
- *Education, research and innovation*
- *International openness*
- *Mobility*
- *Data collection*
- *Multidimensional transparency tools*
- *Funding*

Communiqué on Funding

Higher education institutions have gained greater autonomy along with rapidly growing expectations to be responsive to societal needs and to be accountable. Within a framework of public responsibility we confirm that public funding remains the main priority to guarantee equitable access and further sustainable development of autonomous higher education institutions. **Greater attention should be paid to seeking new and diversified funding sources and methods.**

Communiqué on Transparency tool

- The Communiqué notes that there are several initiatives in the area (Shanghai ranking, Times higher education, CHE)
- Systems of this kind should be developed in close consultation with the key stakeholders
- They should be based on comparable data
- The Bologna-Follow-up Group should monitor the development of the transparency mechanisms and to report back to the 2012 ministerial conference

Thank you for listening!