



**EUA**

European University Association

# The Bologna Process & Mobility

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**European University Association**

**HEURO seminar  
20 November 2009**

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# Overview of Presentation

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- The European University Association (EUA):  
**who we are..**
  
- The Bologna Process and mobility:
  - 1) Overview of the situation **to date**
  - 2) What will **the future** hold
    - ➔ Commitments in the Leuven Communiqué
    - ➔ EUA's contribution

## European University Association

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- 2001: establishment of EUA as representative organisation of European Universities & rectors' conferences
- Membership: 850 members in 46 countries, including 34 national rectors' conferences.

## Mission

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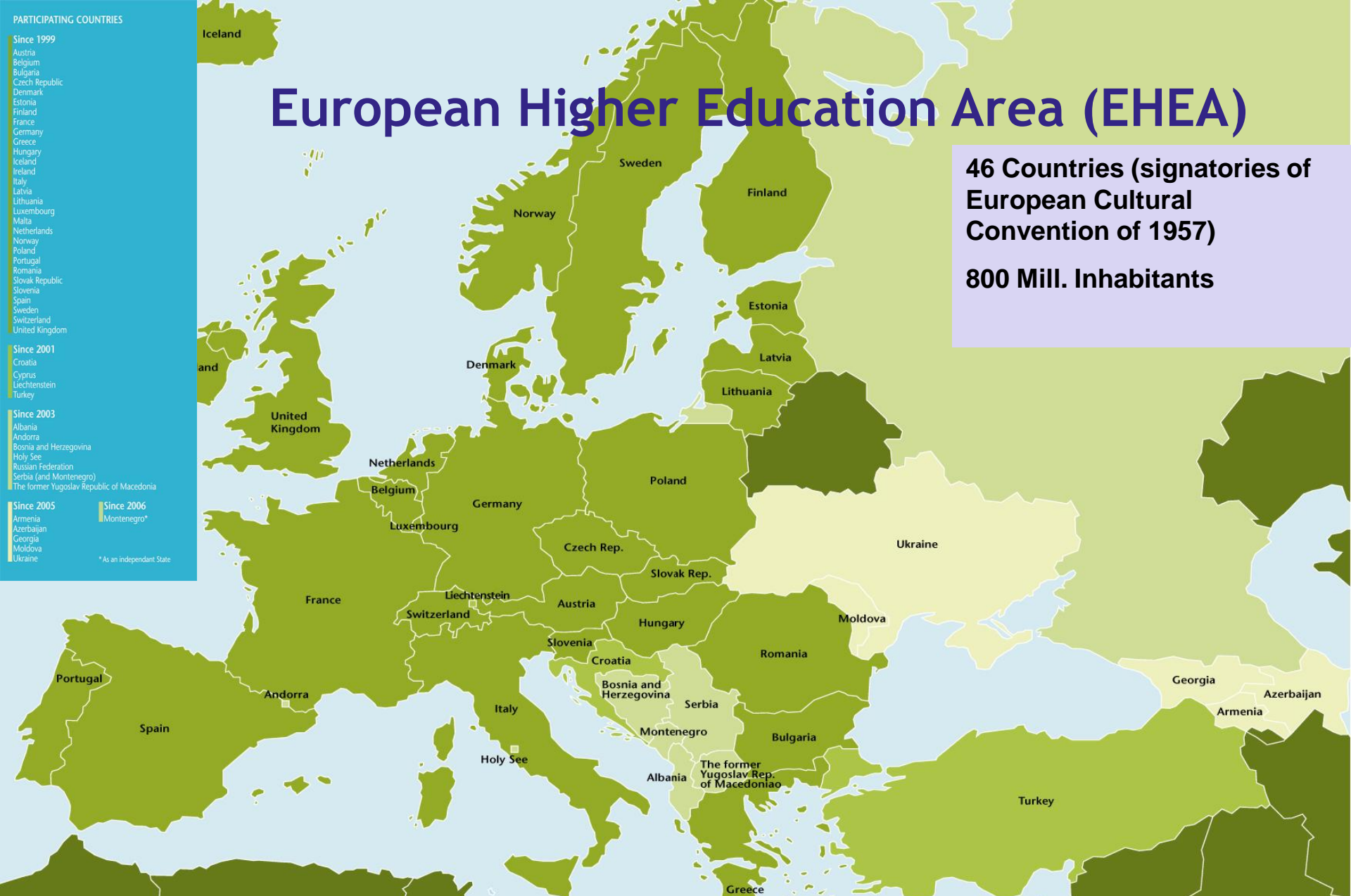
- Represent the interests of European Universities at regional and international level
- Promote coherence in European higher education and research
- Support and strengthen European Universities as vital societal actors
- Encourage and facilitate cooperation and exchange
- Encourage internationalisation
  1. Institutional development and dissemination of good practices
  2. Influence policy development at European Level



# The Bologna Process

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- 1998/99: **Intergovernmental** agreement (voluntary!)
- Governmental push for convergence of HE systems by 2010
- Each country delivers its own reform in line with Bologna (EU can't legislate education!)
- Implementation of reforms by universities across Europe
- Currently 46 countries (bigger than EU!)



# European Higher Education Area (EHEA)

**46 Countries (signatories of European Cultural Convention of 1957)**

**800 Mill. Inhabitants**

- PARTICIPATING COUNTRIES**
- Since 1999**
    - Austria
    - Belgium
    - Bulgaria
    - Czech Republic
    - Denmark
    - Estonia
    - Finland
    - France
    - Germany
    - Greece
    - Hungary
    - Iceland
    - Ireland
    - Italy
    - Latvia
    - Lithuania
    - Luxembourg
    - Malta
    - Netherlands
    - Norway
    - Poland
    - Portugal
    - Romania
    - Slovak Republic
    - Slovenia
    - Spain
    - Sweden
    - Switzerland
    - United Kingdom
  - Since 2001**
    - Croatia
    - Cyprus
    - Liechtenstein
    - Turkey
  - Since 2003**
    - Albania
    - Andorra
    - Bosnia and Herzegovina
    - Holy See
    - Russian Federation
    - Serbia (and Montenegro)
    - The former Yugoslav Republic of Macedonia
  - Since 2005**
    - Armenia
    - Azerbaijan
    - Georgia
    - Moldova
    - Ukraine
  - Since 2006**
    - Montenegro\*
- \* As an independent State

**EUA is an official ‘consultative member’ of the Bologna Process, representing European Universities in the decision-making of the process**

# The Objectives

## 10 Bologna Action lines for the EHEA:

### ***Bologna Declaration of 1999:***

1. Adoption of a system of **easily readable and comparable degrees**
2. Adoption of a system essentially based on **two cycles**
3. Establishment of a **system of credits**
4. Promotion of **mobility** by overcoming obstacles to free movement for students/staff
5. Promotion of **European co-operation in quality assurance**
6. Promotion of the **European dimension in higher education**

### ***Prague Ministerial summit of 2001:***

7. Focus on **lifelong learning**
8. **Inclusion of higher education institutions and students**
9. Promotion of the **attractiveness of the European Higher Education Area**

### ***Berlin Ministerial summit of 2003:***

10. **Doctoral studies** and the synergy between the European Higher Education Area and the **European Research Area**

***Bergen 2005:*** autonomous universities

***London 2007:*** Global Dimension, LLL, European Register of QA Agencies

***Leuven 2009:*** Bologna continues

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## The Achievements

### Bologna's contributions to establishing the EHEA

1. Transparency & Recognition
2. 3 study cycles: Bachelor, Master, Doctorate
3. Quality assurance, at institutional, national and European Level
4. Recognition of the Bologna process in a 'global setting'
5. A European Higher Education 'Area' - and a European identity for higher education

## Bologna's priorities for the Next Decade (The 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

*Removing obstacles to mobility has been debated for a long time & remains a key issue on the agenda*

## Summary of Mobility to date

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- Instruments have been developed:
  - ECTS is now embedded in most national legislation
  - Diploma supplement → implementation & visibility varies greatly (EUA Master study showed 63% of students did not know if their institution issued the DS)
- Some evidence about success: on-course (horizontal) mobility significantly increased through Erasmus → reached 2 million mobile students in 2009.
- Some evidence about remaining obstacles: recognition remains an issue, mobility being hampered by pressure to finish studies, lack of knowledge about benefits, lack of funds etc. (EC green paper)

***However, the key issue is .....***

## Key issue

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- Despite the introduction of the three-cycle degree structure and other Bologna tools, it appears that **mobility has not significantly improved**. However, currently this assumption can neither be supported nor refuted by statistical evidence.

## Leuven Ministerial Summit

- Ministers reiterated the importance of Mobility:  
*"We believe that mobility of students, early stage researchers and staff enhances the **quality of programmes** and **excellence in research**; it strengthens the academic and cultural **internationalization** of European higher education. Mobility is important for personal development and **employability**, it fosters **respect for diversity** and a capacity to deal with other cultures. It encourages **linguistic pluralism**, thus underpinning the multilingual tradition of the European Higher Education Area and it increases cooperation and competition between higher education institutions."*
- And introduced a benchmark - **by 2020, at least 20%** of those graduating in the European Higher Education Area should have a study or training period abroad

## **EUA´s Prague Declaration 2009: Increasing and improving the **quality** of mobility**

### *1. What we mean:*

- **Promoting coherent institutional strategies to remove obstacles to the mobility of students and staff, encompassing:**
  - mobility between sectors, institutions and internationally → to:
  - enhance personal, academic and professional development

### *2. What we do:*

- **EUA recently joint forces with the European Student´s Union (ESU) and Education International (EI) to:**
  - 1) provide input to the BFUG on this issue ensuring that the perspectives of universities, staff and students are taken into consideration in further discussions on the mobility benchmark and related indicators
  - 2) To deliver a concrete and tangible contribution to the enhancement of transnational student and staff mobility in Europe

## The EUA, EI and ESU joint initiative

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- The joint initiative promotes:

1. A **working definition** of mobility, identifying key characteristics of mobile students and mobile staff



- Enrolled at university
- Transnational
- Physical
- Serves a learning purpose
- Organised or on individual basis
- Of various durations



- employees at HEIs
- Transnational
- Physical
- the intention to return (excluding migration)
- Organised or on individual basis
- for teaching, research or Training purposes

## The EUA, EI and ESU joint initiative

2. Addressing the **challenges of measuring mobility** as a starting point for developing better methodologies and improved indicators:

*Some aspects of mobility measured e.g. as part of the Erasmus Program, Eurostat data on or of foreign students, Eurostudent data on mobility periods* → common shortcomings of data, include:

- Erasmus does not consider all activities at institutional level
- counting nr of foreign students → also domestic students with foreign passport
- surveying student samples, useful data → does not include activities at HEI level
- complex to distinguish between individual students activities → double counting



- Defining indicators adequately reflecting mobility is a complicated task.
- A way to complement the data with **qualitative information**: HEIs mapping existing mobility activities according to a clearly defined scheme → identify areas for improvements

## The EUA, EI and ESU joint initiative

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3. An **agenda** for improved student and staff mobility:  
In working towards achieving the aspirations set by Bologna Ministers the following items need to be addressed:
  - **Understanding** mobility: agreeing on *definitions* for student and staff mobility is essential.
  - **Measuring** mobility: better European level data is needed to measure more precisely the mobility patterns at European and at country level. A further *refinement of the indicators* used is therefore crucial.
  - **Increased promotion** of mobility: national and institutional policy should promote and facilitate the mobility of students and staff, with a view to achieving balanced mobility.

## Conclusion

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- The three organisations will follow up with their constituencies on the proposed approach in 2010 and the following years, and simultaneously contribute to the discussions at the level of the BFUG.
- Reaching the political aspiration should be seen as the driver to improve mobility activities in the next decade and the collection of data as a tool to demonstrate progress.
- However, the search for the right indicators can never replace the advocacy work that is needed to promote student and staff mobility.
- Achieving progress is only possible when all parties are convinced of the benefits and the right support mechanisms at all levels are in place to support this aim.

**Thank you for your attention!**

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