

## Leuven/Louvain-la-Neuve Communiqué – draft 2 of 25 February 2009

**Comments received by 13 March 2009:** Austria; Belgium/French Community; Croatia; Denmark; Estonia; Finland; France; Georgia; Germany; Ireland; Montenegro; Netherlands; Norway; Portugal; Romania ; Slovenia; Spain; Sweden; Switzerland; UK/England, Wales and Northern Ireland (UK/EWNI); UK/Scotland; European Commission; BUSINESSEUROPE; Council of Europe (CoE); Education International (EI); E4 Group (ENQA, ESU, EUA and EURASHE); ESU; EUA;

### General remarks:

**Austria:** The paragraph which refers to the ministers acknowledging and confirming the results of the working groups' work should -- as in the previous communiqués -- also be part of the Leuven communiqué, not only as appreciation of their efforts but also acknowledging their invaluable contribution in implementing the Bologna objectives!

**Croatia:** We agree with those delegations and representatives that have called for a chapter on **quality assurance** to be included. We feel the E4 proposal is a good one in this respect, although it perhaps echoes the earlier parts of the draft text.

In the question of **co-chairing of the Bologna process** by an EU and a non-EU country, we propose that the ministers give a mandate to the BFUG to develop a concrete proposal, and set a date on when this should be done. One year seems like a reasonable amount of time for this task, but it is not clear that the dynamics of BFUG meetings will allow it to be achieved in the coming period. Our proposal, which is open to amendments, is presented below.

The Communiqué needs to acknowledge that promoting **mobility** within the EHEA cannot be done by a one-size-fits-all approach. Such an approach may create new or support existing inequalities in mobility dynamics within the EHEA. Countries that have got limited or no access to supranational mobility schemes may face serious obstacles in achieving the stated goal by 2020. Additionally, countries which have got a large imbalance between the number of outgoing students as opposed to the number of incoming students may be facing brain drain. Finally, the commitment that the ministers undertook in London to create an **equitable balance of mobility across the EHEA** seems to have been omitted and no mechanisms to replace it have been introduced.

Overall, we strongly support increasing the importance of mobility in the Bologna process until 2020, but we also strongly feel that this increase needs to be accompanied by measures that ensure this mobility is equitable. If I may use the words of ESU, the current proposal may end up creating EHEA mobility "à la carte".

We propose that the BFUG acknowledges the outcomes of the Bruges conference on **students with disabilities** and decides to specifically mention these students in the Communiqué. The conference proposed the following addition to the text: "We commit to taking necessary initiatives regarding the promotion of equal opportunities for people with disabilities within higher education in our own country", but we feel that paragraph 9 already conveys this general message and propose only a small amendment below.

Simultaneously with the second BFUG meeting in the Prague, a conference of the European network of **ombudspersons in higher education** (ENOHE) is taking place in Hamburg. Ombudspersons play an important role in non-formal resolution of problems and conflicts in higher education and thus make a unique contribution to the quality of individual institutions and the system as a whole. We propose that in the

Communique a mandate be given to the BFUG to explore the possibility of including ombudspersons in higher education to the quality assurance mechanisms in higher education.

As a less important side note, all the previous communiques made a strong reference to the joint commitment and decision-making of the European ministers of higher education (stylistically notable by the use of the word "we"). The current overall tone of the text seems more general and depersonalized (stylistically by using the passive form without a subject such as "this-and-this will be done"). While this is not a substantial issue per se, it may have an effect on the political tone of the Communique.

**Denmark:** We thank you for the second draft of the Bologna-communiqué 2009 to be discussed by ministers in Leuven in April. Overall, we find that many of the discussions and issues raised at the BFUG-meeting in Prague on March 12-13 have been taken into account. We have very few comments to the text itself and are generally pleased with the current draft. However, we also have two general comments of importance to DK, which we wish to point out so that it may be taken into account also in the process of finishing the communique. [*see below, paragraphs 16 and 21*]

**Estonia:**

We find the new proposed text much better and more reflecting the style ministers would word their thoughts when giving the vision for the next decade.

At the same time we acknowledge high ambitions the proposed version entails. We take opportunity to strongly suggest agreeing the methodology on how we work together and how the stock will be taken regarding implementation in a very first BFUG meeting after the Ministerial Conference. It is vitally important to give coherent and clear signals to HEI-s regarding the proposed changes to keep their interest alive.

**Finland:**

- The length of the document is quite suitable for the communique
- The structure of the communique is improved
- The language used could still be more "ministerial"
- We would prefer using active forms instead of passive forms in the text. It would be helpful for the work itself if it is clear who is responsible for different actions.

**Germany:** In addition to specific proposals on the text, which are included in the document, we would like to add the following general remarks:

1. The structure of the communiqué has clearly improved since version 1, and the introduction of headings helps to clarify the contents.
2. In many places the current draft reads like a description of the EHEA rather than a communiqué of ministers. We should add clear commitments to goals, and address specific stakeholders, institutions etc. wherever we can in order to make the text as precise and committed as possible.

In some instances we have proposed changes to the text to reflect this, but this needs to be done throughout the whole communiqué.

3. On the issue of transparency tools, rather than accepting one of the two proposed versions, we would like to see an alternative text, which reflects the many questions that exist in relation to this topic. We have not discussed in BFUG after the Prague seminar on classification. If the general opinion in the BFUG is sufficiently clear we need not keep the transparency question open for the ministers.

**Ireland:** The latest draft of the Communiqué is a better structured document and creates a much more cohesive approach to the future of the Bologna Process. The references to the importance to Life Long Learning, widening participation and student centered learning in the preamble of the document is essential in maintaining a strong emphasis needed by countries in these areas.

We would support the views of other commentators that there should be a separate paragraph on quality assurance.

**Montenegro:** As regards the comments on the Draft 2 Communiqué of the Leuven Louvain-la-Neuve Communiqué, we would like to inform we fully support the text of the Communiqué.

**Norway:** Norway welcomes the new draft of the Leuven/Louvain-la-Neuve Communiqué. It is in our opinion a much improved document from the previous draft. We welcome the shortening of the text as well as the new structure with more headings throughout the text. We do, however, have some comments to the revised draft. [see below]

**Spain:**

1. The new draft is by far better than the previous one. Thank you for your efforts that are not easy at all.
2. There is one point politically hot. Is the inclusion of a mention to funding. We fully agree with the sentence but we have doubts about the opportunity of mentioning funding in the Bologna process. This is not the Lisbon Strategy!. If there is a mention should be quite generic in the sense of supporting the sustainability of university funding but avoiding comments about the way of doing this (diversification or not is a national matter)
3. I do not like terms like "excellence" and "competition" in the document because they could be misunderstood. What is the meaning of excellence? That everybody has to drive a Rolls Royce? High quality is a better term in my opinion. On the other hand, the Bologna process is basically a process of cooperation and this is why I would avoid (in this context!) the idea of competition as much as possible.
4. In the same sense the section about "rankings" should reinforce the idea of information, classification and avoid references to competition and rankings.
5. Finally, we perceive that generally speaking the current version of the document is not too visionary about the goals for the next decade. Perhaps this should be the objective of the next communiqué in Vienna, but in any case a certain effort in this sense would be advisable

**Sweden:** The text is improved a lot but since the former version but still there is a need of shortening the text. Our comments are in line with reminding of the connection between HE and research and also the connection between the EHEA and the ERA.

**UK/EWNI:** Thank you for the opportunity to comment on the second draft of the communiqué. Here are some overall comments together with (in track changes attached) detailed suggestions on the text as requested).

The draft is much improved from the version we considered in Prague, and the inclusion of headings has made it much more coherent. We also think that a maximum of 4 or 5 pages is about the right length. There are few areas where we believe the draft could be strengthened:

i. Draft 2 lacks clear Ministerial "ownership" or "voice". The London communiqué, for example, used phrases like "we reaffirm", "we adopt" "we recognise" etc. which made it obvious that the words were owned by the Ministers.

ii. While the tone of the language has improved it still strikes me as not very ministerial and not particularly visionary. It also contains perhaps a little too much "jargon" - and so it is therefore unlikely to attract much media attention. I have taken the liberty of rewriting the opening paras to give a flavour of how we think it should read. I am not that attached to the words in my suggestion but I do think the tone is more appropriate for this type of document.

iii. The draft could be improved by a clearer description of who is going to take forward some of the priorities in the draft - and how. There are many statements such as "shall" and "will" but no clear sense of who will make this happen. The engagement and participation of stakeholders in taking forward some of these actions is vital and i think the communiqué should indicate who will do what. It would also benefit from setting out a view of when action on the priorities should be achieved. On the face of it everything could be left to 2019 - perhaps a few interim milestones could be inserted?

iv. We remain concerned about what the communiqué says about "transparency tools" and neither of the alternate paragraphs 20 strikes us as acceptable. We have offered a shorter version. As was said in Prague, there has been no serious discussion at BFUG about this matter and there is a wide misunderstanding of the terminology we are using: terms such as benchmarking, ranking, typology, classification, indicators and measures appear interchangeable - and so we need to be clear about precisely what it is why are trying to achieve here - and how.

**UK/Scotland:** Thank you for the opportunity to comment on a further draft of the Communiqué which we believe is more coherent than the previous version. We do though think there are areas where it could be sharpened further and I have included some comments in the attached document as tracked changes. We would endorse the earlier comments submitted by the UK and in particular would like to re-iterate that we remain opposed to the introduction of rankings. I hope these comments are helpful and look forward to the next version.

**European Commission:**

- The current draft is a good basis for the Communiqué and contains the right messages
- We propose several amendments in order to increase the readability and focus of the text
- We support the two E4 proposals: firstly to add a paragraph on quality assurance and secondly to mention the ESG in the context of Transnational Education.
- The BFUG should at least try to agree on a section on data collection and transparency instruments, in order to avoid unnecessary controversy at the Ministerial Conference
- Planning for the next decade should start immediately (see new section 25a)

**Education International:** Education International (EI) has noted the changes made in the draft and find that many of them have made the text better. We want to thank the Secretariat for this work. However, there are still a number of matters that need further discussion and improvements. (see also comments on paragraphs 11, 18, 20, 21)

EI would want to raise a discussion regarding the use of the word "excellence" in the Communiqué. This term can be, and has been, used in a rather flexible, politically loaded, and unpredictable manner. Excellence is not clearly defined and thus risks implying different things for

different actors. EI want to propose to exchange the term “excellence” in the Communiqué with “high quality”.

**EUA:**

1. EUA fully supports the E4 proposals concerning the introduction of a general chapter on quality (as a new §9), of amendments to the statements made on Transnational Education (§15), and of a newly formulated statement on transparency tools to replace the two alternatives proposed under §20.
2. EUA would also like to draw the attention of BFUG members to the efforts made by the E4 to work together across their different constituencies to reach these results and thus to the broad range of partners crucial to the success of the Bologna process supporting these views.
3. EUA considers that there has not been sufficient discussion on this issue in the BFUG and recommends strongly that it should be the goal of the forthcoming BFUG meeting to reach a compromise on §20, rather than submitting two texts to Ministers in April.

*The language of the Communiqué*

EUA recognizes the work that has been done in relation to the overall structure of the text and to integrate a considerable number of comments made. However in order to improve further the overall quality of the text efforts are still needed. In particular the readability and clarity of the document would benefit from detailed English editing, to make sure that the rationale of the amendments introduced is clear, and that formulations used express the intended objectives in each case, for example: §2, §3, §6, §12, §14, §16 (see below).

§6, §12, §16 etc - references to Quality – these should be grouped together in a general paragraph as proposed by the E4. This would make it possible to remove the numerous, not always clear or logical references to the ESG/quality issues peppered throughout the text. The importance of quality as such needs to be recognized in one paragraph.

**The Bologna Process 2020 - The European Higher Education Area in the new decade**

We, ministers, responsible for higher education in the 46 countries of the Bologna Process convened in Leuven/Louvain-la-Neuve, Belgium, on April 28 and 29, 2009 to take stock of the achievements of the Bologna Process and to establish the priorities for the European Higher Education Area for the next decade.

**CoE:** We, ministers, responsible for...  
**UK/EWNI:** We, the Ministers...  
**France:** ... priorities for the European Higher Education Area (EHEA) for the next decade.

**Preamble**

**1.** In the decade up to 2020 European higher education shall contribute to a Europe of knowledge that is highly creative and innovative. Faced with the demographic challenge of an ageing population Europe can only succeed in this endeavour if it comes to rely on a wide range of talents and capacities. European higher

**Finland:** *This chapter should emphasise clearer Ministerial ownership*  
**Norway:** *The preamble is in our opinion a welcome addition to the text, and we are pleased with the way these four paragraphs bring together important aspects of the challenges and work ahead.*  
**UK/EWNI:** *Replace preamble (paragraphs 1-4) with:*  
**1.** In the coming decade higher education has a vital contribution

education will therefore be called upon to contribute fully to the advent of the Europe of knowledge by engaging in lifelong learning as well as by widening participation.

to make in realising a Europe that is highly creative and innovative – a Europe of knowledge that maximises the talents of all its citizens. Faced with the challenges of an ageing population, increased international competition for students and staff, and the consequences of the current financial crisis, we can only succeed in our vision for Europe if its higher education systems adapt to meet these challenges.

2. Establishing the European Higher Education Area firmly embedded in our shared values of institutional autonomy, academic freedom, social equity and active participation of students and staff, remains our overarching goal. The aim is to ensure that higher education institutions have the necessary resources to continue to fulfil their full range of purposes such as preparing students for life as active citizens in a democratic society; preparing students for their future careers and enabling their personal development; creating and maintaining a broad, advanced knowledge base; and stimulating research and innovation. We must continue our pursuit of excellence and our efforts to raise the performance of European higher education. Achievement of our goal will mean that we meet twin challenges of demographics and globalisation as well as strengthening European higher education's attractiveness and competitiveness.

3. Higher education must be dynamic: it must be innovative, flexible and creative. It needs to ensure now more than ever that it develops and extends these essential characteristics. We recognise that higher education has a key role to play if we are to successfully meet the challenges we face and realise the European Higher Education Area. We set out in this communiqué those areas where progress has been made in the last decade - and where more progress needs to be made in the coming one.

**UK/Scotland:** *We support the revised text suggested by the UK for this section*

**Sweden:** **1.** In the decade up to 2020 European higher education based on teaching and research shall contribute to ...

**Spain:** **1.** In the decade up to 2020 European higher education shall contribute to a Europe of knowledge that is highly creative and

	<p>innovative. - <i>It looks unfinished. Add the sentence of the previous version: <u>"highly creative and innovative, rests upon the ability of its citizens to summon the competences that are necessary to address the new challenges"</u>.</i></p> <p><b>Slovenia:</b> ...European higher education will therefore be called upon to contribute fully to the advent of the Europe of knowledge by engaging in lifelong learning as well as by widening participation. [Comment: <i>there are more priorities in the bologna process than LLL and widening participation. Since the whole paragraph is about European HE contributing to the Europe of knowledge, we suggest not to emphasise the two priorities specifically without any reference to the rest.</i>]</p> <p><b>Commission:</b> ...European higher education <del>will</del> <u>should</u> therefore <del>be called upon to contribute</del> <u>widen participation and</u> fully <del>to the advent of the Europe of knowledge by engaging</del> <u>engage</u> in lifelong learning as well as <del>by widening participation</del> <u>activities</u>.</p> <p><b>CoE:</b> ...European higher education will therefore be called upon to contribute fully to the <del>advent of the</del> Europe of knowledge by engaging in lifelong learning as well as by widening participation.</p> <p><b>ESU:</b> ... European higher education will therefore be called upon to contribute fully to the advent of the Europe of knowledge by engaging in lifelong learning as well as by <u>enlarging access and</u> widening participation. [Motivation: <i>This is the preamble setting up a vision and the addition doesn't translate into a commitment. But it is a political statement that makes the sentence written before (mentioning the need to "rely on a wide range of talents and capacities") more meaningful and coherent.</i>]</p>
<p><b>2.</b> European higher education will also face the major challenge posed by globalisation and technological development leading to new providers and to new types of learning. Student centred learning will empower the students to become active and responsible citizens and to develop the competences that are necessary to address the new challenges. Social and human growth are indispensable components for European citizenship and for the cohesion of our societies.</p>	<p><b>Netherlands:</b> <b>2.</b> European higher education <del>will also face</del> <u>is also facing</u> the major challenge posed by globalisation</p> <p><b>Commission:</b> <b>2.</b> European higher education <del>will</del> also faces the <del>major challenges posed by</del> <u>of</u> globalisation and <u>accelerated</u> technological developments leading to new providers, <u>new learners</u> and <del>to</del> new types of learning. <u>More</u> student centred learning <u>and mobility will help</u></p>

learners develop the competences they need in a changing labour market and will empower them ~~students~~ to become active and responsible citizens, two ~~and to develop the competences that are necessary to address the new challenges.~~ Social and human growth are indispensable components for European citizenship and for the cohesion of our societies.

**EUA:** "European higher education will also face the major challenge posed by globalisation and technological development leading to new providers and to new types of learning. Student centred learning will empower the students to become active and responsible citizens and to develop the competences that are necessary to address the new challenges." *This seems to suggest that student centred learning as such will enable students to cope with the challenges.*

**Germany:** ...Social and human growth are indispensable components for European citizenship and for the cohesion of our societies. - *What is meant by this sentence? Drop it or rephrase it along the following lines: European citizenship, identification with European values and the cohesion of our societies depend on an increase in knowledge and responsibility for society as a whole.*

**ESU:** ~~...Social and human growth are indispensable components for European citizenship and for the cohesion of our societies.~~

*Replace with: A high quality higher education, encompassing the missions of personal development; of developing and maintaining an advanced skills, competence and knowledge base; of preparation for life as active citizens in democratic society; of developing critical thinking and of preparation for the labour market and academic careers, is indispensable for European citizenship and the cohesion of our societies.* [Motivation: *The issue of social and personal growth would fit better probably in the following paragraph. After mentioning student-centred learning, what would be correct is to continue to focus on higher education and what it can do and not in general statements about the development of the society in Europe.*

*The new sentence focus on the idea of high quality higher education, an expression that is quite abundant in other documents of the Bologna Process and is absolutely absent in this draft. We don't believe that any higher education system is able to allow for cohesion*

	<p><i>and citizenship; it has to be of high quality and encompassing the different missions. The preamble is the correct place to set the vision and the values that guided the Bologna Process so far and should continue to do in the new decade.]</i></p>
<p><b>3.</b> Our societies currently face the consequences of a financial crisis with its effects on economic growth. In order to bring about sustainable economic recovery and development, European higher education will strive for innovation on the basis of the traditional yet open-minded unity between teaching and learning in which the latest research findings drive teaching and learning. Higher education is considered a long term investment in people preparing our societies to address the challenges of the decade to come and therefore remains a priority for public investment.</p>	<p><b>Germany:</b> Our societies currently face the consequences of a <u>global financial crisis</u> with its effects on economic growth...</p> <p><b>Commission: 3.</b> Our societies currently face the consequences of a <u>financial profound economic crisis with its effects on economic growth</u>. In order to bring about sustainable economic recovery and development, <u>investment in higher education is a priority</u>. <u>European higher education will strive for innovation will continue to benefit from on the basis of the traditional yet open-minded unity link between teaching education and learning research</u> in which the latest research findings drive teaching and learning. Higher education is considered a long term investment in people preparing our societies to address the challenges of the decade to come and therefore remains a priority for public investment.</p> <p><b>Belgium/French Community:</b> ...In order to bring about sustainable economic recovery and development, European higher education will strive for innovation on the basis of the traditional yet open-minded unity between teaching and learning <del>in which the latest research findings drive teaching and learning</del>. Higher education is considered a long term investment in people <del>preparing our societies to address the challenges of the decade to come</del> and therefore remains a priority for public investment.</p> <p><b>CoE:</b> ... In order to bring about sustainable economic recovery and development, European higher education will strive for innovation <del>on the basis of the traditional yet open-minded unity between teaching and learning</del> in which the latest research findings drive teaching and learning. [<i>This is "heavy" and the sentence as it stands makes the point of the unity of teaching and learning twice. Leave out.</i>] <u>In times of economic distress, our societies are in particular need of the civic competences and attitudes developed through education</u>. Higher education is <del>considered</del> a long term investment in people preparing our societies to address the challenges of the decade to come and</p>

	<p>therefore remains a priority for public <u>investment financing</u>.  [Motivation: <i>The word investment is mentioned below in the same sentence.</i>]</p> <p><b>ESU:</b> ...In order to bring about sustainable economic recovery and development, European higher education will strive for innovation on the basis of the <del>traditional yet open-minded unity between teaching and learning in which the latest research findings drive teaching and learning</del> <u>integration between education and research in all levels and cycles</u>. [Motivation: <i>Simply to make it shorter, more readable and yet meaningful.</i>] Higher education is considered a long term investment in people preparing our societies to address the challenges of the decade to come and therefore remains a priority for public investment.</p> <p><b>EUA:</b> "In order to bring about sustainable economic recovery and development, European higher education will strive for innovation on the basis of the traditional yet open-minded unity between teaching and learning" <i>requires reformulating, to clarify the main points agreed in the last BFUG; which is not necessarily that HE should direct itself to research based teaching, which it does anyway, as a way, as such, to ensure economic recovery.</i></p> <p><b>France:</b> ... Higher education is <del>considered</del> a long term investment in people preparing our societies to address the challenges...</p> <p><b>Sweden:</b> <i>last sentence</i> <u>public investment</u></p>
<p><b>4.</b> The European Higher Education Area in 2020 shall be an area where higher education is a public responsibility, regardless of the question whether the institutions are public or private, and where all institutions of higher education are responsive to the wider needs of society and the economy through the diversity of their missions and purposes. The necessary ongoing reform of higher education systems and policies will continue to be firmly embedded in the European values of institutional autonomy, academic freedom, and active participation of students and staff as well as social equity.</p>	<p><b>Germany:</b> <b>4.</b> The European Higher Education Area in 2020 shall <u>continue to be</u> an area where higher education is...</p> <p><b>Belgium/Fr:</b> <b>4.</b> The European Higher Education Area in 2020 <del>shall be</del> <u>has to remain</u> an area where higher education is a public responsibility, <del>regardless of the question whether the institutions are public or private,</del> and where all institutions of higher education</p> <p><b>Slovenia:</b> ...shall be an area where higher education is a public responsibility, <del>regardless of the question whether the institutions are public or private,</del> and where all...</p>

	<p><b>Commission:</b> ...shall be an area where higher education <u>systems remain</u> is a <u>matter of public responsibility</u>, <del>regardless of the question whether the</del> <u>individual institutions</u> are public or private, and where all institutions of higher education are responsive to the wider needs of society and the economy through the diversity of their <u>diverse missions and purposes</u>. <del>The necessary ongoing Reform of higher education systems and policies will continue to be firmly embedded in</del> <u>inspired by</u> the European values of institutional autonomy, academic freedom, and active participation of students and staff as well as social equity.</p> <p><b>CoE:</b> ...shall be an area where higher education is a public responsibility, regardless of the question whether <del>the institutions are</del> <u>provision is</u> public or private... [comment: <i>Cf. reference to new providers and new types of learning in para. 2. Also avoid reference to institutions twice in the same sentence.</i>]</p> <p><b>ESU:</b> ...shall be an area where higher education is a public responsibility, regardless of the <del>question whether</del> <u>public of private legal status of</u> the institutions. <del>are public or private, and where</del> <u>All institutions of higher education institutions</u> <del>are</del> <u>shall be</u> responsive... [Motivation: <i>Simply to make it shorter and more readable.</i>]</p> <p><b>Estonia:</b> ... academic freedom, and <del>active</del> <u>full</u> participation of students and staff as well as social equity.</p>
<p><b>I. Achievements and consolidation</b></p> <p><b>5.</b> Over the past decade we have built the European Higher Education Area firmly rooted in Europe's intellectual, scientific and cultural heritage and ambitions and characterised by a permanent sense of cooperation between governments, higher education institutions, students, staff, employers and other stakeholders. The contribution from international institutions and organizations has also been a significant one.</p>	<p><b>France: I. Achievements and consolidation of the EHEA</b></p> <p><b>Netherlands: 5.</b> <u>The building of the European Higher Education Area</u> over the past decade <del>we have built the European Higher Education Area</del> <u>is</u> firmly rooted in Europe's intellectual, scientific and cultural heritage and ambitions and <u>is</u> characterised by...</p> <p><b>UK/EWNI:</b> <i>I think we were going to include some figures on the size of the EHEA – numbers of staff, students and institutions?</i></p> <p><b>UK/Scotland: 5.</b> Over the past decade we have <del>built</del> <u>developed</u> the European Higher Education Area <u>to be</u> firmly rooted</p>

	<p><b>BUSINESSEUROPE:</b> ... governments, higher education institutions, students, staff, <del>employers</del> <u>business</u> and other stakeholders...</p> <p><b>Commission:</b> ...other stakeholders. <u>Reforms have benefited from the contribution from international institutions and organizations</u> has also been a significant <del>one</del>.</p> <p><b>Belgium/Fr.</b> ...The contribution from international institutions and organizations has also been a significant <del>one</del>.</p> <p><b>CoE:</b> ...The contribution from international institutions and organizations has also been a significant <del>one</del>.</p> <p><b>ESU:</b> The contribution from <del>international</del> <u>European</u> institutions and organizations has also been a significant one.</p> <p>OR: The contribution from international institutions and organisations <u>member of the Bologna Follow-Up Group</u> has been a significant one.  [Motivation: <i>It is not very clear which institutions and organisations the paragraph is referring to, but we believe it should be made clear. If we are talking about organisations not party to the BFUG, we should refer to the European ones; if we are mentioning the BFUG ones, as we would expect, this should be mentioned.</i>]</p> <p><b>Romania:</b> <del>The contribution from international institutions and organizations has also been a significant one.</del> [Comment: <i>We propose moving the reference to the international institutions in the last section dedicated to <b>organisational structure and follow-up</b>. We also would prefer reformulate it. The new paragraph we propose is in the last section]</i></p>
<p><b>6.</b> The Bologna Process has led to greater compatibility and comparability of the systems of higher education and has made it easier for learners to move between them and for institutions to attract students and scholars from other continents. Higher education is being modernized with the adoption of a three-cycle structure including the possibility of a short cycle within or linked to the first cycle; quality assurance guidelines have been adopted, a European</p>	<p><b>Netherlands:</b> <del>6. The Bologna Process has led to</del> Greater compatibility and comparability of the systems...</p> <p><b>ESU:</b> <del>6. The Bologna Process has led</del> <u>is leading</u> to greater compatibility and comparability of the systems of higher education and <del>has made</del> <u>is making</u> it easier for learners to move...  [Motivation: <i>The triumphalism should be toned down, especially</i></p>

register for quality assurance agencies has been created; an agreement has been reached at European level to adopt qualifications frameworks linked to the overarching European Higher Education Area framework and based on learning outcomes and workload to facilitate recognition. Moreover, the Bologna Process has availed itself of the Diploma Supplement and the European Credit Transfer and Accumulation System to further increase transparency and recognition of qualifications.

*considering that the systems are not yet reformed, national qualifications frameworks are delayed and not yet self-certifies against the EHEAQF and the results from data collection don't provide evidence supporting this idea that mobility is now much more facilitated.]*

**Sweden:** ... and has made it easier for ~~learners~~ students to move between them... *Complete the para with the following sentence: By including the third cycle within the degree structure the Bologna Process has also established a link for synergies with the ERA*

**Commission:** ... and has made it easier for learners to ~~move between them~~ to be mobile and for institutions to attract students and scholars from other continents. Higher education ~~is being~~ has been modernized ~~with~~ through the adoption of ~~a~~ the three-cycle structure including the possibility of a short cycle within or linked to the first cycle; the adoption of quality assurance standards and guidelines; have been adopted, the creation of a European register for quality assurance agencies has been created; an agreement has been reached at European level to adopt and the establishment of national qualifications frameworks linked to the overarching European Higher Education Area framework, and based on learning outcomes and workload to facilitate recognition. Moreover, the Bologna Process has availed itself promoted use of the Diploma Supplement and the European Credit Transfer and Accumulation System to further increase transparency and recognition of qualifications.

**Belgium/Fr:** ...has made it easier for learners to move between ~~them~~ institutions and for ~~institutions~~ the latter to attract students...

**Germany:** ...Higher education is being modernized with the adoption of a three-cycle structure ~~including the possibility of a short cycle within or linked to the first cycle;~~ [Comment: *We have made a reference to short cycles in the Bergen communiqué, stressing that this is a possibility in national contexts. No need to repeat this here, in particular not with the notion of systems without short cycles not being modern.*]

**BUSINESSEUROPE:** ...qualifications frameworks linked to the

	<p>overarching European Higher Education Area framework and based on learning outcomes and workload to facilitate <u>validation and recognition</u>. Moreover...</p> <p><b>UK/EWNI:</b> <i>These are all processes – are able to illustrate the benefits they have delivered in terms of usage/ coverage eg through a reference to the stocktaking report?</i></p> <p><b>UK/Scotland:</b> ...Moreover, the Bologna Process has availed itself of the Diploma Supplement and the European Credit Transfer and Accumulation System to further increase transparency and recognition of <u>qualifications</u>.</p>
<p><b>7.</b> The objectives set out by the Bologna Declaration and the policies developed in the subsequent years are still valid today. The full and proper implementation of these objectives will require continual momentum after 2010. The European Higher Education Area shall more firmly be based on convergent degree structures and commonly agreed standards and instruments that guarantee the quality and the transparency of provision and qualifications. Progress on agreements for straightforward and fair recognition procedures and decisions supported by the development of national qualifications frameworks remains a priority. This will require continued coordination at the level of the European Higher Education Area and with the European Qualifications Framework for Lifelong Learning.</p>	<p><b>Ireland: 7.</b> The objectives set out by the Bologna Declaration and the policies developed in the subsequent years are still valid today. The full and proper implementation of these objectives will require continual momentum after 2010... [<i>While this acknowledges that progress on the action lines has been uneven among the Bologna countries we feel that more emphasis should be placed on the necessity to embed these action lines at the institutional level. This is the challenge in the years ahead. This would also provide emphasis for renewed effort in these areas.</i>]</p> <p><b>ESU: 7.</b> The objectives set out by the Bologna Declaration <u>and in the subsequent communiqués, as well as and the derived policies</u> developed in the <u>subsequent following</u> years are still valid today. [<i>Motivation: The other communiqués also established objectives and they should equally valued by this text. Also, this change is necessary to allow for the second sentence to be understood as the need to implement all the objectives of the Bologna Process.</i>]</p> <p><b>Finland:</b> ... The full and proper implementation of these objectives will require continual momentum <u>and commitment</u> after 2010. The European Higher Education Area shall more firmly be based on <del>convergent</del> <u>compatible</u> degree structures and commonly agreed standards and instruments that <u>guarantee enhance</u> the quality and the transparency of provision and qualifications.</p> <p><b>Germany:</b> ...The full and proper implementation of these objectives <u>at</u></p>

the national and institutional level remains essential and will require continual momentum after 2010. [...] Progress on ~~agreements for~~ straightforward and fair recognition procedures and decisions supported by the development of national qualifications frameworks remains a priority...

**Netherlands:** ...The full and proper implementation of these objectives, notably within the higher education institutions, will require ~~continual~~ continuous momentum after 2010...

**Commission:** ...The full and proper implementation of these objectives will require ~~continual~~ increased momentum after 2010, notably as regards the use of learning outcomes throughout the learning process. ~~The European Higher Education Area shall more firmly be based on convergent degree structures and commonly agreed standards and instruments that guarantee the quality and the transparency of provision and qualifications. Progress on agreements for Straightforward and fair and predictable recognition procedures and decisions can be promoted substantially through the conclusion of agreements between competent bodies supported by the development of national qualifications frameworks remains a priority. This will require continued coordination at the level of the European Higher Education Area and with the European Qualifications Framework for Lifelong Learning.~~ [comment: *this line should be moved to section 11*]

**Norway:** *This paragraph does in our opinion not fit well with the rest of chapter I. The latter part of the paragraph starting with "Progress in agreements for straightforward and fair recognition..." mentions very briefly a few areas (qualifications frameworks and recognition) which are to be areas of priority. These are important areas for our work in the future, but they are not the only ones, and we are a bit uncertain as to why these areas are mentioned here and not in the next chapter ". We suggest that the last to sentences in 7 are moved to chapter II.*

**UK/EWNI:** *I think we need a more honest assessment of progress on the action lines – at least by saying "more needs to be done."*

**UK/Scotland:** ...The European Higher Education Area shall more

	<p>firmly be based on <del>convergent</del> <u>compatible</u> degree structures and commonly agreed standards and <del>instruments</del> <u>guidelines</u> that guarantee the quality and the transparency of provision and qualifications.</p> <p><b>Romania:</b> ...Progress on agreements for straightforward and fair recognition procedures and decisions supported by <u>ECTS</u> and the development of national qualifications frameworks remains a priority.</p>
<p><b>II. Better learning for the future: priorities for the decade to come</b></p> <p><b>8.</b> Excellence must be pursued at all levels of higher education in order to properly address the challenges of the new era. Institutions of higher education shall be supported to achieve excellence in those areas where they show their major strengths and which they define as their most relevant mission. Public policies will fully recognise the value of various missions of higher education, from teaching and research through community service to its role in social cohesion and cultural development.</p>	<p><b>Finland:</b> <i>This chapter [para 8] would better fit under the previous headline, because it does not give ground to the priorities of the Bologna Process but HEI's overall development.</i></p> <p><b>France: II. <del>Better learning for the future</del> <u>EHEA looking forward to 2020: priorities for the decade to come</u></b></p> <p><b>8.</b> Excellence must be pursued at all levels of higher education in order to properly address the challenges of the new era. Institutions of higher education, <u>whose quality assurance is to be based on and further developed with reference to the European Standards and Guidelines (ESG) adopted in Bergen,</u> shall be supported to achieve excellence in those areas where they show their major strengths and which they define as their most relevant mission. Public policies will fully recognise the value of various missions of higher education, from teaching and research <u>and innovation</u> through community service to its role in social cohesion and cultural development.</p> <p><b>Commission: II. <del>Better learning for the future:</del> <u>Higher education</u> priorities for the decade to come</b></p> <p><b>8.</b> Excellence must be pursued at all levels of higher education <del>in order to properly address the challenges of the new era.</del> ... Public policies will fully recognise the value of various missions of higher education, <u>ranging from teaching and research through to innovation, internationalisation, community service to its role and engagement in</u> social cohesion and cultural development.</p> <p><b>Belgium/Fr: 8. <u>Excellence</u></b> must be pursued at all levels of higher education <del>in order to properly address</del> <u>meet</u> the challenges ...</p> <p><b>Netherlands: 8.</b> Excellence must be pursued at all levels of higher</p>

education in order to properly address the challenges of the new era. The ambition to keep the quality standard of higher education at a high level has to be kept up, as well as the ambition to stimulate the European dimension in quality assurance. Institutions...

**Slovenia:** *[Comment: we feel the issue of diversification is not pointed out and thus suggest to add the diversification of Institutions in the second sentence]*

**8.** Excellence must be pursued at all levels of higher education in order to properly address the challenges of the new era. We recognise the greater diversification of higher education and thus emphasise the need to support the Institutions of higher education to achieve excellence in those areas where they show their major strengths and which they define as their most relevant mission. Public policies will fully recognise the value of various missions of higher education, from teaching and research through community service to its role in social cohesion and cultural development.«

**Spain:** *[Comment: This paragraph would need a title: **pursuing high quality**, for instance]* **8. Excellence** *[Excellence could be misunderstood as a term for everything. We believe that "high quality" is a more appropriated term.]* must be pursued at all levels of higher education in order to properly address the challenges of the new era. Institutions of higher education shall be supported to achieve **excellence** *[In this case, excellence is fine]* in those areas where they show their major strengths and which they define as their most relevant mission while upholding the highly valued diversity of our higher education systems and institutions. Public policies will...

**Ireland:** ... Institutions of higher education shall be supported to achieve excellence in those areas where they show their major strengths and which they define as their most relevant mission....

*This implies that only certain 'strengths' of an institution might be supported. This could potentially undermine progress on certain areas such as mobility, LLL and the social dimension if the HEI does not show 'major strength' in these areas.*

**UK/EWNI:** ...Institutions of higher education shall be supported - by

	<p><i>whom?</i></p> <p><u>add at the end of the paragraph: We [Ministers responsible for Higher Education] believe that the following are priority areas.</u></p> <p><b>Switzerland:</b> ... Institutions of higher education shall be supported to achieve excellence in those areas where they show their major strengths and which they define as their most relevant mission <u>while upholding the highly valued diversity of our higher education systems and institutions.</u></p> <p><b>ESU:</b> ...Institutions of higher education shall be supported to achieve excellence in <del>those areas where they show their major strengths and which</del> <u>the areas which</u> they define as their most relevant mission...  [Motivation: <i>The support should cover all the missions of a higher education institution, as this defines its own institutional profile and not according to a ranking of performance. Institutions might need support in developing missions that are necessary but not yet their strongest feature. The current draft seems a very business-like approach, shutting down departments, sections or missions that are not performing as well as expected and can lead to a very narrow approach to higher education,</i>]</p> <p><b>CoE:</b> ...where they show their major strengths and which they define as their most relevant missions. Public policies will...</p> <p><b>Romania:</b> Public policies <del>will</del> <u>should</u> fully recognise...</p> <p><b>BUSINESSEUROPE:</b> ...Public policies will fully recognise the value of <del>various</del> <u>diverse</u> missions of higher education, from teaching and research through community service to its role in social cohesion, <del>and</del> cultural development <u>and competitiveness.</u></p>
	<p><b>E4 Group:</b> <i>A chapter on quality assurance is missing from the present draft. Therefore the E4 Group proposes that a new chapter be added after the eight one (as the new chapter 9, before the social dimension):</i>  <u>Excellence requires constant attention to the quality of higher education. The development of the "Standards and Guidelines for</u></p>

	<p><u>Quality Assurance in the European Higher Education Area” (ESG) and the establishment of the European Quality Assurance Register for Higher Education (EQAR) by the E4 Group, in cooperation with stakeholders, have constituted major steps in developing a European quality assurance framework. The E4 Group is asked to continue its cooperation in developing further the European dimension of quality assurance, to raise general awareness about quality in higher education through the annual European Quality Assurance Forum, to consider the development of the ESG as well as to ensure that in the course of 2010 EQAR is evaluated externally, taking account of the views of key stakeholders, and to report back to the BFUG. Also, the students should be further involved as equal partners in all quality assurance processes, including the design and governance of quality assurance systems and agencies</u></p> <p><b>ESU:</b> <i>Insert a new paragraph on the issue of quality and quality assurance. We support the formulation created by the E4 Group [Motivation: The Communiqué doesn't include any reference to quality assurance and the work in this area hasn't been finished, far from it. In the new decade of the Bologna Process, further development in this area is required and the E4 Group should continue to be entrusted to carry it on.]</i></p>
<ul style="list-style-type: none"> <li>• <b>Social dimension: equitable access and completion</b></li> </ul> <p><b>9.</b> The student body within higher education should reflect the diversity of Europe's populations. In order for this to happen access into higher education will be widened by fostering the potential of students from socially underrepresented groups and by providing adequate conditions for the completion of their studies. Efforts to achieve equity in higher education will be complemented by actions in other parts of the educational system. Each participating country will set measurable targets for widening overall participation and participation of underrepresented groups in higher education to be reached by the end of the next decade.</p>	<p><b>Finland: II. Better learning for the future: priorities for the decade to come</b></p> <p><u>We Ministers responsible for Higher Education believe that the following are priority areas for the decade to come. We believe that some goals are attainable well before the end of next decade.</u></p> <p><i>[We would prefer setting deadlines for the priority areas. Now the only deadline before 2020 is set for QF (2012). Setting deadlines would emphasise that there is still ambition for creating EHEA as soon as possible. We all know that deadlines are best motivators ; -)]</i></p> <p><b>Netherlands: 9.</b> <del>The student body within higher education should reflect the diversity of Europe's populations</del> <u>should be reflected in the student body within higher education.</u> In order for this to happen...</p>

**ESU:** ...Europe's populations. By emphasizing the social characteristics of higher education, the political objective aims at reducing social gaps, at providing equal opportunities to quality education and at strengthening social cohesion. In order for this... [Motivation: *The social dimension is absent from the previous part of the communiqué and there should be a reasoning for the political purpose of having this as a major goal for the future of the Bologna Process. The sentence is taken out from the draft report on Bologna beyond 2020,*]

...for the completion of their studies. This involves improving the learning environment, removing all barriers to study and creating the appropriate economic conditions for students to be able to benefit from the study opportunities at all levels. [Motivation: *It should become clearer that it is not only a matter of structures or admission criteria, but also that it is a matter of economic support and changing the concept of higher education and its learning environment. The sentence is mostly taken out from the draft report on Bologna beyond 2020. The full stop will allow having two paragraphs on the social dimension: the first on what it is and what it needs; the second on what the ministers commit to accomplish in ten years.*]

~~Efforts to achieve equity in higher education will be complemented by actions in other parts of the educational system.~~ In order to address the challenges in this area, each participating country will set measurable targets for widening overall participation and participation of underrepresented groups in higher education to be reached by the end of the next decade. Efforts to achieve equity in higher education will be complemented by actions in other parts of the educational system. [Motivation: *The new paragraph should come out more strongly with a commitment on social dimension, and complementary actions should be made accessory to those commitments. Also, there shouldn't be a confusion between increasing participation and widening participation, as both of them remain a challenge in many countries, and a plan for ten years should address them both if we are to move Europe into a new social and economic paradigm that seats on the widespread access to, dissemination and creation of knowledge.*]

*Add the following to the end of the paragraph:*

We take note of the data collection report prepared by Eurostat and Eurostudent and will take this and its following editions as a basis for policy development in the area of the social dimension. All actions and strategies regarding the social dimension will be developed in cooperation with the key stakeholders, especially with the students, and will be reported back to the BFUG for sharing expertise.

[Motivation: *This paragraph should end with the acknowledgement that we now have initiated the creation of tools that will assist policy development and the countries should commit to trigger the action in cooperation with other stakeholders and assisting each other through sharing expertise in the field,*]

**Austria:** ...In order for this to happen access into higher education will be widened by fostering the potential of students from socially and culturally underrepresented groups and by providing...

**UK/EWNI:** ...In order for this to happen we believe that access into higher education ~~will~~ should be widened by fostering the potential of students from socially underrepresented groups and by providing adequate conditions for the completion of their studies. Efforts to achieve equity in higher education will be complemented by actions in other parts of the educational system. Each participating country ~~will~~ may wish to consider setting measurable targets, reflecting their own national characteristics and priorities for widening overall participation in higher education, and ~~participation particularly in respect of~~ underrepresented groups ~~in higher education~~, to be ~~reached~~ achieved by the end of the next decade.

**UK/Scotland:** *We agree with the changes suggested by the UK and would add that retention should be targeted in addition to widening participation.*

**Commission:** ... In order for this to ~~happen~~ take place access into higher education will be widened

**Belgium/Fr:** ~~...In order for this to happen~~ To this end, access into higher education will be widened by fostering the potential of students from socially underrepresented groups ... 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.

**CoE:** ...by fostering the potential of students from socially underrepresented groups and by providing adequate conditions for the completion of their studies. *[Comment: while we see the political value of underlining social cohesion, we believe a reference to underrepresented groups unqualified by an adverb would be stronger.]*

**Estonia:** ...and by providing adequate conditions for the completion of their studies. This involves improving the learning environment and creating the appropriate economic conditions for students to be able to benefit from the study opportunities at all levels. Efforts to achieve equity in higher education will be complemented by actions in other

**Slovenia:** *Comment: in the 5<sup>th</sup> line you are presenting "other parts of the educational system" – you probably mean levels before tertiary education, however, it is not clear.*

**Croatia:** ...Each participating country will set measurable targets for widening overall participation and participation of underrepresented groups in higher education, including students with disabilities, to be reached by the end of the next decade. *[Explanation presented in the general remarks above]*

**Ireland:** ...Each participating country will set measurable targets for widening overall participation and participation of underrepresented groups in higher education to be reached by the end of the next decade. *[The wording here may need to be strengthened – while targets may be measurable they may not be challenging.]*

**Romania:** Each participating country ~~will set measurable targets for widening~~ should undertake measures aiming at widening overall participation and participation of underrepresented groups in higher education to be reached by the end of the next decade.

**Sweden:** *Last sentence reformulated for not prescribing methods e.g. like: Each country will develop strategies and methods for reaching*

	<p><u>this goal by the end of next decade.</u></p> <p><b>Spain:</b> ...Each participating country will set measurable targets for widening overall participation and participation of underrepresented groups in higher education to be reached by the end of the next decade <u>in order to monitor the development and progress of this policy overall goals shall be set and data collection will be enhanced.</u></p> <p><b>BUSINESSEUROPE:</b> ...Each participating country will set measurable targets for widening overall participation and participation of underrepresented groups in higher education to be reached by the end of the next decade. <u>Common indicators for monitoring access and completion shall be established.</u></p>
<ul style="list-style-type: none"> <li>• <b>Lifelong learning</b></li> </ul> <p><b>10.</b> Widening participation shall also be achieved through lifelong learning. The latter involves climbing higher up the qualifications ladder, extending knowledge and understanding, gaining new skills and competences or enriching personal growth. Lifelong learning implies that qualifications may be obtained through flexible learning paths, including part-time studies, as well as work based trajectories. This should be accompanied by a system of validation in which the acquired knowledge, skills and other competences are given fair recognition, regardless of whether they have been obtained through traditional study programmes or non-formal learning paths. Intermediate qualifications within the first cycle deserve further development and implementation.</p>	<p><b>Belgium/Fr:</b> Widening participation shall also be achieved through lifelong learning. <del>The latter involves climbing higher up the qualifications ladder, extending knowledge and understanding, gaining new skills and competences or enriching personal growth....</del></p> <p><b>UK/Scotland:</b> ...The latter involves <del>climbing higher up the</del> <u>obtaining</u> qualifications <del>ladder, extending knowledge and understanding, gaining new skills and competences or enriching personal growth.</del> Lifelong learning implies that qualifications may be obtained through flexible learning paths, including part-time studies, as well as work based trajectories. <del>This should be accompanied by a system of validation in which the acquired knowledge, skills and other competences are given fair recognition, regardless of whether they have been obtained through traditional study programmes or non-formal learning paths.</del> [We would suggest deleting this sentence as it appears to be repeated in paragraph 11 below.] <del>Intermediate qualifications within the first cycle deserve further development and implementation.</del></p> <p><b>Netherlands:</b> ...personal growth. Lifelong learning, <u>as integral part of the educational system,</u> implies that qualifications...</p> <p><b>BUSINESSEUROPE:</b> ...This should be accompanied by a system of validation in which the acquired knowledge, skills and other competences are given fair <u>validation and recognition on the basis of learning outcomes,</u> regardless of whether they have been obtained</p>

through ~~traditional~~ study programmes, vocational training or non-formal learning paths. Intermediate qualifications within the first cycle deserve further development and implementation.

**Spain:** ... obtained through traditional study programmes or non-formal and informal learning paths...

**Commission:** ...obtained through traditional study programmes, or non-formal or informal learning paths...

**Finland:** Intermediate qualifications within the first cycle deserve further development and implementation. - *We suggest either deleting or redrafting this sentence because the thinking behind this objective seems a bit blur. Does it refer to so called short cycle degrees ( not all the Bologna countries have these)? Developed and implemented by whom?*

**Germany:** ~~Intermediate qualifications within the first cycle deserve further development and implementation.~~ [Comment: *Cf. comment to para 6: We have included a reference to short cycles in the Bergen communiqué, stressing that this is a possibility in national contexts. I cannot recall any discussions to develop short cycles further and to include them into the Bologna process. It is evident, that we recognize competences gained in short cycles, if we even recognize non-formal learning.*]

**Ireland:** Intermediate qualifications within the first cycle deserve further development and implementation. [*This is a welcome development as it permits greater flexibility in learning paths and accreditation, for both traditional and non traditional learners.*]

**Romania:** ~~Intermediate qualifications within the first cycle deserve further development and implementation.~~

**Switzerland:** ~~Intermediate qualifications within the first cycle deserve further development and implementation.~~ [comment: *It is important that countries have the possibility to offer short programmes. However, it does not seem necessary to encourage explicitly the creation of subprogrammes within ordinary Bachelor*

	<i>programmes, as there is a danger of excessive fragmentation]</i>
<p><b>11.</b> The implementation of lifelong learning policies requires strong partnerships between public authorities, higher education institutions, students, employers and employees. The Charter on Lifelong Learning developed by the European University Association provides a useful input for defining those partnerships. Successful policies for lifelong learning will include basic principles and procedures for recognition of prior learning and be supported by adequate organisational structures and funding. Important instruments for implementation are the national qualifications frameworks which will be self-certified against the Overarching Qualifications Framework for the European Higher Education Area by 2012. The lifelong learning perspective will shape the institutional practice of each higher education institution.</p>	<p><b>ESU: 11.</b> <u>Lifelong learning is an integral part of the education systems, subject to the principle of public responsibility. The accessibility, quality of provision and transparency of information shall be assured. The national qualifications frameworks which will be self-certified against the Overarching Qualifications Frameworks for the European Higher Education Area by 2012 shall be important instruments for lifelong learning.</u> The implementation of lifelong learning policies requires ... The <u>Universities' Charter on Lifelong Learning developed by of the European University Association provides a first useful input for defining those partnerships, which should continue to be developed.</u> ... <del>Important instruments for implementation are the national qualifications frameworks which will be self-certified against the Overarching Qualifications Framework for the European Higher Education Area by 2012.</del>The lifelong learning perspective...</p> <p><i>[Motivation: While paragraph 10 addresses what lifelong learning encompasses and addresses, this paragraph lays out the responsibilities, but they are mixed and unorganised. We suggest starting with the role of public authorities, then continuing with the role of stakeholders and the tools existing and to be developed and then what should be the outcome of this. On the content added, this is an area that requires further attention from public authorities; a concern about the access and quality is fundamental and shouldn't be taken for granted. It should be stressed that this is not a special sector or an alternative source of revenue. Further developing the individual competences should be a right, and that should be acknowledged by the communiqué.</i></p> <p><i>In the BFUG meeting in Paris, the debate on the Charter concluded that this is an internal document of EUA, not open to further elaboration, and that these principles should continue to be discussed in the future period of the Bologna Process.]</i></p> <p><b>Slovenia:</b> ...The Charter on Lifelong Learning developed by the European University Association provides a useful input for defining those partnerships <u>and further development of LLL practice.</u> Successful policies for lifelong learning <u>that shall be developed based on EUA's charter</u> will include basic principles and procedures for</p>

recognition of prior learning and be supported by adequate organisational structures and funding. Important instruments for implementation are the national qualifications frameworks which will be self-certified against the Overarching Qualifications Framework for the European Higher Education Area by 2012. ~~The lifelong learning perspective will shape the institutional practice of each higher education institution.~~ We call upon each higher education institution to shape their institutional practice according to lifelong learning perspective.

**Romania:** ...Successful policies for lifelong learning will include basic principles and procedures for recognition of prior learning ~~and be supported by adequate organisational structures and funding.~~ Important instruments...

**Germany:** ...Successful policies for lifelong learning will include basic principles and procedures for recognition of prior learning and be supported by adequate organisational structures and funding. We reaffirm our commitment to implement ~~Important instruments for implementation are the national qualifications frameworks which will~~ shall be self-certified against the Overarching Qualifications Framework for the European Higher Education Area by 2012. ~~The~~ and we ask higher education institutions to develop their institutional practices with a view to the lifelong learning perspective ~~will shape the institutional practice of each higher education institution.~~

**Commission:** ...Successful policies for lifelong learning will include basic principles and procedures for recognition of prior learning and be supported by adequate organisational structures and funding. The lifelong learning perspective will shape the institutional practice of each higher education institution. Important instruments for implementation are the national qualifications frameworks which will be self-certified against the Overarching Qualifications Framework for the European Higher Education Area by 2012. This will require continued coordination at the level of the European Higher Education Area as well as with the European Qualifications Framework for lifelong learning. ~~The lifelong learning perspective will shape the institutional practice of each higher education institution.~~

**BUSINESSEUROPE:** ...Successful policies for lifelong learning will include basic principles and procedures for validation and recognition of prior learning and...

**Ireland:** ...Important instruments for implementation are the national qualifications frameworks which will be self-certified against the Overarching Qualifications Framework for the European Higher Education Area by 2012... *[In order to fully facilitate RPL, both the over-arching and national qualifications frameworks should include reference to and methods of accommodating RPL and LLL - a reference to this would be useful.]*

**CoE:** ...adequate organisational structures and funding. The national qualifications frameworks are important instruments for implementation ~~are the national qualifications frameworks which will be self-certified.~~ National frameworks will be implemented and prepared for self certification against the Overarching Qualifications Framework for the European Higher Education Area by 2012... *[Comment: This is what the Coordination Group for QFs proposed, cf. pp. 30 - 31 of the report by the Coordination Group accepted by the BFUG on Feb 12 - 13.]*

**UK/Scotland:** ...self-certified against the Overarching Qualifications Framework for the European Higher Education Area by 2012. Intermediate qualifications within the first cycle deserve further development and implementation. The lifelong learning perspective will shape the institutional practice of each higher education institution

**Austria:** ... by 2012. ~~The lifelong learning perspective will shape the institutional practice of each higher education institution.~~ *[Comment: it should be up to the individual HEI which role LLL plays in its overall strategy or profile]*

**Belgium/Fr:** ... by 2012. ~~The lifelong learning perspective will shape the institutional practice of each higher education institution.~~

**France:** ... The lifelong learning perspective encouraged by national policies will shape the institutional practice of each higher education institution...

	<p><b>UK/EWNI:</b> ...The lifelong learning perspective <del>will shape the institutional practice of</del> <u>should inform</u> each higher education institution's <u>practice</u>.</p> <p><b>EI:</b> <i>Paragraph 11 has been much improved. It is still however unclear what status or relation to the Bologna process the EUA Charter for Lifelong learning gains by being mentioned in this document. Is the intention here that future work should be undertaken in the spirit laid out in the Charter?</i></p>
	<p><b>Germany:</b> <u>11a Quality assurance</u>  <u>After having established the EOAR, we ask a working group comprising member states and E4 to make proposals for further improvement of quality assurance in Europe to BFUG when indicated, including proposals how member states could make use of the Bologna quality assurance system more efficiently. The results of the evaluation of EOAR in 2010 should be taken into account.</u></p>
<p>• <b>Employability</b></p> <p><b>12.</b> With a labour market increasingly relying on higher qualifications and requiring deeper levels of expertise higher education should equip students with the knowledge, skills and competences individuals need in their working lives. Employability is empowering the individual to fully seize the opportunities of this changing labour market. Raising initial qualifications as well as maintaining and renewing a skilled workforce will foster employability. A close cooperation between higher education institutions, social partners and students will be further developed. This will allow institutions to be more responsive to employers' needs and employers to better understand the institutional perspective, training responsible, inventive and entrepreneurial graduates for the future. Higher education institutions, together with governments, government agencies and employers, shall improve the provision, accessibility and quality of their careers and employment related services to students and alumni. Work training to support studies and on-the-job learning will be developed for quality enhancement.</p>	<p><b>UK/EWNI:</b> <b>12.</b> With a labour market increasingly relying on higher qualifications and requiring deeper levels of expertise higher education should equip students with the knowledge, skills and competences <del>individuals they need in</del> <u>throughout</u> their working lives. Employability <del>is empowering</del> <u>empowers</u> the individual to fully seize the opportunities <del>of this in a</del> <u>in a</u> changing labour market. Raising initial qualifications as well as maintaining and renewing a skilled workforce will foster employability. A close cooperation between higher education institutions, social partners and students <del>will</del> <u>should</u> be further developed. [...] Work training to support studies and on-the-job learning <del>will</del> <u>should</u> be developed for quality enhancement. [<i>comment: I think this sentence confuses what the Employability working group actually recommended on appropriate work placements within course.</i>]</p> <p><b>BUSINESSEUROPE:</b> <b>12.</b> With a labour markets <u>increasingly</u> relying on higher <del>qualifications</del> <u>skill levels</u> and <del>requiring deeper levels of expertise</del> <u>transversal competences</u> higher education should equip students with the knowledge, skills and competences individuals need in their <del>working</del> <u>professional</u> lives. Employability is empowering the individual to fully seize the opportunities of <del>this</del> <u>the</u> changing labour markets. Raising initial qualifications as well as maintaining and</p>

renewing a skilled workforce will foster employability. A close cooperation between higher education institutions, ~~social partners~~ business and students will be further developed. This will allow institutions to be more responsive to employers' needs and employers to better understand the ~~institutional perspective, training responsible, inventive and institutions,~~ contributing to better preparing adaptable, creative and entrepreneurial graduates for the future. Higher education institutions, together with governments, government agencies and ~~employers~~ business, shall improve the provision, accessibility and quality of their careers and employment related services to students and alumni. Work based training to support studies and on-the-job learning will be further developed for quality enhancement.

**Commission: 12.** With a labour market increasingly relying on higher qualifications and requiring deeper levels of expertise higher education ~~students should be equipped~~ students with the knowledge, skills and competences ~~individuals they need~~ in their working lives. ~~They should be encouraged~~ Employability is empowering the individual to fully seize the opportunities of this changing labour market. Raising initial qualifications as well as maintaining and renewing a ~~skilled workforce~~ skills will foster employability. ~~A~~ Close cooperation between higher education institutions, social partners and students will be ~~further developed~~ promoted. This will allow institutions to be more responsive to employers' needs and employers to better understand the ~~institutional~~ educational perspective and will encourage institutions to train, ~~training~~ responsible, inventive and entrepreneurial graduates for the future. Higher education institutions, together with governments, government agencies and employers, shall improve the provision, ~~accessibility~~ and quality of their careers and employment ~~related services to~~ for students and alumni. Work ~~training placements~~ to support studies and on-the-job learning will be ~~developed~~ encouraged for quality enhancement.

**Belgium/Fr:** ...Employability is empowering the individual to fully seize the opportunities of this changing labour market. It will be fostered by raising initial qualifications as well as maintaining and renewing skills ~~a skilled workforce will foster employability~~. A close cooperation between higher education institutions, social partners and

students will be further developed. This will allow institutions to be more responsive to employers' needs and employers to better understand the institutional perspective, thus training responsible, inventive and entrepreneurial graduates for the future...

**France:** ...Employability, which is empowering the individual to fully seize the opportunities of this changing labour market, will be fostered by raising initial qualifications as well as maintaining and renewing a skilled workforce ~~will foster employability~~. A close cooperation between higher education institutions, social partners and students will also be further developed. This will allow institutions to be more responsive to employers' needs and employers to better understand the institutional perspective, training responsible, inventive and entrepreneurial graduates for the future. Besides, higher education institutions, together with governments, government agencies and employers, shall improve the provision, accessibility and quality of their guidance, careers and employment related services to students and alumni. Work training to support studies and on-the-job learning will be developed as well for quality enhancement and better integration of graduates into the labour market.

**Denmark:** ~~Raising~~ Enhancing initial qualifications as well as (...) This will allow institutions to be more responsive to ~~employers' needs~~ the needs of the labour market and the employers and the social partners to better understand the institutional...

**Germany:** Raising initial qualifications as well as maintaining and renewing a skilled workforce will foster employability. ~~A close cooperation between~~ We therefore ask higher education institutions ~~social partners and students will be~~ to further developed a close cooperation with social partners. This will allow...

**Slovenia:** A close cooperation between higher education institutions, social partners, employers and students will be further developed.

**Sweden:** *The two last sentences are repeating earlier stated proposals. Delete.*

**Croatia:** Higher education institutions bear the responsibility, with appropriate support from, ~~together with~~ governments, government

	<p>agencies and employers, <del>shall improve</del> <u>for the improvement of</u> the provision, accessibility and quality of their careers and employment related services to students and alumni <u>in a lifelong perspective</u>. [Explanation: <i>The old text was unclear in identifying who bears the responsibility for educating for career-related skills, and whose role is to provide support for these changes. This wording clearly identifies the bearers of the new services and clearly identifies who needs to support them. The final addition emphasizes the need for higher education institutions to provide career management competences for students beyond those needed for finding a first position.</i>]</p> <p><b>Portugal:</b> ... improve the provision, accessibility and quality of their careers and employment related services to students and alumni, <u>as well as making publicly available employment trajectories of their alumni</u>. Work training to support studies...</p> <p><b>Austria:</b> ...Work training to support studies and on-the-job learning will be developed for quality enhancement. <u>And, equally important, universities equip graduates with skills such as independent thinking, drawing conclusions from complex matters as well as being creative and innovative. These skills are useful for a lifetime and enable people to adapt to different job situations and changing social environments.</u></p> <p><b>Norway:</b> <i>We would like to raise the question of the bachelor degree in relation to the labour market. Are we sure that the previous problems were transition problems or do they still need special attention?</i></p> <p><b>EUA:</b> <i>In addition to removing the last part of the last sentence 'work training to support studies and on the job learning will be developed for quality enhancement', for the reasons mentioned above, EUA proposes, based upon the outcomes of a major study on master degrees in Europe that we are presently finalizing, the addition of a reference to the importance of incentivizing university-enterprise cooperation at Master level.</i></p>
<ul style="list-style-type: none"> <li>• <b>Student-centred learning</b></li> </ul> <p><b>13.</b> Student centred learning requires new pedagogical approaches and a curriculum focusing on the learner. Curricular reform will thus</p>	<p><b>ESU: 13.</b> Student-centred learning requires new pedagogical approaches, <u>effective support and guidance structures</u> and a curriculum focusing on the learner. [Motivation: <i>It should be</i></p>

be an ongoing process leading to high quality, flexible and more individually tailored education paths. Academics, in close cooperation with student representatives, will continue to develop international descriptors, learning outcomes and reference points for a growing number of subject areas.

*mentioned that this is not only a matter of setting up curricula and changing what happens in the classroom. For this to become a concrete reality, the commitment of the entire institutions is necessary and their support and guidance structures must be adapted.]* Curricular reform will thus be an ongoing process leading to high quality, flexible and more individually tailored education paths. Students shall be empowered to acknowledge their own knowledge, skills and competences, to become the co-creators of knowledge, and able to make individual choices regarding their further education and training. [Motivation: *Student-centred learning is not only about fixing the curricula to satisfy the demands for choice. It is essentially about changing relationships in the academia. The students must be aware of their standing in terms of knowledge and competences, in order to make more rational, more conscious and more individual choices regarding their education path. Also, through their engagement in research activities in all areas, students should play a bigger role in the creation of knowledge and learn through those activities. All these dimensions of student-centred learning should be recognised by the communiqué.*]. Academics, in close cooperation with student representatives, will continue to develop international descriptors, learning outcomes and reference points for a growing number of subject areas, areas, with due consideration for diversity and academic freedom. Implementation of a student-centred approach to education at the institutional level will require an ongoing support from public authorities that shall be made available. [Motivation: *The addition intends to ensure a commitment to the academic freedom and diversity in any work done regarding the design of any further international descriptors. Also, while most of the work on student-centred learning will have to be done at the institutional level and that should be stressed (see proposals above), it is also true that it will only be possible with the commitment and support from public authorities.*]

**Commission: 13.** Student centred learning requires new pedagogical approaches ~~and a curriculum focusing on the learner~~. Curricular reform will ~~thus~~ be an ongoing process leading to high quality, flexible and more individually tailored education paths. Academics, in close cooperation with student representatives and employers, will continue to develop international descriptors, learning outcomes and reference

points for a growing number of subject areas.

**Finland: 13.** Student centred learning requires new pedagogical approaches and a curriculum focusing on the learner on all three cycles of education...

**Portugal: 13.** Student centred learning requires new pedagogical approaches and a curriculum focusing on the learner, as well as strengthening project-based learning. Curricular reform...

**UK/EWNI: 13.** Student centred learning requires new pedagogical approaches to teaching and learning and a curriculum ~~focusing~~ focused more clearly on the learner...

**Sweden: 13.** Student centred learning requires new pedagogical approaches and a curriculum ~~focusing on the learner.~~ Curricular reform will thus be an ongoing process leading to high quality, flexible and more individually tailored education paths. ~~Academics, in close cooperation with student representatives, will continue to develop international descriptors, learning outcomes and reference points for a growing number of subject areas.~~

**Spain:** ...Curricular reform as a key element of the EHEA will thus be an ongoing process leading to high quality...

**CoE:** ...Curricular reform rooted in the reform of higher education systems in the EHEA will thus be an ongoing process...

**Germany:** ...tailored education paths. We ask academics, in close cooperation with student representatives, will to continue to develop international descriptors and learning outcomes. And This may include internationally or nationally agreed reference points for a ~~growing number of~~ subject areas in which this is feasible and useful.

**Slovenia:** ...Academics, in close cooperation with employers and student representatives, will continue to develop...

**BUSINESSEUROPE:** ...Academics, in close cooperation with student and business representatives [comment: *Business must be part of*

	<p><i>that!], will continue to develop...</i></p> <p><b>Romania:</b> ... will continue to develop <del>international</del> descriptors <u>based on</u> learning outcomes and reference points...</p>
<ul style="list-style-type: none"> <li>• <b>Education, research and innovation</b></li> </ul> <p><b>14.</b> Higher education at all levels should be based on state of the art research thus fostering innovation and creativity in society. In particular, doctoral programmes should respond to the changing demands of a fast-evolving labour market and high quality disciplinary research should increasingly be complemented by inter-disciplinary and inter-sectoral programmes, bringing added value for the career development of early stage researchers. Cooperation among institutions of higher education shall be consolidated through the awarding of joint doctoral degrees. The number of people with research competences should increase.</p>	<p><b>Denmark:</b> Higher education at all levels should be based on state of the art research <u>and development</u> thus....</p> <p><b>France: 14.</b> Higher education <del>at all levels</del> <u>which contributes to strengthen up the European Research Area (ERA)</u> should be based, <u>at all levels,</u> on <u>the latest</u> state of the art <u>in</u> research thus fostering innovation and creativity in society. [...]The number of people with research competences <u>to be employed in society, beyond research careers themselves,</u> should increase.</p> <p><b>Sweden: 14.</b> Higher education at all levels should <u>for the sake of quality</u> be based on <del>state of the art research</del> <u>a solid research base including the latest research results</u> thus fostering ...</p> <p><b>Netherlands: 14.</b> Higher education at all levels should be based on state of the art research, <u>basic and applied,</u> thus fostering innovation and creativity in society. <u>It should also act as a linking pin between research and innovation. This requires that all staff of higher education institutions should be equipped to respond to the changing demands of the fast-evolving labour market. Besides this, <del>in particular,</del></u> doctoral programmes should respond to the changing demands of a fast-evolving labour market and high quality disciplinary research should increasingly be complemented by inter-disciplinary and inter-sectoral programmes, bringing added value for the career development of early stage researchers. Cooperation among institutions of higher education shall be consolidated through the awarding of joint doctoral degrees. <u>In view of the further development and integration of the European Higher Education Area and the European Research Area,</u> the number of people with research competences should increase.</p> <p><b>Germany:</b> ...In particular, doctoral programmes – <u>where adequate</u> - should respond to the changing demands of a fast-evolving labour market, <u>including scientific careers.</u> <del>and</del> <u>High quality disciplinary</u></p>

research should increasingly be complemented...

**UK/EWNI:** ...In particular, doctoral programmes should respond to the changing demands of a fast-evolving labour market ~~and high~~. High quality disciplinary research should increasingly be complemented by inter-disciplinary and inter-sectoral programmes, bringing added value for to improve the career development of early stage researchers. We believe that cooperation among higher education institutions of higher education shall should be consolidated through the awarding of joint doctoral degrees...

**ESU:** ...In particular, doctoral programmes should ~~respond to the changing demands of a fast-evolving labour market~~ address the employability of the doctoral students, preparing them with the competences necessary for the labour market, and high quality disciplinary research should increasingly be complemented by inter-disciplinary and inter-sectoral programmes, bringing added value for the career development of early stage researchers. [Motivation: *The current draft could be interpreted as a permanent adaption to any change of the labour market, which would be inappropriate for any higher education degree. Sustainability is more important, but we also support the need to prepare the future doctorates and researchers for the labour market.*] Cooperation among institutions of higher education shall be consolidated through the awarding of joint doctoral degrees. The number of people with research competences ~~should~~ shall increase and opportunities for sustainable research careers will be enhanced and made more attractive, especially for doctoral students and early stage researchers. [Motivation: *The current draft addresses only the reform of structures and curricula to enhance the attractiveness of research careers, when it was diagnosed already the need to improve the career structures and sustainability.*]

**EUA:** 'complimented by interdisciplinary and intersectoral programmes' – *it would be preferable to talk about inter-sectoral cooperation. Also in this paragraph it should be noted that there is no reference to innovation at all.*

**BUSINESSEUROPE:** ...In particular, doctoral programmes should respond to the changing demands of a fast-evolving labour market

	<p>and high quality disciplinary research should increasingly be complemented by inter-disciplinary and inter-sectoral programmes; <del>bringing</del> This will bring <u>also</u> added value for the career development of early stage researchers. [Comment: <i>Should be a separate point</i>]</p> <p><b>Finland:</b> ...Cooperation among institutions of higher education shall be consolidated, <u>e.g.</u> through the awarding of joint doctoral degrees. <del>The number of people with research competences should increase.</del> <u>Research competence amongst research personnel within academia and elsewhere in the society should increase.</u></p> <p><b>Austria:</b> <del>The number of people with research competences should increase.</del> <u>Active measures shall be taken in order to increase the number of people with research competences in order to promote innovation and economic development in Europe.</u></p> <p><b>Spain:</b> The number of people with research competences should increase <u>in order to face the present and future demands.</u></p>
<ul style="list-style-type: none"> <li>• <b>International openness</b></li> </ul> <p><b>15.</b> European higher education institutions will be further encouraged to embed their activities in an institutional culture of internationalisation and global collaboration. The attractiveness and openness of European higher education will be highlighted by joint European actions. Competition on a global scale will be complemented by enhanced policy dialogue and cooperation based on partnership with other regions of the world, through the organization of Bologna Policy Fora, involving a variety of stakeholders. A network of national contact points for information and promotion activities will be set up.</p>	<p><b>France: 15.</b> European higher education institutions will be further encouraged to embed their activities in an institutional culture of <u>Europeanisation</u>, internationalisation and global collaboration. The attractiveness and openness of European higher education will be highlighted by joint European actions. <u>And for better information and promotion activities, a network of national contact points across EHEA will be set up.</u> Competition on a global scale will be complemented by enhanced policy dialogue and cooperation based on partnership with other regions of the world, <u>in particular</u> through the organization of Bologna Policy Fora, involving a variety of stakeholders, <u>after the first edition of the Bologna Policy Forum we are pleased to welcome in Leuven/Louvain-la-Neuve.</u> <del>A network of national contact points for information and promotion activities will be set up.</del></p> <p><b>Germany: 15.</b> <u>We ask the European</u> higher education institutions <del>will be further encouraged</del> to embed their activities... The attractiveness and openness of European higher education will be highlighted by <u>joint European actions.</u> - <i>What is meant here?</i></p> <p><b>UK/EWNI: 15.</b> European higher education institutions will be further</p>

encouraged [*how, by whom?*] to embed their activities in an institutional culture of internationalisation and global collaboration.

**Commission: 15.** European higher education institutions will be further encouraged to ~~embed their activities in an institutional culture of internationalisation and global collaboration~~ internationalise their activities. The attractiveness and openness of European higher education will be highlighted ~~by joint European actions~~. Competition on a global scale will be complemented by enhanced policy dialogue and cooperation based on partnership with other regions of the world, in particular through the organization of Bologna Policy Fora, involving a variety of stakeholders. A network of national contact points for information and promotion activities will be set up. [*comment: within EHEA or outside or both?*]

**ESU: 15.** European higher education institutions will be further encouraged to embed their activities in an institutional culture of internationalisation and global collaboration, with a concern for sustainable development and refusing to trigger active brain drain policies. [*Motivation: It is self-explanatory: the interest in Bologna by the rest of the world and the European decision of engaging with the wider world shouldn't allow for the practice of active policies for brain drain, especially regarding the developing countries. Such a commitment is absent in the current draft.*]

**UK/Scotland:** *It would be helpful to indicate how these joint actions and cooperative partnership will be developed.*

*Who will pay for these Policy Fora and national contact points?*

**Finland:** *It is difficult to appoint a single Bologna contact point except of course the Ministry in charge since there are many relevant actors in the field in every country. What do we expect from these contact points (their duties and responsibilities)? We have a plenty of networks already in Bologna process.*

**Slovenia:** ...The attractiveness and openness of European higher education will be highlighted by institutional, national and joint European actions... [*comment: The attractiveness and openness has*

	<p><i>to be highlighted also at institutional and national level, not only at European.] ... Competition on a global scale will be complemented by enhanced policy dialogue and cooperation based on partnership with other regions of the world, through the organization of Bologna Policy Fora <u>and other measures</u>, involving a variety of stakeholders... [Comment: <i>Bologna Policy Fora is not the only possible measure for policy dialogue and specially cooperation based on partnerships. The working group also suggested other possibilities (such as bologna seminars and contributions to other relevant projects in other parts of the world).</i>]</i></p> <p><b>Belgium/Fr:</b> <del>A network of national contact points for information and promotion activities will be set up.</del> [Comment: <i>Better in the report, not in the Communiqué</i>]</p>
<p>Transnational education should be governed by the same guidelines for quality education as those that apply to other education programmes and should adhere to principles of public responsibility, in line with the UNESCO/OECD Guidelines for Quality Provision in Cross-Border Higher Education.</p>	<p><del><b>Germany:</b> Transnational education should be governed by the same guidelines for quality education as those that apply to other education programmes and should adhere to principles of public responsibility, in line with the UNESCO/OECD Guidelines for Quality Provision in Cross-Border Higher Education.</del></p> <p><u>The "Standards and Guidelines for Quality Assurance in the European Higher Education Area" should be applicable to any form of higher education, including transnational provision, and should adhere to the principle of public responsibility as stressed in the Bologna Process and in line with the UNESCO/OECD Guidelines for Quality Provision in Cross-Border Higher Education.</u></p> <p><del><b>E4 Group:</b> Transnational education should be governed by the same guidelines for quality education as those that apply to other education programmes and should adhere to principles of public responsibility, in line with the UNESCO/OECD Guidelines for Quality Provision in Cross-Border Higher Education.</del></p> <p><u>The "Standards and Guidelines for Quality Assurance in the European Higher Education Area" should be applicable to any form of higher education, including transnational provision, and should adhere to the principle of public responsibility as stressed in the Bologna Process and in line with the UNESCO/OECD Guidelines for Quality Provision in Cross-Border Higher Education.</u></p>

	<p><b>ESU</b> supports this formulation [Motivation: <i>It corresponds better to the outcome of the seminar organised by ENQA that explored the UNESCO/OECD Guidelines. Also, it makes the linkage between the all forms of education and the ESG, the reference document for quality in education in all sectors of higher education.</i>]</p>
<ul style="list-style-type: none"> <li>• <b>More mobility</b></li> </ul> <p><b>16.</b> Opportunities for mobility shall be further developed and diversified so that mobility will be considered the rule and no longer the exception. Mobility of students, early stage researchers and staff, embedded in institutional policies to enhance the quality of programmes, strengthens the academic and cultural internationalization of European higher education. Mobility, which is important for personal development and employability, also fosters respect for diversity and a capacity to deal with it. It also encourages linguistic diversity, thus underpinning the multilingual tradition of the European Higher Education Area and it increases cooperation and competition between higher education institutions. It shall be the hallmark of the European Higher Education Area, with a target of at least 20% of the graduates that have been mobile during their studies by 2020. Moreover, there shall be an increase of 20 % of incoming students from third countries.</p>	<p><b>UK/Scotland:</b> <del>More</del> <b><u>Increased mobility</u></b></p> <p><b>France:</b> <b><u>More mobility and European dimension in higher education</u></b>  ...and it increases cooperation and competition between higher education institutions. <u>Therefore</u> it shall be the hallmark of the European Higher Education Area, with a target of at least 20%...</p> <p><b>Netherlands:</b> <b>16.</b> <del>Opportunities for mobility shall be further developed and diversified so that</del> Mobility will be considered the rule and no longer the exception. <u>Structured opportunities for mobility shall therefore be further developed and diversified.</u> Mobility of students, early stage researchers and staff, embedded in institutional policies to enhance the quality of programmes <u>and excellence in research</u>, strengthens the academic and cultural internationalization of European higher education. <u>Mobility in education and research</u>, which is important for personal development, <del>and</del> employability, also fosters respect for diversity... [Comment: <i>There needs to be a reference to the ERA here as a lot of mobility programmes like Marie curie, like Erasmus mundus have already been put in place for phd's and early stage researchers.</i>] ...Moreover, there shall be an increase of 20 % of incoming students from third countries <u>as part of the internationalization and exchange strategy of HEI's.</u></p> <p><b>Spain:</b> <b>16.</b> Opportunities for mobility shall be further developed and diversified so that mobility will be considered the rule and no longer the exception. [<i>Mobility will be fostered not only in the framework of exchange programmes, but also on a regular basis.</i>] ...it increases cooperation and <b>competition</b> [<i>We have doubts about the opportunity of including this word.</i>] between higher education institutions. It shall be the hallmark of the European Higher Education Area, <u>it should be improved in qualitative and quantitative terms</u> with a target of at least 20% of the graduates <u>of the EHEA countries</u> that have been mobile</p>

during their studies by 2020. Moreover, there shall be an increase of 20 % of incoming students from third countries by 2020.

**Belgium/Fr:**

**16.** Opportunities for mobility shall be further developed and diversified ~~so that mobility will be considered the rule and no longer the exception~~ while maintaining the high quality standards that justify it. Mobility of students, early stage researchers and staff, embedded in institutional policies to enhance the quality of programmes, strengthens the academic and cultural internationalization of European higher education. Mobility, which is important for personal development and employability, ~~also~~ fosters respect for diversity and a capacity to deal with it. It also encourages linguistic ~~diversity~~ pluralism, thus underpinning the multilingual tradition

**Commission:** Mobility, ~~which~~ is important for personal development and employability, it also fosters respect for ~~diversity~~ and a the capacity to deal with it other cultures. It also encourages linguistic diversity, thus underpinning the multilingual tradition of the European Higher Education Area and it increases cooperation and competition between higher education institutions. It shall be the hallmark of the European Higher Education Area, with that a target of at least 20% of ~~the graduates that shall~~ have been mobile during their studies by 2020. Moreover, there shall be an increase of 20 % of incoming students from third countries.

**Finland:** ~~‡~~ Mobility shall be the hallmark of the European Higher Education Area, with a target of at least 20% of the graduates that have been mobile during their studies by 2020. [Comment: *Setting benchmarks without clear definitions could lead to different interpretations and thus to unreliable results. How is mobility defined (variations from short 1-2 week exchange to whole degree?). Is this a target for every member country or for EHEA? Can this be defined by actual number of mobile students in Europe?*] ~~Moreover, there shall be an increase of 20 % of incoming students from third countries. Targets based on increase are difficult in many sense (follow-up, different situations in different countries etc.). It is also unclear if this target is for individual member states or for whole EHEA? We would like to delete this.~~

**Denmark:** *DK stills finds it to be more adequate to be clear about the (numeric) starting point for a quantitative objective such as 20 % mobile graduates. Furthermore, we are uncertain of whether the objectives of 20 % mobile graduates and 20 % increase in incoming students is directed at the EHEA as a whole or at the individual countries. Also, we would suggest an elaboration of how the mobility patterns will be assessed.*

**Ireland:** *It shall be the hallmark of the European Higher Education Area, with a target of at least 20% of the graduates that have been mobile during their studies by 2020. Moreover, there shall be an increase of 20 % of incoming students from third countries...  
[This target will not be achievable by 2020. In Ireland, following many years of Erasmus promotion, there are still less than 2% of such students who go abroad each year. It is considered that the % of students travelling abroad in most of the Bologna countries would be in single figures.]*

**UK/EWNI:** ~~It shall be the hallmark of the European Higher Education Area, with a target of at least 20% of the graduates that have been mobile during their studies by 2020. Moreover, there shall be an increase of 20 % of incoming students from third countries.  
[comment: There have been several discussions of this in BFUG where concerns have been expressed about the realism of this type of target: without further work on its achievability it should be omitted.]~~

**UK/Scotland:** *We consider these targets to be high and would agree with the alternative wording suggested by the UK.  
We consider that mechanisms to accurately measure mobility need to be developed if a target is to be put in place.*

**Switzerland:** *It shall be the hallmark of the European Higher Education Area, with a target of at least 20% of the graduates of each member state that have been mobile during their studies by 2020. Moreover, ~~there shall be an increase of 20 % of incoming~~ the mobility of students and staff from third countries shall be enhanced.*

**Estonia:** *Regarding mobility targets we continue being sceptical*

*about the unified targets and even more about whether the proposed 20% is achievable. If the European Commission has data available based on Erasmus program it would be interesting to hear about the details of this analyses. We also want to clarify - is this proposed 20% meant for whole student body or whether it is meant separately for each cycle. On this regards we also need to voice our opinion of not supporting adoption of 20% mobility target for the first cycle.*

**Romania:** ...It shall be the hallmark of the European Higher Education Area, with a target of **at least 20%** **[to be discussed]** of the graduates that have been mobile during their studies by 2020.

**Slovenia:** *We have not agreed on the specific benchmarks.*

**Sweden:** *On mobility benchmarks we must be more explicit: How long is mobility to counter? Which graduates? The nationals graduated or the students graduated at the national institutions. Incoming students from 3rd countries. From which level do we start?*

**BUSINESSEUROPE:** ...It shall be the hallmark of the European Higher Education Area, with a target of at least ~~20%~~ 25% of the graduates that have been mobile during their studies by 2020. *[Should stick to the more ambitious goal]* Moreover, there shall be an increase of ~~20%~~ 25% of incoming students from third countries.

**CoE:** ...Moreover, there shall be an increase of 20 % of incoming students from ~~third~~ countries outside of the EHEA. *[Comment: For the same reason that we talk about the global rather than external dimension and to avoid jargon as far as possible.]*

**EUA:** *the last sentence "an increase of 20% of incoming students from third countries" needs clarification.*

**ESU:** It shall be the hallmark of the European Higher Education Area, with a target of at least 20% of the graduates that have been mobile within the EHEA during their studies by 2020. *[Motivation: It should be clear that the target addresses outward intra-European mobility alone and not all mobility that may happen with other continents.]* Moreover, there shall be an increase of ~~20%~~ of incoming students

	<p><del>from third countries</del> <u>by 20% of the existing flow of incoming students from non-EHEA countries, while enhancing the quality of the information provided and their studying and living conditions.</u>  [Motivation: <i>It seems more evident what is meant. Also, there should be a commitment towards improving the way institutions and public authorities deal with the international students</i>]</p>
<p><b>17.</b> In all degree programmes, curricula will be designed in such a way that they provide structured opportunities for mobility. Joint degrees and programmes shall become common practice. Moreover, mobility policies shall bring together political initiatives with a range of practical measures pertaining to the funding of mobility, recognition, available infrastructure, visa and work permit regulations. Flexible study paths and active information policies, full recognition of study achievements, study support and the full portability of grants and loans are necessary requirements. These policies should aim at more mobility of a higher quality and at diversifying its types and scope. It should be conducive to a more balanced flow of incoming and outgoing students across the European Higher Education Area and at a better participation rate from the diverse student body.</p>	<p><b>Commission: 17.</b> <del>in</del> <u>All</u> degree programmes, <del>curricula</del> will be designed in such a way that they provide structured opportunities for mobility...</p> <p><b>Finland: 17.</b> In all degree programmes <u>on all three cycles</u>, curricula will be designed in such a way that they provide structured opportunities for mobility.</p> <p><b>Germany: 17.</b> In all degree programmes, curricula <del>will</del> <u>shall</u> be designed in such a way that they provide structured opportunities for mobility. Joint degrees and programmes shall become <u>more often</u> common practice.</p> <p>... diversifying...</p> <p><b>BUSINESSEUROPE: 17.</b> In all degree programmes, curricula will be designed in such a way that they provide <u>"mobility-windows"</u> - structured opportunities for mobility [...] Flexible study paths and active information policies, <del>full</del> recognition of study achievements, study support and the <del>full</del> portability of grants and loans are necessary requirements. [comment: <i>too categorical</i>]</p> <p><b>Slovenia:</b> <i>Comment: in order to be more clear and specific about mobility we suggest the first sentence to change so that it says: <u>In all degree programmes, curricula will be designed in such a way that they provide feasible opportunities for mobility as their integral part.</u></i></p> <p><b>UK/EWNI: 17.</b> In all degree programmes, curricula <del>will be designed in such a way that they should, where appropriate,</del> provide structured opportunities for mobility. Joint degrees and programmes <del>shall</del> <u>should</u> become common practice. [...] It should be conducive to a more <b>balanced flow</b> [not clear what this phrase means: can it be</p>

*clarified?]* of incoming and outgoing students across the European Higher Education Area...

**Belgium/Fr: 17.** In all degree programmes, curricula will be designed in such a way that they provide structured opportunities for mobility to a wider range of students. Joint degrees and programmes shall be legalized throughout the EHEA and become common practice. Moreover, mobility policies shall bring together political initiatives with ~~a range of~~ practical measures ... It should be conducive to a more balanced flow of incoming and outgoing students across the European Higher Education Area ~~and at a better participation rate from the diverse student body~~.

**ESU:** Flexible study paths and active information policies, full recognition of study achievements, study support, multilevel coordination of existing mobility funding sources and the full portability of grants and loans are necessary requirements.

*[Motivation: Since funding is one of the main obstacles for mobility, it is clear that besides more financial resources, a better use of the existing funding becomes critical. Multilevel coordination of the existing funding sources would allow for students to access funding sources from the European, regional, national and institutional level at the same time and thus increase their chances to be mobile. This is also one of the recommendations of the Mobility Coordination Group.]*

... from the diverse student body. To this aim the ministers entrust the Bologna Follow-up Group with the task of drawing up a proposal on the development of a European Mobility Fund steered by a coalition of relevant stakeholders. The proposal shall be presented to the ministers at their meeting in Bucharest 2012.

*[Motivation: In order to achieve a true EHEA balanced mobility phenomenon, it is necessary to design the adequate financial support tool. Drawing from the recommendations of the Mobility Coordination Group and on the good practice examples, such as The Central European Exchange Program for University Studies (CEEPUS), the Bologna Follow-Up Group should be entrusted with the design of a proposal for a European Mobility Fund, as a basis for supporting the "20% mobile graduates within EHEA by 2020" goal.]*

	<p><b>Georgia:</b> It should be conducive to a more balanced flow of incoming and outgoing students across the European Higher Education Area and at a better participation rate from the diverse student body. <u>Balanced mobility must be based on national policies elaborated by the Bologna member states and international support for equal exchange of students and staff.</u> [Note: We suggest to add this sentence as without internationally supported national policies taking into account idiosyncrasy of each country it would be impossible to achieve the balance between the flows of incoming and outgoing students. This concerns especially to the countries where outgoing student mobility might be more common and attractive.]</p>
<p><b>18.</b> As far as mobility of staff and early stage researchers is concerned, framework conditions will be established to ensure appropriate access to social security and portable pension rights for mobile staff. Career structures should be adapted to facilitate staff mobility, including open recruitment.</p>	<p><b>EI</b> finds that the Communiqué does still not fully take into consideration the relation between staff working conditions and a successful implementation of the Bologna process. It is clear to all actors involved in the Process that the final implementation of the changes will be carried out by staff in higher education. As has often been pointed out, and also largely recognised by the BFUG, the Bologna process brings with it considerable challenges for higher education staff. This is the case both regards to workload and in the general work environment. EI would therefore propose that paragraph 18 in the draft is replaced by the following text:  <u>Attractive working conditions and career paths are necessary to attract highly qualified teachers and researchers to higher education institutions. Highly qualified staff is a prerequisite for maintaining and developing high quality in teaching and research. Career structures should also be adapted to facilitate staff mobility. As far as mobility of staff and early stage researchers is concerned, framework conditions will be established to ensure appropriate access to social security and portable pension rights.</u></p> <p><b>UK/EWNI: 18.</b> As far as mobility of staff and early stage researchers is concerned, framework conditions <u>consistent with national practice should</u> <del>will</del> be established [how – by whom] to ensure appropriate access to social security and portable pension rights for mobile staff...</p> <p><b>UK/Scotland:</b> ... access to social security... <i>This is not within the responsibility of higher education Ministers</i></p>

	<p><b>Netherlands: 18.</b> As far as mobility of staff and early stage researchers is concerned, framework conditions will be established to ensure appropriate access to social security <del>and portable pension rights for mobile staff.</del> . <u>Besides, it is important to swiftly encourage the implementation of measures which facilitate the transfer of supplementary pension rights for mobile staff, taking the best advantage of existing legal frameworks.</u> Career structures should be adapted to facilitate staff mobility, including open recruitment.</p> <p><b>Norway: 16-18:</b> <i>We welcome the merger and the shortening of the paragraphs on mobility. But we believe we can still shorten the text as some of it is repetitive. E.g. both paragraph 16 and 17 starts out focusing on the opportunities for mobility, and both paragraph 17 and 18 mention the framework for mobility in relation to things like visa and work permits regulations, social security and portable pension rights. These are highly important elements, but we believe these paragraphs could be merged and shortened even further.</i></p> <p><b>ESU:</b> <i>Move the paragraphs 16-18 up, to follow the chapter education, research and innovation [Motivation: It gives the mobility chapter a better standing in the communiqué and can enhance the linkage between the chapter on education, research and innovation, the one on international openness and the mobility chapter (namely para 18).]</i></p>
<ul style="list-style-type: none"> <li>• <b>Data collection and transparency tools</b></li> </ul> <p><b>19.</b> Improved and enhanced data collection will help monitor progress made in the attainment of the objectives set out in the social dimension, employability and mobility agendas, as well as in other policy areas, and will serve as a basis for benchmarking.</p>	<p><b>Finland:</b> ... and will serve as a basis for <del>benchmarking</del> <u>stocktaking</u>.</p> <p><b>Romania:</b> <del>...and will serve as a basis for benchmarking.</del></p> <p><b>ESU:</b> <i>replace paragraph with:</i></p> <ul style="list-style-type: none"> <li>• <b><u>Stocktaking and data collection</u></b></li> </ul> <p><u>Stocktaking shall be developed by converging with improved and enhanced data collection. Data collection will help policy development and monitoring progress made in the attainment of the objectives set out in the different policy areas, especially in the social dimension, employability and mobility agendas, and will serve as a basis for benchmarking. Stakeholders will be encouraged to continue to create their own assessment of the progress, such as the Trends report and the Bologna With Student Eyes.</u></p> <p><i>[Motivation: Stocktaking is absent from the Communiqué and there</i></p>

	<p><i>should be some clarification on what will happen with it. We see the need for further integration between stocktaking with data collection. Also, the work of the organisations in assessing the progress of the Bologna Process should be acknowledged and disappeared entirely in this draft.]</i></p>
<p><i>Explanatory note: Diverse opinions exist on nr 20, for which either the first text, or the second text below are drafted and will have to be decided upon by Ministers.</i></p> <p><b>20. Either:</b>  In the light of the greater diversification of higher education, the Bologna Process shall <a href="#">encourage the creation of and will monitor the implementation</a> of new instruments developed inter alia by international institutions and designed to point out the strengths of higher education institutions with diverse mission statements.  These instruments <a href="#">meant as a mapping of higher education and as information on the performance of institutions of higher education</a> should be relevant information tools for students and academic staff alike; moreover, they should help higher education institutions to compare and identify their relative position, and to strive for excellence. All such instruments, which should be developed with full stakeholder involvement, need to relate closely to quality assurance and recognition and should be based on development of adequate indicators and sound data collection.</p> <p><b>Or:</b>  In the light of the greater diversification of higher education, the Bologna Process shall <a href="#">contribute to the monitoring</a> of new instruments developed inter alia by international institutions and designed to point out the strengths of higher education institutions with diverse mission statements.  These instruments should be relevant information tools for students and academic staff alike; moreover, they should help higher education institutions to compare and identify their relative position, and to strive for excellence. All such instruments, which should be developed with full stakeholder involvement, need to relate closely to quality assurance and recognition and should be based on development of adequate indicators and sound data collection.</p>	<p><b>Commission:</b> <i>Explanatory note: Diverse opinions exist on nr 20, for which either the first text, or the second text below are drafted and will have to be <del>decided upon by Ministers</del> discussed by the BFUG in advance of the Ministerial Conference.</i></p> <p><b>20. Either:</b>  In the light of the greater diversification of higher education, the Bologna Process shall <a href="#">encourage the creation of and will monitor the implementation</a> of new instruments developed <del>inter alia by international institutions</del> and designed to point out the strengths of higher education institutions with diverse mission statements.  These instruments <a href="#">meant as a mapping of higher education and as information on their performance of institutions of higher education</a> should <del>be provide</del> relevant information <del>tools</del> for students and academic staff alike; moreover, they should help higher education institutions to compare and identify their relative position, and to strive for excellence. All such instruments, which should be developed with full stakeholder involvement, need to relate closely to quality assurance and recognition and should be based on development of adequate indicators and sound data collection.</p> <p><b>Or:</b>  In the light of the greater diversification of higher education, the Bologna Process shall <a href="#">contribute to the monitoring</a> of new instruments developed <del>inter alia by international institutions</del> and designed to point out the strengths of higher education institutions with diverse mission statements.  These instruments should <del>be provide</del> relevant information tools for students and academic staff alike; moreover, they should help higher education institutions to compare and identify their relative position, and to strive for excellence. All such instruments, which should be developed with full stakeholder involvement, need to relate closely to quality assurance and recognition and should be based on</p>

development of adequate indicators and sound data collection.

**Belgium/Fr:** *We prefer the second option "shall contribute to the monitoring..."*

**Estonia:**

*Given the alternatives for the point 20, we need to admit that support goes rather for the first wording. But I also need to admit that the subject has not been discussed with the Minister himself, yet (proposed choice as it stands in new version of communique). With the purpose of communicating better the role of such mapping exercise we suggest new wording for point 20 (first para)*

*We found it rather surprising that under transparency tools new mapping exercise has taken all the attention and there is no mentioning of LRC and DS. The old transparency tools are not less important, they should be used better and more actively in the future.*

**Finland:** *Replace paragraph 20 with*

There are several initiatives designed to develop mechanisms for providing more detailed information about higher education institutions across the EHEA. Any such mechanisms should be developed in close consultation and agreement with key stakeholders, in particular universities and students, and on the basis of comparable data. Ministers invite the BFUG to follow the progress of these developments.

*We see that Bologna process should not take any active role when creating new tools for classification, ranking etc. since the Bologna process doesn't have any funding mechanisms nor the possibility of influencing how different "transparency tools" will be developed. There has not been enough discussion around this item and there is not any common vision: what we want to achieve with these new tools? We could support suggestions that leave more room for further elaboration and does not include confusing idea of monitoring processes where Bologna process cannot be active.*

**France:** *=> FR backing up paragraph 20 below as suggested in 1<sup>st</sup> option*

**20. ~~Either~~** In the light of the greater diversification of higher education and for the sake of making the different kinds of excellences in EHEA higher education more visible, the Bologna Process shall encourage the creation of and will monitor the implementation of new instruments developed inter alia by international institutions and designed to point out the strengths of higher education institutions with diverse mission statements. These instruments meant as a mapping of higher education and as information on the performance of institutions of higher education should be relevant information tools for students and academic staff alike, and for employers and society as well; moreover, they should help higher education institutions to compare and identify their relative position, and to continuously strive for excellence. All such instruments, which should be developed with full stakeholder involvement, need to relate closely to quality assurance and recognition and should be based on development of adequate indicators and sound data collection.

**Georgia:** *Note: We support the first version of nr20 as its formulation reflects more clearly the present needs*

**Germany:** *Replace paragraph 20 with: **20.** In the light of greater diversification of higher education, we ask the BFUG to observe the creation of a variety of new instruments developed inter alia by international institutions and designed to point out the strengths of European higher education institutions with diverse mission statements. The BFUG shall review the first results of that endeavour and report back to the ministerial conferences in 2010/2012 (depends on the development and progress of results). These instruments shall be conducive to a mapping of higher education and serve as information on the performance of institutions of higher education. All such instruments, which should be developed with full stakeholder involvement, need to relate closely to quality assurance and recognition and should be based on adequate indicators and sound data collection.*

**Montenegro:** *Regarding the item 19 on Data collection and transparency tools, we are in favour of item 20. Either beginning with „the Bologna process shall encourage the creation and will monitor the implementation...“*

**Netherlands:** *Dutch proposal:*

The diversity of the Higher Education Institutions in the EHEA is important. A greater diversification is expected in the future to respond adequately to the needs of a greater variety of students. Given this diversification it is to Europe's advantage to point out the activity profiles and strengths of institutions, faculties or programmes. The key to take due account of this diversity is the development of adequate and reliable transparency tools. We encourage the development and monitoring of instruments that facilitate this, strongly advocating these instruments being developed by involvement of all stakeholders and geared to expressing excellence in all possible missions of higher education.

**Norway:** *We prefer the either, but a strengthened version of it. We would want to see the phrase "encourage the creation of " changed to "contribute to the creation of" and then the rest of the "either" text. We believe this strengthens our commitment to the process.*

**Portugal:** *Portugal Suggests 2<sup>nd</sup> option below*

**20.** In the light of the greater diversification of higher education, the Bologna Process shall contribute to the monitoring of new instruments developed inter alia by international institutions and designed to point out the strengths of higher education institutions with diverse mission statements.

These instruments should be relevant information tools for students and academic staff alike; moreover, they should help higher education institutions to compare and identify their relative position, and to strive for excellence. All such instruments, which should be developed with full stakeholder involvement, need to relate closely to quality assurance and recognition and should be based on development of adequate indicators and sound data collection.

**Romania:** *This has still to be discussed.*

**Slovenia:** *Comment: we emphasise that the BFUG has indeed discussed about the two possible options for the paragraph, however not in a way as the issue is presented in the 2nd draft (the two possible variations of the paragraph). The BFUG's two options were*

*whether to include the current second variant or the paragraph to be completely removed. We have not reached the agreement and thus we suggest the whole paragraph to be removed.*

*We would also like to make a note about the Council of Europe's statement by the Steering Committee for Higher Education and Research (CDESR) on quality assurance, ranking and classification in the light of the missions of higher education, which might be a sound basis to tackle the issue of classification.*

**Spain:** *The Spanish delegation supports this second approach:*

In the light of the greater diversification of higher education, the Bologna Process shall contribute to the monitoring of new instruments developed inter alia by international institutions and designed to point out the strengths of higher education institutions with diverse mission statements.

These instruments should be relevant information tools for students and academic staff alike; moreover, they should help higher education institutions to compare and identify their relative position, and to strive for ~~excellence~~ high quality. All such instruments, which should be developed with full stakeholder involvement, need to relate closely to quality assurance and recognition and should be based on development of adequate indicators and sound data collection.

**UK/EWNI:** *We suggest the following replacement text:*

The Ministers of the Bologna process note that there are several current initiatives designed to develop mechanisms for providing more detailed information about higher education institutions across the EHEA. They believe that any such mechanisms should be developed in close consultation and agreement with the key stakeholders, in particular universities and students, and on the basis of comparable data. Ministers invite the BFUG to follow the progress of these developments and will want to consider at their meeting in 2012 whether these can complement national level measures.

**UK/Scotland:** *We remain opposed to the development of rankings and would therefore support the alternative text proposed by the UK.*

**Austria:** *Austria fully supports the UK response as it makes sense to wait for the results of the European initiatives in this field going on right now and suggests the UK wording for paragraph 20.*

**Sweden:** *preferred so far:*

In the light of the greater diversification of higher education, the Bologna Process shall contribute to the monitoring of new instruments developed inter alia by international institutions and designed to point with the purpose of pointing out the strengths of higher education institutions with diverse mission statements.

These instruments should be relevant information tools for students and academic staff and employers? alike; moreover, they should help higher education institutions to compare and identify their relative position, and to strive for excellence. All such instruments, which should be developed with full stakeholder involvement, need to relate closely to quality assurance and recognition and should be based on development of adequate indicators and sound data collection.

**Switzerland:** *We prefer the first text. It might be useful to specify which organisation shall develop and implement these instruments. A possibility might be to ask the E4 Group.*

**E4 Group:** *Chapter 20 on transparency tools should be reformulated: The diversification of missions and profiles of higher education institutions should be encouraged further, as a means for developing increasingly competitive higher education systems, which include the right mix of institutions and parity of esteem in catering to a variety of societal objectives and needs. In light of the wider diversification of higher education in Europe, enhancing the quality, transparency and accessibility of information to the public is essential. There are multiple existing initiatives for international benchmarking between institutions, faculties and programmes. These instruments should be developed by involving all stakeholders and geared to expressing excellence in all missions and at all levels of higher education. The E4 Group is asked to monitor these instruments and to propose means for addressing the information gap, namely through the improvement of information and transparency by higher education institutions and agencies. [EUA, though it is putting forward its own proposal for this chapter, supports also this formulation.]*

**ESU:** *Create the chapter Transparency tools and use the paragraph proposed by E4. ESU supports this formulation [Motivation: The transparency tools developed by different organisations must be made compatible with the quality assurance systems in place and the monitoring of these should be allocated clearly to the group charged with developing proposals for the European cooperation for quality assurance. The E4 will need to assess and revise the ESG during the next decade and develop means for addressing the information gap to the public and therefore these tasks are complementary.]*

**EUA:** *The joint E4 statement reflects our view that neither of the two formulations proposed at present is satisfactory. EUA in particular rejects the first alternative, and proposes following changes to the second alternative:*

*In the light of the greater diversification of higher education, the Bologna Process shall contribute to the monitoring of new instruments developed ~~inter alia by international institutions~~ and designed to point out the strengths of higher education institutions with diverse mission statements. These instruments should be relevant information tools for students and academic staff alike; moreover, they should help higher education systems and institutions to compare and identify their relative position, and to strive for excellence. All such instruments, which should be developed with full stakeholder involvement, need to relate closely to quality assurance and recognition and should be based on development of adequate indicators and sound data collection."*

*Rationale: EUA continues to underline the importance of monitoring all such instruments as a matter of principle and does not consider it helpful or necessary to refer to non specified tools being developed by non specified international institutions.*

*Secondly, instruments developed should not just help HEIs, they should be directed first and foremost at improving the performance of HE systems – addressing one without the other makes no sense.*

**CoE:** *...These instruments should be relevant information tools for students and academic staff alike; moreover, they should help higher education institutions to ~~compare and identify their relative position,~~*

	<p><del>and to</del> strive for excellence. All such instruments, which should be developed with full stakeholder involvement, need to relate closely to quality assurance and recognition and should be based on development of adequate indicators and sound data collection.</p> <p><b>New proposal:</b>  <u>Policies that take due account of the variety of missions of higher education shall be further developed. The key to this is the development of adequate and reliable transparency tools. To that end, classification of higher education institutions should be multi-dimensional, designed in a way that helps institutions develop profiles that emphasize one or more of the main missions of higher education and that recognize the value of all these different missions. Moreover, the development of these transparency tools requires the full involvement of stakeholders.</u></p> <p><i>Explanatory note: this would be our preferred wording, alternatively the second option listed above with the modification proposed.</i></p> <p><b>EI</b> still strongly questions the need for a new instrument to map diversity of higher education institutions, as proposed in paragraph 20. We do not believe that a thorough enough discussion, let alone a consensus on this matter has been achieved with the BFUG and others. Instead of introducing a new instrument we, once again, call for a better use and implementation of the transparency instruments already present, and a more open and considered debate on ways forward. None of the alternative texts proposed are satisfying in our opinion. The second alternative is however less bad.</p>
<ul style="list-style-type: none"> <li>• <b>Funding</b></li> </ul> <p><b>21.</b> 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 recognizing that public funding remains a priority, multiple funding is seen as an opportunity to guarantee further sustainable development of higher education institutions and their autonomy.</p>	<p><b>Denmark:</b> <i>It remains a key issue for DK, that a general call for multiple funding of higher education is not included in the communiqué. It may be relevant to draw on the formulation of key messages from ministers to the European Council, which state that "...greater attention should be paid to seeking new and diversified funding sources including, where appropriate, private ones.."</i></p> <p><b>France:</b> <b>21.</b> Higher education institutions have gained greater autonomy along with rapidly growing expectations to be <u>more</u> responsive to societal needs and to be accountable...</p>

**BUSINESSEUROPE: 21.** Higher education institutions have gained greater autonomy along with rapidly growing expectations to be responsive to societal and economic needs and to be accountable...

**Spain:** ...to be accountable. To enable higher education institutions to fulfil their missions, sustainable public responsibility for Higher Education must be ensured throughout the EHEA. Within a framework of public responsibility recognizing that public funding remains a priority, multiple funding is seen as an opportunity to guarantee further sustainable development of higher education institutions and their autonomy. [Comment: *We have strong doubts about if it is needed in the Bologna Process to include recommendations about how to finance universities. Just a comment about the need of a sustainable funding could be enough.*]

**UK/EWNI:** ...Within a framework of public responsibility recognizing that public funding remains a priority, ~~multiple funding is seen as the~~ diversification of funding sources is an opportunity to guarantee further sustainable development of autonomous higher education institutions ~~and their autonomy~~.

**Commission:**...Within a framework of public responsibility and recognizing that public funding remains ~~a priority~~ the principle source of support for higher education, multiple funding is seen as an opportunity to help guarantee further sustainable development of higher education institutions and their autonomy.

**Sweden:** *Last sentence's last part reformulated like ...multiple funding is seen as an opportunity to guarantee for further sustainable development of higher education institutions and their autonomy.*

**EI:** *The message of the text in paragraph 21 on funding is still highly disputed, since the message is not very clear as the text stands now. It can be interpreted as opening the door to tuition fees, which EI strongly rejects, and which the BFUG has not taken a principled decision on. Furthermore the paragraph does not add much information or guidance for future action in the area. EI thinks that it is important to have unambiguous texts regarding such important*

	<p><i>matters as funding, as well as Communiqué text that actually carries a message that can feed into a work programme. Paragraph 21 lacks this and should therefore be fully removed.</i></p> <p><b>ESU:</b> <i>Eliminate the paragraph. [Motivation: The paragraph is unclear in its purpose, commitment and objective. The way it is drafted, it sheds no light on the meaning of multiple funding. We oppose the introduction of tuition fees and see no support to its insertion in the Bologna Process. Following the debate had in the BFUG meeting held in Paris regarding tuition fees and the decision of the chair of the BFUG in the Prague meeting, the communiqué should be made clear also in this regard.]</i></p>
<p><b>III. The organisational structure and follow-up</b></p> <p><b>22.</b> The present organisational structure of the Bologna Process is endorsed as being fit for purpose. In the future, the Bologna Process will be co-chaired by the country holding the EU presidency and a non-EU country.</p>	<p><b>Romania: III. <u>The follow-up and organisational structure</u></b></p> <p><b>Netherlands: 22.</b> The present organisational structure of the Bologna Process, <u>characterized by a cooperation between governments, the academic community and its representative organisations and students</u> is endorsed as being fit for purpose...</p> <p><b>Croatia:</b>... In the future, the Bologna Process will be co-chaired by the country holding the EU presidency and a non-EU country. <u>We mandate the BFUG to propose to us by the time for our meeting in Budapest and Vienna the means in which this may be achieved.</u> [Explanation presented in the general remarks above]</p> <p><b>UK/Scotland:</b> ...and a non-EU country. - <i>It would be helpful to indicate how this country would be identified.</i></p>
	<p><b>Romania: Add new paragraph:</b> <u>We, the European ministers for higher education, appreciate the active contribution of the organizations which are members of the Bologna Process Follow-Up Group to the development of the European Higher Education Area, namely the European Commission, the Council of Europe, the European Students' Union (ESU), the European University Association (EUA), the European Association for Quality Assurance in Higher Education (ENQA), the UNESCO European Centre for Higher Education (UNESCO-CEPES), Education International (EI), the European Association of Institutions in Higher Education</u></p>

	<p>(EURASHE), the Union of Industrial and Employers' Confederations of Europe (UNICE) and BUSINESSEUROPE. We consider their continuous active role and support to the Bologna Process to be vital for ensuring partnership for the implementation of the objectives we agreed for the next decade.</p>
<p><b>23.</b> In order to interact with other policy areas, the BFUG will liaise with experts and policy makers from other fields, like research, immigration, social security and employment.</p>	<p><b>UK/Scotland:</b> ... policy makers from other fields, like such as research, immigration, social security and employment.</p>
<p><b>24.</b> We entrust the Bologna Follow-up Group to prepare a work plan to address the challenges identified in this Communiqué, allowing for the future integration of the data collection results and the outcome of the independent assessment of the Bologna Process.</p>	<p><b>Norway:</b> <i>This paragraph mentions a work plan by the BFUG to address the challenges identified in the Communiqué. As both the title and the content of the Communiqué refer to the challenges for the decade from 2010 -2020, it might seem unclear whether one expects to develop a work plan for the entire period 2010-2020? If we are referring to the usual type of work programme as previously developed by the BFUG, we suggest we maintain the term work programme to avoid confusion.</i></p> <p><b>Romania:</b> <b>24.</b> We entrust the Bologna Follow-up Group to prepare a work plan to address the <del>challenges</del> <u>priorities</u> identified in this Communiqué, <del>allowing for the future integration of the data collection results and the outcome of the independent assessment of the Bologna Process.</del></p>
<p><b>25.</b> The monitoring of the progress will continue. Eurostat together with Eurostudent will still be entrusted with data collection as defined above, in co-operation with Eurydice; the work will be monitored by the Bologna Follow-up Group.</p>	<p><b>Netherlands:</b> <b>25.</b> <del>The monitoring of the progress will continue. Eurostat together with Eurostudent will still be entrusted with data collection as defined above to monitor progress</del> in co-operation with Eurydice; the work will be <del>monitored</del> <u>overlooked</u> by the Bologna Follow-up Group.</p> <p><b>Georgia:</b> <b>25.</b> The monitoring of the progress will continue. Eurostat together with Eurostudent will still be entrusted with data collection as defined above, in co-operation with Eurydice; the work will be monitored by the Bologna Follow-up Group. <u>In future national stocktaking reports should reflect not only structural and legislative changes at national level but also conceptual changes at institutional level.</u></p> <p><i>Note: In order to implement the priorities for the next decade and to make the European Higher Education Area work properly stocktaking</i></p>

	<p><i>questionnaire should reflect actual changes at institutional level rather than general legislative provisions at national level ; thus data collection and monitoring of the progress will become more valid and relevant for all countries.</i></p> <p><b>Germany: 25.</b> The monitoring of the progress will continue. <u>In addition to stocktaking, which has been a powerful instrument to bring about progress towards the European Higher Education area,</u> Eurostat together with Eurostudent will still be entrusted with data collection as defined above, in co-operation with Eurydice; the work will be monitored by the Bologna Follow-up Group.</p> <p><b>Romania: 25.</b> The monitoring of the progress <u>made in the priority areas</u> will continue. Eurostat together with Eurostudent will still be entrusted with data collection as defined above, in co-operation with Eurydice; <u>their common</u> work will be monitored by the Bologna Follow-up Group.</p> <p><b>Commission: 25.</b> The monitoring of the progress will continue. Eurostat together with Eurostudent will still be entrusted with data collection as defined above, in co-operation with Eurydice; <u>the work overall stocktaking</u> will be monitored by the Bologna Follow-up Group.</p>
	<p><b>Commission:</b>  <u>25a. Countries will produce National Bologna Implementation Plans for the next decade, by 2010, based on national objectives and the objectives of this and earlier Communiqués. They will ensure that, by 2012, the Bologna objectives have become subject to the regular reviews carried out by quality assurance agencies.</u></p>
<p><b>26.</b> The next review and reporting on the progress made towards the achievement of the objectives for the decade to come will be carried out for the 2012 ministerial meeting.</p>	<p><b>UK/EWNI:</b> [<i>merging paragraphs 25 and 26:</i>] <b>25.</b> The monitoring of the progress will continue. Eurostat together with Eurostudent will still be entrusted with data collection as defined above, in co-operation with Eurydice; the work will be monitored by the Bologna Follow-up Group. <del><b>26.</b></del> The next review and reporting on the progress made towards the achievement of the objectives for the decade [<i>is this an addition to the current stocktaking exercise?</i>] to come will be carried out for the 2012 ministerial meeting.</p> <p><b>Netherlands:</b> <i>Is the stocktaking and the national reports meant here</i></p>

	<i>or another report in addition to it? In the latter case, we would not be in favour of adding new reports.</i>
<p><b>27.</b> We will meet again at the Bologna anniversary conference jointly hosted by Austria and Hungary in Budapest and Vienna on 11-12 March 2010. The next regular ministerial conference will be hosted by Romania in Bucharest in April 2012. The following ministerial conferences will be held in 2015, 2018 and 2020.</p>	