



Policy Area - Structural and Cohesion Policy Culture and Education



The results of the Bologna Process

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INTRODUCTION

10 points of the Bologna Process

Easily readable and comparable degrees. Two tier degree system Credit systems. Mobility. European cooperation in quality assurance. European dimension in higher education. Lifelong learning. Higher education institutions and students. Promoting the attractiveness of European higher education. Research and doctoral degrees.

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EU LEGISLATION

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EU INSTITUTIONS

European parliament

[Decision n° 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning](#), OJ L 327/45, 24.11.2006

[Report on the proposal for a recommendation of the European Parliament and of the Council on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility](#), Committee on Culture and Education, Rapporteur: Christa Prets, A6-0255/2006, 20.07.2006

[Recommendation of the European Parliament and of the Council of 15 February 2006 on further European cooperation in quality assurance in higher education](#), OJ L 64/60, 4.03.2006

[Report on education as the cornerstone of the Lisbon process](#), Committee on Culture and Education, Rapporteur: Guy Bono, A6-0245/2005, 19.07.2005

[Report on universities and higher education in the European learning area](#), A5-0183/2002 Committee on Culture, Youth, Education, the Media and Sport, Rapporteur Cristina Gutiérrez-Cortina, 24.05.2002

Parliamentary Questions

[Exclusion of Turkish Cypriot universities from the Bologna Process](#), by Emine Bozkurt, H-0249/07, 3.04.2007

[North Cyprus universities' participation in the Bologna process and in the Community education programmes](#), by Graham Watson, E-1565/07, 26.03 2007

[Participation of Northern Cyprus universities in the Bologna process and Erasmus](#), by Karin Resetarits, E-1442/07, 21.03.2007

[Illegitimate Turkish-Cypriot universities and the 'Bologna Process'](#), by Georgios Karatzaferis, E-1435/07, 19.03.2007

[Recognition of university degrees](#), by Antonis Samaras, H-0162/27, 27.02.2007

[Access by universities from Northern Cyprus to European funds and programmes](#), by Emine Bozkurt - Jan Marinus Wiersma - Margrietus van den Berg - Hannes Swoboda, E-0193/07, 25.01.2007

[Bologna Process update](#), by Michl Ebner, E-4537/06, 23.10.2006

[Recognition of diplomas from northern Cyprus](#), by Karin Resetarits, O-0108/06, 27.09.2006

[Process of converging education systems with a view to creating a European higher-education area](#), by Maria Badia I Cutchet, E-3489/06, 14.07.2006

[Bologna process general access to higher education](#) - [Bologna process: mobility](#) - [Bologna process: funding](#) by Raúl Romeva i Rueda, E-4588/05, E-4587/05, E-4586/05, 12.12.2005

[Resolution with a call for the 'Bachelor Professional' or 'Master Professional' degree to be awarded in recognition of the Austrian 'Werkmeister' or 'HTL-Ingenieur' qualification](#), by Paul Rübiger, E-1998/05, 6.06.2005

European Council

Council [Modernising Education and Training: A Vital to Prosperity and Social Cohesion in Europe 2006](#) - Joint Interim Report of the Council and of the Commission on Progress Under the 'Education & training 2010' Work Programme - OJ C 79/1, 1.04.2006

Council [Resolution of the Council and of the Representatives of the Governments of the Member States](#) - meeting within the Council, on mobilising the brainpower of Europe: enabling higher education to make its full contribution to the Lisbon Strategy - OJ C292/1, 24.11.2005

[Education & Training 2010. The Success of the Lisbon Strategy Hinges on Urgent Reforms](#) - Joint interim report of the Council and the Commission on the implementation of the detailed work programme on the follow-up of the objectives of education and training systems in Europe, 3.03.2004

[Detailed work programme on the follow-up of the objectives of Education and training systems in Europe](#) -

It focuses on the following three strategic objectives: improving the quality and effectiveness of education and training systems in the EU; facilitating the access of all to education and training systems; opening-up education and training systems to the wider world - OJ C 142/1, 14.06.2002

[Report from the Education Council to the European Council - The concrete future objectives of education and training systems](#) - This report covers both education and training systems, as the Council considers that the mandate from the Lisbon European Council is not restricted to education in its traditional sense, 14.02.2001

European Commission

Realising the European Higher Education Area - Achieving the Goals - Conference of European Higher Education Ministers - [Contribution of the European Commission](#), 11.05.2007

Education and Training - [The Bologna Process Towards the European Higher Education Area](#) - [Higher Education in Europe](#) - [The European Qualifications Framework: a new way to understand qualifications across Europe](#)

[From Bergen to London - The contribution of the European Commission to the Bologna Process](#) -

Directorate-General for Education and Culture
Life Long Learning: Education and Training policies - School Education and Higher education - The paper starts with the three reform priorities in the Bologna Process and explains the Commission contribution to the realisation of these priorities: quality assurance, the degree system and recognition of degrees and study periods. In addition, the paper describes Commission initiatives in higher education and research, the social dimension, mobility and raising the attractiveness of European higher education. The paper also addresses horizontal issues, such as the stocktaking exercise, information on higher education reform and support for seminars and conferences. The current paper sets out the EU contribution to the Bologna process, provided by the European Commission, in partnership with the higher education sector and supported through Erasmus, Tempus and Erasmus Mundus - 7.05.2007

[Improving knowledge transfer between research institutions and industry across Europe: embracing open innovation Implementing the Lisbon agenda-](#)
COM(2007)182 final, 4.04.2007

[Delivering on the Modernisation Agenda for Universities: Education, Research and Innovation,](#) COM(2006)208 final,
10.05.2006

[Mobilising the brainpower of Europe: enabling universities to make their full contribution to the Lisbon Strategy,](#)
COM(2005)152, 20.04.2005

Commission Staff Working Document [European Credit system for Vocational Education and Training \(ECVET\) A system for the transfer, accumulation and recognition of learning outcomes in Europe,](#) - [Annexes](#) -
SEC(2006)1431, 31.10.2006

Commission Staff Working Paper - [Mobilising the brainpower of Europe: enabling universities to make their full contribution to the Lisbon Strategy European Higher Education in a Worldwide Perspective,](#) SEC (2005) 518,
20.04.2005

Commission Staff Working - [Paper Progress Towards The Lisbon Objectives in Education and Training - 2005 Report,](#) SEC(2005)419, 22.03.2005

Commission Staff Working - [Paper Progress Towards the Common Objectives in Education and Training and Benchmarks,](#) SEC(2004)73, 21.01.2004

[The role of the universities in the Europe of knowledge,](#)
COM(2003)58 final

Conferences

Greek Presidency of the European Union - [Bologna Follow-Up Seminar Exploring the Social Dimensions of the European Higher Education Area,](#) General Report
19/20.02.2003

Studies, Working Papers, Publications

Directorate-General for Education and Culture - [Bologna Process An overview in slides](#) - Action Lines based on Bologna, Prague and Berlin: Adoption of a system of

easily readable and comparable degrees; Adoption of a system essentially based on two cycles; Establishment of a system of credits; Promotion of mobility; Promotion of European cooperation in quality assurance; Promotion of the European dimension in higher education; Lifelong learning; Higher education institutions and students; Promoting the attractiveness of the European Higher Education Area; European Higher Education Area and European Research Area – two pillars of the knowledge based society - 2005

Policy Department Structural and Cohesion Policies
Culture and Education - [Student Mobility](#), 7.09.2005

[ECTS User' Guide European credit Transfer and Accumulation System and the Diploma Supplement](#), 2004

European Commission - DG EAC - [External evaluation of Erasmus institutional and national impact](#), Final Report, 2004

[Measures to improve Higher Education/Research Relations in order to strengthen the strategic basis of the ERA](#), Report of an independent High Level Expert Group set up by the European Commission - There are several areas of uncertainty as to the roles and organisation of higher education: funding; professional autonomy and the management of higher education; supporting excellence; the relationship between regions and higher education institutions; co-operation between higher education institutions; co-operation between disciplines and areas within higher education; intercountry mobility for graduates and researchers; research training and career development; the dissemination and exploitation of knowledge; and the Bologna and Lisbon processes - November 2003

[Trends in Learning Structures in European Higher Education III](#) - Bologna four years after: Steps toward sustainable reform of higher education in Europe - May 2003

Directorate-General for Research - Working Paper - [Statistics on Student Mobility Within the European Union](#), 04.2003

[Trends in Learning Structures in Higher Education](#) - Follow-up Report prepared for the Salamanca and Prague

Conferences of March/May 2001 - One of the overall goals of higher education is to enhance social cohesion and equity. This goal should therefore also be central in the creation of the EHEA. To be able to achieve this goal it is essential to take into account the social dimension of higher education, to elaborate and implement appropriate policies and to agree upon and co-ordinate European-wide action lines. Two policy levels can be discerned. Firstly all signatory countries should share some characteristics on social student policy. Secondly some specific European policy initiatives could be developed - April 2001

Press releases

[Bologna goes global Commissioner Figel' puts higher education reform in a global context](#) - Ministers responsible for Higher Education from 45 European countries will meet in London to discuss progress made in the Bologna Process, which aims to establish a European Higher Education Area by 2010. Ministers will also adopt a strategy on how to reach out to other continents, and will approve the creation of a Register of European Higher Education Quality Assurance Agencies - IP/07/656 - 10.05.2007 - [Bologna process: FAQ on the social dimension of higher education in Europe](#) - MEMO/07/183 - [Frequently Asked Questions: the Bologna Process](#) - MEMO/07/184

Speech/05/81, Ján Figel - [Enabling European higher Education to make its full contribution to the Knowledge Economy and Society](#), 10.02.2005

Community Agencies

Eurydice

[Focus on the structure of higher education in Europe. National trends in the Bologna Process](#) - National Trends in the Bologna Process, 10.05.2007

EU MEMBER STATES AND OTHER STATES

See National Reports of Bologna Process from Berlin to Bergen to London

INTERNATIONAL ORGANISATIONS

Council of Europe

[Le Bilan 2007 du processus de Bologne](#) and [Report from a working group appointed by the Bologna Follow-up Group to the Ministerial Conference in London](#) - This report on the Bologna Process stocktaking was prepared for the London Ministerial meeting in May 2007. The report has three parts. Part 1 explains the background to the 2007 stocktaking exercise, linking it to the findings of the 2005 stocktaking report and to the Bergen Communiqué. It also describes the methodology that was used in the 2007 stocktaking. Part 2 includes quantitative and qualitative analysis of the stocktaking results. Part 3 draws conclusions about progress towards achieving the goals that were set by the Ministers in Bergen and makes recommendations for the future based on the analysis of the 2007 stocktaking results. There are three main findings from the 2007 stocktaking: There has been good progress in the Bologna Process since Bergen; The outlook for achieving the goals of the Bologna Process by 2010 is good, but there are still some challenges to be faced; Stocktaking works well as an integral part of the Bologna Process strategy.

[Bologna Process Excellence through Engagement](#) - Department for Education and Skills, May 2007

[Contribution of the Council of Europe to the Bologna Process in 2006](#) - In 2006 the Higher Education and Research Division continued its work with the steering bodies of the Bologna Process in the areas of the recognition of qualifications, support and advice to new member countries, and specific dimensions of the Process including governance, public responsibility, democratic citizenship and culture and the social dimension of higher education - [The Bologna Process Many Issues](#) - The establishment of a European Higher Education Area by 2010 is a very comprehensive process. Below you will find the list of main issues within the Bologna process. We have classified them in two groups: the first one consists of the "core Bologna subjects" which refer to the action lines outlined in the Bologna Declaration the Prague Communiqué and the Berlin Communiqué; in the second group you will find a number of issues that are related to the Bologna Process and that are partly discussed within the Bologna framework but which do not constitute an official part of the process.

[Message from the Council of Europe to the Meeting of Ministers of the European Higher Education Area](#),
19/20.05 2005

[Education & Formation 2010 - L'urgence des réformes pour réussir la stratégie de Lisbonne](#) - Rapport intermédiaire conjoint du Conseil et de la Commission sur la mise en oeuvre du programme de travail détaillé concernant le suivi des objectifs des systèmes d'éducation et de formation en Europe, 3.03.2004

[Recognition Issue in the Bologna Process](#), Report April 2002 - [Recognition Issues in the Bologna Process Final Report](#), June 2001

ENIC/NARIC, [Bologna Process. The European Area for Higher Education 1999-2010](#), - The ultimate aim of the Process is to establish a European Higher Education Area by 2010 in which academic staff and students could move with ease and have quick fair recognition of their qualifications Bologna events, Key documents, Additional references, Related resources Country pages - [Joint ENIC/NARIC Charter of Activities and Services adopted by the Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region](#), 9 June 2004

Unesco

[Internationalization in European Higher Education Trends and Tools](#) - The 2 main inputs - at least for the continental Europe - have been given by the European Union and by the Bologna Process. The Bologna process forces the European HE institutions to restructure their degrees but they are moving at different speed which is not always easy to follow mainly for non-European partners. This harmonization facilitates the vertical mobility from Ba to Ma but not necessarily the horizontal mobility. Vertical mobility leads to the development of an HE market attempting to attract MA students but this was not a tradition in the majority of our continental, non-English speaking universities. The European Credit Transfer System is a real benefit for recognition but also a potential hindrance as not all European institutions are using ECTS in the same way - IAU International Conference Internationalization of HE New Directions, New Challenges - by A. Charon Wauters, 12/15.10. 2006

[L'Enseignement Supérieur en Europe](#) - La hausse de la légitimité et de la reconnaissance: tendances et évolutions dans l'enseignement supérieur privé en Europe...Ce numéro de notre revue pose les fondements et récapitule l'état général en offrant un bref résumé d'une analyse comparative d'établissements privés d'enseignement supérieur de douze pays européens couverts dans le cadre du projet; il offre une vue d'ensemble contextuelle du chemin vers la légitimité suivi par les établissements privés d'enseignement supérieur (la légitimité qui est si souvent invoquée lorsqu'on compare le secteur classique public/étatique et le secteur privé de l'enseignement supérieur); et les résultats d'une comparaison empirique de la mise en oeuvre des objectifs de Bologne dans des établissements privés d'enseignement supérieur et dans des établissements publics d'enseignement supérieur - Vol. XXXI, No. 1, 2006

[L'Enseignement Supérieur en Europe. Le Processus de Bologne: rétrospective et perspectives](#) - Ce numéro de l'Enseignement supérieur en Europe tente d'offrir une vue d'ensemble essentielle, même si nécessairement succincte, de la mise en oeuvre des buts de la Déclaration de Bologne. L'UNESCO-CEPES bénéficie d'une perspective relativement privilégiée sur les évolutions de l'intégration européenne dans le domaine de l'enseignement supérieur, fondée sur une expérience de presque une décennie en cette matière. Cependant, même si les tendances émergentes de l'intégration européenne ont été distinctes à l'époque, le début du Vingt-et-unième siècle y a apporté une accélération du marché et une intensification des activités. Sous l'impulsion de la Déclaration de Bologne de 1999 et de la série de repères d'évolution qui a suivi (la Convention de Lisbonne, le Communiqué de Berlin, les conférences périodiques des ministres de l'éducation, etc.), le développement des espaces européens communs de l'enseignement et de la recherche est bel et bien en marche. Et cette marche fait justement notre objet: sa nature, sa dimension, ses idées fondamentales, et l'accord, ou le manque d'accord, sur ses conséquences prévues. Tout cela fait dans le cadre de ce numéro l'objet de considération à partir d'une variété concentrée de perspectives thématiques et géographiques - Vol. XXX, No. 1, 2005

[L'Enseignement Supérieur en Europe](#). - La dimension externe du Processus de Bologne : l'enseignement

supérieur en Europe du Sud-Est et l'Espace européen de l'enseignement supérieur dans le contexte de la mondialisation. Le thème central de ce numéro de L'Enseignement Supérieur en Europe s'inspire d'une importante conférence internationale qui a eu lieu à l'UNESCO-CEPES, à Bucarest, les 6-8 mars 2003. Son sujet a été « La dimension externe du Processus de Bologne : l'enseignement supérieur en Europe du Sud-Est. L'idée de cette conférence était d'analyser le degré auquel les pays et les universités sélectionnées de l'Europe du Sud-Est s'adaptent aux critères requis par le Processus de Bologne et la capacité du Processus de Bologne à s'adapter à la mondialisation - Vol. XXVIII, No. 3, 2003

[Rapport sur Les tendances et les développements dans l'enseignement supérieur en Europe](#) - Le principal objectif de ce Rapport sur les Tendances et les Développements dans l'Enseignement Supérieur en Europe dans le contexte du suivi de la Conférence Mondiale sur l'Enseignement Supérieur est de faciliter, à travers la présentation des principales tendances et développements, une analyse à moyen terme des directions de changement dans l'enseignement supérieur dans cette région après la Conférence Mondiale sur l'Enseignement Supérieur (Paris, octobre 1998), spécialement en ce qui concerne les dispositions de sa Déclaration Mondiale sur l'Enseignement Supérieur, et de son Plan d'Action, ainsi que concernant les conclusions du Forum Régional Européen (Palerme, septembre 1997). La création d'un Espace Européen de l'Enseignement Supérieur [associé avec un autre but stratégique qui est la création d'un Espace Européen de la Recherche et de l'Innovation] offre maintenant un cadre de principe pour le développement à long terme de l'enseignement supérieur dans la région. Si une "impulsion" politique était essentielle pour le lancement du Processus de Bologne, cela concerne maintenant les gouvernements, les institutions de l'enseignement supérieur et les organisations internationales, fait qui s'avère être l'appui le plus efficace pour le changement que l'Europe a connu jusqu'ici dans l'enseignement supérieur - 2003

The Bologna Process from Berlin to Bergen to London

[Bologna 5th Ministerial Conference](#) - The Ministers responsible for Higher Education in the countries

participating in the Bologna Process, have met in London to review progress made since we convened in Bergen in 2005 - 17/18.05.2007

[National Reports / National Action Plans for Recognition](#) - 2007 - Department for Education and Skills -

Bologna Process, [A Framework for Qualifications on the European Higher Education Area - Bologna Working Group on Qualifications Frameworks](#) - The report includes six chapters that cover: The context – higher education qualifications in Europe; National frameworks of qualifications in higher education; The framework for qualifications of the European Higher Education Area; Linking frameworks of qualifications in higher education; Frameworks for higher education and for other educational areas - Conclusions, February 2005

[Bologna Process Stocktaking - Report from a working group appointed by the Bologna Follow-up Group to the Conference of European Ministers Responsible for Higher Education](#) - This report presents the Bologna Scorecard, which the working group developed as a way of giving a “big picture” overview of progress on the three priority action lines. The scorecard is based on objective criteria and benchmarks, and it is a good way to show collective achievement of the targets set by the Ministers in Berlin. It also provides a useful set of baseline data against which progress can continue to be measured in the future. The scorecard for each country is intended as a progress chart, not as an absolute measurement. It is not designed to make comparisons between countries - 19/20.05. 2005

[National Reports 2005](#) These reports provide reliable sources of information on the progress made across the higher education system in each country - Main Documents of the Bologna Process - [Glossary](#) - [Seminar Results and Related Papers](#)

OECD

[The Bologna Process - Workshop on Improving Statistics on SME's and Entrepreneurship](#) - In the framework of the Bologna Process, SME statistics are considered to be a cross-cutting theme in recognition of the diversity of issues to be addressed to help standardise, refine, and complete the quantitative base for a better understanding of the economics of SMEs - 17/19.09. 200

RESEARCH, NGOS

Research Institutes, Think Tanks, Universities

The Project Tuning Educational Structures in Europe

[Tuning Educational Structures in Europe - Universities Contribution to the Bologna Process](#), - Tuning Educational Structures in Europe is a university driven project which aims to offer a universal approach to implement the Bologna process at higher education institutional and subject area level. The Tuning approach contains a methodology to (re-)design, develop, implement and evaluate study programmes for each of the Bologna cycles. - General Brochure Phase 3, 2007 - Final Report Phase 2, 2005 and Final report Phase 1, 2003, University of University of Deusto Groningen

South East European Educational Network

[Bologna Process - Events in South East Europe - Bologna Process - From Bergen 2005 to London 2007 - Bologna Process - Events in South East Europe National Reports](#) - This page contains various documents on the Bologna Process (reforms of higher education) and on "the emerging common European Higher Education Area", with a particular focus on SEE countries.

Copernicus Campus - The European University Alliance for Sustainability

[Further challenges and priorities for the European Higher Education Area: How the Bologna Process should address the principle of sustainable development](#), Consultation Paper - The purpose of this Consultation Paper is to provide a basis for comments from the signatories to the COPERNICUS University Charter for Sustainable Development and other institutions of higher education - 19/20.05.2005

Association of European Schools of Planning

[Implications of the Bologna Process for Planning Education in Europe. Results of the 2006 survey](#) - Planning education is undergoing major reforms in many European countries, not least as a result of the Bologna Process

which aims to create a compatible European Higher Education and Research Area across Europe by 2010. The report consists of three main sections: Thematic analysis; Country reports; Summary of responses. While the report is mainly based on the results of the questionnaire survey, accounts have also been taken from other 'stock taking' studies which have been conducted at a much larger scale across the European higher education systems and as part of the monitoring of the progress towards meeting the Bologna's objectives - by S. Davoudi - P. Ellison, June 2006 - and [Implications of the Bologna Process for Planning Education in Europe](#), by S. Davoudi - P. Ellison, March 2006

European University Institute

[Towards a European Area of Higher Education: Change and Convergence in European Higher Education](#) - This paper was inspired by the attention the Sorbonne Declaration has attracted and by subsequent developments, notably Bologna Declaration. Its aim is to clarify the content and scope of the Declaration and to delineate the roles of the Member States and the Commission in creating a European area of higher education, one that allows free circulation of students and staff. To create this area, universities need to be organised not in a national but in a European context. Students and staff must be mobile, and degrees and courses must be recognised throughout the area - by E. Hackl, 20

EUA

[What is the Bologna Process?](#) - Further Information: countries, reference documents glossaire and an overview of the mains elements - The Bologna Process does not aim to harmonise national educational systems but rather to provide tools to connect them. The intention is to allow the diversity of national systems and universities to be maintained while the European Higher Education Area improves transparency between higher education systems, as well as implements tools to facilitate recognition of degrees and academic qualifications, mobility, and exchanges between institutions - [Publications](#) - In addition to publications such as surveys and results of studies and conferences, EUA publications include an annual report and a members' directory.

[EUA Involvement in the Bologna Process](#) - On the occasion of the bi-annual European ministerial meetings, EUA provides the essential information and analysis of Trends in Higher Education in Europe upon which Ministers base key discussions, and presents an EUA Declaration which outlines the Higher education institutions' main priorities and positions.

[The Lisbon Declaration - Europe's Universities beyond 2010: Diversity with a Common Purpose](#), 13.04.2007 - [Europe's New Higher Education Landscape - Objective 2010](#)

European Association for Quality Assurance in Higher Education

[Report to the London conference of ministers on a European Register of Quality Assurance Agencies](#) - The present document is the E4 Group's final report to the Bologna Process conference of ministers responsible for higher education, London, 17/18 May 2007. It is based on the outcomes of the E4 Group discussions, the report from the consultant, the legal advice and feedback from the BFUG on the earlier drafts of the report. This final report also proposes a draft text for the London Communiqué - Occasional Paper n. 13, 2007

[Standards and Guidelines for Quality Assurance in the European Higher Education Area](#) - The main results and recommendations of the report are: There will be European standards for internal and external quality assurance, and for external quality assurance agencies, European quality assurance agencies will be expected to submit themselves to a cyclical review within five years. There will be an emphasis on subsidiarity, with reviews being undertaken nationally where possible. A European register of quality assurance agencies will be produced. A European Register Committee will act as a gatekeeper for the inclusion of agencies in the register. A European Consultative Forum for Quality Assurance in Higher Education will be established. When the recommendations are implemented: The consistency of quality assurance across the European Higher Education Area (EHEA) will be improved by the use of agreed standards and guidelines. Higher education institutions and quality assurance agencies across the EHEA will be able to use common reference points for quality assurance. The register will make it easier to identify professional and credible

agencies. Procedures for the recognition of qualifications will be strengthened. The credibility of the work of quality assurance agencies will be enhanced. The exchange of viewpoints and experiences amongst agencies and other key stakeholders (including higher education institutions, students and labour market representatives) will be enhanced through the work of the European Consultative Forum for Quality Assurance in Higher Education. The mutual trust among institutions and agencies will grow. The move toward mutual recognition will be assisted - 2005

European Centre for Higher Education

[European Legislation on Higher Education](#) - Regulatory Act

Univerersitetet i Bergen

[The Third Conference on Knowledge and Politics, at The University of Bergen](#) - Paper Contributions, 18/20.03.2005

CEFI

[Processus de Bologne Position de la Conférence des Grandes Écoles](#) - [L'accord de Bologna et le LMD](#) - Origine du processus dit d'harmonisation

Conferenza dei Rettori delle Università Italiane

[Processo di Bologna](#) - Documents, Reports, Conferences

Universität Stuttgart

[Requirements and Procedures for Joining the Bologna Process](#) - While the 10 actions lines are the main focus of members, it is equally important to note the underlying principles of the Bologna Process. The realisation of the European Higher Education Area can only be achieved by incorporating their philosophy within the higher education system of each country. These principles, which all come from the Bologna Declaration and/or from the Prague and Berlin Communiqués, are elaborated below: International mobility of students and staff; Autonomous universities; Student participation in the governance of higher education; Public responsibility for higher education; The social dimension of the Bologna Process - November 2006

Université catholique de Louvain (UCL)

Réussir Bologna à l'UCL : subir la contrainte ou se mettre en projet?

- Cette communication a pour objectif d'identifier les mesures prises à l'UCL pour faire de la réforme de Bologna un véritable projet pédagogique à l'échelle de l'institution - by Ph. Parmentier - C. Vander Borght - C. Delens - P. Wouters, AIPU, Mai 2006

Coimbra Group Universities

Raising Employers' Awareness about the Bologna Process

-The main objective of this project is to raise the awareness of European employers about the Bologna Process and its implications for the labour market, particularly of the changes it entails in structures and contents of degree and study programmes. The expected outputs are both material and immaterial, the former being the produced information materials and the latter the creation of an interactive and mutually beneficial dialogue between universities as 'producers' of highly qualified labour Final seminar.. 12.03.2007 - [Publications](#)

Conférence des Présidents d'Université

Les réformes de l'enseignement supérieur des pays du Maghreb et la perspective du processus de Bologna,

Conclusions et recommandations: constatent de larges convergences sur les caractéristiques des réformes en cours, notamment le processus de Bologna pour la partie Européenne, et les réformes engagées récemment dans les différentes universités des pays Maghrébins. Ces convergences les amènent à décider d'oeuvrer collectivement à la construction d'un espace euro-maghrébin commun, porteur d'ambitions et de valeurs partagées, et déclinaison particulière d'un espace plus large euroméditerranéen, et réaffirmer l'importance primordiale de l'éducation et de la coopération dans l'enseignement supérieur pour développer et renforcer la stabilité, la paix et la démocratie des sociétés - 19/20.11.2004

Agence de Mutualisation des Universités et Etablissement

Espace européen de l'enseignement supérieur : ECTS et compétences d'un pays à l'autre,

Séminaire - compte-rendu - Il s'agit d'inscrire notre réflexion dans une perspective particulière : celle de la mobilité des étudiants et du processus de « Bologna ».L'idée-force guidant notre

réflexion de fond doit être celle de la mobilité étudiante. Cela a pour corollaire la nécessité d'introduire des éléments d'ajustement des cursus européens afin de rendre cette mobilité non seulement possible mais aussi importante - 9.05.2006

European Research and Higher Education Doctoral Studies

[Papers and drafts](#) - Third International EUREDOKS Conference Centre for Research on Higher Education and Work, University of Kassel 16/18 .06.2006 - [Conference 2005 - Transformations experienced by higher education and research institutions in European countries - Concrete effects of the Bologna process on higher education and research institutions](#) - Concrete effects of the Bologna process on higher education and research institutions - Concrete effects of the Bologna process on higher education and research institutions - Management and assessment tools within higher education and research institutions - First Euredoks conference - 2004

Università degli Studi di Siena e Centro Universitario per la valutazione e il controllo CRESCO

[The Bologna Process and Its Actors](#), As the result of the Bologna process, "the European Higher Education , Research and Longlife Learning Area" is about to become a concrete reality for the signatory countries of the European Cultural Convention. Even if it has become official only recently, this process takes roots in a very long period that started after the second world war. The examination of its genesis shows its weak legitimacy. At any moment, it has been the subject of a democratic deliberation... The reform started by the Bologna process is likely to have two interpretations which are only seemingly contradictory. The factual reading considers that the process has been able to begin because Minister Allègre, consolidated by the Attali report, dared a daring takeover by force that quickly revealed paying. This second reading would tend to accredit the hypothesis according to which "the creation of a "European Higher Education and Research Area" had become inevitable". This reading has been consolidated by the reactions it caused everywhere in the world - Working Paper, n. 8 - j.E. Charlier - S. Croche, October 2004 - [Working Papers](#)

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Europe Unit

[The UK Higher Education Sector and Bologna Process](#) - Relevant Information - [Guide to the Bologna Process. The UK Higher Education Europe Unit](#) - Edition n° 2, It focuses on issues of particular relevance to the UK in the lead-up to the next Bologna Process ministerial summit in London in 2007 - November 2006 - [Guide to The Diploma Supplement](#), The Supplement is designed to increase the transparency and recognition of qualifications across Europe and is an important action line of the Bologna Process, which aims to create the European Higher Education Area (EHEA) by 2010. The benefits the Supplement offers, in terms of providing information on the student, the level and nature of their qualification – and where the qualification fits within the national qualification framework - July 2006 - [Guide to the Bologna Process. The UK Higher Education Europe Unit](#), This

booklet seeks to provide the UK higher education (HE) sector with an authoritative guide to the Bologna Process to create the European Higher Education Area. It aims to help the sector to engage with the Bologna Process and to benefit from the opportunities it creates. Clarifying key ministerial agreements, it dispels the myths surrounding the consequences of 'Bologna' for the UK and indicates sources of further information - January 2005

The European Association for University Lifelong Learning

Conference - [ULLL and the Bologna Process: From Bologna to London and Beyond](#) - 15/17.03.2007 and [Past Conferences](#) -

[University Lifelong Learning in the Bologna Process from Bergen to London and Beyond](#) - A policy statement and proposal from EUCEN to promote university lifelong learning in the Bologna process - Proposals and Recommendations - and [Annex](#), July 2005

Non Governmental Organisations

National Unions of Students

[Bologna with Student Eyes](#), ESIB is presenting an analysis on the progress of the Bologna Process at European and national level to the Ministerial Summit. "Bologna With Student Eyes" portrays the European Higher Education Area (EHEA) as seen by students and the involvement of students in shaping the EHEA. National unions of students from 36 countries have contributed to this survey with their views, policies and experiences. The report is divided into 9 chapters in which selected parts of Bologna Process reforms are discussed: Social Dimension, Quality Assurance, Student Participation, Mobility, Cycles and Credits, Recognition of Prior Learning, Qualifications Frameworks, Doctoral Studies, European and External Dimension - May 2007 - [Draft Executive Summary](#) - [Promoting Mobility: a study on the obstacles to student mobility](#), This pages contains various documents on the Bologna Process (reforms of higher education) and on the emerging common European Higher Education Area, with a particular focus on SEE countries - January 2007 - [The Black Book of the Bologna Process](#), The main aim of the Black book should be seen as learning from your own

mistakes and avoiding the mistakes other countries did in the process of reforms. May 2005

[Student Mobility](#) - Student mobility refers to a study period taken mainly abroad and returning home afterwards. Problems of recognition, financing, information-sharing and language barriers must be determinedly addressed in the context of both horizontal and vertical mobility - Related Documents

CHEPS Centre for Higher Education Policy Studies

[Higher education policy issues and trends. An update on higher education policy issues in 2004 in 11 Western countries](#) - In the first and main part of the report, the issues most pertinent in public debates and policies are identified and discussed. Information is collected from written and electronic sources as well as through consultation of national experts. The second part of the report is a comparative analysis. In this part, the issues are identified that are common in a number of national systems or even in most systems - March 2005

[The European higher education and research landscape 2020](#) - We formulated 49 statements on higher education in Europe in 2020 that were organised around six themes: 1) education, 2) research and innovation, 3) funding, 4) quality, 5) higher education, society and labour market, and 6) institutional governance and management - September 2004

[Working on the European Dimension of Quality Report of the conference on quality assurance in higher education as part of the Bologna process](#), 12/13.03 2002

Eurostudent

[Social and Economic Conditions of Student Life in Europe 2005 - Report](#) - In this book, the contributions of the hosting ministers and of various distinguished guest speakers are brought together...the shared descriptors for bachelor and masters as originating from the joint quality initiative are presented and an overview of how similar descriptors could be generated at the programme level in various fields of knowledge by higher education institutions co-operating internationally in the so-called Tuning project - 2005

Working Group on Social Dimension and Data on Mobility of Staff and Students within the Bologna Process

[Key issues for the European Higher Education Area - Social Dimension and Mobility Report from the Bologna Process Working Group on Social Dimension and Data on Mobility of Staff and Students in Participating Countries, May 2007](#)

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[The Bologna Process: Students Plans and Perceptions](#) - The EFMD survey of student perceptions of Bologna revealed that "half of the students surveyed have no in-depth knowledge of the Bologna reforms"... Half of the students surveyed have no awareness about mobility scholarships - Report 29.09.2006 - [The future of graduate management education in the context of the Bologna Accord](#) - The report focuses on the impacts of Bologna on graduate management education in particular (MBA and Master degrees), and finds that Bologna is a great opportunity for post-experience MBA education to become an integral part of formal higher education. It also represents an opportunity for traditional higher education institutions to learn from the MBA model which is far ahead in responding to stakeholders - 14.06.2006

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[Rapport Conseil et Conférence du CSEE Education et Formation 2010: Compétences dans la société de la connaissance : développer des politiques relatives à la mise en oeuvre sur les plans national et européen](#) - Diverses questions méritent une attention particulière: maintien de l'accent sur l'importance des aspects sociaux et culturels pour l'éducation ; préoccupation concernant les partenariats unissant le secteur public et le secteur privé ; garantie de l'éducation et de la formation tout au long de la vie pour tous ; offre assurée d'une formation initiale de haute qualité ; le CECP considéré dans un système suivant une approche descendante ; importance de mettre en place les certifications professionnelles nationales avant le CECP et la nécessité de poursuivre la consultation avec les partenaires sociaux - 5/6.12.2005

UNICE - The Confederation European Business

Position Paper - [Position on the Employability of Graduates](#), Raising the employability of graduates is a key issue for improving the functioning of European labour markets. Adapting higher education to the global challenges of our societies is essential for developing knowledge-based European economies... Graduates' employability thus has to become a key mission for universities and other higher education institutions - 8.05.2007

Position Paper - [The Bologna Process Unices's Position and Expectations](#) - To turn the Bologna Process into a real success.. it is indispensable that all stakeholders (including employers) are involved in three major fields: It is necessary to develop a system of comparable quality requirements. The course towards comparable and reliable quality assurance, as set by the participating states and higher education institutions, must be continued. Courses of study need to be conceived with regard to the employability of graduates in international labour markets. Extensive employability of graduates needs to be ensured. Dialogue between higher education institutions and business about the relevant labour-market-related competences and qualifications must be intensified. High quality student and teacher mobility has to be ensured. Study abroad should be regarded as an internal part of regular study courses and should not lead to a prolongation of regular study periods. The increase in mobility needs to be monitored closely by higher education institutions and states - 15.10.2004

The Lisbon Council

Policy Brief - [The economics of knowledge: Why education is key for Europe's success](#) - The challenge for Europe is clear. But so is the solution: evidence shows – consistently, and over time – that countries and continents that invest heavily in education and skills benefit economically and socially from that choice. For every euro invested in attaining high-skilled qualifications, tax payers get even more money back through economic growth... if Europe wants to retain its competitive edge at the top of the global value-added chain, the education system must be made more flexible, more effective and more easily accessible to a wider range of people - by A. Schleicher, 3.07.2006

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[The Bologna Process and the Informatics Profession](#) - This special edition of UPGRADE is made up of a number of papers that jointly present the broadest possible overview of the effect that the new Bologna framework will have, or rather is already having, on computer studies and the IT profession. The European Journal for the Informatics Professional - Vol. VII, No. 4, August 2006, 3

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[Bologna Process development](#) - In addition to the three intermediate priorities - degree structure, quality assurance and recognition... there are four more areas... further challenges and priorities: research (and doctoral studies in particular), mobility, social dimension of Bologna process and the external dimension of Bologna process - September 2005 - [The Bologna Process: Towards Graz and Berlin](#), - Building Europe: The role of the Universities Higher Education Institutions have a major role to play: Universities are present all across Europe; Universities and social cohesion; Universities and their importance for regional development; Universities and their role in the dialogue with the younger generation - Annual Conference, 2002

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[The Fedora Charter on Guidance and Counselling within the European Higher Education Area](#), It sets out to answer the question how guidance and counselling can contribute to the overall mission of the universities in the EHEA by emphasizing the added value of guidance and counselling within HE and its essential contribution to students' personal growth and development, as well as to lifelong learning and professional adaptation - 2007

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Political framework for more mobility - International Mobility in German and Europe, 7.07.2006

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[Implications of the Bologna Process for Planning Education in Europe](#) - AESOP Action Programme: Planning

Education; Planning Research; European planning policy; Organisation and communication... Future role of AESOP: coordinator of planning curricula; supporter, promoter, exchange facilitator; involved in quality assurance / setting standards; involved in accreditation process as external evaluator; setting admission criteria for international students; working with ECTP - by S. Davoudi - P. Ellison, March 2006

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[The Bologna Process and Cultural Education](#) - Survey on the implementation of the Bologna Process in degree programmes in arts/cultural management and cultural policy across Europe and Policy Recommendation on Bologna Process - December 2006

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Further reading

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The Bologna Process has delivered some concrete results,
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