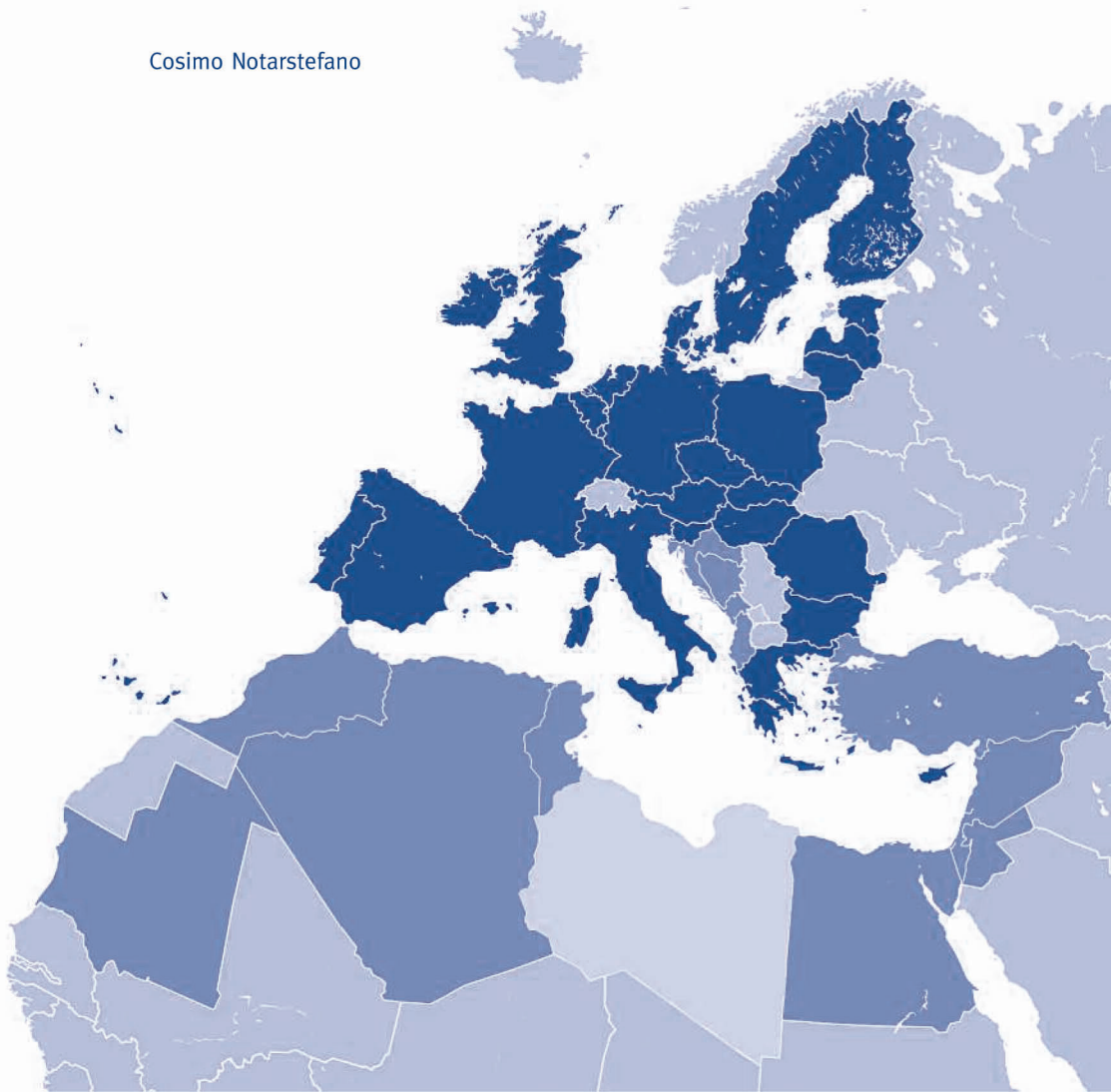




The role of Higher Education in the knowledge society: policies, processes and orientations in the new EU 2020 strategy

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INTRODUCTION*: *THE POLITICAL BACKGROUND*

The European Heads of State and Government, at the Informal European Summit at Hampton Court (UK) in October 2005 and the European Council in March 2007, highlighted the importance of the **knowledge triangle**: *education, research and innovation for the competitiveness of the European Union* and invited the Commission to identify concrete actions which would build on the Commission's Communications "*The role of universities in the Europe of knowledge*"¹ and "*Mobilising the brainpower of Europe: enabling universities to make their full contribution to the Lisbon Strategy*"².

The Commission's Communication "*Delivering on the Modernisation Agenda for Universities: Education, Research, Innovation*" of May 2006³, pointed to nine areas where action would help universities to modernise. The European Council in June 2006 called for a follow-up to the Commission's Communication and encouraged Member States to promote excellence and foster modernisation, restructuring and innovation in the higher education sector in order to unlock its potential and to underpin Europe's drive for more growth and jobs.

The Commission's Green paper of April 2007 "*the European Research Area: new perspectives*" served as a basis for broad stakeholder consultation and institutional and public debate. It highlights the need to strengthen the role of universities and research institutions in promoting excellence. The "Aho" Group Report on Creating an innovative Europe calls for stronger interaction between universities and other stakeholders in innovation. The intergovernmental Bologna process of many participating countries has resulted in progress to make European higher education more competitive internationally and in reforming some aspects of higher education, including measures to increase mobility and make Europe's citizens more employable through the creation of the *European Higher Education Area*.

The Decision of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning 2007-2013⁴ is based on the premise that an advanced knowledge society is the key to higher growth and employment rates, and that education and training are essential priorities for the EU in order to achieve the Lisbon goals.

The *Erasmus programme* within the *Lifelong Learning programme* pursues the dual objectives of supporting the achievement of a *European Area of Higher Education* and of reinforcing the contribution of higher education and advanced vocational education to the process of innovation, and supports to this end in particular large-scale mobility of university staff and students as well as multilateral projects and networks focussing on innovation, experimentation, the development of new concepts and competences and the modernisation of higher education institutions in Europe.

* This paper is prepared by C. Notarstefano (*Jean Monnet Chair of European Law*) in a multiple context of several EU programmes (LLP and particularly the last Jean Monnet Conferences), projects (ENPI and I.D.E.A 4), academic networks (CMU-Community of Mediterranean Universities, EMUNI, EPUF, CREMO, *Euromediterranean Jean Monnet Centre of Excellence*).

¹ COM(2003) 58 final.

² COM(2005) 152 final.

³ COM(2006) 208 final.

⁴ Decision N° 1720/2006/EC of OJ L 327/45 of 24 November 2006.

The Decision of the European Parliament and the Council of 18 December 2006 on the Seventh Framework Programme of the European Community for research, technological development and demonstration activities (2007-2013), with the Specific Programme “*Ideas*” and the European Research Council based upon it, provides important new instruments which will influence the research activities within European universities.

The Commission made a proposal in November 2006 to establish the European Institute of Technology to promote integrated innovation, research and higher education activities, and the Competitiveness Council agreed in its meeting of 25 June 2007 on a general approach with regard to the proposal.

The Commission’s proposal to renew the Erasmus Mundus programme for the period 2009–2013 aims to enhance quality in higher education and the promotion of intercultural understanding, contributing to the attractiveness of European higher education systems and academic excellence through innovative and extensive cooperation with third countries. The contribution to Meeting of Heads of State and Government held in Lisbon “*The European Interest: Succeeding in the age of globalisation*”, in particular the section on “*More R&D and innovation*” emphasised the importance of higher education modernisation in the external dimension of the Lisbon Strategy.

In this context the Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 26 November 2009 ***on developing the role of education in a fully-functioning knowledge triangle*** (2009/C 302/03) that recalling

- the core values of the renewed Lisbon strategy, focussing on growth and jobs as the means for achieving a prosperous, fair and environmentally sustainable future for Europe and the key role of the knowledge triangle in that process,
- the call made by the Brussels European Council of 19/20 March 2009 for urgent concrete measures to ‘*encourage partnership between business, research, education and training*’ and to ‘*step up and improve the quality of investment in research, knowledge and education.*’

The prolonged downturn continues to have a serious impact on the global economy; so a full use it should be made of the renewed Lisbon Strategy - with its emphasis on the knowledge triangle - as the basis for an effective and durable recovery across the European Union. If the EU is to be equipped to meet the long-term challenges of a competitive global economy, climate change and an ageing population, the three components of the knowledge triangle must all function properly and interact fully with each other, and the fundamental role of education is to provide for the development of individuals so that they may realise their full potential in today’s society, and that, consequently, education institutions at all levels have a very broad range of functions and responsibilities.

However, the specific function of education as the basis of the knowledge triangle needs to be further developed.

The European Council considers that the further integration of education, research and innovation in a fully-functioning knowledge triangle would Strengthen Europe’s innovative capacity and the development of a creative and knowledge-intensive economy and society through:

- a much enhanced and constantly evolving knowledge base in universities* and research

* The term *universities* is used to denote all types of higher education institution.

centres that could be quickly translated into innovative products, services, approaches and methods in the wider economy and society at large,

- promoting a creative, innovative and entrepreneurial mindset among pupils, trainees, students, teachers and researchers which would underpin the progressive development of a greater culture of enterprise through education and training together with a more dynamic European labour market and a higher skilled workforce.

Contribute to achieving significant progress:

- in meeting the objective of the New Skills for New Jobs initiative to improve the employability of EU citizens in a changing labour market,
- in the modernisation agenda for universities.

Identify the following specific challenges for the sector the need:

- to bridge the cultural gap between education - in the sense of teaching, learning and transmission of socio-cultural values - and research and innovation in the commercial sphere,
- for a more innovative and entrepreneurial culture within the university sector,
- to improve communication and mobility between the teaching and research world and the world of business and the wider economy and to foster mobility and the exchange of ideas between different academic and research disciplines,
- to reform further the governance and financing structures of universities allowing for greater autonomy and accountability so as to facilitate a more diversified revenue stream and more effective collaboration with the business world and to equip universities to participate in the knowledge triangle on a global scale.

The following general principles should underly policies seeking to address these specific challenges - the concept of the knowledge triangle relates to the need for improving the impact of investments in the three forms of activity - education, research and innovation - by systemic and continuous interaction, - fully integrating the knowledge triangle requires more joined-up policy-making and cooperation between the fields of education, research and innovation at both European and Member State level, - for education to fulfil its role in the knowledge triangle, research and innovation objectives and outcomes need to feed back into education, with teaching and learning underpinned by a strong research base, and with teaching and learning environments developed and improved through greater incorporation of creative thinking and innovative attitudes and approaches, - the traditional academic culture in universities needs to be complemented by an awareness that it also has a key role in delivering a more highly skilled, enterprising and flexible workforce which will form the foundation for economic growth and prosperity, as well as improved quality of life, in the years to come.

The training of researchers and lecturers should enable them to better instill a culture of innovation into the organisations for which they work, — the knowledge triangle must be taken into account when developing lifelong learning strategies at national, regional and institutional level so that universities become more involved in the upgrading of skills relevant for the knowledge economy and admission rules sufficiently recognise the value of prior learning and working experiences, — new ideas and innovations are born from the coming together of different kinds of knowledge and through the curiosity-driven search for new knowledge. This is why, in addition to science and technology, it is crucial to recognise that quality education and research in social sciences and humanities play an important role in innovation, — the pluralism among Europe's university and research systems should be considered to be an asset for the development of diverse approaches to a fully-functioning knowledge triangle.

SEVEN PRIORITIES FOR ACTION:

1. DEVELOPING MORE COHERENCE BETWEEN POLICIES IN THE FIELDS OF EDUCATION, RESEARCH AND INNOVATION

There is a need for more coherent policy-making at European and Member State level fully integrating the three components of the knowledge triangle. Policies within the fields of education, research and innovation should be mutually reinforcing to ensure the development of a fully functional knowledge triangle and to speed up the transition towards a true knowledge-based economy and society. In the framework of existing reporting processes in the open method of coordination, the Commission should report back to the Council on measures taken in the areas of education, research and innovation to support the integration of the knowledge triangle. The report should include identifying obstacles and suggestions for further development.

2. ACCELERATING PEDAGOGICAL REFORM

Member States should encourage education and training institutions to ensure that curricula, as well as teaching and examination methods at all levels of education, including doctoral level, incorporate and foster creativity, innovation and entrepreneurship. One way of doing this is to develop curricula on an ongoing basis in cooperation with research institutions, industry and other stakeholders, as appropriate.

3. PARTNERSHIP BETWEEN UNIVERSITIES AND BUSINESS AND OTHER RELEVANT STAKEHOLDERS

In the context of developing closer links between universities and the communities which they serve, particular attention should be given to the development of incentives for staff mobility between the university and business sectors, including staff exchange programmes. University-business cooperation should be enhanced as part of universities education, research and innovation strategies.

4. MEASURES TO DEVELOP AN INNOVATION CULTURE IN UNIVERSITIES

Member States should encourage universities to accelerate their efforts to develop an '*innovation culture*' through, *inter alia*, more dynamic and interactive learning environments and incentives to staff to engage in projects with an innovation dimension. Funding arrangements and incentive structures at institutional level could be developed to foster a '*cultural change*' so that cooperation with industry is recognised as an important factor for career advancement. The crucial role of higher education leaders in supporting the effective development of an '*innovation culture*' should be acknowledged.

5. CREATING INCENTIVES FOR UNIVERSITIES TO DEVELOP TRANSFERABLE KNOWLEDGE

Member States should examine whether there are adequate incentives for universities to develop knowledge which can be transferred to the wider economy for development into innovative goods and services. Where legal provisions, governance structures or financial provisions prevent institutions from making a profit from such knowledge development and transfer, Member States should seek to adjust the framework within which their

institutions operate so that such barriers are removed and universities are given sufficient autonomy. Universities should develop specific strategies for knowledge creation, development and transfer.

6. NEW APPROACHES TO QUALITY ASSESSMENT

In particular for higher education, Member States should work together to develop ‘*knowledge triangle*’ criteria for assessing the quality of their institutions, which should focus on how successfully research and innovation have been integrated with teaching and core educational functions and how successful the institutions are in creating learning environments that stimulate creativity and entrepreneurial approaches to harnessing knowledge and in preparing its students for their future social and economic lives.

7. DEVELOPING THE EIT AS A MODEL FOR THE FUTURE

The European Institute of Innovation and Technology (EIT), being the first EU-level initiative to focus on coherent interactions between all actors of the knowledge triangle, should be developed as an example of good practice for Member States, higher education and research institutions and the business sector with regard to integrating all three sides of the triangle. The future Knowledge and Innovation Communities (KICs), the EIT’s main operational entities, should have the potential of showing new ways to tackle economic and societal challenges (e.g. sustainable energy and climate change mitigation and adaptation) via holistic and multi-disciplinary approaches, as well as via new models for governance and funding aimed at stimulating innovation of the highest standards. The EIT should disseminate these models, which should inspire the creation of other joint initiatives at various levels and across borders, paying special attention to the need to develop the role of education within the knowledge triangle. Within the Strategic Framework for European cooperation in education and training, the Commission should ensure that Member States are made aware of the best practices with regard to these seven priorities and that progress can be compared across these areas.

CHAPTER 1

THE BOLOGNA PROCESS:

GENERAL OVERVIEW AND RECENT DEVELOPMENTS

With one exception, the European Higher Education Conventions⁵ date from the 1950s or early 1960s.

The *UNESCO Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region* dates from 1979.

Higher education in Europe has changed since then, and the conventions have not been adjusted accordingly. On the national level, the predominant change has been the diversification of higher education. Whereas national higher education systems in the 1950s were made up of traditional universities run explicitly by State authorities or, as in the case of Catholic universities, implicitly approved by them, systems are now much more diverse. A large percentage of students in higher education attended non-university institutions which provide shorter and more vocationally oriented courses, such as the German Fachhochschulen or the Norwegian statlige høyskoler or follow, in universities, non-traditional programmes of shorter duration with a stronger emphasis on professional education, such as the French Instituts Universitaires de Technologie (I.U.T.).

Conscious of the fact that the right to education is a human right, and that higher education, which is instrumental in the pursuit and advancement of knowledge, constitutes an exceptionally rich cultural and scientific asset for both individuals and society, the Convention on the Recognition of Qualifications concerning Higher Education in the European Region was adopted by the Council of Europe and Unesco at a Diplomatic Conference in Lisbon on 8-11 April 1997.

The fundamental orientations of the Bologna process were established in the Sorbonne Joint Declaration on Harmonisation of the Architecture of the European Higher Education System, signed on 25 May 1998 by the education ministers of France, Germany, Italy, United Kingdom.

The Sorbonne Declaration was focused on the following principles in order to:

- improve the international transparency of programmes and the recognition of qualifications by means of gradual convergence towards a common framework of qualifications and cycles of study;
- facilitate the mobility of students and teachers in the European area and their integration into the European labour market;
- design a common degree level system for undergraduates (bachelor degree) and graduates (master and doctoral degrees).

One year later, in June 1999, was signed by ministers responsible for higher

⁵ *European Convention on the Equivalence of Diplomas leading to Admission to Universities* (1953, CETS No. 15), and its *Protocol* (1964, CETS No. 49); *European Convention on the Equivalence of Periods of University Study* (1956, CETS No. 21); *European Convention on the Academic Recognition of University Qualifications* (1959, CETS No. 32); *European Convention on the General Equivalence of Periods of University Study* (1990, CETS No. 138).

education in 29⁶ European countries, the Bologna Declaration on the European Higher Education Area (inspired by the previous Sorbonne Declaration), in order to establish the general framework for the modernisation and reform of European higher education.

This process of reform came to be called the Bologna process⁷ and, the Bologna Declaration, indicates the objective of increasing the international competitiveness of the European system of higher education facing to the global evolution from around the world.

The Bologna process promoted a series of meetings of Ministers responsible for higher education at which policy decisions have been taken with the goal to establish a European Higher Education Area by 2010.

In the Bologna Declaration, ministers affirmed their intention to:

- Adopt a system of easily readable and comparable degrees;
- Implement a system based essentially on two main cycles;
- Establish a system of credits (such as ECTS);
- Support the mobility of students, teachers, researchers and administrative staff;
- Promote European cooperation in quality assurance;
- Develop the European dimensions in higher education (in terms of curricular development and international institutional cooperation).

In May 2001, a new meeting held in Prague⁸ to establish the main priorities that should drive the Bologna process in the years ahead. The higher education ministers also decided to create a Bologna Followup Group (BFUG)⁹ responsible for the continuing development of the process, and composed of representatives of all signatory countries, the European Commission and chaired by the rotating EU Presidency.

The *Prague Communiqué* focused three fundamental elements of the Bologna process:

- Developing lifelong learning;
- Involving higher education institutions and students;
- Promoting of the attractiveness of the European Higher Education Area.

In September 2003, during the Berlin Conference¹⁰, ministers charged the BFUG with preparing detailed reports on the progress and implementation of the intermediate priorities

⁶ In 1999, the signatory countries included the then 15 EU Member States (Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, Sweden, United Kingdom), plus three EFTA countries (Iceland, Norway and Switzerland) and 11 EU candidate countries (Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia and Slovenia). International institutions such as the European Commission, the Council of Europe and several networks, associations of universities, rectors and European students also participated in drafting the Declaration.

⁷ We must consider that to set up the *Bologna process*, seven ministerial conferences have been held from 1998 to 2010 in different European cities, namely Paris (at the Sorbonne University), Bologna, Prague, Berlin, Bergen, London, Leuven/Louvain-la-Neuve and the recent Budapest-Vienna Declaration on the *European Higher Education Area* adopted on March 12, 2010.

⁸ In 2001, 33 countries participated, with Croatia, Cyprus and Turkey accepted as new members. Liechtenstein was also included, having committed to the process between the Bologna and Prague conference; the European Commission also became a member.

⁹ The Council of Europe, the European University Association (EUA), the European Association of Institutions in Higher Education (EURASHE), the National Unions of Students in Europe (ESIB), later renamed the European Students Union (ESU), take part as consultative members in the work of the BFUG.

¹⁰ The *Berlin Communiqué* was an important stage in the follow up to the Bologna process with the inclusion of seven new signatory countries (Albania, Andorra, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, the Holy See, Montenegro, Russia and Serbia), 40 countries were then involved.

and organising a stocktaking process before the following ministerial conference in 2005.

In fact, with the **Berlin Communiqué**, the *Bologna process* gained added value by setting specific priorities for the next two years:

- Development of quality assurance at institutional, National and European levels;
- Implementation of the two-cycle system;
- Recognition of degrees and periods of studies, including the provision of the Diploma Supplement automatically and free of charge for all graduates as of 2005;
- Elaboration of a framework of qualifications for the European Higher Education Area;
- Inclusion of the doctoral level as the third cycle in the process;
- Promotion of closer links between the *European Higher Education Area* and the *European Research Area*.

The ministers responsible for higher education met in Bergen¹¹ (2005) to discuss the mid-term achievements of the *Bologna process*, adopted the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the Framework of Qualifications for the European Higher Education Area (FQ-EHEA).

In the **Bergen Communiqué**, ministers enlarged their priorities for 2007, which also included:

- Reinforcing the social dimension and removing obstacles to mobility;
- Implementing standards and guidelines for quality assurance as proposed in the ENQA report;
- Developing national frameworks of qualifications in compatibility with the adopted Framework of Qualifications for the European Higher Education Area;
- Creating opportunities for flexible learning paths in higher education, including procedures for recognition of prior learning.

During the London Ministerial meeting¹² held on 17-18 May 2007 provided a landmark in establishing the first legal body to be created through the Bologna process: the *European Quality Assurance Register* (EQAR). This is to become a register of quality assurance agencies that comply substantially with the standards and guidelines for quality assurance in the European Higher Education Area (ESG) on the basis of external evaluation.

In the **London Communiqué** ministers agreed to develop a double approach in two main areas (the social dimension with national strategy and action plans and the global dimension, with a strategy acting on European higher education) and:

- welcomed the creation of the European Quality Assurance Register (EQAR);
- committed to completing national frameworks of qualifications in compatibility with the adopted Framework of Qualifications for the European Higher Education Area by 2010;
- promised to report on national action to remove obstacles to the mobility of students and staff;
- pledged to implement and report on national strategies for the social dimension, including action plans and measures to evaluate their effectiveness;
- adopted a strategy for the European Higher Education Area in global setting.

¹¹ By May 2005, the Bologna process extended to 45 signatory countries with the inclusion of Armenia, Azerbaijan, Georgia, Moldova and Ukraine.

¹² The country membership expanded to 46 with the recognition of the Republic of Montenegro as an independent State in the European Higher Education Area.

The Leuven/Louvain-la-Neuve Ministerial meeting, held on 28 and 29 April 2009, took stock of the achievements of the Bologna process and laid out the priorities for the European Higher Education Area for the next decade.

Looking back to ten years of European higher education reform, Ministers emphasised the achievements of the Bologna process, highlighting in particular the increased compatibility and comparability of European education systems through the implementation of structural changes and the use of ECTS and the Diploma Supplement. Acknowledging that the European Higher Education Area is not yet a reality, the Leuven/Louvain-la-Neuve Communiqué also established the priorities for the decade until 2020. The organisational structures of the Bologna process were endorsed as being fit for purpose, and ministers decided that in the future the Bologna process would be co-chaired by the country holding the EU presidency and a non-EU country.

In the Leuven/Louvain-la-Neuve Communiqué, ministers agreed that:

- each country should set measurable targets for widening overall participation and increasing the participation of under-represented social groups in higher education by the end of the next decade;
- by 2020 at least 20% of those graduating in the EHEA should have had a study or training period abroad;
- lifelong learning and employability are important missions of higher education;
- student-centred learning should be the goal of ongoing curriculum reform.

In the Leuven/Louvain-la-Neuve Communiqué, the Ministers¹³ responsible for higher education in the countries participating in the Bologna Process identified the following higher education priorities for the coming decade:

- social dimension,
- equitable access and completion,
- lifelong learning, employability,
- student-centred learning and the teaching mission of higher education,
- education, research and innovation;
- international openness,
- mobility,
- data collection,
- multidimensional transparency tools,
- funding.

To implement the Bologna reforms and to make progress in all priority areas, strong efforts will be required especially at national and institutional level (even if these efforts can be supported by joint European action).

¹³ For the short term, the Ministers therefore entrusted the BFUG “to prepare a work plan up to 2012 to take forward the priorities identified in this Communiqué and the recommendations of the reports submitted to this Ministerial conference, allowing the future integration of the outcome of the independent assessment of the Bologna Process. In particular the BFUG is asked to:

- define the indicators used for measuring and monitoring mobility and the social dimension in collection
- consider how balanced mobility could be achieved within the EHEA;
- monitor the development of the transparency mechanisms and to report back to the 2012 ministerial conference;
- set up a network, making optimal use of existing structures, for better information on and promotion of the Bologna Process outside the EHEA;
- follow-up on the recommendations of analysis of the national action plans on recognition” (Leuven/Louvain-la-Neuve Communiqué, par. 26).

The recent Budapest-Vienna Declaration on the European Higher Education Area adopted on March 12, 2010, by the Ministers responsible for higher education in the countries participating in the Bologna Process, to launch the European Higher Education Area (EHEA), as envisaged in the Bologna Declaration of 1999.

In a unique partnership between public authorities, higher education institutions, students and staff, together with employers, quality assurance agencies, international organisations and European institutions, the Ministers have engaged in a series of reforms to build a European Higher Education Area based on trust, cooperation and respect for the diversity of cultures, languages, and higher education systems. In fact, the Ministers:

- recommit to academic freedom as well as autonomy and accountability of higher education institutions as principles of the European Higher Education Area,
- underline the role the higher education institutions play in fostering peaceful democratic societies and strengthening social cohesion and the key role of the academic community - institutional leaders, teachers, researchers, administrative staff and students - in making the European Higher Education Area a reality, providing the learners with the opportunity to acquire knowledge, skills and competences furthering their careers and lives as democratic citizens as well as their personal development;
- reaffirm that higher education is a public responsibility and commit, notwithstanding these difficult economic times, to ensuring that higher education institutions have the necessary resources within a frame work established and overseen by public authorities;
- ask the Bologna Follow-up Group to propose measures to facilitate the proper and full implementation of the agreed Bologna principles and action lines across the European Higher Education Area, especially at the national and institutional levels, among others by developing additional working methods, such as peer learning, study visits and other information sharing activities. By continuously developing, enhancing and strengthening the European Higher Education Area and taking further the sinergie with the European Research Area, EU will be able to successfully face the challenges of the next decade. The next Ministerial Meeting to take stock of progress and to drive the Leuven/Louvain-la-Neuve agenda forward, will be hosted by Romania in Bucharest on 26-27 April 2012.

GUIDE TO THE DIAGRAM

The **duration of cycles** reflects the typical Bologna model.

First-cycle qualifications comprise 180-240 ECTS credits while second-cycle qualifications comprise 60-120 ECTS credits. The third cycle is shown in years, as are those programmes outside the typical Bologna model.

Vertical lines show the end of a qualification, usually indicating access both to the labour market and to the next cycle. Some shortcycle degree-awarding programmes may require additional studies in order to continue to the following Bologna cycle. These cases are represented by a vertical line **within** a degree cycle box. Where **programmes extend across two cycles**, e.g. for integrated long programmes, this is indicated by a broken line between the two cycles. The '**most common duration of a Bologna cycle**' in a National higher education system is shown first in each diagram. '**Other durations of a Bologna cycle**' reflect programmes in the typical Bologna model that are less common in a higher education system.

'Programmes outside the typical Bologna model' deviate from the three-cycle structure or differ in length from the typical Bologna model. For these programmes, the corresponding **fields of study** are provided on the right hand side of the diagram.

'Professional programmes' are shown when countries consider that professional and academic programmes are differentiated in a national system and when these professional programmes are an integral part of the higher education system.

The generic degree title awards are named in the diagram. This does not preclude further specification of degrees, for example by subject area, in individual higher education systems. The generic **names of institutions** are also provided for all programmes in each cycle. All boxes representing programmes are of **equal height**. Qualitative differences are shown by colours. Where study programmes are offered for various lengths of time (e.g. a first cycle degree of 180 and 240 ECTS), this is indicated by a box with staggered height levels. Where programme lengths are not clearly defined (most often in the third cycle), a sloping line indicates the normal range of duration. The existence of **admission requirements** for programmes is indicated by a triangle. An **upward pointing triangle** indicates that selection procedures exist at institutional level.

A **downward pointing triangle** indicates that selection procedures exist at national level.

A **filled-in triangle** means that this is always the case and an **empty triangle** means that it is the case in some programmes and/or some institutions. **Lines between cycles** indicate possible connections within programmes. They do not imply automatic or necessary progression. Diagrams do not indicate opportunities that may exist for students to undertake several programmes at the same level simultaneously, to embark on fresh first and/or second-cycle studies after obtaining a first or second-cycle qualification, or to transfer between programmes leading to a first-cycle qualification.

Timeline of the Bologna process

Mobility of students and teachers	Mobility of students, teachers, researchers and administrative staff	Social dimension of mobility	Portability of loans and grants Improvement of mobility data	Attention to visa and work permits	Challenges of visa and work permits, pension systems and Recognition	Benchmark of 20% by 2020 for student mobility
A common two-cycle degree system	Easily readable and comparable degrees	Fair recognition of recognised joint degrees	Inclusion of doctoral level as third cycle Recognition of degrees and periods of studies Joint degrees	FQ-EHEA adopted National Qualifications Frameworks launched	National Qualifications Frameworks by 2010	National Qualifications Frameworks by 2012
			Equal access	Reinforcement of the social dimension	Commitment to produce national action plans with effective monitoring	National targets for the social dimension to be measured by 2020
		Lifelong learning (LLL)	Alignment of national LLL policies Recognition of Prior Learning (RPL)	Flexible learning paths in higher education	Work towards a common understanding of the role of higher education in LLL Partnerships to improve employability	LLL as a public responsibility requiring strong partnerships Call to work on employability
Use of credits	A system of credits (ECTS)	ECTS and Diploma Supplement (DS)	ECTS for credit accumulation		employability Need for coherent use of tools and recognition practices	Continuing implementation of Bologna tools
	European cooperation in quality assurance	Cooperation between quality assurance and recognition professionals	Quality assurance at institutional, national and European level	European Standards and Guidelines for quality assurance adopted	Creation of the European Quality Assurance Register (EQAR)	Quality as an overarching focus for EHEA
Europe of Knowledge	European dimensions in higher education	Attractiveness of the European Higher Education Area	Links between higher education and research areas	International cooperation on the basis of values and sustainable development	Strategy to improve the global dimension of the Bologna process adopted	Enhance global policy dialogue through Bologna Policy Fora
1998 Sorbonne Declaration	1999 Bologna Declaration	2001 Prague Communiqué	2003 Berlin Communiqué	2005 Bergen Communiqué	2007 London Communiqué	2009 Leuven/Louvain-la-Neuve Communiqué

Source: Focus on Higher Education in Europe 2010: The Impact of the Bologna Process, Brussels: Eurydice, 2010, 158 p.

CHAPTER 2

THE COPENHAGEN PROCESS AND THE BRUGES COMMUNIQUÉ ON ENHANCED EUROPEAN COOPERATION IN VOCATIONAL EDUCATION AND TRAINING FOR THE PERIOD 2011-2020*

Foreword

The Copenhagen Declaration of 29-30 November 2002 launched the European strategy for enhanced cooperation in Vocational Education and Training (VET), commonly referred to as the “*Copenhagen process*”. Today in 2010 on the basis of our 8 years of European cooperation, we have defined the long-term strategic objectives for the next decade (2011-2020). We have taken into account our past achievements, current and future challenges, and the underlying principles and ideas of the Copenhagen process. An overall review of the process by the European Centre for the Development of Vocational Training (Cedefop), based on a survey in the 27 Member States and Iceland, Norway and Liechtenstein, facilitated our work, as did a similar report on Croatia, Turkey and the Former Yugoslav Republic of Macedonia by the European Training Foundation.

I. NEW IMPETUS FOR VOCATIONAL EDUCATION AND TRAINING IN EUROPE - CURRENT AND FUTURE CHALLENGES

Education and training for tomorrow's Europe

Europe is trying to recover from a severe economic and financial crisis. Unemployment rates are high – in particular amongst young people¹⁴. The crisis has emphasised the need to reform our economies and societies. Europe wants to become smarter, more sustainable and more inclusive. To achieve this we need flexible, high quality education and training systems which respond to the needs of today and tomorrow¹⁵.

Labour market evolution

Today, in Europe some 76 million 25-64 year olds - roughly equivalent to the combined total populations of Italy, Hungary and Austria - have either low qualifications or no qualifications at all. Too many 18-24 year olds continue to leave education and training unqualified. Measures to prevent or remedy early school leaving are urgently required. Cedefop's projections of skills needs for the next decade show that technological change

* *Communiqué of the European Ministers for Vocational Education and Training, the European Social Partners and the European Commission, meeting in Bruges on 7 December 2010 to review the strategic approach and priorities of the Copenhagen process for 2011-2020.* Belgian Presidency Education & Training 7 December 2010.

¹⁴ The figures of September 2010 for the EU 27 Member States indicated a general unemployment rate of 9,6 % and a youth unemployment rate of 20,3% (Eurostat).

¹⁵ The European Commission adopted on 9 June 2010 a Communication “*A New Impetus for European cooperation in Vocational Education and Training to support the Europe 2020 strategy*”, which proposed in broad terms a future agenda for the European VET policy.

will increase the demand for those with high and medium qualifications at the expense of low-qualified people. Even those occupations that used to require mostly low-level skills are increasingly requiring medium or even high-level qualifications. This means that people with low (or no) formal qualifications will find it more difficult to find a job in the future. There is also increasing evidence suggesting the polarization of employment with rising wages for highly skilled workers and falling wages for low- and unskilled workers.

The right skills

Today's pupils and students will still be in the beginning of their career in 2020 with at least 30 years to go in their professional live, and some of them in occupations that do not exist today and others perhaps in occupations that are disappearing. We need to improve the capacity of VET to respond to the changing requirements of the labour market. Integrating changing labour market needs into VET provision in the long term requires a better understanding of emerging sectors and skills, and of changes to existing occupations. In cooperation with the relevant stakeholders we must regularly review occupational and education/training standards which define what is to be expected from the holder of a certificate or diploma. This means closer collaboration between stakeholders active in skills anticipation including representatives of professional sectors, social partners, relevant civil society organisations, and education and training providers. We need to adapt VET content, infrastructure and methods regularly in order to keep pace with shifts to new production technologies and work organisation. The transition to a green economy is a mega trend which affects skill needs across many different jobs and sectors. Many of the skills needed, can be found in existing occupations. Concretely, the labour market requires a balance between developing generic green skills (e.g. reducing waste, improving energy efficiency) and specific skills. Just as information and communications technology skills are essential for everybody today green skills will be important to almost every job in the future.

Ageing society

The future European labour market will be simultaneously confronted with an ageing population and shrinking cohorts of young people. As a result, adults - and in particular, older workers - will increasingly be called upon to update and broaden their skills and competences through continuing VET. This increased need for lifelong learning means we should have more flexible modes of delivery, tailored training offers and well-established systems of validation of non-formal and informal learning. The potential of information and communications technology (ICT) can be used to boost adult education and training through distance learning.

The dual objective of VET

Initial and continuing VET share the dual objective of contributing to employability and economic growth, and responding to broader societal challenges, in particular promoting social cohesion. Both should offer young people, as well as adults, attractive and challenging career opportunities, and should appeal equally to women and men, to people with high potential and to those who, for whatever reason, face the risk of exclusion from the labour market.

Quality and excellence

Given the role of VET in European societies and economies, it is crucial to ensure the

sustainability and excellence of vocational education and training. If Europe is to maintain its position as the strongest exporter of industrial products in the world, it must have world class VET. In the knowledge society vocational skills and competences are just as important as academic skills and competences. The diversity of European VET systems is an asset for mutual learning. But transparency and a common approach to quality assurance are necessary to build up mutual trust which will facilitate mobility and recognition of skills and competences between those systems. In the decade ahead we must give high priority to quality assurance in our European cooperation in VET.

Empowering people

Not only labour markets but also societies as a whole are changing rapidly. We must empower people to adapt to new developments and manage change. This means enabling people to acquire knowledge, skills and competences that are not purely occupational. These broader competences -key competences- are important to succeed in life, and it should be possible to acquire them as well in VET as in any other form of education. Also VET has to give learners a chance to catch up, complement and build on key competences without neglecting occupational skills. ICT skills and competences and foreign language skills, in particular, will become more and more critical in terms of getting and keeping a job and in managing everyday life. Work-based learning is a way for people to develop their potential. The work-based component contributes substantially to developing a professional identity and can boost the self-esteem of those who might otherwise see themselves as failures. Learning on the job enables those in employment to develop their potential while maintaining their earnings. A well performing VET, which enables learning on and off-the-job on a part-time or full-time basis, can thereby also strongly contribute to social cohesion in our societies.

Internationalising VET

As players on the global education market, national VET systems need to be connected to the wider world in order to remain up-to-date and competitive. They have to be more capable of attracting learners from other European and third countries, providing them with education and training as well as making it easier to recognise their skills. Demographic change and international migration make these issues even more relevant. Although a European area of education and training is emerging, we have still not achieved our original objective of removing obstacles to mobility and we see that the mobility of learners in VET remains low. Better and targeted information provision and guidance are needed to attract more foreign learners to our VET systems.

Substantially increasing transnational mobility of VET learners and teachers, and recognising the knowledge, skills and competences they have acquired abroad, will be an important challenge for the future.

Investing in VET – a shared responsibility

Shaping VET is the shared responsibility of national governments, social partners, VET providers, teachers, trainers, and learners: all have a mutual interest in closer cooperation. An increased emphasis on adult learning in recent years also requires additional resources. The economic downturn should not lead to reduced investment in VET. Budgetary constraints will force us to come up with innovative solutions to secure sustainable funding for VET and to ensure that resources are efficiently allocated and equitably distributed.

IMPORTANT ACHIEVEMENTS OF THE COPENHAGEN PROCESS

The Copenhagen process has played a crucial role in raising awareness of the importance of VET at both national and European level. Progress is most evident in the common European tools¹⁶, principles and guidelines which have been developed to make qualifications more transparent, comparable and transferable, as well as to improve flexibility and quality of learning. They establish a basis to move towards a real European education and training area. The impact of the Copenhagen process on countries' VET policies has been both quick and strong: it has triggered profound reforms, amongst others the development of national qualifications frameworks with a view to implementing the European Qualifications Framework (EQF) and the shift to a learning outcomes approach. By changing the perspective from an input-oriented learning process to learning outcomes, comprehensive frameworks which include general education, VET and higher education, can help create transparent, permeable and flexible national qualifications systems. Peer learning activities and the exchange of good practices have helped to create a sense of ownership of the process and stimulated further activities. But more and better communication is needed to involve the stakeholders: social partners, VET providers, civil society and learners. VET policies alone do not suffice to address socio-economic challenges and make mobility and lifelong learning a reality. Comprehensive approaches are required which link VET to other policies, in particular employment and social policies.

THE COPENHAGEN PROCESS IN THE WIDER EU POLICY CONTEXT

Given the evolving political context over the coming decade 2011-2020, particularly in the light of the *Europe 2020* Strategy, the Copenhagen Declaration of 2002 should be given fresh impetus. As the Copenhagen process is an integral part of the “*Education and Training 2020*” strategic framework, the objectives in the VET field should remain consistent with the overall objectives laid down in the framework.

VET should play its part in achieving the two *Europe 2020* headline targets set in the education field, namely - by 2020 - to reduce the rate of early leavers from education to less than 10% and to increase the share of 30-34 years old having completed tertiary or equivalent education to at least 40%.

A list of short-term deliverables has been drawn up to indicate the concrete actions which are requisite in order to advance towards the strategic objectives. The list of short term deliverables will also facilitate the future periodic reviews. Taking into account the priorities and overall objectives of the above-mentioned European Strategy and framework, and respecting the principle of subsidiarity, the following is adopted:

- a global vision for VET in 2020
- 11 strategic objectives for the period 2011-2020 based on that vision
- 22 short-term deliverables at national level for the first 4 years (2011-2014), with indication of the support at EU level
- general principles underlying the governance and ownership of the Copenhagen Process.

¹⁶ The following tools have been developed since 2002: *Europass*, the *European Qualifications Framework* (EQF), the *European Credit System* for VET (ECVET) and the *European Quality Assurance Reference Framework* for VET (EQAVET).

II. A GLOBAL VISION FOR VOCATIONAL EDUCATION AND TRAINING IN 2020

By 2020, European VET systems should be more attractive, relevant, career-oriented, innovative, accessible and flexible than in 2010, and should contribute to excellence and equity in lifelong learning by providing:

- **Attractive and inclusive VET** with highly qualified teachers and trainers, innovative learning methods, high-quality infrastructure and facilities, a high labour market relevance, and pathways to further education and training;
- **High quality initial VET (I-VET)** which learners, parents and society at large may regard as an appealing option, of the same value as general education. I-VET should equip learners with both key competences and specific vocational skills;
- **Easily accessible and career-oriented continuing VET (C-VET)** for employees, employers, independent entrepreneurs and unemployed people, which facilitates both competence development and career changes;
- **Flexible systems of VET, based on a learning outcomes approach**, which support flexible learning pathways, which allow permeability between the different education and training subsystems (school education, VET, higher education, adult education) and **which cater for the validation of non-formal and informal learning**, including competences acquired in the work place;
- **A European education and training area**, with transparent qualifications systems which enable the transfer and accumulation of learning outcomes, as well as the recognition of qualifications and competences, and which facilitate transnational mobility;
- **Substantially increased opportunities for transnational mobility** of VET students and VET professionals;
- **Easily accessible and high-quality lifelong information, guidance and counselling services**, which form a coherent network and which enable European citizens to take sound decisions and to manage their learning and professional careers beyond traditional gender profiles.

III. STRATEGIC OBJECTIVES FOR THE PERIOD 2011-2020,

FOLLOWED BY SHORT TERM DELIVERABLES 2011-2014 *IMPROVING THE QUALITY AND EFFICIENCY OF VET AND ENHANCING ITS ATTRACTIVENESS AND RELEVANCE*

VET should have high relevance for the labour market and people's careers. In order to increase the attractiveness of VET, participating countries should pursue the following objectives and actions:

1. Making I-VET an attractive learning option

- (a) Raise the quality of I-VET (see also point 2 below), by improving the quality and competences of teachers, trainers and school leaders, introducing flexible pathways between all education levels and increasing public awareness of the possibilities which VET offers. This is of particular importance in participating countries where VET tends to be undervalued;
- (b) Encourage practical activities and the provision of high-quality information and guidance which enable young pupils in compulsory education, and their parents, to become acquainted with different vocational trades and career possibilities;
- (c) Ensure that key competences are integrated into I-VET curricula and develop appropriate means of assessment;
- (d) Organise teaching and learning activities which foster the development of career management skills in I-VET;
- (e) Give learners in I-VET access to appropriate up-to-date technical equipment, teaching materials and infrastructures. VET providers should consider sharing costs and equipment amongst themselves and in cooperation with businesses. Work-based learning in enterprises which have the relevant infrastructure should also be promoted;
- (f) Monitor the transition of VET graduates to the labour market or to further education and training, using national monitoring systems.

2. Fostering the excellence, quality and relevance of both I-VET and C-VET

Quality assurance

- (a) High quality of VET provision is a prerequisite for its attractiveness. In order to guarantee improved quality, increased transparency, mutual trust, the mobility of workers and learners, and lifelong learning, participating countries should establish quality assurance frameworks in accordance with the EQAVET Recommendation;
- (b) Participating countries should - by the end of 2015 - establish at national level a common quality assurance framework for VET providers, which also applies to associated workplace learning and which is compatible with the EQAVET framework.

Quality of teachers, trainers and other VET professionals

- (a) Participating countries should improve initial and continuing training for teachers, trainers, mentors and counsellors by offering flexible training provision and investment. The ageing European teacher and trainer population, changing labour markets and working environments, together with the need to attract those best suited to teaching, make this objective even more critical. Traineeships for teachers and trainers in enterprises should be encouraged;
- (b) Participating countries should work together in identifying best practices and guiding principles with respect to changing competences and the profiles of VET teachers and

trainers. This could be done with the support of the European Commission and Cedefop, in collaboration with its network of VET teachers and trainers.

Labour market relevance

The labour market relevance of VET (both I-VET and C-VET), and the employability of VET graduates, should be enhanced through various measures:

- (a) Authorities in the participating countries - at national, regional, or local level - should create opportunities for enhanced cooperation between schools and enterprises in order to improve teachers' knowledge of work practices on the one hand and trainers' general pedagogical skills and competences on the other;
- (b) Participating countries should promote partnerships between social partners, enterprises, education and training providers, employment services, public authorities, research organisations and other relevant stakeholders, in order to ensure a better transfer of information on labour market needs and to provide a better match between those needs and the development of knowledge, skills and competences. Employers and social partners should endeavour to clearly define which competences and qualifications they need in both the short and the long term, and within as well as across sectors. The development of a common language aimed at bridging the world of education and training on the one hand, and the world of work on the other hand, should be continued and should be consistent with other EU instruments, such as the EQF;
- (c) VET curricula should be outcome-oriented and more responsive to labour market needs. Cooperation models with companies or professional branch organisations should address this issue and provide VET institutions with feedback on both the employability and employment rates of VET graduates;
- (d) To improve the quality and relevance of VET, participating countries, and particularly VET providers, should make use of feedback from guidance services on the transition of VET graduates to work or to further learning;
- (e) Work-based learning carried out in partnership with businesses and non-profit organisations should become a feature of all initial VET courses;
- (f) Participating countries should support the development of apprenticeship-type training and raise awareness of this.

<p style="text-align: center;">SHORT-TERM DELIVERABLES FOR 2011 – 2014 CONCERNING STRATEGIC OBJECTIVES 1 AND 2</p>
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Actions at national level:

1. Organise activities aimed at promoting VET attractiveness and excellence, which may include campaigns and skills competitions;
2. Support activities, which enable young pupils in compulsory education to become acquainted with vocational trades and career possibilities;
3. Take adequate measures to implement the EQAVET Recommendation and make progress towards national quality assurance frameworks for VET;
4. As appropriate, ensure that key competences and career management skills are adequately integrated in I-VET curricula and that they can be acquired through training opportunities in CVET;
5. Governments, social partners and VET providers should make the necessary arrangements to:

- maximise work-based learning, including apprenticeships, in order to contribute to increasing the number of apprentices in Europe by 2012;
- create opportunities for enhanced cooperation between VET institutions and enterprises (profit and non-profit), for example through traineeships for teachers in enterprises;
- provide VET institutions with feedback on the employability of VET graduates;

6. Pursue work on setting-up monitoring systems on transitions from learning to work.

Support at EU level:

- Policy document on the role of vocational excellence for smart and sustainable growth;
- Consider European support for VET promotion campaigns, including Eurobarometer on VET attractiveness;
- Encourage skills competitions at European and/or global levels;
- Guidance and technical support for EQAVET implementation;
- Review the implementation of EQAVET at national level in 2013;
- Thematic networking of Quality Assurance projects within the Leonardo da Vinci Programme;
- Vademecum/study on successful work-based learning models (with input from Cedefop);
- Strengthen the anticipation of skills and competences development, notably through skills forecasts (Cedefop) and by setting up European Skills Councils;
- Develop a common language aimed at bridging the world of education & training and the world of work (ESCO), consistent with other EU instruments, such as the EQF;
- Consider the adoption of an EU benchmark for employability on the basis of a Commission proposal;
- Work on best practices and guiding principles with respect to the changing profiles of VET teachers and trainers (together with Cedefop).

MAKING LIFELONG LEARNING AND MOBILITY A REALITY

3. Enabling flexible access to training and qualifications

With regard to Continuing VET (C-VET)

To enhance the contribution of VET towards reaching the benchmark of 15% of adults participating in education and training by 2020, participating countries should:

- (a) actively encourage individuals to participate, and VET-providers to increase their involvement in C-VET, with a particular focus on people facing transitions within the labour market (such as workers at risk and the unemployed) and on disadvantaged groups;
- (b) establish an appropriate framework aimed at encouraging companies to continue to invest in human resources development and in C-VET. The decision on the right mix of incentives, rights and obligations, lies with the participating countries;
- (c) encourage flexible training arrangements (e-learning, evening courses, training during working hours, etc.) in order to promote access to training in different life situations and to adapt to different needs. Continuing training should embrace all types of learning, also including in-company training and work-based learning, and should be equally accessible to both women and men;
- (d) encourage training institutions and employers to collaborate, particularly in the training of the high numbers of low-skilled workers who have at most lower-secondary education and who will benefit from approaches where basic skills are embedded in VET;
- (e) start to develop, no later than 2015, national procedures for the recognition and validation of non-formal and informal learning, supported as appropriate by national

qualifications frameworks. These procedures should focus on knowledge, skills and competences, irrespective of the context in which they have been acquired, for example broad adult learning, VET, work-experience and voluntary activities. Greater account should also be taken of knowledge, skills and competences that do not necessarily lead to full formal qualifications. Close cooperation with other policy areas, such as youth, sport, culture, social affairs, employment, is important in this respect;

(f) Take specific measures to enhance the participation rate in C-VET of people facing transitions within the labour market and of groups with low participation in training, such as women, the low-skilled and older workers. In particular, participating countries should seek through investment to bring the number of low-skilled people aged 25-64 years who participate in lifelong learning more into line with average participation rates for that age group.

With regard to both I-VET and C-VET

(a) Facilitate transitions from education and training to work, and between jobs, by providing integrated guidance services (employment services and counselling services), as well as career management skills, for both young people and adults. It is crucial that the service providers involved are able easily and objectively to exchange information and to develop the quality of guidance services;

(b) Develop or maintain post-secondary or higher VET at EQF level 5 or higher, as appropriate, and contribute to achieving the EU headline target of 40 % with tertiary or equivalent education;

(c) Promote flexible pathways between VET, general education and higher education, and enhance permeability by strengthening the links between them. To achieve this aim, as well as greater participation in lifelong learning, participating countries should accelerate the establishment and implementation of comprehensive national qualifications frameworks based on learning outcomes;

(d) The Commission and the participating countries should work towards increasing coherence between the two European credit systems - ECVET and ECTS.

4. Developing a strategic approach to the internationalisation of I-VET and C-VET and promoting international mobility

(a) Economic globalisation encourages employers, employees and independent entrepreneurs to extend their scope beyond the borders of their own countries. VET providers should support them in this process by giving an international dimension to the learning content and establishing international networks with partner institutions;

(b) Participating countries should encourage local and regional authorities and VET providers - through incentives, funding schemes (including use of the European Structural Funds) and the dissemination of best practices - to develop strategies for cross border cooperation in VET, with the aim of fostering greater mobility of learners, teachers and trainers and other VET professionals. Participating countries should promote VET that allows, encourages and - preferably - integrates mobility periods, including work placements, abroad;

(c) Participating countries should systematically use and promote European transparency tools such as EQF, ECVET, Europass to promote transnational mobility;

(d) Participating countries should promote opportunities for language learning for both learners and teachers in VET, and the provision of language training adapted to the specific needs of VET, with a special emphasis on the importance of foreign languages for cross-border cooperation in VET and international mobility.

<p align="center">SHORT-TERM DELIVERABLES FOR 2011 – 2014 CONCERNING STRATEGIC OBJECTIVES 3 AND 4</p>
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Actions at national level:

7. In order to maximise the contribution of VET to the “ET2020” 15% benchmark on the participation of adults in lifelong learning, review the use of incentives, rights and obligations for all stakeholders involved, and take appropriate action to encourage participation in C-VET;
8. Implement the EQF Recommendation:
 - development of comprehensive NQFs based on the learning outcomes approach. Use the NQF as a catalyst for creating more permeability between VET and higher education, for developing or maintaining VET at post-secondary or higher EQF levels, and for realising flexible learning pathways;
 - referencing NQF levels to EQF levels by 2012;
9. Develop and promote the use of procedures for the validation of non-formal and informal learning supported by EQF/NQFs and guidance;
10. Provide integrated (education, training, employment) guidance services closely related with labour market needs;
11. Progress towards ECVET implementation in line with the Recommendation, and participate in testing ECVET for mobility;
12. Take appropriate measures to boost mobility in VET, including:
 - Encourage a greater number of I-VET students and VET professionals to participate in transnational mobility;
 - Encourage local and regional authorities, as well as VET providers, to develop an internationalisation culture and internationalisation strategies, including cross-border mobility;
 - Address legal and administrative obstacles related to the transnational mobility of apprentices and trainees;
 - Encourage professional chambers, business organisations and other relevant organisations to support the host and sending enterprises in providing appropriate conditions for apprentices and trainees in transnational mobility;
 - Ensure the provision of language learning and intercultural competences in VET curricula;
 - Make optimal use of other EU tools (e.g. EQF, EQAVET, Europass) for enhancing the mutual recognition of qualifications and competences.

Support at EU level:

- Policy handbook on access to and participation in C-VET;
- Guidance and technical support for EQF implementation, notably with view to applying a learning outcomes approach;
- Mapping of developments of NQF by CEDEFOP and ETF;
- Council Recommendation on the validation of non-formal and informal learning (2011);
- Progress report on the development of lifelong guidance policies, systems and practices 2011 (CEDEFOP, ETF and ELGPN);
- Guidance and technical support for ECVET implementation;
- Periodic review of ECVET implementation (together with Cedefop);
- Thematic networking of ECVET projects within the Leonardo da Vinci programme;
- Recommendation on learning mobility (2011);

- Consider the adoption of an EU benchmark for VET mobility on the basis of a Commission proposal (2011);
- Proposal for a quality framework for traineeships;
- Promote mobility for apprentices, including by means of a support portal, within the framework of the Lifelong Learning Programme/ Leonardo da Vinci Programme;
- Develop a European skills passport as part of Europass by 2012.

ENHANCING CREATIVITY, INNOVATION AND ENTREPRENEURSHIP

5. Fostering innovation, creativity and entrepreneurship, as well as the use of ICT (in both I-VET and C-VET)

Creativity and innovation in VET, as well as the use of innovative learning methods, can encourage learners to stay in VET until they are qualified.

(a) Participating countries should actively encourage VET providers to collaborate with innovative enterprises, design centres, the cultural sector and higher education institutions in forming “*knowledge partnerships*”.

This should help them gain valuable insight into new developments and competence needs and to develop professional excellence and innovation. Such partnerships could also be helpful in introducing experience-based learning methods, encouraging experimentation and adapting curricula;

(b) ICT should be used to maximise access to training and to promote active learning, as well as to develop new methods in both work- and school-based VET;

(c) Participating countries should support initiatives aimed at promoting entrepreneurship in both IVET and C-VET in close cooperation with employers, VET providers and national business support services. To achieve this, they should encourage the provision of appropriate funding - e.g. for teaching materials, support tools and the establishment of mini-companies by learners - and should seek to enhance cooperation at regional level;

(d) Participating countries should support newly established and future entrepreneurs by encouraging start-ups for VET graduates and by promoting learning mobility for young entrepreneurs.

SHORT-TERM DELIVERABLES FOR 2011 – 2014 CONCERNING STRATEGIC OBJECTIVE 5

Actions at national level:

13. Encourage partnerships for creativity and innovation (VET providers, higher education institutions, and design, art, research and innovation centres);

14. Encourage effective and innovative, quality-assured use of technology by all VET providers (including public-private networking and partnerships) supported by the necessary equipment, infrastructure and networks, with continuing improvements that reflect developments in technology and pedagogical understanding;

15. Take measures to promote entrepreneurship, e.g. by promoting the acquisition of relevant key competences, enabling practical experiences in enterprises, and involving experts from businesses.

Support at EU level:

- Set up an EU-level VET/Business Forum with a focus on the following themes:
- role of VET in the knowledge triangle;
- transitions from VET to business: how to support VET graduates in starting up enterprises.

PROMOTING EQUITY, SOCIAL COHESION AND ACTIVE CITIZENSHIP

6. Realising inclusive I-VET and C-VET

Participating countries should offer VET which increases people's employability (in both the short and long term), which allows them to develop quality careers, satisfactory work experience, self-confidence, professional pride and integrity and which opens up opportunities for growth in their professional and personal lives. To achieve this objective, participating countries should:

- (a) Guarantee that initial VET provides learners with both specific vocational competences and broader key competences, including transversal competences, that enable them to follow further education and training (within VET or in higher education) and to support career choices, participation in and transitions within the labour market. The knowledge, skills and competences which people acquire in VET should enable them to manage their careers and to play an active role in society;
- (b) Make sure that adult learning systems foster the acquisition and further development of key competences. This can be carried out in cooperation with VET providers, local communities, civil society organisations, etc;
- (c) Maximise the contribution of VET to reducing the percentage of early leavers from education to below 10% through a combination of both preventive and remedial measures. This can be achieved, for example, through labour market relevant VET, increased work-based learning and apprenticeships, flexible learning pathways, effective guidance and counselling, and by learning content and methods that acknowledge young people's lifestyles and interests, while maintaining high-level quality standards for VET;
- (d) Take appropriate measures to ensure access on an equal basis, especially for individuals and groups at risk of being excluded, in particular the low-skilled and unskilled, people with special needs or from disadvantaged backgrounds, and older workers. The participation of such groups in VET should be facilitated and encouraged through financial or other means and through the validation of non-formal and informal learning, as well as the provision of flexible pathways;
- (e) Promote active citizenship in VET, for example by encouraging partnerships between VET providers and civil society organisations or, in accordance with national legislation and practice, by promoting learner representation in VET institutions. Promotion of this kind can contribute to the validation of skills and competences acquired through voluntary activities.

SHORT-TERM DELIVERABLES FOR 2011 – 2014 CONCERNING STRATEGIC OBJECTIVE 6

Actions at national level:

16. Take preventive and remedial measures to maximise the contribution of VET in combating early leaving from education;

17. Consider specific measures aimed at raising the participation of low-skilled and other “at risk” groups in education and training, including by developing flexible pathways in C-VET and using appropriate guidance and support services;

18. Use ICT to maximise access to training and to promote active learning, as well as to develop new methods in both work- and school-based VET, in order to facilitate the participation of “at risk” groups;

19. Use existing monitoring systems to support the participation of “at risk” groups in VET: see short-term deliverable 6.

Support at EU level:

- Vademecum of best practices on inclusion of “at risk” groups through a combination of work-based learning and key competences;

- Council Recommendation on reducing early school leaving (2011).

TRANSVERSAL OBJECTIVES

7. Greater involvement of VET stakeholders and greater visibility for the achievements of European cooperation in VET

Greater involvement of VET stakeholders implies greater visibility for the achievements of European cooperation in VET. The Commission and the participating countries should therefore consider investing in clear targeted communication to different groups of stakeholders at national and European level. In order to facilitate the use of the available EU instruments, learners and all parties involved should receive extensive and tailored information.

8. Coordinated governance of European and national instruments in the areas of transparency, recognition, quality assurance and mobility

In line with the above mentioned strategic objectives, coherent and complementary use of the various European and national instruments in the areas of transparency, recognition, quality assurance and mobility should be a high priority for the participating countries in the coming years. Coordinated governance of these instruments under the Copenhagen process and stronger synergy with the instruments and principles of the Bologna process are required.

9. Intensifying cooperation between VET policy and other relevant policy areas

Participating countries and the European Commission should intensify cooperation between VET policy and other relevant policy areas, such as employment, economic affairs, research and innovation, social affairs, youth, sport and culture in order to adhere to the Integrated Guidelines of *Europe 2020* and to enhance the recognition of competences and qualifications.

10. Improving the quality and comparability of data for EU policymaking in VET

EU level policy-making in VET should be based on existing comparable data. To this end, and using the Lifelong Learning programme, Member States should collect relevant and reliable data on VET - including VET mobility - and make these available for Eurostat. Member States and the Commission should jointly agree on which data should be made available first.

11. Making good use of EU support

The European Structural Funds and the Lifelong Learning Programme should be used to support the agreed priorities for VET, including international mobility and reforms implemented by the participating countries.

SHORT-TERM DELIVERABLES FOR 2011 – 2014 CONCERNING THE TRANSVERSAL OBJECTIVES 7 TO 11
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Actions at national level:

20. Establish communication strategies for different stakeholder groups, focused on implementation and the added value of tools (ECVET, ECTS, referencing of NQFs to EQF, quality assurance systems in line with EQAVET);
21. Set up structured cooperation mechanisms between VET sector and employment services at all levels (policy and implementation), including the social partners;
22. Contribute to improving EU level data on I-VET students, including mobility and employability.

Support at EU level:

- Support the achievement of the above objectives through the Lifelong Learning Programme and, where appropriate, the European Structural Funds;
- Support peer-learning between participating countries and innovative projects;
- Setting up an enhanced coordination procedure for the implementation of common European tools in the field of education and training;
- European communication strategy on European transparency tools;
- Develop structured cooperation with VET provider associations at EU level;
- Strengthen structured cooperation between the education and training and the employment policy fields;
- Improve EU level data on I-VET students, including mobility and employability;
- Social partners at all levels should continue to play an active role in the Copenhagen process (governance and ownership) and contribute to the realisation of the above mentioned short-term deliverables;
- Report on VET developments in Member States and partner countries;
- Reinforce exchanges with enlargement and neighbourhood countries.

IV. PRINCIPLES UNDERLYING THE GOVERNANCE AND OWNERSHIP OF THE COPENHAGEN PROCESS

- Member States should make a strong commitment to implementing the priorities of the *Copenhagen process within the Europe 2020 national reform programmes*;
- Reporting under the Copenhagen process should be incorporated into that of the “ET 2020” strategic framework. This would provide the most efficient way of contributing to reporting on the *Europe 2020* Strategy, and would increase the visibility of VET in lifelong learning;
- Cooperation in the area of VET should be intensified. The open method of coordination should continue to serve as the main mechanism for such cooperation. Peer learning and innovative projects should provide means of supporting national policy developments;
- The Directors-General for Vocational Training (DGVT), the European Social Partners and the Advisory Committee for Vocational Training (ACVT) should continue to play an active role in the governance of the *Copenhagen process*;
- CEDEFOP and the ETF should continue, according to their specific mandates, to support policy development and implementation, to report on progress towards the strategic objectives and the short-term deliverables, and to provide evidence for policy-making in VET;
- VET provider organisations should be encouraged to cooperate at European level with a view to promoting the above objectives;
- Policy dialogues and exchanges of experience with our global partners can contribute to meeting present and future challenges. Exchanges and cooperation with potential candidate countries, with neighbourhood countries assisted by the ETF and with international organisations (OECD, Council of Europe, ILO, UNESCO) should be strengthened. The right of participation in these activities should be ensured for all participating countries;
- A new list of short-term deliverables should be drawn up by 2014 based on the above mentioned strategic objectives.

This text has been agreed by the Ministers responsible for Vocational Education and Training of the EU Member States (Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Poland, Portugal, Romania, Slovenia, Slovakia, Spain, Sweden, the United Kingdom), of the EU candidate countries (Croatia, the Former Yugoslav Republic of Macedonia, Iceland, Turkey), and of the EFTA/EEA countries (Liechtenstein, Norway). These countries are called “participating countries” in the text. It was also agreed by the European Commission and by the following European Social Partners: Etuc, BusinessEurope, UEAPME, CEEP.



ANNEX

EUROPEAN
Higher Education Area

Budapest-Vienna Declaration on the European Higher Education Area

March 12, 2010

1. We, the Ministers responsible for higher education in the countries participating in the Bologna Process, met in Budapest and Vienna on March 11 and 12, 2010 to launch the European Higher Education Area (EHEA), as envisaged in the Bologna Declaration of 1999.
2. Based on our agreed criteria for country membership, we welcome Kazakhstan as new participating country of the European Higher Education Area.
3. The Bologna Declaration in 1999 set out a vision for 2010 of an internationally competitive and attractive European Higher Education Area where higher education institutions, supported by strongly committed staff, can fulfil their diverse missions in the knowledge society; and where students benefiting from mobility with smooth and fair recognition of their qualifications, can find the best suited educational pathways.
4. Since 1999, 47 parties to the European Cultural Convention, have signed up to this vision and have made significant progress towards achieving it. In a unique partnership between public authorities, higher education institutions, students and staff, together with employers, quality assurance agencies, international organisations and European institutions, we have engaged in a series of reforms to build a European Higher Education Area based on trust, cooperation and respect for the diversity of cultures, languages, and higher education systems.
5. The Bologna Process and the resulting European Higher Education Area, being unprecedented examples of regional, cross-border cooperation in higher education, have raised considerable interest in other parts of the world and made European higher education more visible on the global map. We welcome this interest and look forward to intensifying our policy dialogue and cooperation with partners across the world.
6. We have taken note of the independent assessment and the stakeholders' reports. We welcome their affirmation that institutions of higher education, staff and students increasingly identify with the goals of the Bologna Process. While much has been achieved in implementing the Bologna reforms, the reports also illustrate that EHEA action lines such as degree and curriculum reform, quality assurance, recognition, mobility and the social dimension are implemented to varying degrees. Recent protests in some countries, partly directed against developments and measures not related to the Bologna Process, have reminded us that some of the Bologna aims and reforms have not been properly implemented and explained. We acknowledge and will listen to the critical voices raised among staff and students. We note that adjustments and further work, involving staff and students, are necessary at European, national, and especially institutional levels to achieve the European Higher Education Area as we envisage it.

7. We, the Ministers, are committed to the full and proper implementation of the agreed objectives and the agenda for the next decade set by the Leuven/Louvain-la-Neuve Communiqué. In close cooperation with higher education institutions, staff, students and other stakeholders, we will step up our efforts to accomplish the reforms already underway to enable students and staff to be mobile, to improve teaching and learning in higher education institutions, to enhance graduate employability, and to provide quality higher education for all. At national level, we also strive to improve communication on and understanding of the Bologna Process among all stakeholders and society as a whole.

8. We, the Ministers, recommit to academic freedom as well as autonomy and accountability of higher education institutions as principles of the European Higher Education Area and underline the role the higher education institutions play in fostering peaceful democratic societies and strengthening social cohesion.

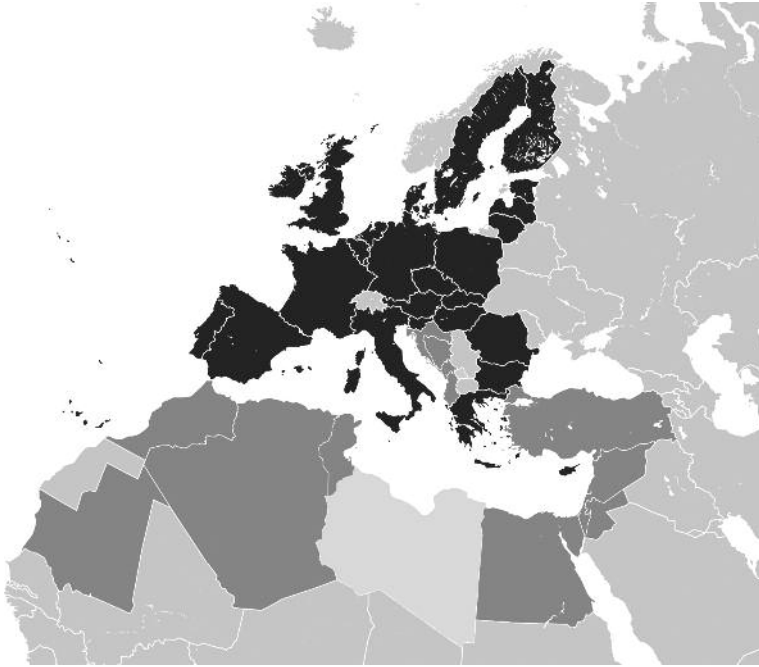
9. We acknowledge the key role of the academic community - institutional leaders, teachers, researchers, administrative staff and students - in making the European Higher Education Area a reality, providing the learners with the opportunity to acquire knowledge, skills and competences furthering their careers and lives as democratic citizens as well as their personal development. We recognise that a more supportive environment for the staff to fulfil their tasks, is needed. We commit ourselves to working towards a more effective inclusion of higher education staff and students in the implementation and further development of the EHEA. We fully support staff and student participation in decision-making structures at European, national and institutional levels.

10. We call upon all actors involved to facilitate an inspiring working and learning environment and to foster student-centred learning as a way of empowering the learner in all forms of education, providing the best solution for sustainable and flexible learning paths. This also requires the cooperation of teachers and researchers in international networks.

11. We, the Ministers, reaffirm that higher education is a public responsibility. We commit ourselves, notwithstanding these difficult economic times, to ensuring that higher education institutions have the necessary resources within a framework established and overseen by public authorities. We are convinced that higher education is a major driver for social and economic development and for innovation in an increasingly knowledge-driven world. We shall therefore increase our efforts on the social dimension in order to provide equal opportunities to quality education, paying particular attention to underrepresented groups.

12. We, the Ministers responsible for the European Higher Education Area, ask the Bologna Follow-up Group to propose measures to facilitate the proper and full implementation of the agreed Bologna principles and action lines across the European Higher Education Area, especially at the national and institutional levels, among others by developing additional working methods, such as peer learning, study visits and other information sharing activities. By continuously developing, enhancing and strengthening the European Higher Education Area and taking further the synergies with the European Research Area, Europe will be able to successfully face the challenges of the next decade.

13. Our next Ministerial Meeting to take stock of progress and to drive the Leuven/Louvain-la-Neuve agenda forward, will be hosted by Romania in Bucharest on 26-27 April 2012.



The members of the Union of the Mediterranean are the following:

- the 27 European Union member states (Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and United Kingdom)
- the European Commission ,
- the Mediterranean Partner countries (Albania, Algeria, Bosnia and Herzegovina, Croatia, Egypt, Israel, Jordan, Lebanon, Mauritania, Monaco, Montenegro, Morocco, the Palestinian Authority, Syria, Tunisia and Turkey)
- Libya as an observer *status*
- the League of Arab States

Notice

- Members of the European Union;
- Other members;
- Observateurs

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POLO
EUROMEDITERRANEO
JEAN MONNET



*Community of
Mediterranean Universities*



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