



DEVELOPMENT OF HIGHER EDUCATION IN THE BOLOGNA PROCESS

Celebrating 10 years of Kazakhstan in the EHEA

Online Conference, October 20 – 21, 2020

Sjur Bergan, Council of Europe

WHY THE EHEA?

- Political developments
 - Democratic institutions – and then what?
 - Pan-European cooperation a possibility
- Economic developments
 - Globalization
 - Unemployment/skills mismatch
- Higher education
 - Still attractive?
 - Adapted to the needs of society?
- European cooperation

FIRST PHASE: LAUNCHING THE EHEA

- 1998: Sorbonne Declaration
 - Precursor, 4 countries
 - Qualifications, mobility, joint action
- 1999: Bologna Declaration
 - Process launched, 29 countries
 - 2 tier qualifications, mobility, competitiveness, joint action
- 2001: Praha
 - First in a series of regular ministerial conferences
 - 3 new countries
 - Quality assurance, social responsibility, public responsibility, student participation

SECOND PHASE: DEVELOPING THE EHEA

- Berlin 2003
 - Launched stocktaking
 - First mention of qualifications frameworks
 - Changed access criteria
 - 7 new countries (including Russia and 4 countries in SE Europe – definitively EHEA beyond the EU)
- Bergen 2005
 - Adopted European standards for qualifications frameworks and quality assurance
 - International and social dimensions
 - First stocktaking results
 - 5 new countries, truly pan-European

THIRD PHASE: CONSOLIDATION

- London 2007
 - Global dimension strategy
 - Prepared the ground for EQAR (2008)
 - One (at least formally) new country
- Leuven/Louvain-la-Neuve 2009
 - First Policy Forum (non-European countries)
 - EHEA next decade
 - 20 per cent mobility by 2020
- Budapest and Wien 2010
 - Launched the EHEA
 - Second Policy Forum
 - One new country: Kazakhstan

FOURTH PHASE: CONTINUING TO DEVELOP THE EHEA

- București 2012
 - First ministerial conference after the EHEA was formally established
 - Background: economic crisis
 - Adopted mobility strategy
 - Link qualifications frameworks – recognition – quality assurance
 - No new members – one formal application rejected

FIFTH PHASE: RELAUNCH?

- Yerevan 2015
 - Felt by many participants as a new start
 - More focused communiqué
 - Goals:
 - Enhancing quality and relevance
 - Fostering employability
 - Making systems more inclusive
 - Implementing structural reforms

SIXTH PHASE: TOWARD A NEW DECADE

- 2018 Paris
 - Implementation and peer learning
 - Kazakhstan co-chair of the peer group on qualifications frameworks
 - Fundamental values
- 2020 Rome (online)
 - Continuation of peer learning
 - Fundamental values
 - Challenges of COVID-19

- Putting higher education firmly on the political agenda
- Truly European cooperation
- Structural reforms
- Student and faculty participation
- Academic mobility
- Multiple purposes of higher education
- Joint governance public authorities and other stakeholders

MAIN ACHIEVEMENTS

- The Bologna Process responded to a set of challenges at a specific time
- Structural reforms:
 - Qualifications frameworks
 - Quality assurance
 - Recognition of qualifications
 - Transparency instruments
- Implementation vs. new goals?
 - What issues lend themselves to a “Bologna style” cooperation?
- How can the EHEA be made more politically relevant?
- The great unknown: the impact of COVID-19

SOME KEY CHALLENGES



På hver sti drev det folk.