



universität  
wien

# **LOOKING BACK ON TEN YEARS OF BOLOGNA REFORMS**

Prof. Georg Winckler  
Rector, University of Vienna, Austria  
EUA President – 2005/2009

Vienna, March 2010

# THE BOLOGNA PROCESS: A CHANGED DECISION-MAKING PROCESS

Intergovernmental  
cooperation



National  
implementations



HEIs and students  
1999



Governments



HEIs and  
students

2010

## COMPARE

1. The Bologna Declaration of 19 June 1999  
„.... To that end, we will pursue the ways of intergovernmental cooperation, together with those of non governmental European organisations with competence on higher education. We expect Universities to respond promptly and positively and to contribute actively to the success of our endeavour.“
2. Communiqué of the Leuven Conference, 28-29 April 2009  
„The present organisational structure of the Bologna Process, characterised by the cooperation between governments, the academic community with its representative organisations, and other stakeholders, is endorsed as being fit for purpose (point 24).

## MUCH PROGRESS HAS BEEN ACHIEVED

- Three-cycle degree structure in place for 95% of respondents
  - Doctoral reforms have proceeded very quickly since 2005
  - 77% have reviewed curricula in **all** departments
  - 53% have developed learning outcomes in **all** courses (and 32% in some courses)
  - ECTS and Diploma Supplement have spread widely
  - National qualifications frameworks are being developed
  - European Standards and Guidelines for quality assurance and the European Quality Assurance Register are being used
- ⇒ Bologna Process is more than an intergovernmental process
- ⇒ Cooperation and an open and voluntary decision-making process has proved successful

## **... BUT MORE REMAINS TO BE DONE**

- Mobility:
  - Erasmus only provides for horizontal mobility (2 mio students since 1987)
  - Vertical mobility of students still negligible
  - Limited staff mobility across borders (97 % of staff members of universities in the EU never had an employment outside of their PhD-country)
- Employability:
  - Still a problem at the Bachelor level
  - 45% of universities expect their Bachelors to continue to the Master
  - Only 37% of Trends respondents track their graduates' career progress

# THREE MAIN CHALLENGES

## 1. Sharpen the profile of the Bachelor

- Master, PhD are accepted degrees, yet in many countries the bachelor is still an “unknown creature”
- Understand/communicate the rationale for first-cycle degrees within institutions
- Implementing the shift to student-centred and outcomes-focussed learning requires a cultural shift and greater human/financial resources
- Intensify the communication with parents and schools
- Allow for more diversity within the system: some HEIs may stress(short-term) employability, some general education (“Bildung”)
- Introduce career models for the bachelor in the public sector, serving as signals for the labour market
- More public debate and dialogue needed with employers, to explain the reforms

## 2. Focus on vertical mobility (from Bachelor to Master and Master to Doctorate)

- Introducing shorter degree cycles makes horizontal mobility less attractive
- Enhance international education through vertical mobility
- Minimise recognition problems
- Allow for system competition among Bologna states
- Start statistics on vertical mobility

### 3. Promote lifelong learning

Developing the capacity of HEIs to respond to the lifelong learning agenda requires:

- Lifelong learning should not be seen as a separate provision targeted at specific learners
- Should be connected to the Bologna tools
- Joint approach by governments and institutions
- Integrate lifelong learning better into the institutional strategy
- More autonomy, less regulations
- A partnership with local/regional/national authorities
- Financial incentives