



3rd EUA Convention of European Higher Education Institutions

“Strong Universities for Europe”

CONVENTION REPORT

Glasgow, United Kingdom
31 March – 2 April 2005

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Education and Culture

Socrates

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FOREWORD

The Glasgow Convention provided the opportunity for over 600 EUA members and partners from over 40 countries to come together and take stock of progress made so far in developing the European Higher Education Area, as well to discuss the challenges that lie ahead. Based upon the results of the Glasgow discussions the EUA adopted the Glasgow Declaration that calls for greater recognition of the vital cultural, social and economic role of Europe's universities, and underlines the importance of strong universities in responding to ever growing and more varied societal demands. Key messages drawn from the Glasgow Declaration were presented to European Ministers meeting in Bergen (19-20 May 2005) and are reflected in the text of the Bergen Communiqué' that will shape the Bologna process in the years to come.

The Convention report includes introductory speeches made at the Convention, contributions from the two panel sessions, as well as the thematic working documents prepared for the event and the conclusions of the different working groups. It also includes the Glasgow Declaration itself, built on the preliminary conclusions presented by Professor Peter Gaehtgens, General Rapporteur for the Conference. The intention is thus to provide an overview of current thinking on key issues facing universities to-day that will be of use to individual members in coping with the different challenges identified and discussed in Glasgow.

In addition to thanking the General Rapporteur, Professor Peter Gaehtgens, President of the German Rectors Conference, the EUA is indebted to the three host institutions: the University of Strathclyde, the University of Glasgow and Glasgow Caledonian University, for their invaluable help and untiring support in organising such a large-scale event.

The Association also thanks the Scottish Executive, the UK Department for Education and Skills and the European Commission for their support for this major Conference, and is honoured to have been able to welcome as opening speakers: European Commissioner for Education, Training, Culture and Multilingualism, Ján Figel; First Minister for Scotland, Jack McConnell; and Minister of State for Lifelong Learning, Further and Higher Education at the Department for Education and Skills, UK, Kim Howells.

Special thanks go to European Commission President, José Manuel Barroso, for coming to Glasgow to close our Convention, for underlining the importance of strong universities in securing Europe's future, and for drawing attention to the need for constant dialogue between the European Commission and Europe's universities.

Finally, EUA would like to thank all those who participated in the Convention and contributed to its success: first and foremost our own members, the leaders of Europe's universities, but also student representatives, colleagues from other higher education institutions, international guests and other partners. Under the theme "Strong Universities for a Strong Europe," this Convention has proved that Europe's universities are truly forging ahead together as key actors in realising the European knowledge society.



Professor Georg Winckler,
EUA President

OPENING ADDRESSES

Professor Georg Winckler, EUA President 2005-2009

Mr. Commissioner, Ministers, Ladies and Gentlemen, dear Colleagues,

2010 is a key date not only for the Bologna Process, but also for the Lisbon Agenda. As we all know, it is approaching rapidly, with most of the work not yet completed. The ministerial meeting in Bergen in May 2005 therefore rightly aims at taking stock of the Bologna Process. It is at this meeting that EUA will contribute to this discussion as it presents the Trends IV report.

Besides stocktaking, ministers will seek consensus on issues that are still open such as the European architecture of quality assurance or the inclusion of the doctoral level as the third cycle in the Bologna Process. Hopefully a consensus will be reached on these issues so that, e.g., a European Register for Quality Assurance agencies will be created and the inclusion of doctoral programmes will be based on the ten basic principles adopted in Salzburg in February 2005.

All these discussions on stocktaking, of settling open issues or of revising some strategies here and there should not hinder us here in Glasgow to launch a strategic debate on how the Europe of Knowledge will be shaped beyond 2010 and what role universities will be playing in this future Europe.

In this strategic debate we have to develop a vision of universities as key players in the knowledge-based societies and economies of tomorrow. We must make it clear to the public that a Europe of Knowledge requires not just "strengthened", as we too cautiously formulated it in Graz in 2003, but "strong", as we put it here in Glasgow and, may I add, "self confident" and "well financed" universities. The key role "strong", "self confident" and "well financed" US universities can play in forming the American knowledge society proves this point.

In reassessing their positions within knowledge societies, universities in Europe have received support from the European Commission. Since February 2003, the Commission has issued a series of communications underlining the importance of universities for the Europe of Knowledge. Quoting the Commission, "The European Union... needs a healthy and flourishing university world. Europe needs excellence in its universities, to optimise the processes which underpin the knowledge society and meet the target, set out by the European Council in Lisbon..." (p.2, "The role of the universities in the Europe of knowledge", 5 February 2003).

Today's presence of Commissioner Figel and Saturday's attendance of President Barroso stress the key role the European Union attaches to universities as main players in the future Europe of Knowledge. Commissioner Figel, on behalf of EUA, I thank you for the strong interest the Commission has in strong universities.

Let us remember that governmental interest in strong universities has been generally low in Europe, e.g., in the Bologna Declaration of 1999, universities were only mentioned in the introductory statement. They were not included when the action lines of the Bologna Process were laid down. Universities were only expected, and I quote, "to

respond promptly and positively". It took the Bologna Process two years, in the Prague Communiqué of 2001, for ministers to explicitly recognise the role of higher education institutions and of students as stakeholders in creating the European Higher Education Area.

But it is not only the Bologna Declaration of 1999 that left universities out. Similar conclusions could be made with regard to former Framework Programmes and other official documents. Too often, universities are only perceived as sums of individual researchers or research groups, as conglomerations of individual departments, as accumulations of study programmes or just as locations where students happen to study. This limited perception of universities by policy makers and by the public at large reflected, and still reflects, the fact that universities in Europe are highly fragmented institutions and that, related to this fragmentation, it is quite common in Europe that governmental bureaucracies interfere in everyday decisions on running a university.

Due to reforms at the national and/or institutional level, universities increasingly overcome this fragmentation. They adopt profiles and missions and start to professionalise institutional management. They begin to learn to better invest in their future. They go more for excellence and are ready to broaden the base of higher education in society.

The strengthening of universities must be backed by national and community-wide actions. The Sapir Report (2003) clearly states that "member states and the European Union as a whole need to invest more and also to invest better in higher education and research" (p.132).

Let us use the Glasgow Convention to build a vision of universities as strong institutions in the modern knowledge-based societies in Europe. Let us discuss and develop good institutional strategies to reach this goal. In doing so, universities should also demand more money, not only from government, but also from society. (Remember, EU spends 1% of its GDP on universities, while the US spends more than 2%).

In short, dear colleagues, let us stress here in Glasgow that the Europe of Knowledge needs universities that are strong, self confident and well financed.

The Right Honourable Jack McConnell MSP, First Minister of Scotland

Introduction

Thank you, Muir [Russell]. It gives me great pleasure to welcome you all here to Scotland for this third convention of the European University Association. It is an honour for Scotland to play host to this event and to see so many leading European institutions represented here today. And I'd like to thank the Universities of Glasgow and Strathclyde and Glasgow Caledonian University for their efforts in making this convention happen. I also hope that those of you visiting Scotland for the first time – and indeed those of you making return visits – enjoy your stay here. I see from the programme that there are a number of excursions planned over the next three days – I hope that you get a chance to go on these, and get to enjoy more of our country and our hospitality.

Education

As you know, we in Scotland have always taken a particular – and I believe justified - pride in our education system. We have always known what education can achieve. We know that it empowers people and that it can improve their opportunities. And, we know that it can enrich a culture and drive forward economic growth.

This very hall and building were themselves built on the generosity of the Marquess of Bute and the industrialist Charles Randolph. These men embodied in their day the Scottish commitment to learning. Both contributed their own money to ensure that successive generations of Scots would get the same benefits from education that they had themselves. Bute and Randolph both held learning in very high regard. And that same respect can be traced down through the centuries. In fact, in 1496, when Columbus was just discovering the Americas, the first Scottish Parliament passed a law requiring all landowners to send their sons to school. And in 1696 we were the first country in the world to introduce school education for all our children, a law was passed establishing a school in every parish in Scotland that did not already have one. So, education has always been seen here as a public good, bringing benefits to society as well as the individual.

Scotland might not have a university as old as Bologna – but we did have three universities by the end of the 15th century, when there were only five in the whole of the UK. One of these universities was, of course, Glasgow which was founded in 1451. As we now seek to increase Scotland's competitiveness, we continue to draw inspiration from this long and proud tradition of innovation and learning.

Today, our schools are diverse, creative and ambitious, helping to feed modern, innovative universities which themselves attract students and research associates from around the world. We have an enviably high proportion of our young people in higher education. We have one-third more students in higher education than elsewhere in the UK – and, we graduate more students than most places in the western world.

Research and Commercialisation

And as many of you already know, our higher education system is built on a solid foundation of world class research. This University itself represents one of the biggest research bases in the UK – and is home to Research and Enterprise – one of the largest university commercialisation offices in Europe.

At the same time, the University of Strathclyde and Glasgow Caledonian University are also breaking new ground, with spin out companies and commercial partnerships. That strong focus on developing useful knowledge can be found in our other institutions too. For example, on the other side of the country, we have universities like Aberdeen, Dundee, St Andrews and Edinburgh – all with proud traditions and high ambitions – and all producing high quality research that will drive our economy and our future. Our universities, with their private sector partners, are now major players in key sectors like life sciences, electronics and energy. Indeed our life sciences industry is growing by almost twice the European rate – and is continuing to attract some of the world's leading scientists in biotechnology research. Overall, Scotland ranks third in the world - and ahead of the US and Germany - in terms of research publications and citations per head of population.

Modern Scotland

Of course, the Scotland you are visiting today is very different from the Scotland of only six years ago. The creation of the Scottish Parliament in 1999 renewed our democracy and our civic life. It gave us the opportunity to take decisions in Scotland, for Scotland. It was a big step for an old, centralised, state like the UK to devolve power in this way – and to give Scotland responsibility for her own affairs. But, it is because of this devolution that we have been able to follow different approaches from the rest of the UK, and Scotland is transforming as a result. Devolution has improved the way we make decisions, and, I believe, we have made better decisions as a result. In education, in enterprise, in public health and promoting equality, tolerance and respect we are making a difference for future generations.

Scotland's International Image

We have also seen Scotland's profile grow on the international stage. Today, Scotland is a world leader not just in life sciences but in financial services and a number of other sectors. Scotland will play host to the G8 Summit later this year – when the leaders of the world's most powerful countries will come here to discuss such pressing issues as climate change and the future of Africa. Of course, Scotland should in many ways be a natural home to this kind of international debate.

Our thinkers – such as Adam Smith, David Hume and Francis Hutcheson - were leaders in the Enlightenment that gave rise, ultimately, to our modern democracies. And Scots helped create many of the things in the modern world, from the telephone, to television, from penicillin to tarmac roads, from the pneumatic tyre to the electric light. But, we don't rest on our laurels. Scotland is looking forward with confidence and with ambition. We are building new relationships and new partnerships; socially, politically and culturally. I'm proud of what a small country like ours has given - and continues to give - to the modern world. I'm proud of our resourcefulness and inventiveness; and I'm proud of the way we celebrate our heritage and our achievements - and yet look toward the horizon, to the challenges that tomorrow will bring.

Fresh Talent

In that we will continually open Scotland up to new people, and new ideas. We have to learn from others, and let others learn from us. Scots have been welcomed overseas for over two hundred years – and we want Modern Scotland to be one of the most welcoming countries in the world. Flows of people, particularly creative and talented people, are an important factor in any nation's international competitiveness. And Scotland is open to different people and to international markets. By bringing diversity to

our culture we help to continually renew that culture and sharpen our economic competitiveness.

While other countries are closing their borders, we in Scotland are opening our arms to fresh talent from across the globe. We want new people to come to Scotland and to contribute to our workplaces, to our universities and colleges and to our society. At the same time, we are encouraging young Scots to experience the world. To leave, and to come back with new ideas and approaches that will work for our benefit over the long term. This is a bold approach. But it's absolutely in line with the thinking behind Bologna, and with the drive toward greater student mobility.

EUA and Bologna

This Convention comes halfway along the Bologna Process and at a time when the importance of education and research is being recognised increasingly across Europe. It is important that we continue to work together across borders and across boundaries to strengthen the ties between our universities; to all make the push toward a coherent system of European higher education and research – a system that works in all our interests.

Scotland is, of course, thoroughly committed to Europe and to the Bologna Process – and we are keen to develop strategic partnerships with our European neighbours and with others across the globe. In Scotland, we support the effort to provide European higher education with more openness and transparency and to assure quality across our institutions. All these things will be crucial as our higher education institutions seek to become more attractive, more dynamic and more competitive in today's global economy. In this increasingly globalised world, our higher education institutions have to adapt to reflect that world. They have to become more flexible and more responsive. And they have to be able to accommodate and encourage movements of people between institutions and between countries – while at the same time guaranteeing the standards that we all rely on. Today, students and graduates want to be able to move easily from one course and one job to another. That's not an unreasonable expectation. People are moving more freely between countries now than at any other time in our history. But, this means that our higher education institutions will have to pick up the pace – and that they will have to provide qualifications that are more widely recognised by other higher education institutions and by employers. This kind of flexibility is of course at the very heart of the Bologna Process. I believe that we in Scotland have a great deal to offer to this Process, and we will.

International Development

But we will go further. The Prime Minister recently published the report of the commission for Africa. It makes far reaching recommendations, and our devolved government in Scotland will do all we can to support them. And at a time when the world is focusing on Africa and the developing world, we have a responsibility to look at how education – and Higher Education in particular – can help make poverty history. As countries look beyond their own borders, so too must our Universities.

For centuries Scots have traveled the world, taking with them the ideas that have improved the lives of so many. Knowledge is not purely a way of generating wealth, but a means to support change too. African nations need this knowledge and a successful and sustainable system of higher education available to more and more of their citizens. I know that our Universities here in Scotland have much to offer in terms of building links in Africa and the developing world, and I hope you will all consider what your own institutions can do. Before and after the G8 summit in July, we in Scotland will step up

our efforts. If we are all serious about tackling poverty across the world, then everyone must play their part. We must use the power of education to change lives, and assume our responsibilities to others in doing so.

Lifelong learning

Lifelong learning is also about social justice here at home. It is about empowering people – and showing them that there are always educational opportunities available. In the modern world people must not shut the door on formal learning when they leave school or another institution behind. Over the next few days, I am sure you will reflect on the importance of lifelong learning. Lifelong learning is about personal fulfillment, enterprise, employability and adaptability. Higher education has a critical role in the delivery of the lifelong learning, and I know you will want to consider what your institutions do to make it a reality for all.

Conclusion

As I said at the outset, I hope you all get a chance to see more of Scotland during your time here. I'm sure you'll be impressed with what you see – by the vibrancy of cities like Glasgow and Edinburgh; by the quality of our countryside; and by the economic and social renewal that can be seen all around. We believe the achievements of modern Scotland can match the achievements of the past. Once again we have a spring in our step. I hope that, over the next few days, you think seriously about Scotland and learn more about all that we can offer in the drive to develop strong universities in a strong Europe. Thank you very much.

Kim Howells, MP, Minister of State for Lifelong Learning, Further and Higher Education at the Department for Education and Skills, UK

The need for our people to be educated to the higher level is perhaps more pressing now than it has been for a generation. We face many challenges both within Europe and beyond. These are challenges the higher education sector must not shy away from, but play its full part in seeking solutions to. I believe that this sector can rise to these challenges but to do so it will need to adapt - to reform. The Bologna Process provides an impetus for the reform of higher education systems across Europe, increasing competitiveness and so becoming a driver for economic growth.

As higher education becomes increasingly international, the Bologna Process provides us with an intergovernmental framework in which we can tackle our common concerns. Its important institutions decide how to respond to the new challenges and make the most of the opportunities offered by Bologna and contribute to the Lisbon Goal.

If we're sticking to the Lisbon agenda then it is completely clear to me that universities matter a great deal. Will Hutton pointed this out when acting as rapporteur for Wim Kok's report and most recently in his report to the Secretary of State ("*Where are the Gaps?*") on how we in this country are measuring up against the Lisbon goals. His key point is that Universities are an essential part of a successful European knowledge economy. They are key drivers of innovation at national and regional level and the quality of that innovation and the degree to which it is exploited by business is absolutely central to our economy's success.

Higher education in its own right, then, is a tremendous contributor to our economy and that includes much of our regional economies. Universities UK studied the contribution of HEIs and found the sector contributes about 50 billion euros and supports over half a million jobs. The Bologna Process has the potential to ensure that the impact of universities is felt across the whole of Europe.

So, I think the first key consideration in higher education is that it matters, not just for its own sake though I believe that's important, but as an engine of economic growth. Few would have thought about it in those terms ten years ago.

But for the sector to maximise its potential, higher education, European higher education, must not simply seek to imitate the US. As Wim Kok identified in his review of the Lisbon Strategy, we must provide our own response to the international agenda, tailored to our own situation. That is what I have been working hard to do.

I believe that to affect lasting change both in social and economic terms we must provide our people with opportunities to maximise their potential. They must be able to learn the skills they need to take advantage of the success a strong competitive economy brings. But we must also ensure that business has the skills it needs to remain competitive. Marrying these two aspirations of social justice and economic success is a crucial aspect of the work I have been involved in. Learning does not and should not stop at the school gates, or with a University degree. It means that learning is lifelong and it means reform.

As a Government, we've instigated a process of reform that I will not pretend has been easy. But we've given institutions greater autonomy and this has been welcomed. However, in return we have expected university teaching to improve in terms of

standards. Poor teaching will be eliminated. We expect Universities to ensure they act to capture the brightest people from disadvantaged backgrounds and give them the opportunity to gain a degree. We expect institutions to develop stronger links with business to allow increasingly diverse sources of funding and to ensure courses meet the needs of potential employers.

Students, too, are more active participants with more of a stake in their educational experience which is now increasingly tailored to meet their individual needs. Again, this has not been easy, but we will be introducing:

- Financial help for Higher Education such as grants and loans
- From 2006, no students pay any fees before or whilst they are studying
- There is a non-repayable grant to help with living costs
- You don't have to pay back any loans until you have finished studying and are earning over £15,000 per year
- We provide financial support to ensure prospective students are not deterred from entering HE on financial grounds
- The least well off will get maintenance grants

This is all about investing in the future, the country's future and the future of the student. It will be perhaps the best career decision they will make. Again, this has not been an easy ride, but we took the difficult decisions to ensure the long term future of the sector.

The UK's experiences regarding funding for higher education may also be useful here. How we pay for higher education is a question facing all of us, and there is no single answer as to the way ahead. Higher education systems across Europe are at different stages of development but the vital questions are asked now, for example about the role of tuition fees in relation to public funding, or how we can ensure there is sufficient funding to create sustainable higher education institutions at the same time as increasing participation rates. I'm pleased to say the UK is working on a number of different routes which can be employed to achieve the ultimate goal of increased and more efficient funding.

In the UK, we have the same fundamental approach to higher education but different forms of provision. For instance, all our higher education institutions are autonomous and enjoy peer review. Although there are different systems in Scotland, England, Wales and Northern Ireland, quality assurance arrangements, for example, are based on the shared premise that institutions are themselves responsible for ensuring academic quality and standards within a national framework. And the autonomy of institutions themselves means there is great diversity from one to the next and as a result students are able to choose courses and institutions which best suit their needs. Quality assurance has a central role to play in achieving Bologna objectives on the international competitiveness of European higher education. The UK has played its part in working to take this forward.

As well as funding, universities need also to address and respond to other questions, such as what are the educational needs of young people and of the companies that will hire them? How can we ensure employability? What should the educational response of universities be? How are we to meet the expectation that by 2012 two-thirds of all existing and new jobs will require the equivalent of a university degree? Particularly, how

are we to meet the challenges the developing economic giants of China and Asia throw our way.

I see the Bologna Process providing us with a unique opportunity to address these issues and implement lasting fundamental reform in European higher education.

I've recently returned from China where I attended the first UK-China Education Summit in Beijing. The potential of China is enormous and I believe that only through collaboration with people on the ground will Europe be ready to meet the challenge this potential represents.

One thing I learned was that as Europe moves from an industrial to a knowledge-based society, it's vital that governments work with higher education institutions and other governments to increase Europe's attractiveness to research and development.

I'm pleased to say that British university research is world class; and our commitment to maintain our status is absolute. The Science and Innovation Investment framework set our longer term priorities to ensure that UK world class research continues to improve and remains sustainable in the longer term. We are putting record amounts of money into science, engineering and technology; more than any other government previously; an additional £1 billion higher in 2007-2008 than in 2004-2005. We want to invest more. It is this type of investment, enabling great discoveries - such as the recent research conducted by University College London into diabetes which will have worldwide benefits - that makes Britain a centre of great excellence. British excellence is critical for and contributes to the success of our joint European competitiveness.

I'm also pleased to see that a number of top flight UK universities have expressed strong interest in participating in the new Scholarships for Excellence scheme, the first UK-China government scheme. With global demand for international higher education student places forecast to grow from 2.1 million in 2003 to nearly 6 million [5.8 million] in 2020, we will make it possible for Chinese students to stay and work in our economy for a year after Higher Education. I have proposed a reciprocal arrangement so that British students can stay in China for a year to work.

And we have been working to broaden this international dimension. Just a few months ago my Department launched our international education strategy *Putting the World into World-Class Education* in which we set out a programme to:

- Equip our children and young people for life in a global society and work in a global economy.
- Engage with our international partners to achieve their goals and ours.
- Maximise the contribution of our education and training sectors and university research in terms of trade and inward investment.

In terms of our higher education institutions' experience, I think that the UK can share its successes in promoting lifelong learning. There is a diversity of structure and delivery in the UK which caters for different needs both within the UK and within the Bologna Process.

As well as the quality assurance I mentioned earlier, we have Foundation Degrees in England, Wales and Northern Ireland They have been designed with the cooperation of

employers to meet specific employment needs and create employment opportunities. These degrees fit into the first cycle of the Bologna Process and have proved popular since they were launched in 2001. This year we have nearly 38,000 students studying for a Foundation Degree. We take seriously the engaging of employers of all sizes in the design of higher education courses and encouraging progression from work to higher education be that at home or abroad.

UK higher education institutions are very well represented in the Erasmus Mundus project: Eight UK universities were involved in the first round of Erasmus Mundus courses selected in 2004. And in the 2005 selection round, eleven UK partners are represented, (including two as course coordinators).

Bologna should be the impetus to making European higher education world class by 2010. And central to this should be an acceptance of new ways of learning in vocational and higher education, tailored to young people's needs.

But it's all very well talking about new ways of working if nothing is done to implement them. Institutions must become innovative, agile and flexible if they are to survive. They will have to compete with other institutions in the production and marketing of courses to students. Only those institutions that are capable of defining coherent strategies towards the process will prosper in the new competitive landscape. The positioning of programmes, the overall coherence of the range of offerings and the targeting of students will be basic strategic requirements for all institutions.

Through emphasis on collaboration rather than legislation, Bologna offers Europe the framework to promote a unified higher education worldwide whilst retaining the strengths inherent in its diversity. It will be flexible enough to respond to the Lisbon competitiveness agenda and it will increase the learning and research opportunities available in Europe. If we were to improve the quality and relevance of our higher education then our higher education institutions will be prepared to meet the needs of the twenty-first century economy and knowledge society. We have a great deal in common, a great deal to learn from each other. But if we're to make the most of our strengths we must improve our collaborative approaches.

That's why we hosted a Bologna Process conference in July last year in Edinburgh on the importance of using a Learning Outcomes approach. And why we have offered to host the 2007 Ministerial conference following the one in Bergen in May.

Since the Berlin Ministerial Conference there has been an increasing level of engagement between UK higher education institutions and their European counterparts. For example:

- Six UK Universities have or are participating in EUA's three Quality Culture Projects.
- Sixteen UK universities participated in EUA's Joint Masters Project.
- Eight universities out of forty-nine participating in the EUA's Doctoral Programmes Project are from the UK.

I hope our involvement in joint projects demonstrates our commitment to European-wide reforms and our belief that we can all benefit from one another's experiences and expertise. I am very keen to see continuing cooperation with our European neighbours.

This is the 3rd Convention of higher education institutions and reflects the importance of EUA in preparing higher education institutions to meet the challenges I have outlined. EUA is playing a central role in focusing thinking on how best to meet the challenges we face: how do we get the cash to ensure our higher education sector fulfils the ideal of Bologna? Where do we get it, how do we spend it and how do we reach Lisbon's goals in the light of the challenges of the strengthening economies? One thing, however, is certain: we must fund higher education and we must face these challenges. This convention is an important opportunity to stimulate discussion prior to Bergen and provide solutions to these shared concerns.

Ján Figel, Member of the European Commission responsible for Education, Training, Culture and Multilingualism

Introduction

Ladies and Gentlemen, I will start my speech today by outlining the main challenges for European universities. Then I will address the Bologna reform agenda and – beyond Bologna – an additional set of institutional and systemic reforms needed to enable universities to make their full contribution to the Lisbon Strategy.

Heads of State and Government adopted in the European Council last week their Conclusions on the Commission's Mid-Term Review of the Lisbon Strategy. President Barroso will give you his views on Saturday, but I am pleased to note that the vital role of university education and research has been fully acknowledged by Europe's national leaders.

Challenges

Universities in Europe face bigger challenges and stronger competition than ever before. A quick look at the figures tells us that the situation is not comforting.

Working population that completed tertiary education

In Europe only 21% of the working population has enjoyed tertiary education, compared to 38% in the United States and 43% in Canada. We are also surpassed by Japan (36%) and Korea (26%).

Enrolment ratio of young people in higher education

In spite of the widely shared view in Europe that higher education is a "public good", the gross enrolment ratio is just 52% in the EU, which is slightly ahead of Japan (49%) but is surpassed by Canada (59%) and lies far behind the US (81%) and now also Korea (82%).

European universities have also lost ground in research, in particular at the world class level, with a lower share of scientific publications, patents and Nobel prizes than the US. This should be seen in conjunction with the relative under-funding of European research (under 2% of GDP) in comparison with the US, Japan and Korea (close to 3%).

In order to change this situation, deep reforms are needed. To gain a sense of direction, let us turn to the Bologna and Lisbon reform agendas.

Bologna Reforms – halfway down the road to 2010

I expect Ministers in Bergen to take important decisions on two key points:

- Quality Assurance and
- the European Qualifications Framework

Quality assurance

I am confident Ministers in Bergen will adopt European Standards both for Universities and for Quality Assurance Agencies. It is also hoped that they will also endorse the establishment of a European Register of Quality Assurance Agencies. In doing so, they would create the basis for mutual recognition of quality assurance systems and assessment.

The European Commission has proposed a draft Recommendation to Parliament and Council requesting freedom for universities to choose Registered Agencies according to

their profile. Our proposal also calls upon Governments to accept assessments made by such Agencies as a basis for funding and licensing decisions. Moreover, the Commission supports the establishment of European Quality Labels in Engineering and Chemistry. I would expect that some more, highly internationalised fields of study will follow these two examples.

European Qualifications Framework

The emerging European Qualifications Framework (EQF) will describe learning in terms of skills acquired at different levels. In Bergen, Ministers will be asked to endorse the higher education component of this framework.

After Bergen and before the summer, I will release a Commission Consultation Document on the European Qualifications Framework for Lifelong Learning. It will describe eight levels of education and training, from basic skills upwards. Level descriptors may serve as references for curriculum development, recognition and quality assurance, but they provide reference only and no more than that. Level descriptors will help institutions and learners find their way, but they should not prevent universities and individuals to make their own original contribution to the creation and gathering of knowledge.

The levels in the European Qualifications Framework will probably have an indicative credit range attached to them. That is why I will present – also before the summer – a Commission Consultation Document on Credits for Lifelong Learning, building on the European Credit Transfer System and the preparatory work on credits in Vocational Education and Training (ECVET).

Implementation of both Quality Assurance and the European Qualifications Framework would help to establish a sufficient level of compatibility between Europe's diverse education systems. They will also help citizens to take effectively advantage of the very diversity of Europe's education systems rather than being constrained by it.

Doctoral level

Let us now look at the Doctoral level. As was specified in Berlin, all the elements of the Bologna Process of reform – including quality assurance, credits, and joint degrees – should be applicable to the third cycle as well.

Together with my Colleague, Commissioner Jan Potočník, I will examine how to relaunch the idea of a European Doctorate Label. The label would be attributed to doctoral programmes with a proven European Dimension.

Universities and the Lisbon Strategy

Is there life after Bologna? Yes there is! Bologna reforms are useful and they have my full support, but the Lisbon Strategy calls for much more than structural reforms. Universities should seriously reflect on what they are going to do when they have the Three-Cycle Structure in place, with effective Quality Assurance, Credit Points and Diploma Supplements for every graduate.

What will be the long-term, sustainable contribution of higher-education institutions to the Europe of Knowledge? What kind of "contract" will you enter with public authorities to help build the European Higher Education Area and the Europe of Knowledge?

Let me specify these questions:

- Will your institution be attractive for students and scholars from Europe and beyond?
- How will your institution be governed and where will funding come from?
- Will you decide to outsource part of your tasks?
- Will you create strategic alliances with institutions in your region or abroad?
- How will you cooperate with the world of enterprise?

These are vital questions that need to be addressed in parallel with and beyond the Bologna reforms.

I feel it is the role and the duty of the Commission to rekindle and frame the debate on these issues. This is why – in the month of April and ahead of the meeting in Bergen – we will publish a new Communication titled: "*Mobilising the brainpower of Europe: enabling universities to make their full contribution to the Lisbon Strategy*". In this Communication, the Commission will address the strategic issues of attractiveness, governance and funding. It will call for a new kind of partnership between States and universities. It will also call and for institutional and systemic reform:

- more autonomy and self-governance for universities,
- full accountability towards society,
- a creative mix of public and private funding,
- the use of fiscal incentives and fees,
- ensuring fair access for all qualified students.

While we need to build up more transparency and cohesion in the structure and nomenclature of our degrees, we also need more diversity than we have had so far concerning target groups, exit and entry points, mix of content and skills, learning methods, type and relevance of research, etc. Above all, we need to invest in change and modernisation within a European perspective.

I am convinced the future of each region and country in Europe and the place of Europe in the world crucially depend on our systems of higher education. I am also convinced that the future of our higher education systems crucially depend on sufficient levels of investment and sound management. I understand from the Conference programme that the organisers share the same concerns I have addressed in this short presentation. This is comforting. I have no doubt that Europe's universities have all it takes to face up the challenges the future holds for them. I have no doubt you will find the resources, the harmony, and the imagination to give your full contribution to the Europe of knowledge. I wish you all a very successful Convention.

INTERNATIONAL PANEL

The objective of this panel was to provide an international perspective on the European higher education reform debate. Panelists were asked to comment on the relevance of European discussions for higher education in their own countries and vice-versa. The Report includes the presentations made by:

Goolam Mohamedbhai, Vice-Chancellor, University of Mauritius, Mauritius; President, International Association of Universities

Abdellatif Bencherifa, President, University Moulay Ismaïl, Meknès, Morocco

Tin Pui Leung, Vice-President, Hong Kong Polytechnic University, Hong Kong

Luis Alfredo Riveros Cornejo, Rector, Universidad de Chile, Santiago, Chile

David Ward, President, American Council on Education, Washington D.C., USA

Goolam Mohamedbhai, Vice-Chancellor, University of Mauritius, Mauritius; President of the International Association of Universities

Views on Bologna Process

To start with let me make four general remarks on the Bologna Process:

1. First, I find it quite remarkable that forty countries, all signatories of the Bologna Process, have agreed to implement such a major and fundamental set of reforms in their higher education institutions. And yet these countries, although European, are quite diverse in their size, national languages, culture, history, economy and higher education systems. This shows that the Bologna reforms are really international in nature and can be applied to higher education systems in any part of the world.
2. Second, it is so encouraging to note that the signatories of the Bologna Process, all Ministries of Education, have acknowledged the public good aspect of universities and have pledged their support. This is not what is happening in several other parts of the world where governments fail to recognise the important role that universities play in economic development, and take the view that HE is more of a private good, and even adopt the attitude that further expansion of HE should be through the setting up of private institutions. This has serious implications long-term implications and I believe the Bologna stand about the public good aspect of universities should be brought to the attention of governments in other parts of the world.
3. My third comment is about the relationship between governments and universities in the Bologna Process. When important reforms are introduced, government-university relationship can become strained, especially in countries where universities enjoy significant autonomy. The Trends IV report shows that although the ministry-university relationship has not always been easy everywhere, both parties have generally adopted a consensual and collaborative approach, and this is highly commendable. Indeed the report has noted that it is the institutions that have the greatest autonomy that have been able to best implement the reforms. I believe the strong, catalytic role played by EUA has contributed significantly in smoothing out any differences.

4. My last remark is more of a question. It would seem that the Bologna reforms have been applied to mainly public funded institutions. What about the private institutions which are increasing in numbers everywhere in the world? How will countries ensure that the private institutions, too, apply the Bologna reforms?

I would next like to reflect on what could be the effects of the Bologna Process on the rest of the world.

With forty countries involved, and more to join this year, there is no doubt that the Bologna reforms will have an effect on higher education in other parts of the world. It is well known that most of the universities in countries which were former colonies of Europe were patterned on the institutions in the respective colonising country. In Europe these countries are mainly the UK, France, Spain and Portugal. The former colonies, mostly developing countries, are mainly in Africa, Asia, Latin America, the Caribbean and the Pacific. There has always been very close collaboration in teaching and research between universities in Europe and those in the south.

With the setting up of a strong European Higher Education Area, there is the danger that European universities will now prefer to collaborate with their counterparts in Europe rather than with those in the south. This would have a negative impact on the latter. Universities in the south are struggling to cope with massive increases of students, dwindling financial and human resources, reduced research output, etc. Their links with universities in the north do help them to find solutions to some of the challenges they face and to keep abreast with the latest international trends in higher education. I fear that the Bologna reforms could lead to an isolation of higher education institutions in some parts of the world. With globalisation what is needed is greater international collaboration among universities in different parts of the world, not just among those in one region only. It is international collaboration among universities that can truly bring about inter-cultural dialogue and world understanding and peace.

This leads me to the issue whether the Bologna Reforms should be applied internationally.

Generally speaking the Bologna reforms (the two-cycle degree programmes, the establishment of a credit transfer system, the introduction of quality assurance, the introduction of student-centred and problem-based learning) are in line with, for example, the conclusions of the UNESCO World Conference on Higher Education. They can bring about important and positive changes in higher education. The question then is: should the Bologna reforms be extended to other parts of the world?

I believe that the universities in the south which currently have links with European ones, will be inclined to align themselves with those in the north. In the case of Sub-Saharan Africa, which is the region I know best, this may not be too difficult in Anglophone countries where the two-cycle degree structure, as proposed under Bologna, is already in use, and most universities now adopt a modular and credit system. But this may not be true for Francophone and Lusophone countries where the institutions may have to undertake major changes as are taking place in Europe.

But the more important question is, in case the universities in the south feel it would be desirable for them to follow the Bologna Process, how should they go about it, bearing in mind the government-led approach used in Europe?

There has so far been limited organised debate on the effects or the applicability of Bologna reforms on higher education institutions in other parts of the world. But it is imperative that that debate gets properly structured. What is not clear is whether the debate should be national, regional or international; and whether it should be started by universities, by associations of universities or by governments. UNESCO already has a programme of reforms in higher education and many elements of those reforms are similar to what is proposed under Bologna. So perhaps UNESCO could spearhead the debate. The International Association of Universities already has the Bologna Process on its website, but it could take a more active role. And regional university associations, for example the Association of African Universities should also, in parallel, start a discussion on the topic.

What is clear, however, is that Europe, in particular the European Universities Association has gathered, over the past five years, some very valuable experience on the implementation of the Bologna reforms and these should be shared with other parts of the world.

The European Research Area

Let me now turn to the other major reform in Europe, which is the creation of a European Research Area. The European Research Area is to be achieved by strengthening research capacity in universities, the ultimate objective being to create a Europe of Knowledge. In almost all countries of the world research and development activities take place essentially in universities and research institutions. It is a known fact that the bulk of the world's scientific and technological research is generated in developed countries, including Europe, which have the brainpower to adapt and apply the findings for furthering their own development.

Nevertheless, Europe has a serious shortage of researchers. Indeed in many European universities the majority of postgraduate students undertaking doctoral or postdoctoral research are from the developing countries. In most cases they are undertaking research in areas which have little relevance to their countries of origin. And there are plans in Europe to further attract non-European researchers into Europe to assist in building its knowledge society.

This could pose a serious threat to the production of research in developing countries. Universities in the south are already experiencing difficulties in promoting research, partly because their resources are increasingly being stretched towards teaching, partly because they cannot afford the heavy investment required for cutting edge research and development, and partly because they cannot attract or retain their research-strong academics, losing their best brains to countries in the north.

The creation of a European Research Area could then have two important effects:

- it could lead to an increase in brain drain from developing countries, and
- the bulk of the world research agenda would continue to be set and led by the north, with little relevance to the south.

It must be realised that global sustainable development can only be achieved if the existing gap in development between the industrial and developing countries of the world can be narrowed. And higher education institutions, because of their role in creating and

transmitting knowledge, can be the main engines to narrow that development gap. But a gap also exists between higher education institutions in developing countries and those in industrial countries. There is a real danger that the drive towards creating a strong knowledge society in Europe, if done at the expense of developing countries, will widen the higher education gap.

This of course does not mean that European universities should not strengthen their research capacity. But in so doing they should take appropriate measures to avoid the negative impact that this may have on developing countries. And the best way to do that is to partner and work in collaboration with universities in the south. This will also help in reinforcing the research capacity of universities in the south.

Abdellatif Bencherifa, President, University Moulay Ismaïl, Meknès, Morocco

The Academic Reform in Moroccan universities and its relation to the Bologna Process

The university reform in Morocco was long overdue and got initiated as a result of an internal need-based analysis. After a process of consultation and dialogue involving universities, staffs and students included, as well as other social and representative constituencies, a consensus about reform in the overall education system of the country was elaborated in a national Charter whose main characteristics were drawn in 1999, then translated in a regular bill in the year 2000.

Although the drive for reform was and still is driven by homegrown needs for reform which aims to overhaul the general university system and enable it to respond to the changes in society, the designers have included enough elements and directions to prepare it for an eventual insertion into other universal models, in particular the types of reforms going on in Europe, namely the Bologna Process. The LMD degree configuration is more than a direct nod to the latter. Degree transparency, the pooling of resources and collaboration instead of stark competition are as much ingredients of the novel university system in Morocco as it is the hallmark of the Bologna recommendations. Naturally, just as much as the Bologna recommendations are taking some time and efforts to fully sink into the traditionally closed and nationally protected university systems, the Moroccan university system is in for a long time of internal adaptation before it can set out to fully embrace international systems. More efforts and resources are needed to speed up this process, but in particular, more collaboration and efforts of human and ideas exchange need to put in place and nurtured.

The so-called Reform, which substantially increased the academic and financial autonomy of the university, was implemented in the curricula in September 2003. This Reform introduced a novel three-tiered pedagogical architecture, known as LMD ("L" stands for the Licence degree, the culmination of a three-year or six-semester educational programs or Filières; "M" stands for the Master degree, necessitating two years, or four semesters, after the Licence; and "D" stands for the terminal degree, Doctorate, requiring three years, or six semesters, after the Master; or a total of eight university years). A Semester System (two semesters per year: one semester equals sixteen weeks of study and evaluation) has, thus, been set with its own Mainstreams (or Study Programmes), which can be of two types: General or Professionally Oriented. Training is provided in, and organised into "Modules" (i.e., a cluster of courses belonging to a particular subject; they actually may also take the form of an internship, in-training, field-work, or independent study or project). The new system allows the students passageways between Mainstreams (study programmes) for re-orientation purposes.

The on-going European process of university changes has provided the Moroccan experience with an additional factor of legitimacy. More decisively, however, this process has also established a benchmark along which the long time, French-based, Moroccan University system could adhere to a more universal academic system.

Tin Pui Leung, Vice President, Hong Kong Polytechnic University, Hong Kong

Development of Higher Education in Mainland China and Hong Kong SAR

A. Overview of Higher Education in Hong Kong

Emphasis on Education

Education is Hong Kong's most important long-term social investment. Since 1997, resources allocated to education have continued to rise significantly despite overall budget constraints. Expenditure on education in 2004/05 is HK\$59.5 billion (i.e. 23% of government expenditure), representing a significant increase of 57% from HK\$37.9 billion in 1996/97. Total spending on education is 4.4% of Gross Domestic Product. Tertiary education accounts for about 20% of the education budget on recurrent spending.

Provision of Post-secondary Education in Hong Kong

Hong Kong has eleven degree-awarding higher education institutions, eight of which are publicly funded through the University Grants Committee (UGC). Some 53% of Hong Kong's senior secondary school leavers now have the opportunity to receive tertiary education. The Hong Kong Government is striving to achieve the target that 60% of Hong Kong's senior secondary school leavers will have access to tertiary education by 2010/11.

14,500 first-year first-degree places are being catered for about 18% of the 17-20 year old age group. Table 1 illustrates student enrolment in year 2003/04.

Type of Programme	Student Enrolment
Sub-degree	11,405
Undergraduate	48,094
Taught Postgraduate	6,291
Research Postgraduate	4,349
	70,139

Table 1. Student Enrolment (Full-time Equivalent) of UGC-funded Programmes in 2003/04

In 2003/04, more than 120 accredited self-financing programmes were offered by 18 post-secondary institutions, providing some 12,000 full-time places at sub-degree level or above. There were in addition some 9,500 publicly funded places at sub-degree level offered by the Vocational Training Council. Hong Kong is trying its very best to build up an educated community coping with a knowledge-based economy. (See Table 2).

Higher Education Institution	1998	2002	2003#

Matriculation	4.1%	4.7%	5.3%
Tertiary			
Non-degree programmes	7.0%	7.6%	7.8%
Degree programmes	10.4%	12.9%	13.4%
	21.5%	25.2%	26.5%

Provisional figures/estimates

Table 2. Distribution of Educational Attainment of Population Aged 15 and Over

Eye on the World

Hong Kong has all along been pursuing to establish closer links with the educational systems in other parts of the world as a means to sustain its further development as an international city. Non-local student enrolment of UGC-funded programmes has significantly increased over the past few years. There were altogether 2,700 non-local students studying at the UGC-funded institutions in 2003/04. The policy is to allow free access to non locals at the research postgraduate level and to increase the percentage cap at undergraduate level gradually. Currently at undergraduate level it is 8%, and this will increase to 10% shortly.

There are student exchange programmes between local and overseas universities, which are being expanded rapidly.

As for the outbound figures, some 60,900 households (2.9%) had household members aged 25 and below studying outside Hong Kong as of May 2002. It means a total of 74,100 Hong Kong students pursuing study at institutions outside Hong Kong. Among these 74,100 students, some 26.5% were studying in Canada, 22.2% in Australia, 21.7% in UK, and 17.7% in USA. 62.2% of these students were attending study at tertiary level and above. So, while 18% of the relevant cohort may seem low, overall, the percentage of all Hong Kong students studying at tertiary level is good by OECD standards.

Future Plans

The Hong Kong government launched the consultation paper on “Reforming the Academic Structure for Senior Secondary Education and Higher Education – Actions for Investing in the Future”. Being a landmark document in the history of education in Hong Kong, this consultation paper spells out the endeavours for Hong Kong’s education system to move from the current “5+2+3” system to a “3+3+4” one.

Rationales for the “reform” can be listed as follows:

1. An additional year of senior secondary education for every student and an additional year in university education will raise the overall quality of our young people.
2. A new single credential, the Hong Kong Diploma of Secondary Education (HKDSE) will reduce the number of examinations and create more time for productive learning, and remedial or enhancement programmes.
3. The new 4-year degree will also allow the universities to offer different learning approaches, including more independent studies, and to produce outstanding graduates.
4. Finally, the 3+3+4 system will mean a 12-year academic system for primary and secondary education, better aligning Hong Kong with Mainland China and the

international community. This will promote better international articulation of our education system which is important for our global positioning as a world city.

The Hong Kong government will encourage more students from overseas and Mainland Chinese to come to Hong Kong to study, thereby adding a greater international dimension to Hong Kong's tertiary education.

B. Higher Education Institutions in Mainland China

The number of higher education institutions in China is more than 2,000. The number of students admitted in 2004 was 4.2 million (4 times that in 1998). The total number of tertiary students in 2004/05 is more than 20 million (approximately 40% are undergraduates, the rest are sub-degree students). The percentage of senior secondary school graduates admitted to higher education institutions is about 19%. The number of new postgraduate students per year is about 320,000. Total annual national education budget is around RMB 600 billion (~ US \$72 billion).

Overseas Students in China

In 2003, there were 25,000 overseas students studying academic programmes in China. The number of students receiving Chinese scholarships was about 6,000, and most of them stayed in Beijing, Shanghai and Tianjin.

Overseas Programmes Offered in China

With the approval of the Academic Degrees Committee (ADC) of the State Council of China, over 170 degree programmes from overseas countries are offered in Mainland China. These programmes are mainly business/management, foreign languages, education and IT related. Figure 1 illustrates the share of approved programmes offered by overseas countries and Hong Kong.

There are more than 200 tertiary education collaboration projects with overseas institutions.

Sub-degree programmes of overseas countries only need to seek the approval of municipal governments. Some 10% of graduates of these programmes go to overseas to pursue their degree studies.

Chinese Students Studying Overseas

There are some 120,000 students studying overseas (93% being self-funded).

New scenarios and issues

Issues that the higher education sector in China needs to address include the following:

1. expanding too quickly
2. need for better quality assurance
3. matching university education with employment needs
4. proper implementation of education reforms (including a general adoption of IT in education)
5. quality of teachers and university management

New scenarios may include the following:

1. emerging private universities
2. opening up of the education market
3. re-establishment of education philosophy and values

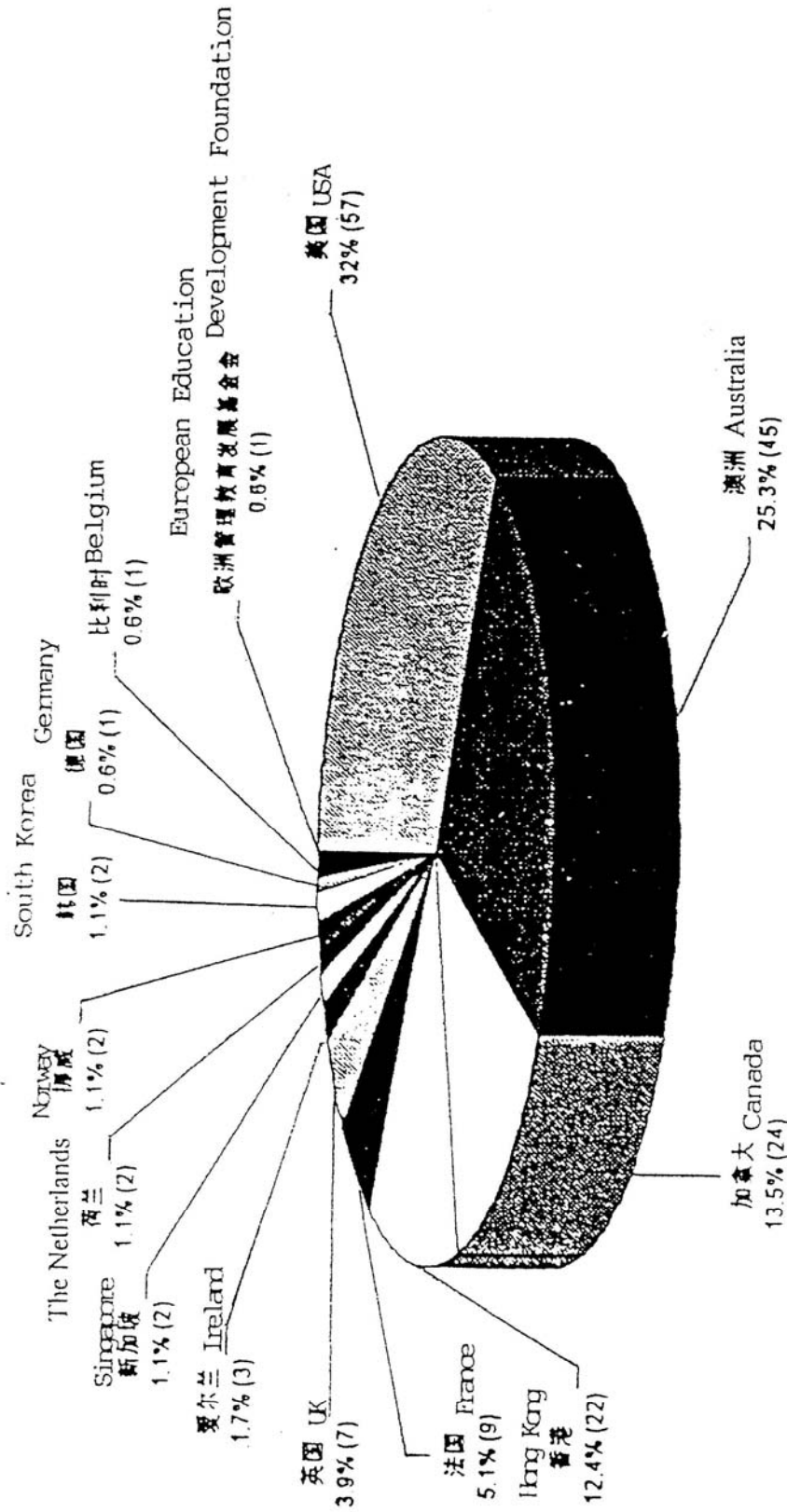


Figure 1. Share of approved programmes from foreign partners (from 1995-2003)

Assessment of Institutions

Responsibility of assessment of graduate schools mainly lies with the Academic Degrees Office of State Council, whereas assessment of HEIs is mainly carried out by Ministry of Education.

Ranking assessment is done on a voluntary basis for interested universities. For example, many tertiary institutions volunteered themselves for assessment in order to be able to join the P211 Project during the turn of last century. This project was to select 100 key universities for special nurturing and funding during the new twenty-first century.

Single subject institutions would be assessed by corresponding ministries. For example, the Aviation Industries of China, formerly the Ministry of Aviation, has conducted an assessment of all aerospace institutions.

For single-subject postgraduate programmes, assessment could be carried out by provincial governments. For example, ADC has delegated authority to the Shannxi Provincial Education Commission to assess master degree programmes in eleven disciplines (history, chemistry, etc.).

C. A Hong Kong (and possibly China) Perspective on New Education Developments in Europe

1. Hong Kong appreciates the vision of the EU to bring about an in-depth reform of education structures and to introduce a genuine European platform of education exchange via an agreed set of common goals of education and a common credit transfer system.
2. Students from Hong Kong and Mainland China would most likely welcome the change of the European tertiary system to 3+2, i.e., a three-year Bachelor Degree plus a two-year Masters Degree, since it would cost them less to study a first degree in Europe. Furthermore, Chinese parents like to have their children come home as soon as possible.
3. Students from Hong Kong and Mainland China interested to study first degrees in European countries would benefit from a common European system.
4. Even if Hong Kong changes to the 3+3+4 system, it would not deter young people studying in the UK. The most important point is to have necessary public entrance examinations available in Hong Kong (and in China) so that interested students can sit for them. Furthermore, short courses may need to be offered in Hong Kong to make-up for existing Form 7 Advanced Level subjects if necessary.
5. Hong Kong would like to learn from the EU based on its newly agreed pan-European framework of quality management, and see how Hong Kong's existing quality assurance framework is to be further improved based on the EU's experience, in spite of the fact that Hong Kong has already established quite an effective quality assurance system in recent years. China will also be interested to draw reference to the new quality assurance system of the EU.
6. The eight tertiary institutions under the auspices of the UGC of Hong Kong are reviewed from time to time by the latter in areas like research (RAE), teaching and learning (TLQPR), institutional management, role and mission. Other tertiary institutions need to go to the Hong Kong Council for Academic Accreditation (HKCAA) for an institutional review and programme validation of their degree, higher diploma and associate degree programmes.

7. The Hong Kong government is setting up a Qualifications Framework whose infrastructure will be ready for implementation by mid 2005. There will be seven qualification levels. Level descriptors are being developed to act as an ideal of generic learning and skills expected at particular stages in education. The HKCAA has been asked by the government to set up a Qualifications Register. Education providers can apply to HKCAA for qualifications registration of programmes being offered by them. Since qualifications will include both academic and vocational ones, HKCAA will expand its scope to cover vocational education, and its name will be changed to reflect this new development (HKCAVA). The Qualifications Framework and associated Qualifications Register are designed to allow for a progressive ladder of learning and "credit accumulation and transfer" (CAT). This will improve the credibility of qualifications, and the employability of the workforce, by having recognised qualifications for vocations, as well as professions.
8. The emphasis of the Bologna Accord on "Innovative approaches and ICT (information and communication technology)" and "lifelong learning" is also emphasised in Hong Kong's tertiary sector.
9. An important trend in tertiary education is to address the "employability and entrepreneurship" of graduates. Hong Kong also shares this view and appropriate actions are being taken by Hong Kong universities to address this issue. China is also aware of the significance of this issue.
10. EU has concerns of quantity versus quality for tertiary education. There are also similar concerns in Mainland China and the Hong Kong community. However, there should be no compromises on quality.
11. It is noted that there is an emergency in regards to the private sector of higher education in the EU. This is probably an international trend and Hong Kong (as well as China) is also investigating methodology for enlarging the tertiary sector through the provision of more student places by the private sector.
12. Since 2000, Hong Kong has had a very rapidly expanding self-financed tertiary sector. Almost the entire expansion to reach 60% will be in the self-financed sector. These are non-profit making bodies, but they are not subsidised by the government.
13. Both Mainland China and Hong Kong are aware of the importance in having universities playing different roles to serve the community.
14. With China becoming more prosperous, it can be foreseen that many more Chinese students will pursue their undergraduate and postgraduate studies in European countries.
15. There are a great deal of collaboration opportunities between universities in Europe with those in China in Hong Kong.

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Luis Alfredo Riveros Cornejo, Rector, Universidad de Chile, Santiago, Chile

The Bologna Process in Europe: A View from Latin America

I want to thank the organisers of the Congress of EUA for inviting me to participate in this international forum. European universities are strongly committed to achieving a major change in their academic programmes under the mandate of the EU. This Congress is not only a proof of the validity of that responsibility on the part of European universities, but it is also a demonstration of the participative spirit that stirs the application of the reform programme. I have witnessed in several universities in countries such as Spain, Holland and Germany, a profound transformation in the undergraduate programmes towards a design based on three or four years of duration, plus one or two years of a Masters programme in a corresponding discipline. This change is often conveying considerable transformations in the overall structure of universities, including academic structures, policies regarding faculty, new forms of dialogue with the social and business communities, a more active relationship between undergraduate and graduate programmes, etc. I think President Wilson was the one who said that it was far more difficult to move universities than cemeteries, and I am glad to admit that you are thoroughly defeating that belief.

The transformation of European universities, along the lines of the Bologna Process, has largely depended upon the political will of governments to nurture what it has been called *the European dream*. This has to do with a common view of the future, the attainment of a regional-based globalisation, and a political will to reach a strong international presence of the region as an entity. We still do not have anything similar in the form of a *Latin American dream*, and consequently universities do not count on a political mandate to produce changes in the academic structure and on the duration and design of the curricula. Labour mobility and even student mobility is still very small in the Latin American context, and therefore most comprehensive academic reforms taking place in our region have been dominated by the need to construct a system more compatible with that observed in Europe and the US–Canada, which are seen as the major destinations for our academic exchanges. The fact that only seven Latin American universities are included in the EU ranking of the world's 500 top universities is a clear indicator that the quality of university development has not even paralleled the observed increase in per capita income.

The current change observed in Latin American universities has been largely determined by the prevalence of two main gaps. On the one hand, it is a coverage gap, since in most of our countries no more than 34%, and an average of about 12-15% of the age bracket of 18-24, are currently attending institutions of higher education, a proportion which compares poorly with the almost 50% coverage rate in OECD countries. On the other hand, a significant fiscal gap prevails, of which macroeconomic reforms have been taking care of, but at the root of endemic inflation and serious macroeconomic imbalances. This, together with a weak tax basis and the presence of urgent priorities in terms of primary and secondary education, as well as primary health care, make it difficult to see how the necessary expansion of the tertiary sector will be supported by state financing.

In order to deal with increasing pressures to obtain a more significant coverage of higher education, most Latin American countries have chosen to create a for-profit higher education system. This new system has aimed at developing an industry of university education in a pure market approach, but it has produced a serious deterioration of financial policies with regard to public institutions. Although the state is trying to introduce student financing through alternative lending mechanisms, the main problem is that the quality of the system is declining overall, and research universities are under extreme pressure to become more teaching-oriented as well as business-oriented. There prevails an increasing deficit to finance basic research (the spending in scientific research amounts to less than 1% of GDP), in an environment where enterprises do not have a culture of association with universities for developing technological research and training. Given the strong externalities of universities in developing nations, the role of the State appears extremely essential, particularly when expenditure in higher education is below 1% of GDP, and average tuition fees are significant as related to the per capita income. In the context of a potential trade partnership with industrial countries, it is, therefore, vital for Latin America to improve its record in connection with higher education.

Many traditional Latin American universities are introducing deep changes intended to replace traditional state financing as well as changing academic structures and undergraduate curricula. The challenge concerns both the attaining of an academic content and a curricular design more related with the changing external reality, as well as to introducing a more efficient curricular plan in terms of time of permanence in the university. The curricular design in different disciplinary fields is becoming more flexible as well as more transversal in terms of content; therefore, allowing for higher interdisciplinary student mobility. Changes are facing the need of preparing new professionals through a more interdisciplinary training, as required by recently observed shifts in labour demand, while also facing the need for a more active connection between undergraduate and graduate programmes, along the lines of continuing education.

The Bologna Process is considered a key background concept for the change that it is being implemented in several traditional Latin American universities. The observation of the Bologna Process has pointed out the importance of more flexible programmes to foster student mobility both across universities and disciplinary fields. The Process is also important to make labour mobility easier in order to adapt to changing market conditions. The occurrence of an "undergraduate reform" in several Latin American institutions has been originated from those issues, as a key instrument to attain more flexible and efficient formative programmes. Bologna has been an intellectual input to it, as well as the Tuning initiative to create a more compatible system of credit assignment across the region.

Having said all that, allow me to underline two major concerns regarding the overall Bologna Process in Europe as we see it from our region. First is the evidence that has indicated a negative impact of the Bologna Process in terms of research output. The larger emphasis in teaching associated to the system has probably decreased human and financial resources to research activities. This may well be a transitional result, but the concern is justifiable if the drop in research remains as a permanent shift regarding the role of the university in society. Undoubtedly, this raises a question about the overall financial policy of universities, which must consider the financing of applied and basic research, and not only aspects linked to teaching activities.

A second concern regarding the Bologna Process is that it has neglected the attention to more structural issues surrounding the role of public universities. I was recently in Japan, where the university system is suffering a dramatic change called generically the "independence process". In fact, Japanese universities have been for a long time highly dependent on government policies, as in fact they are financed by the government in a significant proportion of their budgets. As a result of the new policy, universities are forced to seek new financial means. Even the faculty will change from a public appointment to a private one, thereby demonstrating the radical reforms taking place which may lead to constructing a new form of a private university system. In the case of Japan, however, there have been no specific policies regarding the academic structure of public universities. In Europe, on the contrary, the emphasis on the current reform process has essentially been placed into the curricular reform and the academic design of undergraduate and graduate programmes, without looking at fundamental financial issues and to the role played by public universities in the overall context. This is a cause for concern since the policy being applied to university transformation aims at constructing an environment of more competition and the operation of markets in higher education. This new approach creates a more complicated environment for public universities, which would need to seek more private financing. Public universities need to define very clearly which is the public good being produced and what the financial requirements to continue this responsibility with society are.

In summing up, we see the transformation of European universities along the lines of the Bologna Process, as an indication of health and renovation of the university system to answer questions of (a) competitiveness vis-à-vis other regions; (b) increased efficiency regarding the use of resources inside the universities; and (c) a better response regarding the need for a different training approach in response to labour market shifts. The changes observed in European universities are seen as a clear indicator of the need for change in the university system overall, and show the necessary commitment of academia with modernisation and the required curricular flexibility of universities in response to prevailing external demands. However, this change needs some definitions regarding the financing of public universities, to avoid that a heavier emphasis in teaching activities and cost recovery can darken the indispensable role played by public universities in society.

David Ward, President, American Council on Education, Washington D.C., USA

I am delighted to be here today as President of the American Council of Education representing the Presidents and Chancellors of universities and colleges in the United States. You will, however, quickly assume from my transatlantic accent that like many American scholars, I am an immigrant. And in fact I grew up in a country to the South of Scotland!

The Bologna Process has not attracted great interest in the United States until quite recently. As you move forward to the maturing of this process, there will be an increasing interest on the part of the higher education community in the United States. I think there is also a growing admiration for the amount of progress that has been made in something which we thought initially would be a heavy handed government directed process. EUA has provided effective bottom-up institutional responses and I have witnessed healthy discussions of the role of governments and the role of institutions in the delivery of higher education. The self directed institutional reforms have allowed the Process to proceed better than I would have anticipated and I look forward with great interest to the completion of this process over the next five years. With the assistance of the EUA, ACE will certainly try to track, articulate and inform American institutions about what is happening.

The Bologna Process has also enriched dialogues about resources. I see the words "strong universities" behind me and although strong universities are built on their cultural traditions and their academic excellence, they are increasingly engaged in raising the financial resources that make them strong. And there is, in a sense, a tension between how positive our governments are about our role in the global knowledge economy and their skepticism about our effectiveness. Most national governments see higher education as an instrument of competitiveness in the knowledge economy and virtually no state or region seems to deny the local advantages of improving human capital and transferring knowledge to the public and private sectors. They do not, however, always express those convictions with appropriate funding. Despite this confidence in our value to the contemporary political economy, governments are unwilling to invest in the full development of that value.

This paradox is the outcome of two distinct processes that have created a revenue challenge for higher education. The first of these is often called "massification" in Europe or "mass education" in the Anglo-American world. It has proceeded at different rates throughout the world but it describes a shift from a commitment to educate approximately 10-15% of the 18 to 25 year age group at the university level to one with expectations that 60-70% of the age group will receive higher education. The full cost of this expansion has never been fully admitted nor have the kind of concomitant but necessary changes in the organisation of higher education been fully envisaged. The current discussion of how to fund the increased number of students without new public revenues will increasingly be one about how to share the burden between the public and the private sources. The sheer cost of "massification" was underestimated. There is virtually no tax-base or tax structure that can sustain the numbers of students who wish to receive free or low cost higher education.

Governments believe that higher education is indispensable to their competitiveness in the global knowledge economy and have, therefore, encouraged massification. Human capital is central to that knowledge economy and yet the unit cost of educating a student

has not changed a great deal. Higher education, like health care, has not encountered a cost revolution, like so many other service industries. Consequently, there is in effect a purely arithmetic revenue challenge that has come from the growth of numbers without any real economies of scale. In the United States, this challenge has created a debate about the relative proportions of the costs of higher education which should be borne by governments and individuals. Clearly, there are those who view higher education as an individual rather than a public benefit and are comfortable with reduced public investments. My association's main role is to preserve and advocate the public role and value of higher education. But no State now believes that it can afford high access without allocating some of that cost to individuals.

The second process has been the rapid growth in the costs of research. The costs of great scientists and their teams, the requirements for new facilities and the subsidies for post graduate research students grew dramatically in the 80s and 90s. For these reasons, the number of universities in the US with the resources to support a comprehensive research mission began to level off in the 1980's and may have begun to decline. There was a time, particularly in the 1970s, when almost every institution that was called a university believed that it would eventually become a comprehensive research university. What has happened in the past decades in the United States is the emergence of between 60 and 75 well funded internationally ranked research universities with an additional 150 nationally prominent universities. All other institutions might be described as segmented or partial research institutions. Their excellence is across a smaller range of the continuum of disciplines than in a comprehensive research institution. And some universities have faced the realities of their resource capacities and have determined that research – funded research – will not be part of their mission. Of course, individual faculties may do research with individual grants – but the institution itself will be predominantly a teaching institution. Their faculties have research capacities but without the institutional resources to guarantee the time and facilities for large scale research. The research scholars of those institutions will increasingly need access to fellowships at larger and better funded institutions to pursue high cost research. A predominance of a teaching mission does not necessarily imply the absence of research among faculties at these institutions but rather that the institution itself cannot afford research incentives and facilities at the scale of a comprehensive research university.

The funding of research by governments, foundations and business is now highly leveraged. Very few individual research grants provide the sole source of support for a research programme. Increasingly, the endowments of individual universities provide critical resources for faculty recruitment and enhancement of scientific facilities. US comprehensive research universities, both public and independent, could not function without a significant discretionary endowment. So when I hear my colleagues here in Europe talk about universities "strong" enough to compete with higher education in the US it is critical that they become more specific. They are really confronting competition with the large comprehensive research universities in the United State rather than competition with the entire higher educational enterprise. Frankly there are many elements in European higher education that are better than and certainly equal to those in the United States. But the real challenge will be to create the resources necessary to compete with the large well funded comprehensive research institutions. And, therefore, Europe must decide, I think, whether all its institutions will compete with this specific kind of US research university or perhaps only some.

If, in the United States, resource pressures have limited the number of comprehensive research universities then there is now question about what level of variability will be acceptable within the missions of European universities. It is inconceivable to me that the European taxpayers and European philanthropy can sustain a comprehensive research mission for every member of EUA. The resources necessary to sustain a comprehensive research university with a medical center in the US now exceed two billion dollars annually and rarely does more than one quarter of that amount come directly from state resources. Costs may be lower in Europe and governments may be more open to higher levels of public support, but I am skeptical of the possibility of effective competition without some highly selective investments in a finite number of "strong" universities.

Most research funding in the United States is obtained by faculty individually or at least by small research teams. There are very few block grants to sustain research as an institutional entitlement. And so it is the sum of competitive faculty grants that dominate the research budgets of most institutions rather than an allocation based on some a-priori quality judgment made by government bureaucrats. One of the advantages of this procedure is that it does allow new institutions to appoint strategic faculty capable of advancing their research aspirations. While I am skeptical of the accuracy of most ordinal rankings of research institutions, clearly an allocation process based on the records of individual scholars is more likely to result in higher rankings than one based on some less reliable aggregate assessment of institutional quality.

In any event, well funded research comprehensiveness is not the only definition of quality within a higher education system. Some institutions select a finite range of research excellence while others emphasise their teaching mission but their faculties may still be individually active researchers. So, I think one of the issues that will develop as you move forward will be to develop distinctions of missions rather than to assume that the needs of mass higher education can be met by one specific kind of university. My association, the American Council of Education, was created in 1919 to resolve differences among various kinds of institutional missions among colleges and universities. The AAU, the association of comprehensive research universities, had at that time less than twenty members. Another association represented universities founded in relation to the Land Grant Act of 1862 with a more utilitarian view of a research mission. There were also associations of predominantly undergraduate teaching institutions and my association was created to bring them together to explore their commonalities and complementarities and to resolve major differences prior to any political advocacy. As early as 1919, these mission differences were clear in the US. The Bologna Process is designed to reduce national differences in qualifications but may well skirt the critical issue of mission differences. If the term "strong" refers to a system exclusively comprised of only comprehensive research universities, then I believe the Bologna Process may obscure and not reveal the necessity for some strategic choices in resource allocation.

So as you look forward five years from now to an increasingly competitive higher education environment, I think the key will be to define precisely those aspects of US higher education that you value. The US system is highly varied and massification has accelerated institutional differentiation. I am hopeful that the Bologna Process will make it possible to explore these issues. Certainly the higher education community in the US is becoming deeply interested in both its outcome and ultimately its success.

Thank you very much.

STAKEHOLDER PANEL

The objective of the stakeholder panel was to ensure consideration of the views of main partners and stakeholders in higher education, namely students, governments, employers, and teachers' representatives. The report includes summaries of the contributions made by:

Germain Dondelinger, Chair, Board of the Bologna Follow-Up Group

Monique Fouilhoux, Coordinator Education & Employment, EI, Education International

Heikki Suomalainen, Chairman, Education and Training Working Group, UNICE, Union of Industries of the European Community

Katja Kamsek, Member of the Executive Committee, ESIB, the National Unions of Students in Europe

Germain Dondelinger, Chair, Board of the Bologna Follow-Up Group

Thank you very much indeed for accepting a governmental representative in the midst of academia. I know that for the next few minutes, I am going to leave dangerously but I am trying to cope with the situation as best as I can. The other thing is that even though I come from Luxembourg I have not brought along a cheque to contribute to the financing and funding of higher education but I will certainly return to the question pertaining to that particular issue.

You have asked me to comment on a number of issues and I will take, if you do not mind, the *Trends* report first. I think that if we look at the three priorities of the Berlin Communiqué, that is to say the implementation of the three-cycle structure, procedures pertaining to quality assurance and issues in the domain of recognition of study periods and certainly study periods abroad, I think that generally speaking the stocktaking that at the level of governments we have put into place to see how these three priorities have been effectively put into place, that the findings of this stocktaking match to a large extent the findings of the *Trends IV* report. This is for us a very reassuring thing, it is reassuring in the sense that the stocktaking, the analysis and the assessment carried out by the universities themselves in fact do mirror the image that government representatives have of the Bologna Process as such. And broadly speaking, I think that there would be agreement at two levels: the first one would be that structures such as the European Qualifications Framework, such as the structuring of higher education into three cycles (Berlin mainly looked at two cycles), that the European procedures for quality assurance – these elements are now gradually been put into place. At the same time, we do realise that, when looked at closely, there are still a number of problem areas in the implementation of these lines.

We are still extremely worried about the divergence – and not diversity – but the divergence at Master level even though we have descriptors, the putting into practice of Master study programmes diverge considerably across the higher education area and that certainly is a source of worry for us. The students also keep telling us that in spite of

the ratification of the Lisbon Convention they encounter enormous problems to have their study periods recognised at the various universities and at the various levels of these universities. So from our point of view as far as this stocktaking – this reporting – is concerned, there are certainly two conclusions that we would like to have. The first one is that there will still be greater intensification of efforts needed when it comes to the implementation of the action lines. We are pretty confident that at European level the legislation is in place. What we further need is to look deeper into the universities to make sure that really at grass root level the action lines are put into place so that they do become student friendly, that they do become transparent and in that sense also that they contribute to real employability of students. That is the first conclusion.

The second conclusion that I will draw from this is that the Bologna Process is most successful when least formalised. We may have ratified the Lisbon Convention but the ratification process has not really solved the recognition process within each faculty and within each department. On the other hand, the implementation of the Bachelor programmes which are beyond any legislative framework at European level come to work pretty successfully. So these are the first general conclusions that I would like to draw from stocktaking and from having had a look at these three priority areas. The second element that I would like to look at from the government perspective is to still raise the question why we do Bologna. We have taken it for granted at this stage that we do it, and we seem to lose sight of a number of elements of why we do it. And the main argument is – the main "constat" as the French would say – that there are varying objectives behind it. At Bologna, we started off the Process to facilitate speedy entrance of educated professionals into the job market: employability was the agenda at Bologna in the same way as the enhancement of the cross-border mobility of students and job seekers. This agenda has been enlarged and has been changed. In the meantime we have come to speak about the creation of knowledge as a means to contribute to the advance and creation of technological transfer, the advance of a knowledge-driven economy. So the Bologna Process in the meantime is conceived of as a way of supporting the creation of a knowledge-driven economy. I would call this the creativity and innovation agenda.

There is a third one: European economic competitiveness depends - if it is to be a sustainable one - on social inclusion and cohesion. We have a third item on the agenda: social cohesion. Now, the argument that we draw from this is that the Bologna Process is not an aim in itself. We do not do the Bologna Process because we want to have a Bologna Process. We do the Bologna Process because we think it is an excellent tool to enable higher education institutions to respond to a variety of challenges such as they arise out of societal needs and I think it is essential to bear this in mind. The Bologna Process is not an end in itself but it is a way of enabling and empowering higher education institutions across Europe to precisely respond to these needs. And the fact that over the last six years, the items on the agenda have changed also indicates that the Bologna Process as such and as a tool is a valid one. Because otherwise it would not be able to respond to this. Yet and that is a proviso I would add to this: so far this has been nearly rhetoric, if I may say so, we have no indication whatsoever if the Bologna Process has enhanced the employability of students. We have no figures, we have no findings, and we think that this is the case but we do not know for sure. Same thing would go for the other items on the agenda, the creativity part of it. If you look at the time span between 2000 and 2004 we do come to realise that no more jobs were created in Europe in traditional sectors than in knowledge-based sectors. Does that mean that the purpose, the aim that we are pursuing is the right one? Are we "en phase"

with the development within the area of the economy, I do not know. This is a question that we need to address and that we will certainly need to look into further.

The third overall remark that I would like to make – again from a government perspective – is that the Bologna Process is set within an international context. The Bologna Process is not a one-off event, it is not a unique process. It relates to, is influenced by, and is affected by other international contexts. Now the first one of these is obviously the European Union context and without wishing to go into a lecture, I would still like to remind you that within the EU context we have different instruments to cooperate within education. The first one is of course the Treaty – articles 149-150 – which from Maastricht onwards has encouraged trans-border cooperation and instruments put into place are resolutions, recommendations and programmes. You know Socrates, Leonardo da Vinci, Erasmus as part of these programmes. Yet from 2000 onwards, the Lisbon Council of 2000, formulated common educational goals but at the same time, a time schedule that we now call the Lisbon Agenda, the contribution of education to reach the goals as set forward by the Lisbon Agenda. Here, we are no longer faced with resolutions, recommendations, i.e., soft acts but we have adopted a different message and that is the message called of open coordination with peer-review and with benchmarking. In other words then, what we are witnessing here is an intensification of educational policy. Cooperation is now being complemented by benchmarking, by closer working together. And it is interesting to look at the broad developments of education within the EU context. While the 1980s were a period of exchange of good practice, the 1990s were a period of cooperation and support measures of Erasmus, Leonardo da Vinci, or whatever the case may be, and a period of subsidiarity. From 2000 onwards, we have witnessed a greater movement towards compatibility and coherence of systems through benchmarking. There is intensification of cooperation within the EU and the argument is that the Bologna Process reflects this. It is influenced by it but at the same time it reflects this. I could also, to illustrate this point, take the example of ECTS which evolved from being a transfer to an accumulation, which evolved from being portable study credits to programme construction, etc. but I am not going to go into this in greater detail.

Last, but one remark if I may, is the inclusion of the third cycle, the research area in the Berlin Communiqué. We realised at that stage that higher education cannot be carried out at the expense of research. Higher education is as much about education as it is about research. It is therefore necessary and important to have a first look at what doctoral programmes could be but also to liaise with what is to be done in the area of the careers of researchers. There is an enormous backlog to be dealt with in order to make sure that young researchers do have career perspectives in Europe, in order to make sure that they are taken seriously as young professionals. We are far from this and we really need to invest further into this. At the same time, and this is a feeling shared by a number of my colleagues, the essential issues have not yet been addressed. When you look at research within the context of universities, we do realise that there is what we call a North-West/South-East divide. Research capabilities of universities are very much regionalised in the broad sense of the word in the same way as a number of institutions within Europe are merely teaching institutions. The question is, how do we cope with this diversity and these diverging elements if we start on the basic assumption that research is indeed paramount to the construction and the development of higher education?

The funding issue also belongs to this area. We know, and governments are not naïve in this way, that research requires enormous funding. We are not sure that at this stage we

have the right mechanisms to finance research. We are not yet sure if at this stage society is ready to engage in heavy financing of research. And coming from a government, I also need to bear in mind that higher education is in competition with other areas of policy making. National health services, social security require enormous investments because of the way we have constructed a European social model, and when I say social model and I am not saying socialist nor communist, but I am saying a European social model that guarantees the social security that we give our citizens does need and does require huge investments. That higher education is in competition with these is only natural from a government point of view and compromises must be agreed upon.

To conclude, what kind of a process is this? I totally disagree with the opposition between top-down and bottom up. I do not think that it corresponds at all to the reality of what is going on. The Bologna Process is a means to provide universities with an overall framework in which cooperation, emulation can take place. It is a tool that is put into place certainly by governments but governments do the same thing in the area of economics, taxation, and positions are means a government uses to organise cooperation, emulation and competition within a specific field. The Bologna Process is a way of rendering universities and higher education institutions fit to be able to respond to challenges as they arise out of the economic development of the countries and as they arise from societal needs. The question that we ask ourselves is thus, what strength can universities cement from within themselves to respond to challenges from outside? These are the two areas that we would like to look at.

Finally, I would like to say how very much government representatives in the Bologna Process have appreciated and continue to appreciate the work done by EUA at the Board meetings and the larger follow-up meetings. EUA has always had a two-fold approach. It had always reminded us of the sensitivities of the needs of the universities while at the same time being the spokesperson of the principles of the Bologna Process vis-à-vis the academic community. In that sense, EUA owes our admiration, our respect and our gratitude.

Summary of the speech by Monique Fouilhoux, Coordinator for Education and Employment, Education International

1 April 2005

Mrs Fouilhoux spoke on behalf of Education International commenting on *Trends IV* and highlighting some aspects concerning the participation, and role of the academics.

In her speech she acknowledged the fact that *Trends IV* is not only based on answers to questionnaires but also on the results of site visits where an effort was made to interview not only the leadership of the institutions but also some academics. She considered the report a little bit too optimistic because participating Institutions might have been more advanced and positively disposed to the process.

In her comments she stressed that academics tend to agree that the Bologna Process is addressing important issues and that it has overall positive effects on higher education in the different countries. However, the results of a study Education International

commissioned shows that there is also a general sentiment that the goal is maybe too ambitious to be realised for 2010, particularly in a context of problematic funding. Raising awareness and understanding up to the level of the individual higher education institution staff remains a challenge to be overcome.

She stressed that academic staff need to work under conditions which enable them to respond to diverse demands. In many European countries, academic staff have responded to the demands of "massification", lifelong learning, and the pressures of employers and the market place, without additional resources or recognition of the extra burdens which have been placed upon them. The range of extra demands include pressure to publish, to generate income, often for "core" activities, and to supervise PhD students in a climate where institutions are increasingly pressing for students to be treated as "customers." None of these extra demands replace the traditional requirements, nor do they generally attract any extra pay. She pointed out that the decrease of time dedicated to research is an issue of concern for academics, seen as a "side effect" of the Bologna Process and supported as one of the conclusions of *Trends IV* recommending that "an increase with the quality of teaching in Europe should not have to be paid with a decrease in the quality of research".

The unattractiveness of the academic career in European universities, she said, is likely to make it difficult for the Bologna Process or the Lisbon programme, to meet their objectives. This trend cannot continue without inflicting permanent damage on higher education and quality of courses and research outcomes. It is time to improve working conditions and make career perspectives more attractive in order to recruit and retain teachers and researchers and there is a hope that Bergen may contribute to a new vision for the role and place of the academic community.

She also referred to the issue of teachers training which is of crucial importance for the development of the school and education sector. Teacher education must remain a matter of policy determination at national level, and the application of the "Bologna principles must not lead to any dilution of teacher education qualifications, or shortening of courses,

Finally she reminded the importance of research as an integral part of higher education across Europe and the need to promote closer links between the EHEA and the ERA. From Education International's point of view, making Europe the most competitive knowledge-based economy will require research at the international forefront. Thus, increasing numbers of young people have to be attracted to a research career in competition with other sectors of society offering creative challenging and well-paid careers. Since doctoral studies are the necessary first phase of a research career – or other research-based professional career – the conditions offered to doctoral candidates must be such that the best and most talented will enter. In this respect Education International will urge the adoption and implementation of the European Researchers' Charter.

**Heikki Suomalainen, Chairman, Education and Training Working Group, UNICE,
Union of Industries of the European Community**

1 April 2005

Ladies and Gentleman,

It's my great pleasure and honour to be here and to have the chance to attend your convention. The convention has been very well prepared which is reflected by the documents we received beforehand.

UNICE, or the Union of Confederations of European Industries and Employers, has over twenty million member companies with turnover over 18000 billion euros. It has thirty-eight member federations in thirty-two countries in Europe and member companies employ over 110 million people.

UNICE has followed very closely and with great interest the Bologna Process. It participated in the Berlin Ministerial Meeting in 2003. We were pleased to note that in the Berlin Communiqué there was a reference to the social partners. We are now looking forward to having closer cooperation with the Bologna Process.

UNICE fully supports the Bologna Process. European business needs this kind of development because of the internationalisation of the labour market in Europe. For European companies, it is important to improve the comparability of the diplomas from different countries. We hope that the Bologna Process creates increased possibilities for more and better cooperation between universities and enterprises.

All stakeholders should be involved in the Bologna Process. It would help improve the employability of the graduates. And it could also increase the high quality mobility of students and teachers.

The preparatory document for this convention and the Bergen Ministerial Meeting, *Trends IV*, is very interesting and challenging to read. We were pleased to note in *Trends IV* that there already existed needs to develop the programmes at the universities even without the Bologna Process. It was also interesting to find out that the Bologna Process has created more interdisciplinary cooperation and more inter-university cooperation at regional level. We would like to stress the approach of the learning outcome which was visible in *Trends IV*.

The report noted that there is a lack of cooperation between universities and enterprises, and some blurring in the differentiation between the universities and the polytechnics. And some higher education institutions had not done any market research to find out what the labour market needs were when they were preparing the programmes. This is something worth looking into more closely.

Referring to the title of this convention, I would like to conclude by saying that European companies need stronger universities.

Thank you for your attention.

Katja Kamsek, President, ESIB, the National Unions of Students in Europe
1 April 2005

**ESIB – The National Union of Students in Europe view on the
Trends IV report presented at the Glasgow Convention**

The *Trends IV* report presented in Glasgow Convention, presented the argument that due to a lack of funding, there is a need for greater autonomy when it comes to selection, especially for the second cycle. At the same time, we had the opportunity to hear that one of the major problems is the acceptance of Bachelor level graduates in the labour market. Keeping in mind that students share a significant part of the unemployment rate, we believe that the proposal to have greater autonomy, when it comes to selection, is not a logical one. One may even say that this is an irresponsible way of approaching the problem. We strongly support greater autonomy when it improves the quality of higher education, but we are definitely against using autonomy as a tool which harms student interests, such as the right to a high quality higher education. It is important to stress that we fully agree with the need for greater funding of higher education institutions, because we are convinced that, for proper implementation of the Bologna reforms on all levels of higher education, institutions need significant financial support.

This time, *Trends IV* also very clearly shows that higher education institutions need selection in order to achieve a higher number of student graduates in less time. At the same time, we heard that there is a fear in academic institutions that all the values will be lost. At this point, we have to remember that at the beginning of the Bologna Process, for us - students, the biggest fear when introducing the two cycle system was that less students would receive valuable, high quality higher education. Later on we changed our mind, because it was obvious that if the two-cycle system was properly implemented, then it would provide with more flexibility, which is for us very welcomed and needed. So promoting selection mechanisms would promote exactly what we denied in the past.

Trends IV is also explicitly asking for a student centered approach. We welcome this recommendation and would like to add an important element to it. There is no student-centred approach if there is no student involvement. *Trends IV* is giving a very good example and here it is their quote: "Explicit and very positive reference to the qualification framework (QF) as a tool for curriculum development and recognition was made in HEIs in Denmark, England and Scotland. Danish students declare they had been involved in the definition of learning outcomes, based on the QF, and that this has been a very positive experience indeed."

There is also no student-centred approach where students are not involved in measuring the student workload. I am stressing this since it is written in the *Trends IV* report that for many higher education institutions is still problematic to move from contact hours to the student workload approach.

We would also like to point out the quote from *Trends IV*, where it is stated: "It should be noted that at the institutions with active student participation in Q development there were no reports of problems with the feed back of criticisms, complaints and recommendations into the improvement of teaching, whereas this was the case at a quarter of other institutions visited that did not involve students."

Both the *Trends IV* report and the ESIB survey clearly show that we are still facing important and fundamental challenges, especially regarding the implementation phase. However we students in Europe believe that we haven't tackle yet the biggest challenge that Europe represents. The Bologna Process could reach its full potential only if it is accessible for all of us. We can easily say that the social dimension was the most neglected aspect, even though it is integrated in every action line. The Bologna Process was meant right from the beginning as a package of reforms. At the previous EUA Convention in Graz, Vivianne Reding, the former Commissioner, also made clear that there should not be any Bologna “*a la carte*”. Europe needs to catch the very last momentum in that middle phase and greatly improve studying and living conditions of students in order to make high quality higher education accessible for all. For that reason ESIB calls for two things. Having the social dimension as a priority area for 2007 and also having the social dimension as a part of the stocktaking process after the Bergen Conference. This is the only way to properly create an attractive and knowledge-based society. In line with the main theme of this Convention: “Strong universities for Europe, in a European Higher Education Area for and with Students.”

TRENDS IV: UNIVERSITIES IMPLEMENTING BOLOGNA

The Trends IV report was presented for the first time by authors Sybille Reichert and Christian Tauch at the Convention in Glasgow. The report brings a university perspective into the Bologna stocktaking exercise and its findings have been fed into the Bergen Communiqué, which was finalised at the Ministerial Summit in Bergen on 19-20 May 2005.

Executive Summary

- 1. Trends IV: Universities implementing Bologna:** Trends IV has been undertaken through extensive field research, with 62 site visits to universities (using the broad sense of the term) at the core of information gathering. While the research findings contained in the report are qualitative in nature, and therefore do not provide statistical certainty, Trends IV provides an in-depth and the most up-to-date snapshot of the state of implementation of Bologna reforms in Europe's universities.
- 2. Embracing Reform:** The findings regarding attitudes to reform in universities contrast sharply with the views expressed by institutional leaders only two years ago through the Trends III questionnaires. General acceptance of the need for reforms seems to be wide-spread in universities. Indeed, many institutions have made great efforts to "internalise" the reform process, incorporating Bologna issues into their own institutional strategies and activities. In many cases, reforms are recognised as an opportunity to address problems which have long been known to exist. The overwhelming perception from the site visits is that actors in institutions are now facing and tackling the challenges of implementation with commitment and energy.
- 3. Coping with Reform:** Criticism of the reforms from within universities tends not to focus on the purpose of reform – there is considerable consensus that change is needed - but rather upon the extent to which reforms are, or are not, being supported. Often implementation is being hindered by lack of the necessary institutional autonomy to make key decisions or the additional financial resources for universities to cope with such a major restructuring exercise and the new tasks which have emerged as part of the reforms. At the same time, the role of leadership within universities is also critical: wherever the leadership is providing strong and positive support to the process, allowing enough space for internal deliberation, progress is smoother.
- 4. The introduction of three cycles:** Considerable progress has been made in introducing three-cycle structures across Europe, although there are still some legislative obstacles to structural reform in a few countries five years after signing the Bologna Declaration. Many institutions, however, have now reached the heart of the transition process. Structural change must be matched with proper redevelopment of the curricula, and often this has not been completed. Confusion sometimes exists regarding the objectives of the first cycle degree (which many mistakenly regard as a compressed version of former long-cycle programmes) and in many cases there has not been adequate time for institutions and academics to address reforms in a comprehensive way and to benefit from the opportunities offered through restructuring the curricula.

5. The impact of structural reforms: All too often, Bologna is still conceived as essentially a process of harmonising degree structures. Trends IV illustrates that, although much progress is being made, the process of moving towards a comprehensible three-cycle system throughout Europe is a highly complex cultural and social transformation that has set off a chain of developments with their own dynamics in different contexts. While changes to the length of studies can be described easily, measuring their significance and their impact requires much greater and more sophisticated analysis: for example, the acceptance of new first-cycle qualifications in society, the extent to which these new qualifications meet the needs of the labour market, and the implications of a pedagogical shift to student-centred learning.

6. Employability of first cycle graduates: In the majority of universities visited concerns were expressed about the employability of first cycle graduates. Indeed, in countries moving away from a long first cycle, many academics are not ready yet to trust fully the new first cycle qualifications, and are frequently advising their students to remain in higher education until the end of the second cycle. On the other hand, institutions in countries where the structural reforms began earlier report far fewer problems of labour market acceptance of first cycle graduates – indicating that countries experiencing difficulties are perhaps simply at an earlier phase of a normal transition. However, significant differences do also exist between the disciplines. The findings also show that more public debate on the reforms is needed and suggest that public authorities are lagging behind in adapting their own career structures to accommodate new first cycle qualifications. Professional bodies – especially in regulated professions – also play an important role. The report includes both examples of areas in which professional bodies encourage new programmes, and others where there are major obstacles. Meanwhile, many institutions themselves are also still not addressing seriously the needs of local, regional, national and international employers when constructing their new study programmes.

7. Enhancing quality: The study's findings show that universities are increasingly aware of the importance of improving the quality of their activities, and this is expressed in a wide range of processes that go far beyond formal and obligatory responses to the requirements of external quality assurance. While the need for improved cooperation between institutions and quality assurance bodies is undisputed, Trends IV points to a range of other factors, including student participation, which have a very direct impact on quality improvement. Notably there is clear evidence that success in improving quality within institutions is directly correlated with the degree of institutional autonomy. Institutions which display the greatest ownership for internal quality processes are also those with the most functional autonomy.

8. Recognition of qualifications: Improved quality is regarded as one of the keys to more automatic recognition of qualifications across Europe. The site visits show that considerable progress in recognition is being made, but again there is a need to do more to ensure a systematic use of the commonly agreed Bologna transparency tools, in particular ECTS and the Diploma Supplement. The Diploma Supplement is certainly being introduced in all the countries visited, in line with the commitment of the Berlin Communiqué, but in addition to technical problems, the challenge of providing clear information about learning outcomes remains. Meanwhile ECTS is being widely used for "student transfer", and generally seems to work well. However, it is still often perceived as a tool to translate national systems into a European language, rather than as a

central feature of curriculum design. Thus strengthening efforts to mainstream these European tools in institutions across Europe continues to be a priority.

9. The link between higher education and research: In relation to their teaching and research missions institutions and individual academics often experience a pull in different directions by the conflicting demands placed upon them. According to many academics, the necessary focus upon re-structuring curricula and the challenges of designing new study programmes and putting in place additional counselling and support for more flexible learner-centered teaching have meant that they have less time than before to devote to their research activities. This is a particular cause for concern in view of the growing awareness at European level of the need to enhance the attractiveness of research careers and underlines the importance of linking the higher education and research agendas. There is so far little evidence that such discourse has been translated into concrete action and prioritised in universities.

Conclusions

10. Trends IV shows that **continuous reform and innovation** is already a reality - and the only serious option - at many universities, and that many factors are combining to affect the nature and success of these complex processes. If reforms are to be successful, there needs to be a much greater awareness throughout society that this current period represents a major cultural shift which is transforming long-accepted notions of higher education and that implementing the reforms in a sustainable way needs **time and support**. Governments must be sensitive to the fact that the goals will not be achieved simply by changing legislation. Institutions need more functional autonomy as a fundamental condition for successful reform and accept that this implies strengthening governance structures, institutional leadership and internal management. The question of the funding of reform has to be addressed and with it the broader issues of investment in higher education as a means of the demands of Europe's developing knowledge societies. After all, Europe's strength derives from the conception of higher education as a public responsibility responding to societal needs, and this requires the commitment to a long-term and sustainable public funding base.

EUA, May 2005

A full version of the report is available at www.EUA.be/trends

THEMATIC WORKING GROUP PAPERS AND CONCLUSIONS

Theme 1:

Core values for European universities in responding to evolving societal needs

Lead Chair: Pierre de Maret, Université Libre de Bruxelles, Belgium

Lead Rapporteur: Terhi Nokkala, University of Tampere, Finland

Working Group Paper

Introduction

1. The link between higher education and society has changed over time. Today, the fast changing external environment compels higher education institutions to be concerned with the implications for academic values of such trends as massification, globalisation and competition. These trends, which accentuate the sector's diversity, require that higher education reflect upon shared values across the variety of institutional types and missions.
2. Many observers have noted the expanding disconnection between educational values and commercially driven practices in higher education. Evidence for this includes: the growth of ranking schemes which lead to an undue stress on prestige, status and brand (including, in some cases, providing misleading information); an emphasis on students as consumers and on research as an income-generating enterprise; an extension of business practices to a sector that – although it can benefit from a greater focus on efficiency – needs to take into account the fact that both teaching and research are processes that are guided by uncertainty, curiosity, imagination and the search for truth rather than by market considerations.
3. The 2003 EUA Graz Declaration (see Part II of the Reader) states that "the development of European universities is based on a set of core values: equity and access; research and scholarship in all disciplines as an integral part of higher education; high academic quality; cultural and linguistic diversity." Building upon this statement, EUA organised two conferences: "Engaging Stakeholders" (Marseilles, April 2004) and "Charting the course between public service and commercialisation: prices, values and quality" (Turin, June 2004) that examined these issues in the context of the three-fold mission of higher education: teaching, research and service to society. These conference conclusions form the basis of the Theme 1 working groups.

Teaching and learning

4. Offering learning opportunities to an ever-expanding circle of learners, responding to evolving learners' needs and providing stimulating learning environments represent important objectives for higher education. In this context, the fulfilment of the education mission is becoming increasingly challenging since institutions have to respond to the short- and long-term needs of individuals and society, and to the tensions arising from the co-existence of the competitiveness and social agendas. Therefore, it is important to recognise the need for diversity of higher education

provision. Teachers must understand and value the diversity of students' profiles, use teaching methods focused on individualised learning paths and team projects, and be conscious of their responsibility to educate learners to become global citizens.

- Higher education institutions (HEIs) provide learners with skills that enable them to develop professionally and understand and adapt to societal changes. In the context of the stress on employability in Bologna, and the pressures of competition, globalisation and massification of higher education, HEIs can respond by re-affirming the goals of education as acquiring a set of generic and specific knowledge and skills ("learning to know, to do, to live together, and to be").

Research

- Research and research-based education are essential for Europe. In order to strengthen these activities, universities need to develop research strategies that define institutional priorities and identify areas of specialisation leading to excellence and sustainability in research. All the while, HEIs need to remain open to individual research projects bearing a high potential for creativity as well as to promote innovation and transfer activities with a range of different partners.
- Universities have a special responsibility in protecting academic values by supporting open and trustworthy research, by recognising the constraints of sponsored research (which may, for example, put limitations on sharing research results) and by refusing research opportunities that put in jeopardy these values. This implies not only institutional autonomy, but also the capacity to define appropriate governance structures, and crucially a strong and sustainable funding base.
- Research, science and society: there are increasing indications of a changing relationship between science and society that is reflected, for example, in disaffection and shifts in attitude whether in relation to understanding the benefits of scientific research or the interest of young people in taking up scientific careers. Recent experience suggests that as science encroaches more closely on value laden issues, this will impact on public perceptions and thus on the conduct and support for science. Universities as the location of much of Europe's research activities need to engage in this debate.

The changing academic community and relationship to stakeholders

- The boundaries of institutions are being altered by the rise of inter-institutional partnerships and the involvement of external stakeholders. In this context, there is a need to re-conceptualise - with the involvement of all its constituent parts - the notion of 'academic community' and to see this exercise as a prerequisite for a shared identification and commitment to core academic values and quality.
- This reflection provides the foundation for upholding shared academic values across the sector while
 - developing an agreed institutional strategy and ways to enhance quality that are based on specifically defined institutional mission and profile,
 - identifying, across the sector, different definitions of quality based on mission diversity.
- In forging links with stakeholders, HEIs need to set strategic priorities in line with their mission. Such a strategy will be based on the assessment of the social and

economic needs at local, regional, national or international level and on a realistic appraisal of each HEI's strengths and weaknesses. The challenges for HEIs are to reconcile their need for long-term strategies with the sometimes short-term goals of some external stakeholders and to respond to a relatively fast changing social context while developing a strong institutional research and education capacity that requires a longer time frame.

12. Specific institutional initiatives are needed to facilitate the link with external stakeholders: internal and external communication strategies; specific structures (e.g., external relations office) to help external stakeholders locate their point of entry into HEIs; analysis and management of the stakeholders' expectations and values. In this context, there is a need to evaluate stakeholder partnerships and their benefits to institutional missions. Institutional core values should be preserved, yet be responsive to the environment.

Questions to working group 1

13. Is it possible to speak of shared academic values across Europe? Do we share the same values across different types of HEIs or, given the variety of disciplinary cultures and activities, even within the same institution? Can we still agree, as we did in Graz, that beyond the great cultural and organisational diversity, we hold in common such values as "equity and access; research and scholarship in all disciplines as an integral part of higher education; high academic quality; cultural and linguistic diversity" as well as critical thinking, academic freedom of inquiry, the scientific method (open and replicable research results), exchange of research results and the development of engaged citizens? Are there other values that we share?
14. Is there a need to engage in a discussion on values within each institution to ensure that all members of the institution understand better the conflicting demands placed on higher education? What would be the ways for doing so?
15. Is there a similar need to engage in a broader discussion with the public? The value of scientific research appears to be poorly understood and indeed increasingly perceived in a different way by the public? How can universities address these concerns, taking account of the importance of objectivity and independence in the conduct of science and assuming that the 'values dimension' is here to stay?
16. In what ways are the diversity of learners and the variety of their expectations changing the relationship between learner/teacher/institution? What types of initiatives should institutions take in order to respond better to these changes and how can they ensure the engagement of learners in the institution?

Questions to working group 2

17. How can we ensure public understanding of the usefulness of a public higher education system and the value of publicly funded science? What is the role of HEIs and academics in the Society of Knowledge? Is there a new role for intellectuals in contributing to the public debate on globalisation and democracy? How can HEIs better engage in societal issues? What role does institutional autonomy play in addressing these issues?

18. What are the implications in terms of HEI governance and management of the increased involvement of external stakeholders in higher education? Is a general institutional strategy for working with stakeholders appropriate or should we be thinking of a strategy jointly developed with stakeholders?
- If the first option is retained how do we ensure that faculties and departments contribute to its development?
 - If the latter option is retained what are the prerequisites for ensuring that such a strategy affirm basic academic values and how to implement it?
19. Links with stakeholders and societal relevance are often conceived in economic terms (e.g., spin-offs, IPR, etc), but it is important to recognise the role that the social sciences and the humanities can play in addressing social needs. How can we achieve a better public perception of the role of social sciences and humanities? Are there examples of good practice that can be identified?

CONCLUSIONS

The theme "Core values for European universities in responding to evolving societal needs" included two working groups. One concentrated specifically on the shared values of universities in the changing context of European higher education and on the need to engage in a discussion on these values both within the institutions and with the wider public, while the other concentrated on the role of higher education in society and on the role of stakeholders in higher education.

The working groups identified certain major societal trends that can be clearly detected across higher education systems and which have an impact on universities and other institutions. These trends include the following:

- massification and diversification of higher education both in terms of an increased and diversified student base, and the providers of higher education;
- drive towards globalisation and increased emphasis on international excellence in higher education;
- increased demand for public accountability for higher education institutions, which is related to the use of public funding in terms of learning outcomes, research results and production of value for money;
- increased drive for commercialisation of higher education, evidenced in the emphasis on ranking, branding and a general focus on the market and market mechanisms in the production of higher education;
- emphasis on the private benefits of higher education and focus on education for work and employability of graduates;
- shift from public to private funding of higher education;
- general individualisation of society; and
- new stakeholders in higher education.

These trends profoundly change the relationship between universities and society. They are in some cases aligned and in others conflicting with the acknowledged academic core values, such as the intellectual development of students, academic freedom, open and trustworthy research, the worth of general education, access and equity, serving the public good and appropriate accountability evidenced by responsible institutional autonomy and commitment to institutional missions. The working groups identified a

tension between the revenue generation imperative and diminishing public spending and the traditional values of "bien-vivre"; cultural continuity and critical reflection; short-term and long-term perspectives; the role of universities as "providers of answers" and "posers of questions". This tension can be expressed as the distinction between the customer and the stakeholder: customers demand answers and then pay; stakeholders invest in the posing of questions. A question was therefore raised whether academia and society speak different languages and whether the short term needs of the rapidly changing society for knowledge production and application, employability of graduates, and institutional efficiency, can be aligned with the long-term mission of the university to engage in educating society and citizenship, preserving the common heritage, etc. There was concern towards the growing gap between academic values and social values, which in themselves are paradoxical and conflicting. While renewing and re-affirming the core values of academia, there is also a need to acknowledge and to reflect upon the tensions between societal trends and academic values and to seek further alignments in a manner that sustains the core academic values.

University values are grounded in the humanistic value base of the Enlightenment, including values such as freedom of speech, individual liberty, the search for truth and service to society. These core values must be preserved and defended. Universities must be retained as "free spaces", as places for open discussion, argumentation, critical reflection of society, and intercultural discussion and understanding. It is in this way that universities can best serve a democratic society. The engagement of universities in society is enriching and should be endorsed as a core value. Universities must be responsible rather than merely responsive; they must be free to engage rather than mechanically geared into a production process and protect the long-term perspective in fulfilling their manifold tasks in society. Academic freedom, diversity of missions and institutional autonomy are absolute prerequisites for this task. Universities must identify and prioritise stakeholders, seeking from them intellectual, moral and practical investment and assert that students are the prime stakeholders of higher education. They should convert "customers" interested in the short-term solutions into "stakeholders", who understand the long-term perspective which is characteristic to the nature of the university.

The core values of universities should be reflected in the everyday practices of academic life, as they are the glue binding diversified and massified higher education institutions together. The implicit values must be made explicit to members of the academic community, to students and to the wider public. They must be articulated and acted out in the institutional missions and everyday practices, in educational courses, research activities and administrative procedures. A clear distinction should be made between long-term core values and shortsighted self-interests, without collapsing the two together or shying away from the fear of any value discussion being labeled as self-interestedness.

Universities must find ways of communicating their work to the wider public and sharing their knowledge in order to increase their public legitimacy, support and reputation among politicians, media and the general public as well as to be responsibly accountable to society for the use of public money. Also, the intellectual mission of universities should benefit from a wider social discussion and new ideas. Institutions and EUA must better communicate the vocation of the university in shaping society's needs as well as responding to them. This also requires them to articulate their duty towards the short and long-term tasks of the university.

European universities need to find ways to – at the same time managing and preserving the cultural diversity, both in terms of the different disciplinary cultures, within and between diversified institutions and institutional mission – respect European cultural and linguistic diversity and contribute to wider global cultural diversity. They must be willing to engage in discussion on the big questions in society, such as terrorism, environmental degradation or societal and global inequality and segregation, and to be willing also to challenge the values of society. Students should also be challenged to engage in the big social questions and be given the tools to do that.

There is also a need to reflect and critically discuss the values of European universities. Perhaps the Bologna Process can act as an arena for a discussion and review of our values, although currently this is not the case. The Bologna Process is necessarily focused on the procedures and methodologies of European cooperation, but this should not lead universities and governments into losing sight of the value aspects of European higher education. Instead, the Bologna Process should be seen as a means to reintroducing strong values at the core of universities and European democracies. The focus on European integration and cooperation should be accompanied by strategies of cooperation and solidarity between European universities and the universities of the global south.

Theme 2: How can universities enhance their research mission?

Lead Chair: Gustav Björkstrand, Åbo Akademi University, Finland

Lead Rapporteur: John Smith, EUA

Working Group Paper

Introduction

1. The EUA Graz Declaration (2003) underlined that "universities advocate a Europe of knowledge, based on a strong research capacity and research-based education in universities – singly and in partnership – across the continent". The Berlin Ministerial Communiqué (2003) reflected these concerns through the inclusion of a new Bologna Action Line that promotes closer links between the ERA and EHEA as the two pillars of the knowledge society and includes the doctoral level as the third cycle in the Bologna Process.
2. Over the last two years there has been growing debate on the pivotal research function and research training role of universities at regional, national and international level. This has been triggered both by the 2003 European Commission's "Communication on the Role of the Universities in the Europe of Knowledge" (see EUA's response in Part II of the Reader), and by the consensus reached on the importance of stimulating basic research that has led to the inclusion of a European Research Council in proposals for the 7th Framework Programme. Even more recently, research and innovation have taken centre stage in the Commission's refocusing of strategies at national and European level to meet the ambitious Lisbon goals.
3. In order to highlight the unique role of universities as institutions with a multiple mission that encompasses not only teaching, training for research, and conducting research but also increasingly innovation activities through knowledge transfer and the promotion of university-industry partnerships, EUA decided to give priority to strengthening the research role of universities. In its Action Plan for 2004/2005, EUA focuses upon action in two priority areas, namely (1) highlighting **the specific contribution made by universities as institutions**, rather than by individual researchers or teams of researchers, in promoting European capacity, and (2) specifying **the unique research training role of European universities**.
4. Universities are unique in providing an environment that allows ground-breaking research and entrepreneurial skills to flourish; that ensures proper links between research and teaching; that promotes collaboration across faculties and laboratories; that provides common infrastructure support at institutional level; and increasingly, that has autonomous responsibility for budgetary planning and financial accounting. This in turn means that it is increasingly important for universities to consider carefully institutional strategies and policies that combat fragmentation and enable them to organise and manage effectively their research activities in a way that strikes

a balance between priority setting and support to centres of excellence and promoting the creativity and innovative spirit of individual researchers and teams.

5. EUA has taken up these issues in a number of **statements and policy papers**, all of which are included in Part II of the Reader (in section 2: Universities and research). Much of this work has been fed into the preparatory discussions on the 7th Framework Programme and on the establishment of the envisaged European Research Council. Among the key issues that have been highlighted from a university perspective are: the role of universities in fostering regional development, the importance of supporting basic research at European level, of developing infrastructure for universities, of improving coordination, co-operation and university governance, and last but not least, of research training and career issues.
6. Given the importance of research training and career issues both for the Bologna Process and the European Research Area, and for creating synergies between the two processes, EUA has focused considerable energy over the last two years to analyse the structure and organisation of doctoral programmes and to discuss career paths and opportunities for young researchers.
7. Consensus on the need to increase the number of highly qualified graduates and well-trained researchers in Europe has underpinned this work that has been backed up by work in a **pilot project on doctoral programmes** whose main objectives are to identify conditions for successful doctoral programmes in Europe by demonstrating examples of good practice and by formulating recommendations for action based upon project participants' experience. Forty-nine universities from twenty-four countries participate in the work of six project networks.
8. Interim results of this project (the final report is due in May 2005) provide input for discussions at the EUA's conference on **Research Training for the European Knowledge** (Maastricht, October 2004) and into the organisation of a **Bologna Seminar on Doctoral programmes** (Salzburg, February 2005). The Conclusions of the Salzburg Seminar, that brought together some 300 young researchers and senior academics, include "**10 principles for doctoral programmes**" that are presently being fed into the drafting process for the Bergen Communiqué (see Part II of the Reader for the conclusions of these two events).
9. These ten principles provide a useful starting point for further reflection, raising a number of important questions, for example in relation to the changing employment market for and status of young researchers and to different aspects of the structure and organisation of doctoral programmes in Europe.

Questions to working group 3 Structures for optimising research and researchers' careers

10. Are there examples of good practices in respect to institutional research strategies?
11. Are structures for optimising research at universities stimulating researchers' creativity or are they limiting academic freedom (e.g., freedom to choose the research topic)?
12. What are the implications of fostering more co-operation between universities and industry – How to locate academic freedom in this context?

13. Are there examples of good practices in respect to career structures in academia (including a consideration of salary scales)? What are the implications of short-term and long-term contracts for researchers; new types of contracts or new models like 'Junior Professorship in Germany'; etc?
14. How to ensure sustainable career development for all researchers? Are there examples of good practices in respect to career development strategies for researchers, including good practices in career guidance (career development university offices; lifelong training as a part of professional development, etc.)?
15. How can the European Commission's draft 'European Charter for Researchers'/Code of Conduct for the Recruitment of Researchers' contribute to improving researchers careers? (see text in Part II of the Reader)

Questions to working group 4 Doctoral programmes for Europe

Discussion in this working group should take as its starting point the 10 general principles that form part of the Conclusions and Recommendations of the Salzburg Seminar (see Part II of the Reader). Among the issues that require further discussion are:

16. Structures and organisation: What are the most frequently observed trends in the development of structures for and organisation of doctoral programmes in Europe (individual approach vs. structured programmes/development of transferable skills, graduate/ research schools, etc.? Is it useful and necessary to use ECTS in doctoral programmes, e.g., for taught courses?)
17. The crucial role of supervision and assessment: Are there examples of good practices with respect to supervision/advisory and assessment; rights and duties of doctoral candidates as early stage researchers; contractual arrangements between candidates, supervisors and institutions?
18. Promoting innovative practices: Are there examples of innovative practices in inter-disciplinarity that can be shared (partnerships with industry; clustering of students from different disciplines; interdisciplinary discussion fora for doctoral candidates; etc.)?
19. Increasing mobility: How to increase mobility? How to remove "mobstacles"? How to improve co-operation and networking and to ensure a European dimension in doctoral programmes?
20. The importance of diversity as a strength that is underpinned by quality: Would a European code of practices be a good tool to enhance the quality of doctoral programmes?

CONCLUSIONS

Introduction

The theme was discussed in two parallel workshops which addressed the linked sub-themes of:

- Structures for Optimising Research and Researchers' Careers
- Doctoral Programmes for Europe

The range of topics covered in the workshop debates were as follows:

- Fundamental Research
- University /Industry Co-operation
- Research Careers
- Training by Research
- Transferable Skills
- University Responsibility for Doctoral Training

Key Issues in the Debates

European level research funding was seen as playing a major role in defining the research missions of universities – national funding efforts alone were not enough. The proposed European Research Council (ERC) as a new funding instrument within the EU's Seventh Framework Programme (FP7) would operate as a major boost in this respect. It was important that the ERC Scientific Council membership included high level persons who were knowledgeable about the university research environment and university management.

Greater cooperation between national research funding and other agencies supporting research could also help with research mission development. The example of the Nordic Research Board was focused upon which worked as a cooperative forum between national research councils, universities and industries as equal partners.

Universities needed to take their own initiatives in establishing networks to build research excellence in priority fields. Good practices in this respect were presented within one country, i.e., regional cooperation between Scottish universities, and across European borders, e.g., the European Association of Innovative Universities and the League of European Research Universities (LERU).

The diversity of the roles and missions of universities was emphasised and the crucial need to avoid building "walls" between large research universities and smaller universities. The term "centres of excellence" was seen to relate to all aspects of the University mission in terms of research, training, professional development and civil society responsibilities. Strategic links needed to be developed between universities with varied mission priorities ranging across basic and applied research orientations because of their intrinsic mutual interests.

Universities as "stakeholders" needed to be more involved in the consultation processes over major new policy initiatives that affected their sector, e.g., the proposal on the need for the creation of a European Institute of Technology. Similarly, in policy areas such as the relationship between regional structural funds and research funds, universities' views needed to be brought into play.

On a related issue, universities should take a strong lead in pressing for full cost support of research projects – and in particular take initiatives in the precise costing of the “indirect costs”.

Universities needed to be more pro-active in approaching industry to promote their technological competences. Examples were discussed of co-funded PhD programmes, exchange schemes of research personnel across both sectors as models to enhance inter-sectoral research mobility. US models of industry/university collaboration were also debated but it was generally felt that Europe would do better to build its own models based upon successful regional cooperation.

The “European Researchers’ Charter” was felt to provide a strong incentive for future substantial policy discussion on research careers between European and national institutions and stakeholders. However, universities were regarded as having been left outside of the consultation process so far, and at the next stage of considerations of how the recommendations might be implemented, universities should be centrally involved.

On the future development of European doctoral programmes, at the Salzburg Conference (February 2005), “ten basic principles” were broadly endorsed as a starting point for the “third cycle” of the Bologna Process. It was stressed that the core element of all doctoral programmes was training by research, but not necessarily only for research careers. Participants agreed that doctoral candidates have to receive not only knowledge and skills for research careers in academia, but also for careers in other sectors. ECTS may be useful for measuring taught courses and transferable skills courses but there remained a lack of consensus on this issue.

Concerning the status of the doctoral candidate, it was agreed that a doctoral candidate is an early-stage researcher with all commensurate rights including all social rights (the social dimension was strongly stressed by ESIB and EURODOC participants).

University responsibility for doctoral programmes has to be strengthened. It is the University that has the right to award doctoral degrees and therefore assumes full responsibility for the quality of doctoral training and acts as a guarantee of doctoral degrees.

All participants agreed that it is important to strengthen the European/international dimension of doctoral programmes – mainly through mobility for fieldwork purposes, working in international research teams, etc. The issue of the European Doctorate was felt to be of a different order, and needed to be more fully specified particularly on the question of determining its added value as a qualification.

Conclusions and Recommendations

1. The increased support for fundamental research through the proposed European Research Council in FP7 was seen as a major tool to enhance the research mission of universities.
2. Greater regional cooperation in enhancing research quality can be achieved through cooperation between universities and funding agencies (“good practices” in Scotland and the Nordic region were noted).

3. Research and innovation go "hand in hand" and should not be seen as separate processes. More cooperation between universities and industry is needed – from jointly funded doctoral programmes to collaborative research ventures.
4. Strategic cooperation between universities has often developed from their own initiatives (e.g., LERU), but financial support initiatives on the European level would help strengthen the process particularly for smaller universities building critical research, research management expertise, industry cooperation (e.g., through new "Capacities", FP7 proposed programmes such as "Regions of Knowledge").
5. The workshop debates revealed clear points of tension between the necessary strengthening of research universities, and the need to ensure resources for research-based teaching in all universities (reflecting the diversity of university institutions).
6. Europe should take up good ideas and practices from elsewhere (including the USA), but it should be recognised that a "Europe of regions" is Europe's strength and should be built upon.
7. The European Researchers' Charter provided a useful basis for a fruitful dialogue on the opportunities and barriers to European research careers. Universities have a key role to play in this dialogue.
8. Universities as institutions must exercise their own responsibilities for enhancing their research missions through the best use of their own resources.
9. The Salzburg "basic principles" were broadly endorsed. The core element of doctoral programmes should be training by research, but not only for research careers in academia.
10. Transferable skills training in doctoral programmes were needed for employment in different sectors of the economy and society.
11. ECTS can be regarded as a useful measuring instrument in the course of doctoral studies in relation to transferable skills and/or taught course, but not appropriate for use in the measurement of research progress.
12. Universities as degree-awarding institutions need to take responsibility for quality assurance of doctoral programmes.

Theme 3:
How to implement sustainable Bologna reforms in higher education institutions?

Lead Chair: Tove Bull, University of Tromsø, Norway

Lead Rapporteur: Kate Geddie, EUA

Working Group Paper

Introduction

1. The Bologna Process is the largest and most significant ongoing reform process in European higher education, and crucial to the development of socially cohesive knowledge societies in Europe. The interdependence of the emerging European Higher Education and Research Areas is also increasingly recognised. In the past five years, acceptance and awareness of the reforms has grown considerably, as have the actions of higher education institutions (HEIs) to implement the various Bologna reforms. At this halfway mark to 2010, the Glasgow Convention offers the opportunity to consider the progress made to date, and to address the challenges facing Europe's HEIs in implementing reforms in a meaningful way.
2. The efforts to implement the Bologna agenda through a combination of national legislative changes and institutional reforms brings into the spotlight questions to be re-considered in European higher education, including: How to establish the right balance between government-led reforms and effective institutional autonomy required for implementation? How to ensure that the right framework conditions are in place to enable fair allocation and competition for the limited public funds available for education and research? How to balance the European, national and regional dimensions of higher education? These issues need to be considered in the wider context of the debate on the role of universities in society in order to situate the Bologna reforms within the continually changing environment in which HEIs operate.
3. Following a period of intensive legislative reform (see link in Part II of the Reader for the Report of the Warsaw conference), Europe's Ministers of Education meeting in Bergen in May are expected to recognise that the period from 2005 is crucial for the implementation of reforms within Europe's HEIs.
4. The principal aim of the theme 3 working groups is for the higher education community to discuss institutional experiences with implementation and to use these experiences to reach a consensus on future priorities. The four working groups should examine examples of good practice, identify and prioritise challenges for institutions, and formulate the main messages for EUA to take to the Ministers in Bergen on behalf of the higher education community. Particular attention should be paid to the intermediate priorities identified in Berlin - notably to issues related to structural reform, including success factors in reforming first and second cycle degrees, as well as challenges in recognition of degrees and study periods. The important issues of quality assurance and the third cycle will be considered in detail within the working groups of themes 4 and 2 respectively.

5. Theme 3 working groups should also provide direction to EUA in serving its member institutions effectively during the forthcoming crucial phase of implementation and sustainable operation of Bologna reforms.
6. Four working groups will look at related Bologna topics. Two groups will examine the issues relating to structural reform of degree systems - success factors, obstacles and strategies. The third group will explore issues of student access, support, and employability which are commonly grouped under the heading of the social dimension. The fourth group will look more closely at the European framework, tools and reference points that are being developed to improve transparency of national systems, considering their relevance and impact upon institutions and individual learners.
7. Information for the working group discussions will draw primarily upon the analysis provided in EUA's *Trends IV* report. Furthermore, lessons learned from EUA's projects and the various outcomes of the Bologna Follow-up Group Seminars (see Part II of the Reader) will feed into these debates.

Questions for working groups 5 and 6

Implementing new Bologna structures: institutional good practice

8. What are the factors that affect the acceptance and relevance on the labour market of "new" first and second cycle qualifications? What is the role of professional bodies in this debate?
9. What should be considered as "good practice" and what should the academic community be doing, both within institutions and in partnership with stakeholders, to ensure the success of curricular reforms? What is needed to ensure that the different actors within universities (institutional leaders, deans, academics, administrative staff, students, etc.) work together constructively?
10. Many Bologna reforms are implemented within a national context and the European dimension is sometimes a marginal issue. While it is entirely reasonable for institutions to focus upon the impact of reform at local and national level, how can the European dimension receive appropriate attention? What work should EUA be undertaking with its members during the next key phase of implementation in the next two years to counter the tendency for inward-looking implementation?
11. One of the key objectives of Bologna is to increase flexible learning paths and opportunities for mobility, but *Trends IV* indicates that in some cases reforms are currently having the opposite effect, and reducing the space for creativity of individual learning and mobility. How can the danger of over-structuring and over-loading courses be addressed?
12. Is there a danger of the European Higher Education Area fragmenting according to the speed and efficiency of implementation of Bologna reforms, with some institutions and networks moving ahead fast and others lagging behind? What more can be done to encourage all institutions to respond during the next key phase of implementation?

Questions for working group 7

The social dimension: access, support and employability issues

13. What is the particular responsibility of institutions to achieving the societal objective of broadening access for under-represented groups in higher education? What

concrete measures should institutions take with regard to institutional policy to develop equal opportunities, monitor student participation and success, and provide appropriate academic support to learners?

14. If social cohesion and inclusion are key underlying elements for competitiveness and attractiveness of European higher education (see conclusions of the Paris seminar in Part II of the Reader), what kind of guidance and support systems need to be developed for tomorrow's students?
15. What is the role of students in ensuring that institutions meet the needs of all learners?
16. How should institutions change in order to be able to anticipate individual and societal needs for lifelong learning and to respond to demands as they arise?
17. Is there a danger of the European Higher Education Area fragmenting according to the speed and efficiency of implementation of Bologna reforms, with some institutions and networks moving ahead fast and others lagging behind? What more can be done to encourage all institutions to respond during the next key phase of implementation?

Questions for working group 8

Developing student-centred learning and teaching: the use of learning outcomes, ECTS, and an overarching European qualifications framework

18. Re-thinking curriculum from the starting point of learner needs and desired learning outcomes is the major common challenge facing academics throughout Europe. How can European co-operation help in addressing this challenge while enriching the experience of cultural diversity which lies at the foundation of European higher education?
19. What is the most effective way of moving from a teacher-centred paradigm to learner-centred higher education?
20. During the *Trends IV* research, many academics and students within institutions complained that they lack reliable source information about debates on such "European matters" as overarching qualifications frameworks, learning outcomes, descriptors, and other tools and instruments. How can communication, exchange of experience and learning across systems be improved? How should institutions be contributing to ongoing European debates?
21. Both the information gathered in *Trends IV*, and the small number of ECTS labels awarded to institutions, indicate that although ECTS is commonly used for institutional student transfer within Erasmus at the faculty level, many problems exist in integrating ECTS coherently throughout institutions. What can be done to improve this situation and to ensure that isolated examples of good practice within institutions are transferred across the institution as a whole?
22. Is there a danger of the European Higher Education Area fragmenting according to the speed and efficiency of implementation of Bologna reforms, with some institutions and networks moving ahead fast and others lagging behind? What more can be done to encourage all institutions to respond during the next key phase of implementation?

CONCLUSIONS

Four working groups discussed issues related to the implementation of Bologna reforms within institutions, particularly concerning the new three-cycle system, considering the social dimension of the European Higher Education Area, and the European transparency “tools” that are being developed to assist with understanding the various areas.

In addition to addressing the specific issues laid-out for each working group, the participants also reacted to the *Trends IV* findings related to Bologna implementation in HEIs that had been presented in the preceding plenary session. All groups confirmed the *Trends IV* findings in their various discussions, thus demonstrating their relevance beyond the study sample. Furthermore, all groups stressed the need for institutional autonomy and sustainable funding as essential to implement the various reforms. The institutional leaders in Glasgow confirmed their widespread engagement and commitment to the Bologna reforms and agreed that while considerable progress has been made, many challenges remain. The working group participants requested of EUA to enable continued exchange of good practice and inter-institutional dialogue on the on-going implementation, and to further increase momentum of collaboration between governments, social partners, higher education institutions, and students.

Why refocus mid-term?

At this five-year mid-point on the way to 2010, and after a period of expansion both in terms of the number of participating countries and the scope of reforms since 1999, it was acknowledged that “taking stock” on the progress made across European higher education, to assess what challenges remain, and to take account of contextual differences would enable “refocusing” the process to its original orientation. It is commonly agreed that the process has evolved from initial changes to legislative frameworks, to the actual implementation within institutions. Therefore, for example, the shift has moved from discussing broad structural reform to revisiting the objectives and contents of the “new” study programmes.

Refocus what?

Through their discussions, the working groups drew the following conclusions and recommendations:

1. Social dimension

Previous Bologna Ministerial meetings have recognised the “social dimension” as an overarching action line that increases the general development of society as well as the attractiveness of the EHEA. The working group that dealt specifically with this issue defined what the “social dimension” encompasses, and decided it included all provisions needed for equal access to, progress through, and completion of higher education, covering such issues as student study and living conditions and academic guidance for flexible learning paths.

The group recommended to the Ministers, to EUA, and to higher education institutions that a fundamental commitment be made to the social dimension. Such a commitment requires developing policies that will increase and widen opportunities for access and support to under-represented groups, based on research that will enable informed policy and targeted actions to address inequality in higher education systems. The group also

called for the social dimension to become an aspect of institutional quality culture and a core criterion of an institution's mission.

2. European dimension

The notion of a "European dimension" was discussed in several groups, with the multiple meanings of the term to different people in different contexts being apparent. Discussed concepts ranged from benchmarking curriculum contents of across European countries, and using European tools (e.g., the Diploma Supplement, ECTS), to strengthening partnerships between European higher education institutions, as well as improving cultural and language sensitivity and developing European citizenship through higher education. EUA was requested to continue its role of catalyst at European level, by coordinating members, and providing opportunities for informed dialogue.

One group in particular discussed the importance of language diversity in the EHEA and recommended to HEIs to think seriously about language issues within their own institutions (such as teaching of and in foreign languages) and to develop an appropriate policy that takes into consideration the institution's mission and orientation, as well as established inter-institutional partnerships. Governments were implored to have comprehensive language policies across the entire national education system, recognising that language training must be provided at the primary and secondary school if university-level students are expected to be fluent in multiple languages and open to mobility. Lastly, EUA was recommended to take forward the language issue of the European agenda.

3. Mobility

It was agreed that mobility should be encouraged in all cycles – for students as well as for academics and administrative staff. A period of mobility should become a systemic possibility, meaning that the structure of higher education systems should enable all who wish to partake in mobility to do so, and is no longer be reserved as individual privilege for a limited number of students. Having higher education systems and structures that are open to mobile students and staff will require, among other issues, addressing conflicting academic calendars, which participants wished for EUA to push among Ministers in Bergen.

Being able to partake in mobility periods requires funding, and the European Higher Education Area should mean European funding for mobility, and students with the greatest financial need should receive targeted assistance.

Institutions should use to the fullest the opportunities available in existing networks and established cooperation schemes to increase academic and administrative staff mobility.

4. Employability of graduates

The relevance of the "new" Bologna degree structures to the labour market was discussed in two groups, where it was felt that considerable progress has been made with curricula changes and student-centred learning, although challenges remain regarding perceived labour market acceptance. The speed of change within institutions and the national contexts means that the landscape of Bologna degrees is currently quite varied. Nonetheless, there was considerable support among participants for higher education institutions to continue dialogue with stakeholders, such as regulated professions and private employers, to inform curriculum development processes through, for example, strategic committees and alumni contacts.

A balance must be found by higher education institutions between being “instrumentalised” for immediate labour market needs, on the one hand, and being engaged in discussion with a long-term perspective on the knowledge-based labour market needs, on the other. A broad notion of “employability” is needed that considers competences and transferable skills that will serve graduates in the labour market throughout their careers, and which provides a basis for lifelong learning.

Governments have a clear responsibility to serve as an example to the rest of the labour market through adjusting civil service grades, and demonstrating positively the career and salary prospects of Bachelor graduates.

5. ECTS, Learning Outcomes, and Qualification Frameworks

The European transparency instruments related to the Bologna reforms do seem to be accepted by the majority of institutions, although problems remain to be solved with their full implementation.

Institutional representatives that had experience working with national qualifications frameworks (i.e., Ireland and Scotland) expressed support for their systems, particular regarding the value of having common terminology and clarification for student expectations. It was stressed, however, that for genuine support to be created for a qualifications framework among the entire higher education community, stakeholders need to be involved when developing the frameworks. Furthermore, national qualifications frameworks need to be sufficiently wide and transparent, allowing time for proper development.

Regarding ECTS, it was stressed that it must be implemented properly in order to work as a transfer and accumulation tool; it should not be based solely on professor-student contact hours, but should be related to learning outcomes, and the development of national qualifications frameworks may help clarify the relation of these concepts. There is still a need for mutual trust among academics and institutions as ECTS does not automatically lead to recognition, and the mobility of academics might help in this regard.

The challenge inherent in all these reforms is time required for proper, incremental implementation, while reconciling the interdependency and immediacy of the reforms. Communication and sharing of good practice among institutions across Europe was felt to be essential for successful implementation, and EUA has an important role to play in this respect.

6. Lifelong Learning

Lifelong learning has become the “forgotten issue” in Bologna. The groups stressed that lifelong should not be reduced to labour market (re)training, and recommended that HEIs make lifelong learning a reality within their institutions, and that governments make lifelong learning a priority as the it offers the potential for personal fulfillment and development capacity for the European knowledge society.

Theme 4: How can institutions improve quality in European higher education?

Lead Chair: Jean-Marc Rapp, Université de Lausanne, Switzerland

Lead Rapporteur: Andrée Sursock, EUA

Working Group Paper

Introduction

1. The EUA Salamanca Declaration (2001) stated the central importance of quality for European universities and linked quality, accountability and autonomy as key aspects of the universities' responsibility to society and the public.
2. The EUA Graz Declaration (2003) stated the importance of research and research-based education for Europe, which implies that nurturing creativity and innovation is an important goal, not only benefiting individuals, but contributing to the cultural, social and economic well-being of Europe and its citizens.
3. With respect to quality, EUA members agreed in Graz that the main responsibility for quality lies with higher education institutions. This statement was included in the Berlin Communiqué subsequently.

EUA members re-affirmed their commitment to developing their quality internally: they saw internal quality culture as the foundation for the inter-institutional trust that is required in order to facilitate student mobility and increase Europe's attractiveness.

EUA members recognised that it is only when they will take responsibility for internal quality that the important role played by external quality agencies would be fulfilled and that external quality assurance (QA) processes can play fully their accountability function.

4. EUA members endorsed a code of principles for external QA process in Europe (see Part II of the Reader) that is based on the following policy goals:
 - Develop external QA procedures that preserve and extend institutional autonomy while meeting the need for accountability and promote innovative, creative and dynamic institutions in a context characterised by diversity of missions.
 - Avoid a big bureaucracy or burdensome mechanisms related to quality assurance that would generate "QA fatigue" and the standardisation of institutions and curricula
5. In terms of external accountability procedures, EUA is one of the proponents of an institutional evaluation approach in Europe: its approach, as developed in EUA's Institutional Evaluation Programme, is more particularly focused on the capacity of institutions to change and to develop internal quality processes. EUA's starting point is that an institution is not an aggregate of faculties or departments: it is more than the sum of its parts. The best universities succeed because they provide students, teachers and researchers with a creative environment – an intellectual community – that promotes debate and critical thinking. These institutions consider the experience of students as a whole, inside and outside the classroom, and consider

globally the professional roles of academic staff rather than focus on one or another aspect. Finally these institutions understand the need to adapt to an environment in flux and have developed the appropriate structures and processes – within a quality culture - that allow them to change.

6. Since quality assurance is seen as having a profound impact on higher education institutions – and given that higher education institutions are complex organisations that both produce and disseminate knowledge - it is legitimate to ask what kind of evaluation procedures would best promote strong institutions characterised by their creativity and innovation. Impact analyses of quality assurance have demonstrated that institutional evaluations will tend to strengthen the institution, develop an internal quality culture and meet the goal of having a dynamic higher education sector.
7. Key conditions for promoting strong and creative institutions include avoiding overregulation and promoting both institutional autonomy and internal quality. Institutions need to be responsible for their activities, with the help of external reviewers. They need to assure internally the quality of all their activities and then be accountable for their quality processes. In other words, institutional audits are the reasonable way in which reasonable accountability can be assured while maintaining reasonable institutional autonomy.

Questions for the working groups 9 and 10

Quality culture and the European QA dimension

Given the above, the theme 4 working groups are invited to discuss how best to promote quality processes – at institutional, national and European level - that would enhance the strength and creativity of universities in Europe. Discussions will start with presentations of case studies that exemplify challenges faced by different countries in dealing with these issues.

I. Quality culture:

8. The Trends IV survey has revealed that quality culture is still not widely developed in Europe. What are the obstacles and success factors to developing internal quality?
9. What are the best ways to define, introduce and embed an internal quality culture in HEIs in order to enhance creativity in higher education institutions?
10. What should be the scope of internal quality (programmes, departments, faculties, administrative services, research activities, decision-making structures and process, administration, teaching and learning, etc.) and its cycle?

II. External accountability procedures at national and European level:

11. Taking into account the fact that EUA is advocating the development of an internal quality culture and vesting HEIs with the responsibility for evaluating programmes and/or departments and all institutional activities, how should internal evaluation procedures be articulated with external ones?
12. To ensure that external quality assurance processes are congruent with developing trends in higher education and with academic values, it is essential that the HE sector plays a central role – at national and European level - in identifying best practices in relation to quality. What are the ways in which the HE sector can be involved at national and European level in identifying best practices in relation to

criteria, procedures and guidelines for quality assurance and in any developing meta-accreditation framework in Europe?

III. EUA's activities:

13. In the quality area, the current activities of EUA include the Institutional Evaluation Programme, the Quality Culture Project, thematic workshops to develop management and leadership skills in universities and occasional publications. Are there additional activities participants would wish to see EUA develop in the quality area?

CONCLUSIONS

I. Introduction

The working groups in Glasgow discussed quality in terms of three levels:

- Institutional (internal quality culture)
- National (external quality assurance procedures)
- European (in the context of the Berlin Communiqué that asked for a set of standards, procedures and guidelines for QA and the peer-review process)

II. Internal quality culture

The level and sophistication of the Glasgow discussions regarding internal quality processes revealed that much progress has been made among EUA members in implementing and embedding quality in institutions since the Graz Convention (2003). A great number of good practices were identified.

In discussing how to mainstream internal quality, the working groups confirmed a key *Trends IV* finding, i.e., that a systematic quality culture is linked to an appropriate degree of autonomy and adequate funding.

II.1 Obstacles

The working groups were asked to identify obstacles to developing a quality culture in institutions. They noted that internal quality processes are sensitive to the overall external context. Specifically, if external QA processes are intrusive or costly in terms of financial and human resources (such as programme evaluations), this leads to a culture of compliance and weakens the opportunity to develop a strong internal quality culture. Countries with elaborate external quality assurance processes have noted the perverse effect that this has on efforts to build and maintain an academic community or on developing an institutional strategy, especially when these external QA processes are not looking at education and research as interlinked activities.

The groups also noted that when a lack of experience in quality is combined with limited autonomy, this leads to resistance in introducing quality culture and undermines the development of a feeling of ownership on the part of institutional actors.

Often, attempts to introduce internal quality processes falter on poor internal communication in so far as the leadership fails to persuade the institution of the need to introduce and embed a quality culture.

In addition, internal quality processes that do not result in follow-up activities (because of lack of corrective measures or adequate funding) can further erode the sense of empowerment and ownership that ensure the success of such processes.

Finally, it is important to note that quality improvement is incremental and cannot happen overnight.

II.2 Recommendations

II.2.1 Processes:

The groups emphasised that an effective internal quality culture is not achieved through bureaucratic, uniform or mechanistic processes. Internal quality processes must be aimed at promoting creativity and innovation and must be adapted and tailored to specific activities. This requires a clear leadership structure and devolved responsibilities across the institution.

It is important, however, not to lose sight of the global picture that emerges through the evaluation of the different components. This can be achieved by linking the internal quality cycles and scope of internal evaluations to the strategy development cycle and to the external evaluations. This linkage, however, must be done in a pragmatic and cost-effective way: effective internal quality processes must be on-going while paying closer attention to problem areas.

II.2.2 Actors:

The working groups agreed that it is important to achieve a balance between a bottom-up and a top-down approach: leadership has an important role to play in developing and embedding the process and coordinating the different quality related activities; the engagement of students (including Erasmus students), alumni, academic and administrative staff was key to success. Students must be involved in self-evaluations, teaching evaluations and an exit evaluation that seeks to assess their overall experience at the institution.

Students' involvement, however, is a challenge partly because of the transient nature of this population. Their engagement can be secured by permanent contact through their representatives, ensuring that evaluation reports are student-friendly (clearly stated conclusions and recommendations), ensuring a follow-up, and including students on committees that analyse the results of students questionnaires.

Specific initiatives to increase the effectiveness of students are: seminars to train students to be involved in quality processes; administering the student questionnaires in mid-year or mid-semester to ensure immediate feedback and improvement; student focus groups, facilitated by outside consultants, to triangulate the written evaluations. In addition, in order to improve teaching, it is good practice to ensure that students' questionnaires are viewed by academic staff as a pedagogical tool that is owned by the teachers. Negative outcomes should not be used in a punitive fashion but as an opportunity for further teacher training. Good teaching should be recognised; bad teachers should be helped.

II.2.3 Data:

The groups emphasised the importance of centralised data collection and analysis to lighten the burden of faculties and departments.

II.2.4 Structure:

Many institutions have created quality units. These are important in translating the results of the evaluations into real improvements, coordinating the processes and embedding them.

It is important, however, to rotate the leadership of these quality units and ensure that their staffing is from the academic rank in order to avoid over-bureaucratisation and to ensure a better congruence with academic values.

III. External quality assurance procedures

The working groups gave a strong endorsement to the improvement orientation of the EUA Institutional Evaluation Programme and its fitness for purpose approach. As compared to programme evaluations, the EUA programme offers an exemplary model of an evaluation procedure that is more effective as a tool for strategic change because it maintains the link between education and research. It adds value in that it develops the European dimension through European teams.

The groups agreed a number of principles for external quality assurance. These must seek a balance between autonomy and accountability, and confidentiality and public results. They emphasised that the best external quality assurance procedures are based on an examination of internal quality processes (i.e., institutional audits) and therefore must be grounded in a fitness for purpose approach that is culturally adapted to specific countries and institutions.

The best external quality assurance procedures aim for improvement (rather than quality control) and view the self-evaluation phase and the confidentiality of the self-evaluation report as two key parts that ensure a successful outcome.

Finally the groups noted that it is important to review periodically the cost of external quality procedures and deplored the tendency of some national QA agencies to view quality as their area of expertise, with no specific role for higher education institutions in ensuring quality.

IV. European level

The working groups gave full support to the EUA's "Code of Principles for External QA in Europe" (cf. Glasgow Reader, p. 77) and the development of standards for QA agencies. The working groups endorsed the ENQA report for Bergen on standards, procedures and guidelines and the notions of both the European Register of QA agencies and the European Register Committee. The discussion emphasised the importance of the partnership between ENQA, ESIB, EUA and EURASHE and expressed the clear wish of EUA member to seek the continuation of this partnership.

EUA was asked to create opportunities for academic staff in some disciplines (especially in the social sciences) to develop a common evaluation framework.

V. Conclusion

The discussion revealed a shared concern that competition may actually undermine quality rather than strengthen it. Therefore, competition must be balanced with networking and inter-institutional cooperation in order to define, discuss and benchmark internal quality processes.

Inter-institutional co-operation is also fundamental for negotiating with national authorities the scope of internal and external national processes.

Finally, it is essential to secure a partnership of the QA and HE community at national and European level in order to ensure congruence of quality processes with academic values and to enhance quality levels.

Theme 5: How to finance European Higher Education?

Lead Chair: Frans van Vught, University of Twente, The Netherlands

Lead Rapporteur: Bernadette Conraths, EUA

Working Group Paper

Introduction

1. Of the many challenges facing European higher education today, the funding question is perhaps the most critical as evidenced by the public debate and media attention paid to this issue recently in many European countries. Given the widely recognised role of higher education, research and innovation in contributing to dynamic European knowledge societies, EUA considers it essential for the higher education sector to reflect upon these issues and make its contribution to this complex debate.
2. Discussion must take due account of the diversity and specificity of each national context but at the same time bear in mind that the outcomes of national debates are likely to have a major impact on the emerging European space. It seems clear that until now **national debates have tended to pay insufficient attention to the implications of higher education funding policy upon European developments.**
3. Therefore, the aims in Glasgow are: to raise awareness of the issues and of different responses under discussion, in particular in relation to areas where national debates and decisions could have an impact at European level; and to identify common elements for further consideration by universities at European level that could be taken forward in the future by EUA. Given the diversity of national systems and the political sensitivity of certain issues, **the debate is not intended to produce a consensual statement for or against particular funding options (e.g., tuition fees).**
4. Two working groups will look at related topics. The first will examine system-level funding, while the second will consider the impact of changing funding structures upon higher education institutions.
5. The theme has been prepared through discussion within the EUA Board and Council over the last year. In addition, EUA has produced a short report (see the EUA Convention website: www.EUAconvention.org) on funding issues across Europe made possible by the enthusiastic response of National Rectors' Conferences to a questionnaire sent out earlier this year.

Meeting European goals: implications of public and private funding

6. Participation rates in higher education have grown rapidly across Europe – albeit at different speeds - over the last decades. There is political pressure to continue this development if Europe is to address seriously its vision of becoming a dynamic knowledge-based economy and society. It is widely acknowledged that higher education institutions (HEIs) must therefore both respond to the increasing demand for high quality learner-centred provision and at the same time intensify their commitment to high quality research. These goals cannot be met without major investment in European HEIs.

7. Various studies have confirmed the importance of higher education to national and European development, in terms of the public 'rate of return on investment' as well as the 'private benefits' of higher education to individual learners. There seems to be a growing consensus that while the state must continue to maintain and indeed increase funding, the evident need for additional investment will also necessitate drawing upon a variety of private sources of funding, in particular from students, graduates, and their families, to cover the costs of higher education. The challenge of the coming years will be to find ways forward that ensure a balance between public and private sources that is guided by values of social equity.
8. This raises many questions concerning the level of funding necessary to ensure high quality higher education systems: How should additional/matching funds be generated? What might be the appropriate mix of funding and the necessary incentives? This also raises questions about if, and if so where additional investment should be made - for example in first, second or third cycle provision?
9. Another complex issue is the relationship between quality and efficiency. Experience has shown that reasonable attention to efficiency is needed and can lead to an improvement in quality; concerns may be justified, however, that too much stress upon efficiency can also lead to a loss of quality.
10. At system level, as many national developments show, it appears increasingly difficult to avoid the debate on tuition fees, already a feature of the landscape in many countries. This trend seems likely to continue while generating concern that commitment to equity and widening access may not be easily compatible with a fee-paying system. There are in parallel specific ethical concerns about variable fees charged to international students and the need to balance income-generating international provision with places for national and European students.
11. At institutional level, diversifying funding sources is becoming increasingly important, which raises questions in relation to autonomy and impacts upon the organisation, management and culture of institutions. This raises particular challenges to institutions that were previously almost entirely state-funded to develop systems to respond to multiple funding sources and thus meet new accountability requirements. It is an enormous challenge for most institutions to be able to show the real costs of their activities.

Questions for working group 11

National systems: public versus private financing

12. How can public interest and public support for higher education be raised, and what should HEIs be doing in underlining the importance of high quality higher education for meeting the future needs of society, and thus guaranteeing future generations' prosperity?
13. As funding sources diversify, the relationship between the State and HEIs inevitably changes. What are the implications of these changes? How can the notion of public interest be defined in a system of mixed financing? Can the social goals and objectives of Europe's HEIs be maintained?
14. How much funding do institutions really 'need'? Institutions across Europe often state that they do not have the necessary funds to meet the demands placed upon them, but is it possible to define realistically the total level of funding required by HEIs in Europe? Are there examples of good practices?
15. How can the performance and efficiency of different funding models be properly compared in Europe when costs and measurements vary so greatly? What could be done to improve the accuracy of inter-system comparison?

16. The trend toward the introduction of tuition fees seems likely to continue, which raises many important questions, for example: Is there an optimal percentage of income to be generated from fees to ensure that the state does not de-commit? What about the unforeseen impact of graduate debt upon the labour market and society (e.g., less willingness among indebted graduates to gain professional experience in the voluntary or public sector)? Should fees be related to the real costs of provision (e.g., more expensive in medicine, and less expensive in humanities and social science, with variable rates for international students)?
17. Although higher education is a national responsibility, is there room for 'incentive funding' at European level, and if so where should such funding be targeted?

Questions for working group 12

Institutional governance and financing

18. What are the implications of different sources of funding (state funding, tuition fees, business and other private sources, etc.) on the autonomy, governance, organisation and management of HEIs? How do output and input oriented funding approaches, whether from public or private sources, affect institutions? How can a necessary balance between the approaches be achieved?
19. What are the implications of different sources of funding (state funding, tuition fees, business and other private sources, etc.) on teaching and research missions of HEIs? Does responding to the needs not only of traditional school leavers, but to lifelong learners with a wide range of learning needs at different periods of their life impact upon the way in which institutions are funded and governed?
20. Are there examples of good practices in improving institutional funding through addressing inefficiencies inside institutions? Are there preconditions (e.g., regarding institutional autonomy, funding models or specific governance structures) that can be identified to facilitate such developments?
21. In some regions of Europe, there is evidence both of greater co-operation among neighbouring institutions to share services (e.g., libraries, research infrastructures) and increasingly of building sustainable partnerships with stakeholders who also contribute to the financing of their local institutions. Are these initiatives a significant way forward to reduce current inefficiencies? Are there examples of transferable good practices that can be identified?

CONCLUSIONS

Despite the great diversity in European higher education systems and institutions, there are main trends common to all which create major challenges to the sustainable governance and funding of Higher Education Institutions (HEIs) in the future, as summarised by Jaak Aaviksoo (University of Tartu, Estonia) in Group 12:

- a constant growth and diversification of the higher education sector
- a growing complexity of tasks required from HEIs and from diverse stakeholders
- stagnating or declining government funding
- increasing impact of market forces

The declared aim of the two work groups under theme 5 was to first of all to raise awareness for the complexity of the issues, both on systems and on institutional level. Rather than aiming at any kind of consensus, the work groups were designed to open a broad discussion space in which key issues could be identified and brought forward to

the EUA community for further discussion and exploration of models in a European context.

There was agreement in both groups on the core statements, brought forward by Jaak Aaviksoo: Due to the changing environment on global, national and regional level, the importance of HEIs is growing considerably and they are moving into the centre of the determination of their own future. This requires a profound review of its governance and leadership models including their accountability and the related financial systems and costing of their activities, as the operational basis.

In Group 11 (Systems) Peter Scott (Imperial College, London) introduced a series of caveats and qualifications for the discussion:

- universities are generally under-funded, but welfare states in crisis cannot or will not match the need because of other priorities
 - an increased demand for other sources of funding
- a shift from perceiving education as an investment rather than a free public good / a cost : the state as an investor in society and the student in its future
 - tuition fees are creeping up where they exist and are in the process of being introduced where they didn't previously exist
- State motives for financing higher education are eventually still similar to nineteenth century situation: equity and justice, need to broaden knowledge and skill base
 - an on-going responsibility for funding of higher education sector
- The realities of public and private funding in higher education are much more complex than appears in the general discussion
 - a more differentiated approach to diverse forms of funding is needed

ESIB President, Lea Brunner, solicited the urgent need to explore long-term funding schemes for the sustainability of higher education and expressed students' concerns in particular about:

- the separation of research and teaching through funding schemes
- a funding inequality between hard and soft sciences
- the safeguarding of the social role, goals and values of the university when reducing it to a mere market operator

She strongly underlined the need for a critical review of the impact of tuition fees and the need to explore more creative ways of channelling public funding, i.e., through students, tax systems, etc. The discussion on tuition fees in both groups – while not opposing them in principle – showed a clear scepticism towards regarding them as a main source of funding for HEIs, but rather as an instrument to support teaching quality, enhance students' performance and motivation as well as shortening length of studies. Caveats included, among others, questions of access and equity, treatment of national versus international students.

In conclusion of the very fruitful and intense discussions in both groups, Lead Chair, Frans van Vught, presented the following statements and recommendations to the Convention and the EUA community:

In view of possible **European models of funding for higher education and Research & Development**, three core elements were identified:

- A strong anchor in European and academic values
- The key importance of institutional collaboration and networking: the strength of diversity
- The (Scandinavian originated) "triple helix" approach meaning a balanced cooperative funding of higher education activities by the academic institutions, government and business and industry

Higher education is both a public responsibility and an investment (rather than a cost)

In order to sustain HEIs need to open up more to new forms and multiple models of funding and investment, governments need to create the appropriate legal environment for it: it is NOT public **versus** private, but public **and** private.

Recommendation 1:

- Explore multiple funding models across Europe and the globe
- Launch a structured and evidence-based discussion within EUA and with stakeholders
- Discuss possible student support systems at European level

There is no value-free money

When sources of funding are increasingly diversified, HEIs have to accept that funders are stakeholders with different values and legitimate interests. These have to be managed while guarding values and missions – a challenge on a managerial and an ethical level.

Multiple funding sources mean a higher need and effort for accountability and transparency. Institutions have to dedicate more resources to and develop competences for appropriate processes and communication. First and foremost they require knowledge about, and the mastering of, the real and full cost of activities.

Recommendation 2:

- Explore good practice and develop full economic cost models for European higher education and research & development

Key institutional drivers

As a result of the above, key institutional drivers can be summarised as:

- More autonomy requiring more accountability
- More quality driving more efficiency and effectiveness
- More competition implying the capability of strategically building and enhancing cooperation

Recommendation 3:

- Enhance quality of governance, leadership competence, management skills and capacity in the institutions

GENERAL REPORT

Peter Gaehtgens, General Rapporteur; President, German Rectors' Conference

Ladies and gentlemen, members, friends and supporters of the European University,

I think my task is not so much to report on what has happened during this conference, but to report to a certain extent on what has happened since the Graz Convention and during the many meetings that EUA has been holding – workshops, seminars, conferences – and specifically those in Marseilles in April 2004 and in Turin in June 2004 and in Salzburg at the beginning of February this year.

All of these activities have been related to finding the course of action, of defining the aims and goals of European universities as a group and, of course, this is not a process in which you can expect unanimity because almost by definition, universities are institutions within which the multitude of opinion generates a process of cross-talk between disciplines, between individuals, between generations. And therefore you cannot expect unanimity. Therefore, also you cannot expect a "rapporteur general" to present something that all of you will identify with from the very first to the very last sentence.

However, there is one item which I think is the basic message that we should carry away when we leave Glasgow and that item I think, at least in my recognition, is initiated or supported by the surroundings in which we discuss. The very fact that we are convening in a very old institution, in fact one of the very oldest, tells us, or shows us, that we are discussing the future of an institution that exists for many hundred years, and is one of the few constants of history, of Europe all together. I think that is an important message because it reminds us that all the detailed items that we have been discussing in the working groups here and in the various conventions and workshops and seminars previously, must be sort of generated, initiated, infected, as I might say as a medically trained person, by this idea of the European university. And that in a way is challenged by the political situation in which we live. And I think the EUA has been extremely successful in the past couple of years, through its leadership as well as through its individual members, to demonstrate to the political leadership that universities matter and that the activities that universities carry out matter to the development of society. Education and research are not just marginal activities of society, they are essential to the identity, the cohesion and the economic future, as well as to cultural development and social circumstances, of society. "Universities matter" could be a very short summary to what EUA has been discussing in great detail in various conventions, workshops and seminars and it is, I think, a mission of paramount importance for EUA to convey this message to the political authorities in Europe that make the decisions about funding, for instance, about legal circumstances under which universities operate.

Therefore, my first task I think will be, not so much to reiterate what has been said and what you are committed to anyway, but to try and define, on the basis of the discussions in this meeting as well as previous ones, what the strategic ideas and the strategic aims and goals of EUA, as a partner in the discussion about these issues, might and should be, concretely-speaking, in contributing to the conference of ministers in Bergen on one hand and establishing a continued and constructive dialogue with the Commission of the European Union in the future. And I wish to express my sincere gratitude to the EUA

leadership that it has been possible to establish this institution as a relevant partner, as is indicated by the fact that two Commissioners and the President of the EU Commission have showed up to this conference to present their views to us and maybe even risk our reactions to those views.

And I think therefore, when we leave Glasgow, which eventually we will, we should be carrying this message with us and dissipate the message throughout Europe, because it isn't present in the same intensity everywhere. Now, this conference, technically-speaking, has been as far as I see, the largest that EUA has organised in recent years. 620 delegates I've been told have been attending which is 50 more than Graz, so in terms of quantity this has been a relevant convention and I think the relevance of this convention would be highlighted if we were to end up with defining what I call the strategic aims and goals of dealing with society in general and dealing with the ministers' conference and EU Commission in particular. Highlighting I think the two conclusions that I have heard from the Chairs also, namely public responsibility for the well-being of public institutions that serve the purposes that I have described.

Therefore, my first slide has the heading "Strong Universities for a Strong Europe". You've seen this before but I think we can reiterate it, and we must reiterate it over and over again. Why in particular? In the framing reference that I described facing the role of EUA as a relevant partner for the dialogue with the EU Commission and for the ministerial conference, because of the strong belief that indeed a knowledge society, a European knowledge society, can only develop if Europe has strong universities.

Universities are at the centre of the Knowledge society because of their two functions, namely: generating the new knowledge, and dissipating, and training and educating the next generation on the basis of new knowledge and training them in generating new knowledge again. This is the unique feature of the University and it is the unique "invention", historically-speaking, which a couple of hundred years ago generated these wonderful institutions, at a time when nations didn't exist, political systems were entirely different and yet the University was really a supranational, well that's a contradiction in itself, certainly in international activity.

I think there are four items that need to be mentioned and they're listed here. Universities contribute to the building of the knowledge society by education and training of the next generation; of the most talented obviously of those who will carry on, or develop society by contributing to innovation. Universities do this by research and I am a strong believer in the Humboldtian model, namely that education and research are two items that appear to be different but in actual fact need to be connected as close as possible with each other. So education through research, or by research, is what we should be trying to do.

Of course universities exercise leadership to a certain extent and I think it is their task, their responsibility, to exercise this and their willingness must be developed to do that. Through, on one hand, their expertise they are our centres of expertise in almost all fields of human activity and therefore they must act as transfer agents of expertise to all activities outside of academia. They must be the relevant partners to discuss with politicians, business, industry, all kinds of institutions. And of course they exercise leadership by accentuating training educating excellence. This is why universities are central to society at large.

And last, but by no means least, universities should exercise or support or develop or maintain or be aware of European identity, that is to say, through the fact that today's universities carry what is called here "a common institutional heritage" and associated in their daily work with science, which is not a national phenomenon, which is truly a global phenomenon anyway, an international one. They, and this was pointed out very strongly by the reports given by our Chairs this morning, carried the responsibility of being aware of core values, and here come all these terms that we have heard several times during this conference: the European dimension; the European nature of education; the European specificity of universities.

I don't want to go into too many details here, but just to say that it is obvious that universities, by doing what is their responsibility, are shaping society and at the same time are responding to society. And that of course academic and democratic values, as was pointed out before, need to be combined somehow if societies are being shaped by what universities do, and that therefore that universities need to be responsible rather than only responsive.

Universities are not business enterprises and we should be therefore very careful in applying business terminology to the management of universities. I personally don't like to speak of the student as a customer. The student is a member of the University and without him or her, the University would not exist. That is also true for business; if there were no customers, business would not exist. But the degree of awareness that the student contributes to the product of the University by supplying talent, curiosity, etc., that is something that we need to be aware of constantly and therefore I agree also very much of course with the term used I think by Pierre de Maret, that the University should be "a laboratory of democracy". However, in order to be able to be "a laboratory of democracy", we need to educate personalities that contribute to democratic values and opinion forming and building.

There are very basic responsibilities of European universities and we need to point them out, I think, to politicians, the business world, industry, and anybody else in society. Where do we stand in the concrete processes that are going on? Well obviously the goal of forming a European Higher Education Area is well under way and we've heard from the reports, and we have particularly of course also taken notice of the summaries of *Trends IV* and we still remember the summary of *Trends III*, the progress that has been made throughout Europe in the sense that universities have taken this issue into their own hands. The term "ownership" was mentioned this morning already. I think it is the ownership of the University, it has become the ownership and, I don't want to be philosophical about "bottom up" or "top down", but I'd rather say why not talk about "bottom down" or "top up"?

There is of course a significant addition in the Berlin decision paper, from the ministerial conference in Berlin, namely the addition of the third cycle, the doctorate, and I think to deal with this issue, forming a European model of the doctorate is a vital issue for the European University Association to deal with. The Salzburg meeting and its conclusions have been accepted at this conference here in Glasgow and I think this is very central. We must continue to discuss this very much because this is where education and research meet.

Standards for quality assurance, they are in the making. I don't say here they are well underway, but that they are in the making. And of course, technically speaking, it means or indicates a lot of progress that this agreement which is mentioned here has been

generated and therefore we can provide an input for the Bergen conference of Ministers. However, the discussion about the standards will, I think, never end and it is a continual process that we have to pursue.

The European Research Area, well, I say here, is in the making. It certainly is at the present time of particular importance, at the present time when the EU Commission discusses its research strategy. I think it is extremely important, as mentioned in the discussion in the working groups here and Professor Björkstrand has mentioned this in great detail, that we do support indeed the very fact that the EU, in shaping the seventh framework, considers the necessity to shaping it as such that universities can participate, which was not really the case in the previous agenda. Participate by leaving room for fundamental research, for instance, by establishing the European Research Council. I think it is very important for us to make sure that this European Research Council that is being established, will be established, and established properly. You can establish things in very different ways. And "properly" in my mind means, and I think this is also a result of the decision that has been carried out here, that decision making in a European Research Council must be based on scientific excellence only, full stop. And therefore, can only rest on peer-review, expert-review, by scientists. It cannot be a political decision on how to support and where to support science or research products.

An additional item which I think we must carry forward in the discussion or in the dialogue with the EU Commission is: please reduce the amount of bureaucracy. I know that in many countries in Europe, we would be very, very happy to apply for money from the EU but if we have to go through that red tape it is very, very tedious and scientists are there to do research. At times they may need to be reminded of that, but certainly our daily life consists of filling out papers to an extent which is counterproductive and I think the quality of European research could be significantly enhanced if we reduced the amount of bureaucracy. One very precise aspect could be to replace the system of contracts and move to a system of grants. That requires trust, and trust we should exercise at European level.

Now, in this setting of important decisions being made at the political level, European universities of course face a number of challenges, and it has been said already in the discussion of one of the group reports, that universities are not in a situation anymore to do everything. Therefore, prioritising objectives is an important task and challenge that universities will have to take on. We are supposed to increase the number of students because we have an interest, and indeed a need in Europe, in having more higher education graduates for the European labour market. A number of young scientists need to be educated and graduated for the purpose of intensifying European research. Some 500,000 - 700,000 are required if the Lisbon/Barcelona goals are to be achieved. Now, if that is so, this is not only a quantitative problem it's also a qualitative problem, because it is at the same time not only more students but also a different kind of education, an outcome-orientated education, etc. I don't need to summarise these aspects in detail.

At the same time of course we need to increase the competitiveness of our research in order for Europe to be able to compete. The ambitious goals of Barcelona/Lisbon in mind, I think we can fully subscribe to them knowing how difficult it will be to get there, and all this of course in a context of limited funding, in a context of restricting legal frameworks, as we think it appears obvious that what is required for universities is to decide on the priority of their various objectives.

The second aspect mentioned here: setting the research agenda. This is something that of course needs to be done at the institutional level. You cannot generate Nobel Prize

winners in all disciplines from one university. You may be happy if you generate Nobel Prize winners at a national level and we would be even happier I'm sure if we were to generate more Nobel Prize winners at the European level in comparison to other regions of the world. Setting therefore the research agenda, at institutional, national and of course the European level, is an important challenge that we are facing and EUA should and will, as I understand, take this actively in its hands and pursue this as an important issue. All of this of course for the institutions also means to define your own position in a context that is, and I'm reminded by, the triple helix, as mentioned by Franz van Vught. Maybe this is even a quadruple helix, because the partnership between academia and universities and industry, governments or states and non-university research institutions, which we should not forget I think, is an important issue. To establish networks, to establish possibly clusters or whatever the nomenclature, and all this of course also on the international level, cooperation and competition calls for differentiation. It calls for identifying institutional missions and goals and objectives.

Now, and I'm concluding here by saying that differentiation within the higher education sector is something that is required. Differentiation, however, and profile-building should be done by universities themselves, not primarily by political institutions and funding these decisions should always be secondary to profile decisions, not the other way round. This at the institutional level requires of course strategic thinking and target-orientated internal governance mechanisms, accountability of course. And of course it requires adequate funding, and by adequate we mean adequate for the purpose, that is to say, following the definition of building of profiles. And I think it is extremely important, and I took this up from the discussion previously, that we consider and dissipate this message, that we consider funding of universities as investments not as consumption. This is an important issue technically, but also an important issue mentally, because most people outside of universities think that universities are consuming and consuming. No, they are not, they are building the future and therefore investment is the right term. All of this requires autonomy to be given to university institutions and the situation of autonomy in Europe is very different in different countries and I think we need to reflect on this to have a European approach to define what we mean by autonomy and ask for autonomy of institutions.

I come to internationalisation of standards. This is of course an item that applies to all fields of university activities, academic standards in teaching and research, standards in quality assurance, standards of procedures and internal management, scientific criteria in evaluating research results and in deciding on grant applications, criteria for institutional accreditation, so this is a very basic issue that applies to many university activities, with the final goal of course always to agree on the fact that we are committed to excellence, because of the facts that I mentioned at the very beginning, namely that strong universities are necessary for a strong Europe. And if I can find it again, Franz van Vught's last slide mentioned that we need at the institutional level to be aware of the alternative, or the addition of, autonomy and accountability. We need to be aware of quality versus quality and efficiency and of cooperation and competition. These I think are and should be the guidelines for EUA activity in establishing a dialogue with the EU Commission and providing input for the Bergen conference. You've heard that the latter will be done by writing-up what has been discussed at this conference, writing-up on the background of previous conference results and then presenting this to the Bergen meeting, after the Council of EUA will debate it and acknowledge what has been written-up. Your opinion is important, EUA is what you are, and this is an important message. Thank you very much.

CLOSING ADDRESS

José Manuel Barroso, President of the European Commission

Ladies and Gentlemen,

I was very pleased when the European University Association invited me to address this distinguished audience of University Rectors and Presidents. Your invitation has come at an opportune moment.

It has come at a time when more and more people are saying that education plays a vital role in the efforts to reinvigorate Europe's faltering economy. Why are they saying this? Is it because, as Mark Twain famously said: '*education is the path from cocky ignorance to miserable uncertainty*'? Perhaps. But miserable? Uncertainty surely occurs when you have freedom of thought and is something that only the dogmatic mind will reject.

But let me say this. It is my firm belief that education, culture, science and learning are fundamental values at the heart of our society. They matter – even before we begin to weigh up economic considerations. They are an inherent part of ourselves as human beings and an inherent part of our European society. Yet all of us, if we are being hard-headed, know that education and research also yield real dividends in practice, particularly in modern, hi-tech knowledge economies.

Last week, European leaders meeting in Brussels endorsed Commission proposals to breathe new life into the Lisbon Agenda – the blueprint for growth and employment that the EU adopted five years ago. These proposals embody a vision of a knowledge-based society, a society which seeks to use education, research and innovation as engines for sustainable growth. In fact, combined with the two other objectives the Commission proposed – making Europe a more attractive place to invest and work, and creating more and better jobs – the delivery of the new, refocused Lisbon Agenda could boost Europe's natural rate of growth to around 3% per year and bring our goal of full employment within reach by the end of the decade.

And while the underlying conclusion of European leaders was that not enough had been done to deliver far-reaching reforms during the first five years of the Lisbon Agenda, I do not want to give the impression that all is doom and gloom in the European economy of 2005. Far from it. The European Union is already the world's biggest market, biggest exporter and biggest foreign investor. The European Commission and the Member States are the world's biggest donor of foreign aid. Europe is home to many of the world's largest and most successful companies and the countries which have recently joined the EU are some of the fastest growing economies in the world. Various surveys consistently show that Europe has some fine universities and that many of our university departments are world class.

Nevertheless, the warning signals are there. Increasing global competition and Europe's demographic squeeze mean 'business as usual' is not an option. In the field of higher education, we can already see that universities in Europe attract fewer students and in particular fewer researchers from other countries than their US counterparts. In 2000,

Europe attracted some 450,000 students from other countries, while the US attracted nearly 550,000, mostly from Asia. More worrying still is that the EU continues to attract far fewer graduates than the US in core subjects for innovation like engineering, informatics and math. And three-quarters of EU-born students studying for their PhDs in the US say they prefer to stay there after graduating.

In regards to researchers, there are also grounds for serious concern. Without an increase in the number of researchers, Europe will not be able to secure and expand its role in science, technology, and innovation. We need 700,000 additional researchers, partly to replace our rapidly ageing research workforce and partly to ensure we can fully exploit the commitment made by Member States to boost public and private spending on research. And while the number of researchers in Europe is rising, today's level of around 6 for every 1000 members of the workforce still lags far behind Japan for example, with 9 researchers per 1000.

So clearly, to paraphrase a certain Danish university student made famous by Shakespeare: something is rotten in the state of Europe's research and education.

Together we need to find ways to strengthen, quantitatively and qualitatively, Europe's human potential in research and technology, by stimulating people to follow research careers, by encouraging European researchers to stay in Europe and by once again attracting the best brains from around the world to Europe. This means delivering on the promises already made to eliminate the barriers that restrict the mobility of students, teachers and researchers. This means ending national practices that limit or even block our institutions from recruiting the best talent that is out there.

Overall the funding deficit of our universities is at the top of our concerns. How much longer can we expect to outperform universities in Asia when a country like South Korea, for example, spends nearly 3% of its GDP on its universities? Europe in comparison struggles to scrape together a little more than 1 per cent.

Scotland is pointing the way forward here, making it particularly appropriate that it is hosting this Convention. In 2005-6, all its higher education institutions are receiving a funding increase. There is a significant increase in funding for both teaching and research. In particular there is a rise of 32% for the Knowledge Transfer Grant, which will allow the higher education sector here to make a much more important contribution to the development of a knowledge economy. It would seem that Scotland's centuries-old reputation for providing the world with top flight minds, particularly engineers and scientists, is safe for the foreseeable future.

However, put into context, even these efforts appear a drop in the ocean. In 2001, the EU25 spent on average €8,600 per tertiary student. The US spent more than €20,000. To close the spending gap on the US the EU would have to spend an additional €150 billion a year, every year. Will this - can this? - be possible under current funding arrangements, especially at a time of substantial pressure on public finances? There appears to be an overwhelming need to diversify revenue sources, and we need to look at ways of doing this without jeopardising the important principle of fair access for all qualified students. Done properly, this could make a major contribution to liberating the full potential of our universities, allowing them to compete on a level playing field with the best in the world.

Of course it's not just a question of spending more money; it's also about spending money more efficiently. The OECD's ongoing PISA study showed conclusively that inside Europe, it's not necessarily those who spend the most on education and training who score best in terms of results. But if universities are to use the limited financial resources they have as efficiently as possible, if they are to maximise the social return on the investment society makes in them, they must have more freedom to manage themselves as they see fit.

That is why this liberation of universities should also extend to their governance. Universities need to improve their management of research and other activities and should be allowed to do so, while public authorities focus on the strategic orientation of the system as a whole. Universities should also be allowed to develop innovative ways of closing the gap between new knowledge and the world of enterprise and commerce – a gap that must be closed if the Lisbon Agenda is to deliver on its promise to use knowledge and innovation as engines of growth and jobs.

So there is much to do, but last week's successful Spring European Council set the ball rolling by endorsing a series of policies, programmes and initiatives, proposed by the Commission. Let me highlight just a few in the field of education and research.

Education

Turning first to education, European leaders called for even greater mobility in the European higher education area, one of the themes discussed here in Glasgow. The adoption of the proposed Integrated Programme for Lifelong Learning (2007-2013) would bring together the current Socrates and Leonardo da Vinci programmes, including the Erasmus, Comenius, Grundvig and Jean Monnet Actions. It would triple mobility figures and help to establish synergies between education and training reforms, promoted through the Bologna and Copenhagen Processes.

Member States pledged to step up their efforts to raise the general standard of education, aiming at high quality at all levels, and reduce the number of early school-leavers.

Lifelong learning was identified as a *sine qua non* if the Lisbon objectives are to be achieved. Here lies, in my view, a vital task for universities. Universities and other higher education institutions should open their doors even wider to non-traditional learners, as this would contribute actively to upgrading the skills of the European workforce. This would not only be of great benefit to society as a whole, but also to your own institutions, taking into account demographic developments in Europe.

Leaders acknowledged the importance of the Europass initiative, which groups together so-called 'transparency instruments' such as the Training Certificate, the Diploma Supplement and the European CV. These instruments provide the necessary evidence of qualifications, so that people can move around Europe more easily to find work and make use of their experience and training. They also called for the adoption – in 2006 – of the European Qualifications Framework for Lifelong Learning, an initiative presented to you by Commissioner Ján Figel on Thursday.

Last but not least, European leaders endorsed the European Youth Pact, calling among other things for better recognition of non-formal and informal education.

Research

Turning now to research, it was agreed that the target of boosting Europe's overall level of research investment to 3% of GDP, split adequately between private and public investment, be maintained. Tax incentives should be used to stimulate private investment in research and public investment should be given a better leverage effect. The Commission will be looking at its rules on state aid for research and innovation to ensure that such investment is encouraged.

The 7th Framework Programme for Research and Development which the Commission will be proposing next week is designed to provide new impetus to the European Research Area. Even more than its predecessors, it should act as a lever on national research budgets. The Commission is determined to ensure that this becomes a more user-friendly and simplified programme that is more closely tailored to *your* needs and the needs of the other main actors in the European Research Area. Commissioner Potočník is working extremely hard in this endeavour.

While the main emphasis in the Framework Programme will remain on fostering cooperation in particular fields of research, there will also be support for developing Joint Technology Initiatives, based on strong public-private partnerships. This will build on the experience of technology platforms to date, as well as European scale projects such as the Galileo Satellite Navigation System.

In line with the wish expressed at the Spring European Council, the Commission will also see to it that the Marie Curie Actions for research training, mobility and career development are reinforced.

This is important because we must provide researchers with long-term career prospects by improving their employment and working conditions. This is particularly true for women in research. Earlier this month the Commission adopted a Recommendation on a European Charter for Researchers and a Code of Conduct for the Recruitment of Researchers, and this should also go some way towards improving work conditions. But this will require your co-operation, and I invite universities throughout Europe to adopt and adhere to the standard of the Charter and Code.

European leaders also recognised the importance of creating a European Research Council. What is this, and why has the Commission proposed it?

Research funding these days, whether public or private, tends to go for the 'safe bet', to where there is a predictable return. I fear that this is one reason why so many companies in Europe are cutting back their research departments. Even worse is the growing tendency of multinationals to transfer their research operations out of Europe to the US, or increasingly to Asia, taking advantage of the expertise that is rapidly developing in the world's new emerging economies.

This is particularly tragic in view of our rich research tradition over the centuries, allowing Europe to produce and nurture so many great minds. For example, Lord Kelvin held the Chair of Natural Philosophy here at the University of Glasgow for the best part of fifty years. He was a founder of modern physics and one of the greatest applied scientists of the nineteenth century. He also embodied mobility in higher education, proving to be an inveterate traveler across Europe and the US throughout his career. Some of his ideas,

like those of many geniuses, seemed strange at first and took time to develop and to be accepted.

It is thus imperative that we always have funds to sponsor radical ideas in any field and not skew our funding mechanism so that there is no room for genuine 'blue skies' research. This is why the Commission has pushed for the creation of an autonomous European Research Council. It would invite bottom-up proposals from scientists, without any thematic constraints. These research proposals would be selected for funding purely on the basis of their scientific excellence, as assessed by peer review. In this way we hope to encourage excellence in research by fostering competition on a European scale, and offer fresh horizons to scientists with new ideas which do not necessarily fit the straightjacket of the national research programme where they live.

Europe's present reliance on short term contracts to fund research posts is also damaging. They provide little or no career incentive for talented people wishing to make their way in research. In many ways, Europe can seem an unattractive place to do research. Is it so surprising, then, that so many of our brightest minds studying for PhDs elsewhere in the world wish to stay there after graduating?

It is going to be fundamental to the work of the European Research Council that it attracts and supports the very best research and the most talented researchers on the basis of European competition. It is simply crucial for us to be able to nurture talent and to show that a career spent in research is worth pursuing. I was therefore very gratified that, when I invited European Nobel Prize winners to a meeting in Brussels last month, they came out firmly in support of the European Research Council and its goals. This, combined with the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers mentioned earlier, should really help in making Europe a more attractive place for researchers.

Finally – and this covers both education and research – leaders at the European Spring Council took note of the Commission's intention to table proposals for a sort of 'European Institute of Technology'. Details on this still need to be fleshed out and time is needed for this. At this stage the Commission is still very much in listening mode, and any feedback you can give on this idea would be most welcome. But one thing I can say without any hesitation: with all the excellent work already being done by you and your colleagues, this is certainly not an attempt to reinvent the wheel.

That is why, rather than trying to create a brand new institution from a blank piece of paper, we should ensure that such an institution answers the need to support and bring together the best in Europe. It should take the form of a network, founded on – but not taking over – some of the best universities in Europe.

It should play a role in offering world-class education and attracting the best researchers. It should raise the quality of research and research management in Europe and increase knowledge transfer and the spread of innovation throughout Europe, perhaps via sub-networks. Clearly it would need real autonomy if it is to accomplish these goals.

All the above initiatives will be pulled together at the Commission end by Commissioners Figel and Potočnik, and I am pleased to note that cooperation between the education and research departments has never been as intense as it is now. Strong interaction between education and research is important, not only for universities, but also for those high-level

training institutions which do not themselves engage in research activities, but nevertheless do an important job, translating research results into teaching material.

Later in the year, the Commission will publish Commissioner Potočnik's Action Plan on university-based research based on the recommendations of the Forum on University-based Research. Commissioner Figel has explained to you his complementary proposal for a Communication on the modernisation of European universities, focusing on attractiveness, governance and funding. This trio of terms already provides a good summary of our ambition for you.

In conclusion, I am proud to say universities have never featured so high on the Commission's agenda. I hope you will agree that securing the future of Europe's universities is unquestionably one of Europe's top priorities. Equally, I welcome your views, the views of Europe's university leadership, for the development and implementation of both the Bologna Process and the Lisbon Strategy.

I am looking forward to the next step in the Bologna Process: the meeting in May of Education Ministers in Bergen. Expectations are high and I am confident Bergen will be a major step forward. I have no doubt that your discussions and conclusions here in Glasgow will be part of that achievement. Today as in the past, I would like to pledge the Commission's support for the Bologna Process which, thanks to your active participation, has been a real European success story.

Working together in this way – and with apologies to Mark Twain – we can ensure that the words 'education' and 'miserable' need never be mentioned in the same breath again. On the contrary, we want education to be seen in Europe as the principal tool for coping with the uncertainty implicit in our global world, a world where people at every stage of their lives can welcome change.

GLASGOW DECLARATION: STRONG UNIVERSITIES FOR A STRONG EUROPE

Adopted in an extraordinary session of the EUA Council on 15 April 2005

I. PREAMBLE

1. The Glasgow Declaration provides the basis for a continued high level policy dialogue between universities – in the broadest sense - and public authorities which was called for in Glasgow by Commission President José Manuel Barroso in order to secure, as one of Europe's top priorities, the future of Europe's universities.
2. The Glasgow Declaration sets out actions which will ensure that universities make their full contribution to building Europe as a major player in a global environment. This Action Agenda follows on from the work begun by EUA in Salamanca (2001) and in Graz (2003).
3. Europe needs strong and creative universities as key actors in shaping the European knowledge society through their commitment to wide participation and lifelong learning, and by their promotion of quality and excellence in teaching, learning, research and innovation activities.
4. This will be achieved by self-confident institutions able to determine their own development and to contribute to social, cultural and economic well-being at regional, national, European and global level.
5. Universities are committed to improving their governing structures and leadership competence so as to increase their efficiency and innovative capacity and to achieve their multiple missions.

II. MISSION AND VALUES FOR STRONG INSTITUTIONS

6. Universities' multiple missions involve the creation, preservation, evaluation, dissemination and exploitation of knowledge. Strong universities require strong academic and social values that underlie their contributions to society. Universities share a commitment to the social underpinning of economic growth and the ethical dimensions of higher education and research.
7. Universities are developing differentiated missions and profiles to address the challenges of global competition while maintaining a commitment to access and social cohesion. Diversification and greater competition are balanced by inter-institutional cooperation based on a shared commitment to quality.
8. Inter-institutional cooperation has been the hallmark of Europe's universities and is increasingly important in a globalised and competitive environment. Universities acknowledge that European integration must be accompanied by strengthened international cooperation based on a community of interests.
9. Universities are open to working with society. Institutional autonomy and mission diversity are essential prerequisites for ensuring effective engagement.

III. THE POLICY FRAMEWORK - THE KNOWLEDGE SOCIETY THROUGH HIGHER EDUCATION AND RESEARCH

10. Universities have demonstrated the inextricable linkage between implementing the Bologna reforms and meeting the research and innovation goals of the Lisbon Agenda. These two policy agendas urgently need to be viewed together in order for each to be successful in the long term.
11. Recognising this common research and higher education agenda implies rethinking the role of governments in their relation to universities. Governments must emphasise trust and empowerment, provide incentives in order to support and steer the higher education sector and concentrate on a supervisory rather than a regulatory role.
12. The importance of investment in education, innovation and research in meeting the Lisbon goals, and the central role of universities, means that policy discussions between universities and national authorities should take place with governments as a whole as well as at individual ministerial level.

IV. REFOCUSING THE BOLOGNA PROCESS MIDWAY TO 2010

13. Bologna reforms are refocusing on higher education institutions, now that the legislative framework is largely in place. Universities willingly accept their responsibility to drive forward implementation in the next five years and urge governments to accept that the process needs time, and financial and human resources, to ensure long-term sustainability.
14. Universities commit to redoubling their efforts to introduce innovative teaching methods, to reorient curricula in a dialogue with employers and to take up the challenge of academic and professional education, lifelong learning and recognition of prior learning. Governments are urged to give universities the autonomy they need to introduce the agreed reforms.
15. In order to enhance the acceptance of first cycle qualifications, governments should take the lead by restructuring public sector career paths accordingly.
16. Universities commit to increasing their efforts to promote student centred learning, to introduce learning outcomes in curricular design, to implement ECTS and to ensure the flexible adoption of modularisation. Governments should include universities in the continuing efforts to develop national and European qualifications frameworks. These must be sufficiently broad and transparent to promote institutional innovation and be given time in order to be developed adequately and to agree on a common terminology.
17. In refocusing the Bologna Process universities undertake to give a higher priority to the social dimension as a fundamental commitment, to develop policies in order to increase and widen opportunities for access and support to under-represented groups, and to promote research in order to inform policy and target actions to address inequality in higher education systems. Governments are called upon to remove legal obstacles to implementing these policies.
18. Providing incentives for the mobility of students in all cycles, as well as that of academic and administrative staff, is crucial. EUA advocates European funding schemes that target students with the greatest financial needs. Universities

should exploit opportunities offered by existing networks and cooperation schemes. Governments are urged to solve such issues as restrictive visa, internship and labour-market regulations that impede student and staff exchange, including those arising from social security and in particular pension arrangements. The question of the synchronisation of academic calendars must be addressed.

19. To meet these commitments, universities underline the importance of the involvement of students as full partners in the process and will seek to reinforce this partnership in the future.
20. Universities will reinforce the European dimension in a variety of ways, e.g., benchmarking curricula, developing joint degrees using European tools, enhancing intercultural and multilingual skills. Universities call on governments to ensure that remaining barriers to the development of joint degrees are removed and that appropriate language policies are in place, starting at the school level.

V. ENHANCING RESEARCH AND INNOVATION

21. Universities assume their responsibility for providing a broad research-based education to students at all levels in response to society's growing need for scientific and technological information and understanding.
22. Universities must exercise their own responsibilities for enhancing research and innovation through the optimal use of resources and the development of institutional research strategies. Their diverse profiles ensure that they are increasingly engaged in the research and innovation process, working with different partners.
23. Universities strongly support the establishment of the European Research Council (ERC) for the enhancement of the quality and excellence of European research and call on national governments and the EC to establish it rapidly within the Seventh Framework Programme. Following identified good practices in several European countries and in the Sixth Framework Programme, governments should be aware of the need to open up and coordinate national funding.
24. Universities accept that there is a tension between the necessary strengthening of research universities and the need to ensure resources for research-based teaching in all universities. Governments are called upon to recognise the particular role of universities as essential nodes in networks promoting innovation and transfer at regional level and to make the necessary financial support available to strengthen this process.

VI. RESEARCH TRAINING AND RESEARCHER CAREERS

25. The design of doctoral programmes will ensure: that while the central element of doctoral programmes remains the advancement of knowledge through research, doctoral training will meet the needs of an employment market that is wider than academia, through the development of research competence and transferable skills; that doctoral programmes correspond to three to four years full time work; that joint transnational doctoral programmes are strengthened, and that doctoral

candidates are considered both as students and as early stage researchers with commensurate rights.

26. Universities welcome the adoption of the "European Charter for Researchers/Code of Conduct for the Recruitment of Researchers" and emphasise their key role in the dialogue on the enhancement of research careers in Europe, not least in order to avoid 'brain drain'.

VII. QUALITY FOR STRONG INSTITUTIONS

27. Universities stress the link between a systematic quality culture, the scope of autonomy and funding levels, and call on governments to acknowledge that greater autonomy and adequate funding levels are essential to raising the overall quality of Europe's universities.
28. Universities are committed to developing, embedding and mainstreaming an internal quality culture that fits their institutional mission and objectives. This commitment is demonstrated by the growing numbers of institutions involved in EUA's quality related activities. Universities are convinced that legitimacy of and confidence in external quality assurance procedures derive from a partnership among all stakeholders (students, universities, national authorities) and a shared agreement on these procedures, their goals and follow-up.
29. Universities advocate a balance between autonomy and accountability through institutional audit procedures which: embody a fitness for purpose approach that is culturally adapted to countries and institutions and in line with their different missions and profiles; are aimed at strategic improvement and change rather than quality control; and are designed to develop a European dimension through European evaluation teams and to take into account engagement with society and commitment to the social dimension of the Bologna Process.
30. Universities are committed to a dialogue and a partnership, at European level in the "E4" (comprising ENQA, ESIB, EUA and EURASHE) in order to enhance accountability procedures that would strengthen the overall quality of Europe's universities. EUA supports the ENQA report for Bergen, including the standards and guidelines for quality assurance, the establishment of a European register of quality assurance agencies and the European Register Committee.

VIII. FUNDING FOR STRONG INSTITUTIONS

31. Europe's universities are not sufficiently funded and cannot be expected to compete with other systems without comparable levels of funding. At present, EU countries spend about half of the proportion of their GDP on universities compared to the United States. While Europe's Lisbon goals are ambitious, public funding for research and higher education is stagnating at best. Universities maintain that weakened public support erodes their role in sustaining democracy and their capacity for promoting cultural, social and technological innovation. Governments must ensure appropriate levels of funding to maintain and raise the quality of institutions.
32. Universities are working to diversify their funding streams. They are committed to exploring combined public/private funding models and to launching a structured and evidenced-based discussion within EUA and with stakeholders. They will

- develop full economic cost models and call on governments to allocate funds accordingly.
33. In the interests of accountability and transparency universities are committed to explore good practice and to reinforce leadership and strengthen professional management.

IX. CONCLUSION

34. Universities intend to shape the strategic debate on their role within the Europe of Knowledge. Universities call on governments to view higher education and research budgets as an *investment in the future*. Universities welcome the dialogue that started in Glasgow at the highest European political level and convey the message that a strong Europe needs strong universities.