



European Association of Institutions in Higher Education

**Highlights in EURASHE's 20 Year History
1990-2010**

Post-Conference Publication

**20th EURASHE Annual Conference
"Implementing Bologna: from rhetoric to reality"
Tallinn (EST) 14-15 October, 2010**



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Editors:

Stefan Delplace
Secretary General of EURASHE,
Marina Kazakova
EURASHE Communications Officer

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Highlights in EURASHE's 20 Year History

PREAMBLE

A Tribute to the Hosts of the Conference: the Estonian Rectors Conference & Mainor Business School

Innovation and Research in the Knowledge Triangle

After 10 years of Bologna, it became more and more obvious implementing the Bologna objectives should primordialily occur on the institutional level if we want to call it a success. While all the other realisations are necessary, they are, however, secondary to what is achieved in the higher education institutions (HEIs). However, structural and content related elements of reform do not always find their way in the minds of staff and management of institutions - sometimes by a misunderstanding of the word "autonomy" - which transpires from the insufficient mobility figures for both students and lecturers.

Open dialogue with all people concerned is, therefore, key to ensuring that the Bologna elements are thoroughly understood and put into practice at the institutional level.

In order for such dialogue to be possible, one should take into account the societal realities, with students craving for study and exchange opportunities, lecturers wanting to improve their teaching and research skills, employers dreaming of a successful re-conversion of their enterprise and local authorities whose ambition is to put the region on the map in socio-political and tourist terms. From these synergies, innovation will come forward.

What EURASHE, as the representative of professional higher education at European level is trying to encourage is particularly this opportunity for innovation, arising from partnerships between higher education institution, local authorities and businesses, mainly through applied research.

Professional HEIs, whose declared purpose is to educate and train young professionals for a career in accordance with their specific missions and profiles, continuously have to align their objectives and update their programmes to respond to the demands of the labour market and to the needs of society at large. It is this exclusive concern for providing their students with professional skills that represents the main characteristic of professional higher education.

In the current economic and financial crisis, where a more proactive attitude is needed from the part of higher education, in order to anticipate future needs of the world of employment and keep graduates employable, this alignment to the labour market that characterizes Universities of Applied Sciences may well be the *raison d'être*, at a social and economic level, of professionally oriented higher education.

At the same time, as full partners in the innovation circle in their own region, this type of institutions, together with other actors in the socio-economic domain, can, given their current knowledge of the labour market, anticipate future trends at the level of society and, therefore, play a substantial role in preparing students for new careers, in which the principles of sustainability, fair trade and services to the community go hand in hand with economic growth. This can best be achieved through an interaction between higher education institutions, local businesses and public sector organizations.

It is this interaction in particular that can contribute to filling the gap between fundamental research and innovation, by linking traditional universities, knowledge centres and enterprises. Too often research regulations and proceedings exclude professional higher education from the research triangle, although Universities of Applied Sciences tend to have close links with enterprises, and adequately react to changes in the labour market. The present economic crisis may, in this respect, generate a sense of urgency, from which research, and, through this, the economy can benefit. In order to close the gap between research and its practical applications, funding by governments should help develop mechanisms for encouraging and sustaining applied research, thus promoting a better understanding of its objectives and the way it contributes to the general economy.

Stefan Delplace

A short history of EURASHE

EURASHE - The European Association of Institutions in Higher Education was founded in Patras (Greece) in **1990** as an international association that promotes and emphasizes Professional Higher Education (PHE). While EURASHE originally admitted only national organisations (such as Councils of Directors) as members, it later opened up membership to individual institutions. Nowadays its members are Colleges, Polytechnics, University Colleges, Universities of Applied Sciences and Universities with their professional trainings.

Three purposes were at the origin of EURASHE: to promote the interests of professional HE at a national and European level; to cooperate internationally on the development of PHE; and to promote internationalization within its member institutions. From a gathering of 5 national associations of Directors of Colleges we have evolved into the acknowledged representative of professional higher education on the European higher education forum, not the least through our active involvement in the major reform of European higher education, the ‘Bologna Process’.

In **March 2010** we published, as an input to the Ministerial Conference celebrating 10 Years of ‘Bologna’, EURASHE ‘**S 10 Commitments for the European Higher Education Area in 2020**’, in which we tried to clarify our views on some important aspects of the Bologna process and our own responsibilities towards the continued creation of the EHEA.

The introductory text for this publication very well summarized our intention with this ‘Bologna Anniversary’ publication, where it says: “We wish to communicate an optimistic look at a potential progress in the different areas covered in the Communiqué, realizing that progress in each domain very much depends on our willingness to change things. Rather than to see this as wishful thinking, we proclaim such progress in terms of objectives which can be met wholly, substantially or even partially. They, however, remain the overall target of the Bologna Reform process, irrespective of the degree of their implementation in the different countries and institutions. And they remain the overall priorities of EURASHE.”

From the commemorative publication celebrating **10 years of EURASHE** (2000) we read: EURASHE was founded in 1990 in Brussels (although the official launching took place in Patras, Greece), on the initiative of Yves Beernaert (BE) and Kees van Gageldonk (NL), in cooperation with 5 associations of Colleges (Belgium-Flanders, Denmark, Greece, Ireland, the Netherlands) and an individual institute – the Ealing College of Higher Education. The same year Portugal has joined the association. The founding President was Dr. Neil Merrit, Principal of the (then) Ealing College of Higher Education. The motivation of the founding fathers was “to create an instrument to advocate the interests of Europe’s extra-university sector of tertiary education vis-à-vis the European Commission and others.”

Twenty years later the same commitment remains, and with our acceptance as Consultative Members in the Bologna Follow-up Group (Prague, 2001), this role and engagement has intensified.

The following is a list of past and present office holders and executive officers of EURASHE, since its foundation.

Presidents:

1990 – 1992: Neil Merritt (GB)
1992 – 1994: Socrates Kaplanis (GR)
1994 – 1996: Ward Dhont (BE)
1996 – 1998: Joao Duarte Silva (PT)
1998 – 2000: Soeren Noergaard (DK)
2000 – 2002: Gay Corr (IRL)
2002 – 2006: Roland Vermeesch (BE)
2006 – Lars Lynge Nielsen (DK)

Secretaries General:

1990 – 1996: Kees van Gageldonk (NL)
1996 – 2000: Ward Dhont (BE)
2000 – 2004: Soeren Noergaard (DK)
2004 – Stefan Delplace (BE)

Present office holders of EURASHE

President: Lars Lynge Nielsen, President, University College Lillebælt - Department of Social Education (2009-2011)

Vice-President: Andreas G. Orphanides, Rector of the European University Cyprus, Professor of Humanities and Social Sciences (2008-2010)

Vice President: Michal Karpisek, Czech Association of Schools of Professional Higher Education – CASPHE (2009-2011)

Secretary General: Stefan Delplace, formerly Gent University College (2008-2010)

Treasurer: Régis Debrulle, Financial Director of Gent University College (2008-2010)

Representation in official Bologna working groups (BFUG Working Agenda 2009-2012)

The Bologna Process, launched with the Bologna Declaration, of 1999, is one of the main voluntary processes at European level, as it is nowadays implemented in 47 states, which together make the European Higher Education Area (EHEA). The main follow-up structure is the Bologna Follow-up Group (BFUG). The BFUG is composed of the representatives of all member countries of the Bologna Process and the European Commission, and eight Consultative Members, a.o. EURASHE, EUA, the European Students Union, the Council of Europe, UNESCO. The BFUG oversees the implementation of the Bologna Process between the ministerial meetings, and all its members actively participate in the current Working Agenda of the BFUG 2009-2012. EURASHE delegates are part of a number of the official working groups, which monitor the implementation of the ‘action lines’ of the Process.

- Social Dimension: Zarko Nozica (Council member for Croatia)
- Reporting on the implementation of the Bologna Process: Ronald Guillen (Council member for France)
- International Openness: Stefan Delplace, Secretary General EURASHE.
- Network for Information and Promotion of the EHEA: Marek Frankowicz, (Council member for Poland)
- Transparency Tools: Stefan Delplace, Secretary General EURASHE.
- National Qualifications Frameworks: Bryan Maguire (HETAC, Ireland)

Other mandates on behalf of EURASHE

- EQAR Board (President): Andreas Orphanides (Vice President of EURASHE, Council member for Cyprus)
- EQAF Steering Group: Lucien Bollaert (NVAO, BE-NL); Barbara Michalk (German Rectors Conference)
- Steering Group E4 project on ‘Mapping of the European Standards and Guidelines’: Janus Pavlikowski (Council member for Poland)
- Network for Recognition of Prior Learning: Sylvie Bonichon (Bologna Promotor, France), Hans Daale (DASHE, NL)
- E 4 group : Andreas Orphanides, Guy Aelterman (ARTESIS University College, Belgium), Stefan Delplace (SG EURASHE)
- Nominee for the EQF Advisory Board: Michal Karpisek (CASPHE, Czech Republic).

EURASHE Annual Conferences

Our annual conferences greatly contribute to the professional development of our member institutions, and are therefore vitally important for European Professional Higher Education. A EURASHE conference attracts a diversity of delegates – heads of institutions, HE practitioners, policy-makers, academics and students - from the education community across Europe and beyond its borders. It is recognized as a communication platform for education experts and professionals, and is characterized by its innovating and stimulating approach. The following list of conference themes demonstrates the wide scope and at the same time the targeted focus on issues that are relevant for professional HE.

- 1990: Patras: The First EURASHE Annual Conference
- 1991: Setúbal: Role of Higher Education in the Development of Human Resources
- 1992: Portsmouth: Credit Transfer and European Collaboration
- 1993: Copenhagen: Higher Education in Europe after Maastricht
- 1994: Dublin: Accessing Academic Partnership in Europe
- 1994: Bruges: Education and Economic Life: Living Apart or Together?
- 1995: Cyprus: Innovation in European Higher Education
- 1996: Galway: Quality Assurance in Higher Education
- 1998: Budapest: Changing Relations between Government and Higher Education in terms of Autonomy, Quality and Finance
- 1999: Vienna: Quality Assurance in Higher Education
- 2000: Chania: Higher Education in the 21st Century, Challenges and Potentials
- 2001: Viseu: After Bologna – Prague: Recent Developments in European Higher Education
- 2002: Galway: Towards Coherence in Europe on Higher Education
- 2003: Gyöngyös: After Graz - Before Berlin: 'The Assets of the Bologna Process for Professional Higher Education
- 2004: Nicosia: Networking in the Open European Higher Education Area
- 2005: Vilnius: University Colleges in the Bologna Process: quality culture and applied research
- 2006: Dubrovnik: The Dynamics of University Colleges in the EHEA: “Opening up Higher Education through links with LLL and Vocational Education and Training (VET) and New Masters in Higher Education”
- 2007: Copenhagen: “Research and Innovation & The Social Dimension of HE” Towards a broader interpretation
- 2008: Malta: Qualifications in a Quality Assurance Culture: moving Bologna and Copenhagen towards a lifelong and Europe-wide response to employability

- 2009: Prague: Higher education, Enterprises and Regions: Partnerships for Innovation and Development throughout Europe
- 2010: Tallinn: Implementing Bologna: Turning rhetoric into reality. Special conference track: The Social Dimension aspect in the higher education reform process: Research findings about Equitable Access to Higher Education

EURASHE Seminars on Lifelong Learning

Lifelong learning is about systematization of learning at all stages of life and in all its modes (formal, non-formal and informal). The concept of lifelong learning is most often connected with economic goals, for example achieving greater competitiveness and permanent employability. On the other hand, there are other equally important goals which contribute to the more active role of an individual in society. These goals are: encouraging social inclusion, active citizenship and personal development. Over the past years, lifelong learning has developed from an initial idea to a dominant principle and orientation for development of many national education systems. Its importance is noticeable in the number of international action plans, declarations, documents and conferences. At the same time “Lifelong Learning” is a main priority area in the Bologna Process, of which EURASHE has been (and still is) one of its main advocates. By organising annual Lifelong Learning Seminars, we intend to continue to incubate creative approaches, self-assessment tools, and evaluate innovations in continuing education and continuing professional development.

- 2005: Lifelong Learning Seminar “Integrating shorter higher education in QF for the EHEA and to EQF”, Amsterdam
- 2006: Lifelong Learning Seminar “Short cycle higher education in the EHEA and beyond “, Blois
- 2007: Lifelong Learning Seminar “Lifelong Learning and Intermediate Level in Higher Education”, Stuttgart
- 2008: Lifelong Learning Seminar “Life-long learning at Institutes of Professional Higher education”, Prague
- 2009: Lifelong Learning Seminar “Life-long learning at PHE Institutions: New Learners, New Approach”, Bled

20 Years of EURASHE’s active contribution to European Higher Education

For two decades already, we have concentrated our activities on the optimization of the educational, socioeconomic, political and cultural transformation of European Higher Education, now the European Higher Education Area (EHEA). Our focus has been particularly on ‘Europe’, but it has also come to include a world comparative perspective. We encouraged public discourse and critical debate by providing our own platforms for leading experts to share new ideas on contemporary issues, next to actively contributing to ‘official events’ (such as Ministerial meetings) and to those organised by other stakeholders in higher education such as . ‘Bologna seminars’). Below, we are highlighting the main events that we have been involved in during the last two decades, a pre-Bologna decade, and the second one leading up to the creation of the EHEA.

‘Pre-Bologna’ Activities 1990-2000

- 1991: Directory of Higher Education Institutions in Europe (Task Force)
- 1992: Study: Participation of Higher Education (Colleges, Polytechnics and Professional Universities) in Erasmus Programme (basis for info campaign - Task Force)
- 1993: Involved in a project about the establishment of a New sector of Higher Education in Czech and Slovak countries (cf. Holland - 12 schools of second education - DG XXII)

- 1994 – 1995: Information Campaign in 10 countries in Europe to stimulate cooperation in internationalization (DG XXII)
- 1994 – 1995: Execution of 4 projects (DG XXII):
- Staff mobility (IRE)
 - Networking in Higher Education (P)
 - Training the Academic Managers (DK)
 - Liaising Higher Education and the socio-economic world (GR)
- 1996: European Conference (Brussels) about the new programmes Socrates and Leonardo (B) - (DG XXII)
- 1998 – 1999: SPA-project: Performing Successful Project Applications
8 seminars: - Praha (CZ) - Tallinn (E) - Katowice (PL)- Viborg (DK) - Antwerp (B) - Osnabruck (GE) - Galway (IRE) - Lisboa (PT)
- 2000: Health Education Project
- 2000: Quality Assurance Project

The ‘Bologna Decade’ 2000-2010

Since 1999, 47 countries have voluntarily joined the Bologna Process, agreeing to make their various national higher education systems more compatible with each other. The objective of the process was to create a European Higher Education Area (EHEA) by 2010. The EHEA is also meant to increase the competitiveness of European educational systems and their graduates. Every two years, ministers of education from the Bologna signatory countries meet to assess progress made and set a direction for the next two years. In addition to this, numerous seminars are being organised throughout Europe, which carry the official label of “Bologna seminars”. Delegates from the Bologna countries and stakeholders organizations are discussing the state of affairs of the ‘action lines’ of the Bologna Process, obstacles to their implementation and possibilities for co-operation. As a consultative member of the Bologna Process EURASHE has an official delegation at Ministerial Bologna Conferences and Seminars. This is an opportunity for EURASHE to regularly present its own policy and thus contribute to shaping the process, focusing on the role and position of professional higher education within the EHEA.

Bologna Ministerial Conferences

- 2001: Bologna 2nd Ministerial Conference, Prague
- 2003: Bologna 3rd Ministerial Conference, Berlin
- 2005: Bologna 4th Ministerial Conference, Bergen
- 2007: Bologna 5th Ministerial Conference, London
- 2009: Bologna 6th Ministerial Conference Leuven and Louvain-la-Neuve
- 2010: Bologna Celebration Conference, Budapest-Vienna

Official Bologna Seminars

- 2002: The Bologna Seminar on “From Lisboa to a European Higher Education Area: Recognition Issues in the Bologna Process”, Lisbon
- 2004: The Bologna Seminar on “Bologna and the challenges of eLearning and distance education”, Ghent
- 2006: The Bologna Seminar on "Looking out! Bologna in a global setting", Oslo
- 2006: The Bologna Seminar on “Putting European Higher Education Area on the map: developing strategies for attractiveness”, Athens
- 2008: The Bologna Seminar on ‘Recognition of Prior Learning, Quality Assurance and the Implementation of Procedures (in Higher Education)’, Amsterdam

Official Bologna Seminars co-organised by EURASHE

- 2002: The Bologna Seminar on “From Lisboa to a European Higher Education Area: Recognition Issues in the Bologna Process”, Lisbon (PT)

- 2004: The Bologna Seminar on “Bologna and the challenges of eLearning and distance education”, Ghent (BE)
- 2006: The Bologna Seminar on "Looking out! Bologna in a global setting", Oslo (NW)
- 2006: The Bologna Seminar on “Putting European Higher Education Area on the map: developing strategies for attractiveness”, Athens (GR)
- 2008: The Bologna Seminar on ‘Recognition of Prior Learning, Quality Assurance and the Implementation of Procedures (in Higher Education)’, Amsterdam (NL)

Quality Assurance Initiatives involving EURASHE and other stakeholders in the EHEA

Quality Assurance has been another main focus of EURASHE, especially in the second decade of its existence (2000-2010). This results from our partnership with EUA (European Universities Association), ESU (European Students Union) and ENQA (European Association for Quality Assurance in Higher Education) in the so-called ‘E4 Group’, which is an informal think-tank that develops initiatives in the area of QA, often though not exclusively taking its legitimacy from a mandate from the Bologna Ministerial meetings.

A first mandate came from the Ministerial meeting in Prague (2001), where ‘E 4’ was mandated to draft ‘European Standards and Guidelines for Quality Assurance, which would guide higher education institutions, in their internal QA proceedings, lay the basis for external QA by Agencies for QA, and also provided standards for the operation of QA Agencies and Accreditation bodies.

A second mandate (Ministerial Meeting of Bergen, 2005) gave the green light for setting up EQAR, the Register for QA agencies.

8 February 2008: Founding of the European Register for QA Agencies by ‘E 4’.

Ministers responsible for higher education in the Bologna signatory states welcomed in 2005 the principle of a European Register of quality assurance agencies based on national reviews. They asked ENQA, in cooperation with EUA, EURASHE and ESIB – now ESU (E4 Group), to develop the practical aspects of the Register and report back through the Bologna Follow-up Group. As a result EQAR was founded in February 2008 to increase the transparency of quality assurance in higher education across Europe. EQAR publishes and manages a register of quality assurance agencies that substantially comply with the European Standards and Guidelines for Quality Assurance (ESG) to provide the public with clear and reliable information on quality assurance agencies operating in Europe.

The European Quality Assurance Forum (EQAF), an annual event co-organised by EUA, ENQA, EURASHE and ESU and supported by the European Commission’s Lifelong Learning Programme, is the main European conference on quality assurance in higher education, which brings together all key stakeholders in this field, such as higher education institutions, quality assurance agencies and students.

- 2006: The First European Quality Assurance Forum: "Embedding Quality Culture in Higher Education", Munich (DE)
- 2007: The Second European Quality Assurance Forum:” "Implementing and Using Quality Assurance: Strategy and Practice", Rome (IT)
- 2008: The Third European Quality Assurance Forum: "Trends in Quality Assurance", Budapest (HU)
- 2009: The Fourth European Quality Assurance Forum: “Creativity and Diversity: Challenges for quality assurance beyond 2010”, Copenhagen (DK)
- 2010: The Fifth European Quality Assurance Forum: “Building Bridges: Making sense of QA in European, national and institutional contexts”, Lyon (FR)

Thematic Activities of EURASHE

2007:

- Eurasian Symposium on Quality Assurance in Higher Education in Almaty (Kazakhstan)
- SEPHE Seminar on "Sustainable Entrepreneurship in Professional Higher Education", Nicosia (Cyprus)

2008:

- Seminar on "Institutional QA in line with European Standards and Guidelines for QA", Bishkek (Kyrgyzstan)

2010:

- EURASHE 'First Forum on the Bologna process in the countries of Central Europe', Budapest (HU)
- EURASHE pre-ministerial Convention on "What has been the impact of the Bologna Process on professional higher education and its institutions?", Budapest (HU)

EURASHE Publications and published Policy Statements

EURASHE's concern for the interests of our diverse membership (higher education institutions, national and sectoral associations for higher education, stakeholder organizations) is reflected in our policy statements and other documents dealing with the position of professional higher education (the sector, the HE institutions, the study programmes).

The involvement of EURASHE in various stages of the policy making process on a European level, combined with our strong links with actors on a national level have had a positive impact on national implementation policies.

Where higher education systems were already in line with elements of the Bologna 'model' (e.g. degree structure, qualifications frameworks, quality assurance provisions), countries were able to focus more swiftly on in-depth implementation issues. Our support to institutions in these countries was through project work and representation in the discussions on European level.

For other countries joining the process at a later stage, we have offered hands-on support by showing examples of good practice in our annual conferences and seminars on specific priority areas.

Through the years EURASHE has been offering a balanced mixture of policy-making and practical assistance of various kinds through our Secretariat in Brussels. The policies centered on the priority areas of the Bologna Process, and also contained standpoints on the development of a European framework of qualifications for lifelong learning, links between the European Qualifications Framework and the national QF, lifelong learning strategies, recognition of prior learning, etc...

The following highlights trace EURASHE's successful policy-making path, from its foundation in Greece in 1990, to its current position in the European Higher Education Area.

6 June 2003:

- EURASHE's General Policy Statement is approved by the Plenary Council at the meeting in Gyöngyös (HU)
- EURASHE's Policy Statement on the BOLOGNA PROCESS-TOWARDS BERLIN 2003

29 April 2005: "Vilnius Statement for the Ministerial Bologna meeting in Bergen" (Norway), approved at the annual Conference in Vilnius (Lithuania)

May 2005: EURASHE Policy Statement on the Bologna-Prague-Berlin Process

30 December 2005: A standpoint from EURASHE on the Development of a European framework of qualifications for lifelong learning (EQF) is released in Brussels

January 2009: EURASHE published its first Lifelong Learning publication on “Lifelong Learning: Impediments and Examples of Best Practice” that focuses on the implementation of LLL at institutional level

April 2009: In Leuven/Louvain-la-Neuve EURASHE presented its policy statement “Moving professional higher education into Bologna post 2010” focused on the role and position of professional higher education within the EHEA in the years ahead

November 2009: The second in a series of Lifelong Learning publications "Lifelong Learning Strategies: Progress & Setbacks in Institutional Practice in Flanders - the results of a EURASHE study" is published. This publication is a follow-up of the previous study. It focuses on both the development of lifelong learning at policy-making level and its implementation within professional higher education institutions.

10 March 2010: EURASHE releases its most recent publication “10 Commitments for the EHEA in 2020 - Vision and Strategies”, at the Budapest Bologna Ministerial meeting

Projects

EURASHE develops innovative and hands-on projects in response to the challenges facing European higher education. We have a long history of working towards quality education available to all, and of developing professional higher programmes that prepare people for the labour market. Our approach is multi-disciplinary, politically independent and combines cutting edge (applied) research and policy development with concrete initiatives. Our projects generate new models for tackling the economic and social challenges of today. We are supported by a strong membership, comprising more than 800 HEIs from over 30 countries, with a real commitment to the progressive development of professional higher education.

2003: A comparative study “Tertiary Short Cycle Education In Europe”: The objective of this comparative study has been to make a detailed analysis of existing Sub-degree (Tertiary Short Cycle) Education in Europe. The study consists of an actual comparative study and a brief summary of the situation of HE and especially TSC in all Bologna signatory countries. The authors have focused mainly on public education, and only in special cases on education in the private sector. The eventual aim of the study was to promote that students and teachers from a substantial part of TSC education can become an integrated part of higher education, by including TSC education in the Bologna-process and thereby enhancing the transparency and recognition of TSC education in Europe.

2007: SEPHE Project: “Sustainable Entrepreneurship in Professional Higher Education”: This European project was developed under the Multiannual Programme for Enterprise and Entrepreneurship (2001-2005)⁸, by using “Best procedure”. “Best Procedure” was set up (under a mandate from the Lisbon Council in 2000) to promote the exchange of best practice and to create synergies between existing processes. The common feature of Best Procedure projects is an analysis of issues of interest for the Commission and national administrations, with a view to gaining a better understanding of the nature of such issues, of the efforts being deployed and the identification of best practice. The ultimate aim of the whole process is to encourage policy change in the Member States and in the other participating countries, and one of the essential features of this methodology is that projects are carried out jointly by the Commission and by the national administrations concerned.

November 2009 – October 2010: Level 5, the missing link (L5Missing): The objective of this project is to make a detailed analysis of existing Short Cycle Higher Education (SCHE) in 32 of the Bologna signatory countries. Update of a study carried out in 2003, which led to the incorporation of SCHE in the EQF and the EHEA framework.

November 2009 – October 2012: Enhancing Access through a focus on Equity (EQUNET project: www.equnet.info): The project aims to increase access to European Higher Education for all groups, particularly groups from non-traditional forms of education (migrants, continuing learners, adult learners, ‘post-professionals’ i.e. those at the end of the LLL curve).

November 2009 – October 2011: Lean Learning Academies (LEAN): A project that will create strong links between the local and regional academic partners and the industrial partners in each of the participating countries. The goal of the project is to develop the didactical concepts in the field of engineering, in order to improve the education curriculum in the countries involved.

January 2010 – August 2012: The impact of LLL strategies on professional higher education (FLLLEX): The objective of the project FLLLEX is to identify challenges and implications of Lifelong Learning (LLL) incorporation into European Higher Education institutions (HEI’s). The goal is to provide benchmarking for the individual institutions and to test the self-assessment tool before further dissemination in Europe.

Annual Event: European Quality Assurance Forum (EQAF): The European Quality Assurance Forum (EQAF), an annual event co-organised by EUA, ENQA, EURASHE and ESU and supported by the European Commission’s Lifelong Learning Programme, is the European conference on quality assurance in higher education that brings together all key stakeholders in the field – higher education institutions, quality assurance agencies and students.

Future Events, Projects & Prospective Publications of EURASHE

October 2010 – March 2012 – MAP ESG: Mapping the implementation and application of the Standards and Guidelines for the Quality Assurance in the European Higher Education Area (ESG). The project responds to the need to map the implementation and application of the ESG, after a five years' experience in the implementation of the ESG. The main outcome of the project, i.e. the report, will gather new information on how ESG have been implemented in the EHEA and provide recommendations on how their application could be improved. For instance, the report will gather feedback on whether there are new, developing areas of higher education such as Life- long Learning, in which the ESG are not applied for the time being.

October 2010 – September 2012 - CaribERASMUS – Caribbean opening to Erasmus Mundus: The CaribErasmus project aims to contribute to increase the awareness on European higher education opportunities and to enhance the attractiveness, the profile and the visibility of European higher education institutions towards Caribbean partner universities, students and researchers in a collaboration perspective, that means not through one-way promotion activities but rather through partnership building (the slogan of CaribErasmus is “promote and improve by sharing”).

25-27 November 2010 – The Fifth European Quality Assurance Forum (EQAF 2010) “Building bridges: making sense of QA in European, national and institutional contexts”, Lyon (FR). Co-organised with EUA, ENQA, ESU (‘E 4 Group).

December 2010 – November 2012 - CELAN - Network for the promotion of language strategies for competitiveness and employability: The proposed project is the direct result of the discussions within the Business Platform for Multilingualism, set up in September 2009 as part of the European Commission's continuing commitment to raising awareness of the importance of language competence. The project's principal objective is to facilitate a dialogue in the language field between the business community and language practitioners.

20-21 January 2011 – Bologna Seminar on Lifelong Learning and the intermediate qualification, in cooperation with the Hungarian Ministry of Human Resources. Dissemination event on the “Level 5” project (Survey on Short Cycle Higher Education in the EHEA)

31 March-1 April 2011 – EURASHE Annual conference in Nice (FR), hosted by the IUT of Nice.

7-9 April 2012 – EURASHE Conference in Riga (Latvia), with the Final Report on the FLLLEX project (“The Impact of Lifelong Learning Strategies on Professional Higher Education”)

April 2012 - Final report on the “Mapping of the ESG” Project at the next Bologna Ministerial conference (Bucharest, Romania, April 2012): a survey and analysis of implementation of the European Standards & Guidelines of Quality Assurance in the EHEA.

2011 – 2012 - Publication on the Action Lines of the European Higher Education Area. Building upon the publication of our policy document for the 10th Bologna Anniversary held in Budapest-Vienna (**EURASHE's Ten Commitments for the EHEA in 2020 – Visions & Strategies**), which is based on the ‘priority areas’ identified in the Leuven Ministerial Communiqué of 2009, we are planning a series of two publications in the period leading to the next Ministerial Conference in Bucharest (26 April 2012).

The publications, scheduled for respectively Autumn 2011 and Spring 2012 will be a series of articles by individual contributors on the subject items of the our above ‘ten commitments’, namely the **Social dimension, National qualifications frameworks, Employability of graduates, Lifelong Learning, Student-centred learning and the teaching mission of higher education institutions, the link Education, research and innovation, International openness, Mobility, Multi-dimensional transparency tools and Funding.**

The end result will be a manual for professional higher education, with state of the art implementation of the priority areas of the EHEA, useful for heads of institutions and education practitioners, and containing realistic benchmarks for 2020.

It should show that the EHEA has achieved or is about to achieve things in certain areas that are comparable to what exists or has been achieved in other regions of the world.

These publications will also contain EURASHE's feedback to the European Commission's **Europe 2020 strategy**, and take into account the **EU's renewed social agenda 2012** and the **Youth on the Move Europe 2020 flagship initiative**, launched on 15 September last. The second publication will have to reflect our position on the Commission's **New Communication on modernizing higher education**, expected for the second half of 2011.

Responsible editor:
Mr. Stefan Delplace, Secretary General of EURASHE

EURASHE Secretariat
27/3 Ravensteingalerij / Galerie Ravenstein
1000 Brussels
Belgium
Tel.: +32 2 211 41 97
Fax: +32 2 211 41 99
E-mail : eurashe@eurashe.eu
Website: www.eurashe.eu

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