



Europe 2020 and the Bologna Process
Foresight 2020 Forum
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- Nature of EU policy-making in higher education
- Europe 2020 & ET2020
- « Modernisation »
- Relationship with Bologna



- Legal competence very limited, but increasing influence on member states (Funding, Governance, QA, EQF, Mobility etc)
- 2 main discourses: economic growth & social justice
 - complementary or competing?
- Evidence-based policy – in theory..
 - Policy development sometimes difficult to trace
 - Sometimes based on over-simplified statistics



- Europe 2020 = continuation of the Lisbon strategy
 - Aims for sustainable economic growth & knowledge society/economy
 - Importance of education and higher education
 - Target-setting (benchmarks) & monitoring of member states



- More detailed strategy for education and training
- 4 strategic priorities:
 - lifelong learning and learner mobility
 - quality and efficiency of education and training
 - equity, social cohesion and active citizenship
 - creativity and innovation
- Targets for higher education
 - 40% graduation
 - 2% GDP investment
 - Mobility (to be set) 20%



- Concept of « modernisation » underpins the ET2020 strategy
- Expressed in Communication from the Commission (2006)
- Council Resolution on modernising universities for Europe's competitiveness (2007)
- New Commission Communication on the modernisation agenda planned for 2011 (5 years on)



- European higher education is underperforming
 - Not enough people participate and graduate
 - Insufficient lifelong learning
 - Curricula not adapted to needs of labour market
 - Higher education is fragmented, overregulated and underfunded
- Reforms needed in Curriculum, Funding and Governance



- EC actively supporting Bologna Process for several reasons:
 - enlargement and neighbourhood policy
 - supporting ET2020 goals in Member States (in particular with regard to QA, recognition, mobility and curriculum issues)
- Synergy/overlap between ET2020 and Bologna intentional and welcome