



Co-funded by the
Erasmus+ Programme
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Bologna-IN

BOLOGNA-IN

INTRODUCTION TO BOLOGNA PROCESS

VERSION- 1
December-2017

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Jean MONNET Projects-
EU higher education policy: the BOLOGNA process and
internationalization of Indian universities

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What is the Bologna Process?

The Bologna Process is a process of cooperation and reform in the field of higher education bringing together 48 countries. It was established and seeks to consolidate the European Higher Education Area (EHEA) with comparable and compatible systems of higher education in order to facilitate mobility, increase employability, allow equitable student access and progression and strengthen Europe's attractiveness and competitiveness worldwide.



How is the Bologna Process structured?

The Bologna Process was launched in 1999 by Ministers responsible for Education from 29 European countries. Since then, Ministerial Conferences were organised every two years to monitor the progress on implementing the agreed reforms and set future priority areas. At the Ministerial Summit held in Budapest/Vienna in 2010, the European Higher Education Area was launched. To date, it brings together 48 out of the 49 countries that have ratified the European Cultural Convention of the Council of Europe and are eligible to form part of the European Higher Education Area.

The priority areas identified in the Declarations and Communiqués issued at each Ministerial Summit determines the work plan between one Ministerial Summit

and the next one. These priority areas are dealt with by working groups made up of countries expressing an interest in that particular area. Cooperation on higher education in the Bologna Process is also supported through regular meetings of representatives from all countries forming part of the European Higher Education Area at the so-called Bologna Follow-up Group (BFUG), which discusses and decides on the work carried out by the working groups. The work of this group is reinforced by the Bologna Secretariat, which is established and supported by the country organising the next Bologna Ministerial Summit.

Who is involved?

The main actors in the Bologna Process are the representatives of the 48 member countries that signed the Bologna Declaration as well as representatives of European universities (EUA), professional higher education institutions (EURASHE), students (ESU), quality assurance agencies (ENQA), the United Nations Educational, Scientific and Cultural Organisation - European Centre for Higher Education (UNESCO-CEPES), Education International (EI) and Business Europe. The Process is also supported by the European Commission and the Council of Europe.

What are the main priority areas?

The Bologna Process Declarations and Communiqués contain both structural or systemic reforms and more general policy dimensions.

Structural or systemic reforms

Diploma supplement: The Diploma Supplement is a document issued to each graduate in addition to the qualification, and describes the education system of the country, the education institution attended, the programme followed along with the main areas studied as part of the programme.

ECTS: The European Credit Transfer and Accumulation System is based on the student workload and learning outcomes of a programme. It aims at facilitating mobility through credit transfer across institutions and countries.

Degree structure: Countries agreed to establish a common three-tiered degree structure of Bachelor (first cycle), Master (second cycle), and Doctorate (third cycle), with the possibility of a short cycle qualification forming a part of the first cycle.

Qualifications framework: Besides a common degree structure, countries committed themselves to establish National Qualifications Frameworks. These explain qualifications in an education system in terms of level descriptors based on the knowledge, skills and competences obtained upon completion. Moreover, they provide information on the level of qualifications and on the transition between them to allow for flexible learning pathways and to facilitate recognition of qualifications.

Quality Assurance: Cooperation on quality assurance in higher education at European level is aimed at developing a common criteria and methodologies that will promote mutual trust and facilitate recognition of qualifications.

General policy dimensions

European dimension of higher education: The Bologna Process seeks to increase the transparency and attractiveness of European Higher Education Area globally to attract the most talented students to Europe.

Mobility: At the same time, the Bologna Process aims at promoting the mobility of students, academics and administrative staff within the European Higher Education Area. Student mobility is supported both for a short-term (e.g. a semester) as well as for a whole degree.

Employability: The Bologna Process aims at providing students with the knowledge, skills and competences required for the labor market. By being more responsive to the labor market needs, education can help avoid graduate unemployment and contribute to economic growth.

Social dimension: Members of the Bologna process have agreed that the student population in higher education should reflect the diversity of the total population. Thus, any obstacles to enter, participate in or complete higher education linked to socio-economic background, gender, age, nationality, religion or any other factor should be progressively removed.

: Lifelong learning may contribute to meeting the needs of a changing labor market. Through flexible learning pathways and a smooth transition between education and work, lifelong learning can ensure continuous opportunities for developing knowledge, skills and competences. At the same time, it may provide more flexible access to higher education for underrepresented groups.

Involving higher education institutions, students and other stakeholders: In order to ensure ownership and a sound implementation of the reforms at European, national and institutional level, all stakeholders in higher education, including education institutions, students and social partners should be involved in the decision making and implementation.

Diploma Supplement – Supporting the recognition of qualifications

What is a Diploma Supplement?

The Diploma Supplement is an explanatory document complementing the authentic credential issued by Higher Education Institutions. It describes the qualification received in a standard format to present and explain the individual's qualifications to credential evaluators, admissions officers, Higher Education Institutions, or employers. It aims to provide sufficient data to allow international transparency and fair academic and professional recognition of qualifications. The Diploma Supplement contains information on the nature, level, context, content and status of the studies that were completed by the student and places the qualification within the broader national education context. It is not a substitute for the original diploma, nor does it guarantee automatic recognition.

Why is the Diploma Supplement of importance?

By making it easier to compare qualifications gained in different European higher education systems, the Diploma Supplement facilitates the process of access and recognition. It provides additional information to make informed decisions and judgements about the qualification's fitness for the sought purpose.

Students benefit from facilitated chances for professional and academic mobility because the Diploma Supplement presents a precise description of their academic career and the competences acquired during their studies. Higher Education Institutions benefit from time and cost savings especially in the admission process, and they gain greater visibility abroad as well. Employers get access to up to date information on qualifications and to more accurate indications of their employers' knowledge, skills and competences.

How did the Diploma Supplement develop in the Bologna Process?

The Diploma Supplement is one of the Bologna Process transparency tools adopted in 1999 by the Bologna Declaration. It is one of the developments related to the Bologna Priority Area “Easily readable and comparable degrees”. The Diploma Supplement standards and models were developed and agreed upon by the European Commission, the Council of Europe and UNESCO/CEPES. In 2003, the Berlin Communiqué of the Bologna Process set the requirement for all Higher Education Institutions to issue the Diploma Supplement to all students graduating from 2005 onwards.

What is the Bologna Process target for the Diploma Supplement?

Within the context of the Bologna Process, graduates from all countries of the European Higher Education Area (EHEA) have the right to receive the Diploma Supplement automatically and free of charge in a widely spoken European language. In 2013/2014, only 28 out of the 49 member states have declared to be issuing the Diploma Supplement according to all the above mentioned criteria (Bologna Follow Up Group Questionnaire, 2013/2014).

European Credit Transfer and Accumulation System

What is ECTS?

The European Credit Transfer and Accumulation System (ECTS) is a learner-centred system for credit accumulation and transfer. ECTS is one of the main European Higher Education Area (EHEA) tools for designing, describing, delivering, and comparing programmes and awarding qualifications. It can be applied to all types of programmes, modes of delivery (school-based, work-based), learners’ status (full-time, part-time), and all kinds of learning (formal, non-formal and informal).

Why is the ECTS of importance?

The use of ECTS within the framework of learning outcomes-based qualifications frameworks makes programmes and qualifications more transparent and facilitates their recognition. This in turn allows ECTS to be used for four main purposes:

- Program design, delivery and monitoring;
- Quality assurance;

- Lifelong learning; and
- Mobility and credit recognition.

By increasing the transparency and readability of courses, the application of ECTS can facilitate modernisation in programme design. Furthermore, the use of learning outcomes and workload in curriculum design, shifts the focus of education on the learner contributing to a student centred approach which gives more choice, autonomy and responsibility to the learner.

Since ECTS allows recognition of prior learning through transfer and accumulation of credits obtained elsewhere, mobility across countries, institutions, study programmes and sectors is facilitated.

This system also allows integrating different types of prior learning and experience into flexible learning pathways, which encourages higher completion rates and wider participation in lifelong learning. The use of ECTS for credit transfer and accumulation has paved the way to creating individualized learning pathways that cater to the diverse needs and interests of the student body.

Given these various ways in which ECTS may contribute to promoting the quality of the educational provision, its use can be a requirement for accreditation of higher education programmes or qualifications in national legislation.

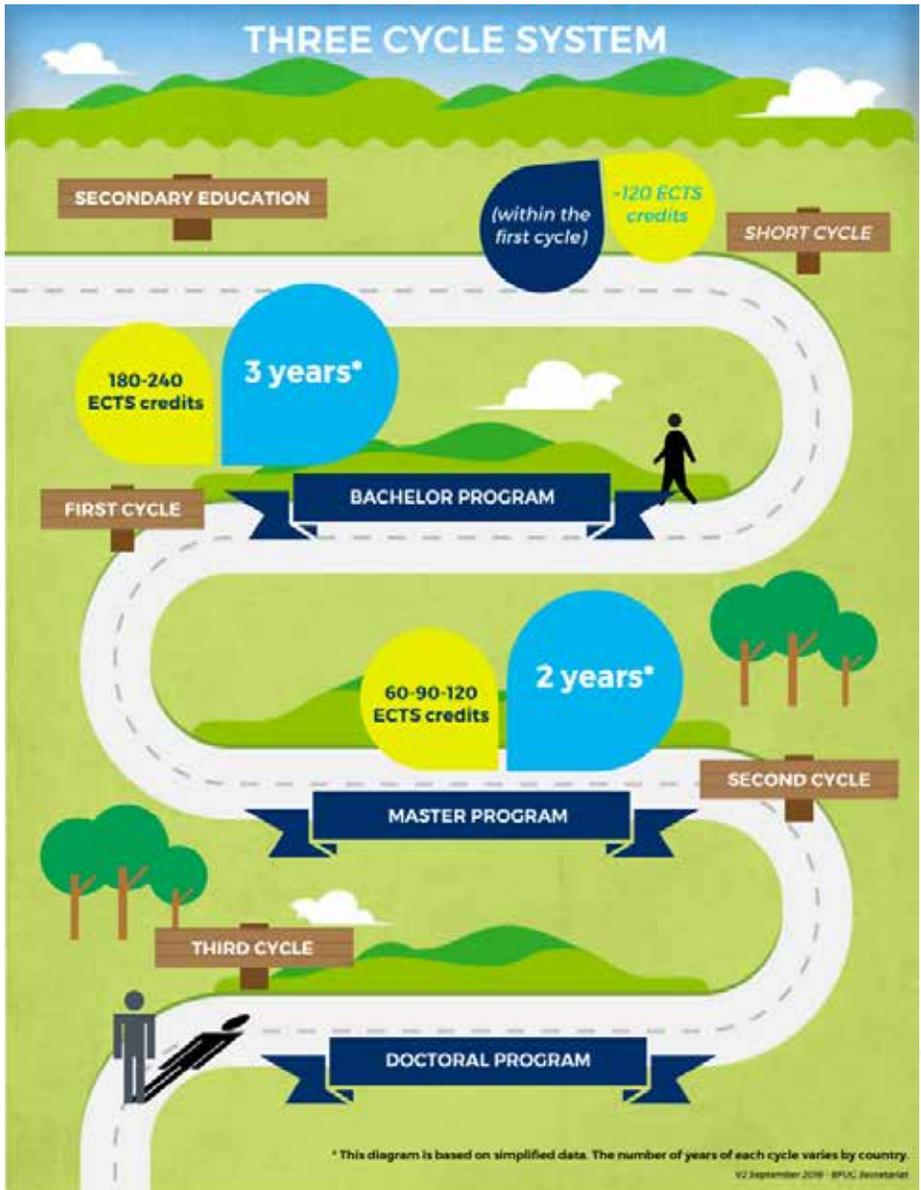
How did the ECTS develop in the Bologna Process?

ECTS was initially created in 1989 within the framework of the Erasmus programme as a tool to facilitate the recognition of study periods spent abroad. It was adopted in the Bologna Declaration in 1999 as a transparency tool to promote mobility within the European Higher Education Area (EHEA). Since then, the use of ECTS was encouraged in different education contexts, programmes, institutions types and lifelong learning. The official guide for the use of ECTS in the EHEA is the ECTS Users' Guide which has been adopted by Ministers for Higher Education of the EHEA in 2015 at the Yerevan ministerial conference.

How does ECTS work?

ECTS credits represent the workload and defined learning outcomes of a given course or programme. One ECTS is equivalent to 25-30 hours of total learning, including contact hours, self-study and assessment hours.

60 credits are the equivalent of a year of full-time study or work. A “first cycle” qualification (or Bachelor) consists of 180 to 240 credits, whereas a “second cycle” qualification (or Master) consists of 90 to 120 credits. The allocation of ECTS for the third cycle (PhD) Degree is variable across countries.



Source: (Ehea.info, 2017)

ECTS is also used in other key documents to help organize and follow a student's learning path and mobility. These include the Course Catalogue, the Learning Agreement, the Transcript of Records, and the Diploma Supplement.

Promoting student and staff mobility

What is mobility?

The Bologna Process promotes high quality mobility of students, early stage researchers, teachers, and other staff in Higher Education. This refers to the physical mobility from one country to another as well as to and from the European Higher Education Area (EHEA).

The mobility of persons to a given country is defined as incoming mobility, while outgoing mobility refers to the mobility from a given country. One may also differentiate different types of mobility. Credit mobility refers to a period of study or work spent abroad as part of a study programme, while degree mobility refers to students undertaking a full qualification abroad.

Why is student and staff mobility of importance?

“Mobility is one of the core elements of the Bologna Process, creating opportunities for personal growth, developing international cooperation between individuals and institutions enhancing the quality of higher education and research and giving substance to the European dimension”(London Communiqué 2007). On an individual level, mobility helps students acquire skills and competences supporting job mobility, provides individuals with intercultural competences, and exposes staff and teachers to new ideas and procedures. “Openness to foreign cultures and the ability to educate oneself and work in a multilingual environment are essential to competitiveness of the European Community” (Mobility Action Plan, 2000).

How did the mobility action line develop in the Bologna Process?

Given the benefits associated with promoting student and staff mobility, the Bologna ministerial Communiqué in 1999 mentioned the need to overcome obstacles to mobility and to recognize study periods spent abroad. In order to do so, the Berlin Ministerial Communiqué in 2003 highlighted the importance of reliable data on the subject as a means to ensure the social dimension of mobility, while the London

Ministerial Communiqué in 2007 raised the concern of imbalanced mobility across countries of the EHEA. More recently ministers adopted the EHEA mobility strategy 2020 in Bucharest in 2012, in order to provide more concrete measures to achieve the Bologna Process target with regard to mobility.

What is the Bologna Process target for mobility?

The ministerial conference held in Leuven and Louvain La Neuve in 2009 adopted the EHEA target that “in 2020, at least 20% of those graduating in the EHEA should have a study or training period abroad”.

This is defined more precisely in the EHEA Mobility Strategy 2020 which states that the mobility target measures physical mobility in all three cycles and includes periods spent abroad corresponding to at least 15 ECTS credit points or three months within any of the three cycles (credit mobility) as well as degree mobility in which a full qualification is obtained abroad. However, given the diversity of the situation across member states, the 2012 mobility strategy states that countries should set their own mobility strategies with their own targets.

What are the main objectives set in the EHEA Mobility Strategy?

Promoting mobility

- Train people to act as contacts for mobility
- Develop multilingualism
- Make it easier to find information on mobility
- Draw up a mobility chart

Promoting the financing of mobility

- Look into the financing of mobility: towards a financial partnership
- Democratiser mobility by making it financially and socially accessible to all
- Ensure portability of grants and loans

Increasing and improving mobility

- Introduce new forms of mobility (joint study programmes, multilateral summer schools, virtual mobility...)
- Improve reception facilities for people opting for mobility
- Simplify the mobility calendar
- A proper status for people opting for mobility
- Ensure more balanced mobility

Gaining more from periods of mobility

- Increase crossover opportunities by developing the system of recognition and equivalence of diplomas and training
- Use quality assurance and transparency tools
- Recognize the experience acquired
- Gain more from periods of mobility (professional incentives, suitable methodology...)

Qualifications Framework

What is a Qualifications Framework?

A Qualifications Framework is an instrument for the development and classification of qualifications according to a set of criteria for each level / level descriptors based on knowledge, skills and competences, learning outcomes and credit ranges.

Why are Qualifications Frameworks of importance?

Qualifications Frameworks are considered to make higher education systems more transparent, provide common reference points for levels of qualifications and strengthen the link between qualifications and learning outcomes. In doing so, Qualifications Frameworks may support the development and accreditation of study programmes and also facilitate the recognition of qualifications.

How did Qualifications Frameworks develop in the Bologna Process?

Qualifications Frameworks became part of the Bologna process agenda between 2001 and 2003.

At the Bologna Ministerial Summit in Bergen in 2005 the overarching Framework for Qualifications of the European Higher Education Area (FQ-EHEA) was adopted. Being the result of a cooperation process on higher education, this overarching framework covers only the three cycles of higher education.

In 2008 the European Commission developed the European Qualifications Framework for Lifelong Learning (EQF-LLL). This Qualifications Framework comprises 8 levels and covers general, vocational and higher education.

What is the Bologna Process target for Qualifications Frameworks?

When adopting the overarching Framework for Qualifications of the European Higher Education Area in 2005 in Bergen, Education Ministers also committed themselves to

develop national frameworks for qualifications. A process which they have agreed to embark upon by 2007, and have it completed by 2010.

At the Bologna Ministerial Summit in Bucharest in 2012 they agreed to have embarked on a self-certification of their National Qualifications Frameworks to the overarching Framework for Qualifications of the European Higher Education Area by 2012.

Referencing of National Qualifications Frameworks to the European Qualifications Framework for Lifelong Learning is voluntary, but was recommended to be carried out by 2010. It was further recommended to reference all national qualifications to the corresponding EQF level by 2012, for example by indicating the respective EQF level in the Europass Certificate Supplement and the Europass Diploma Supplement.

Quality Assurance

What is Quality Assurance?

Quality Assurance aims at safeguarding and improving the quality of teaching, learning, training and research within the economic, social and cultural context on a national, European and international level.

Why is Quality Assurance of importance?

Quality assurance is essential for building trust and to reinforce the attractiveness of the European Higher Education Area, including in the provision of cross-border education. At a national level quality assurance in further and higher education ensures transparency and efficiency. This helps to create a trustworthy national education system, for the benefit of both national and international students by ensuring the portability of Maltese qualifications across European Member States fostering employment or learning mobility.

How did Quality Assurance develop in the Bologna Process?

With the aim of developing comparable criteria and methodologies for Quality Assurance, Ministers at the Bologna Ministerial Summit in Bergen held in 2005 adopted the *Standards and guidelines for Quality Assurance in the European Higher Education Area* (ESG) based on a proposal by the European Association for Quality Assurance in Higher Education (ENQA) in co-operation with the European Students' Union (ESU), the European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA) – the so-called E4 group.

At the Bologna Ministerial Summit held in London in 2007 the E4 group was tasked with setting up the European Quality Assurance Register for Higher Education (EQAR). Quality Assurance Agencies may apply for inclusion in EQAR, if they are in substantial compliance with the *Standards and guidelines for quality assurance in the European Higher Education Area (ESG)*.

Ministers at the Bologna Ministerial Summit held in Bucharest in 2012 decided to review the *Standards and guidelines for Quality Assurance in the European Higher Education Area* in order “to improve their clarity, applicability and usefulness, including their scope”.

What is the Bologna Process target for Quality Assurance?

Education ministers at the Bucharest Ministerial Summit in 2012 committed themselves to maintain the public responsibility of quality assurance and ensure the active involvement of all relevant stakeholders in the process as well as to allow EQAR-registered quality assurance agencies to perform their activities across the European Higher Education Area, while complying with national requirements.

Standards for Internal Quality Assurance:

1. Set-up and publication of an effective policy for quality assurance
2. Institutional probity both financial and institutional;
3. Appropriate design and approval of programmes;
4. Student-centred learning, teaching and assessment that encourages students taking an active role;
5. Published and consistently applied regulations for student admission, progression, recognition and certification;
6. Competence and effectiveness of teaching staff
7. Appropriate learning resources and student support;
8. Collection, analysis and use relevant information for the effective management of programmes and other activities
9. Appropriate public information; and
10. On-going monitoring and periodic review of programmes

Social Dimension – Improving access to and participation in Higher Education

What is the Social Dimension of the Bologna Process?

The social dimension within the scope of the Bologna Process includes all measures taken by countries forming part of the European Higher Education Area (EHEA) to provide quality higher education accessible to all. This entails ensuring appropriate conditions to address obstacles that might impede the successful participation of students from different social and economic backgrounds, such as their studying and living conditions, guidance and counselling, financial support, and student participation in higher education governance.

Why is the Social Dimension of importance?

The social dimension is a pillar for quality, attractiveness and competitiveness of the EHEA. Creating equal opportunities for all students fosters social cohesion, reduces inequalities and raises levels of competences, which in turn benefits society as a whole. This improves the social and economic condition of students and creates a knowledge based society based on social justice.

On an individual level, the social dimension ensures equal opportunities for personal development and preparation for employment. Especially with the growing requirements for qualified graduates, and with the employment access and progression opportunities that favor higher education graduates, individuals should benefit from more equitable studying conditions. Measures that reinforce the social dimension could play a significant role in enabling students from different backgrounds to further their studies.

How did the Social Dimension Action Line develop in the Bologna Process?

The Social Dimension was first introduced in Prague in 2001 by the students' representatives. It was discussed in relation to education provision at home and in relation to mobility. This topic was mentioned in all the following ministerial meetings.

In Bergen, 2005, the social dimension was described as an integral part of the EHEA and a necessary condition for enhancing the attractiveness and competitiveness of the EHEA. With the London Communiqué of 2007, ministers agreed on setting national strategies and action plans and to set indicators and collect comparable data on the social dimension of Higher Education.

In Leuven/Louvain-La-Neuve, in 2009, ministers committed further on to “...set measurable targets to widen participation of underrepresented groups in higher education, to be reached by the end of the next decade...”

In Bucharest, 2012, measures for widening access were discussed such as reducing inequalities and providing adequate student support services, counselling and guidance, flexible learning paths and alternative access routes, including recognition of prior learning. It was also agreed to promote structured peer learning activities to assist EHEA countries in developing and implementing their social dimension policies.

What is the Bologna Process target for the Social Dimension?

In the London Communiqué of May 2007, ministers affirmed “the societal aspiration that the student body entering, participating in and completing higher education at all levels should reflect the diversity of our populations.” However, given the diversity in the composition of the countries forming part of the EHEA, no exact definition of the social dimension was agreed upon, nor detailed actions for all countries to follow.

Instead, it was recommended that each country develops its own strategy and action plan for the social dimension. General guidelines were set by the Strategy for the Development of the Social Dimension and Lifelong Learning in the EHEA to 2020 to assist countries in developing their own action plans. This strategy emphasized the importance of collecting comparable and reliable data on students, widening participation, identifying underrepresented groups of students, undertaking peer learning activities between countries of the EHEA, and designing adequate teaching and delivery methods to cater for the needs of all students.

What measures promote the Social Dimension?

Equal opportunities for access, participation and completion

- Anti-discrimination legislation covering Higher Education
- Fair and transparent admission rules

Widened access to and participation in Higher Education

- Outreach programs for underrepresented groups
- Flexible delivery of Higher Education and flexible learning paths
- Recognition of prior learning

Enhanced completion rates and education quality

- Provision of academic services (guidance, study resources, teaching and learning methods, retention measures such as flexible delivery, etc.)
- Provision of social services (Counselling, targeted support for students with special needs and non-traditional students)

Student participation in the governance of Higher Education

- Measures to ensure student participation in higher education governance
- Student evaluations of courses, programmes and institutions

Finances to start and complete Higher Education

- Appropriate and coordinated national financial support systems
- Targeted support for disadvantaged groups

Monitoring

- Systemic and periodic collection of data about student backgrounds
- Employability and graduate tracer studies

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EUROPEAN HIGHER EDUCATION AREA AND
BOLOGNA PROCESS



What is Bologna Process?

The aim is to

-  introduce the three cycle system (bachelor/master/doctorate)
-  strengthen quality assurance
-  ease recognition of qualifications and periods of study

For more info visit www.bologna-project.in

MAHE is synonymous with excellence in higher education. Over 28,000 students from 57 different nations live, learn and play in the sprawling University town, nestled on a plateau in Karnataka's Udipi district. The region has witnessed unparalleled development of education, banking and healthcare systems within India. This coexistence of traditional and contemporary India makes Manipal an ideal site for meaningful and enriching intercultural activities and dialogue.



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 **Bologna-IN** 

Jean MONNET Projects
EU Higher Education Policy: The BOLOGNA Process and
Internationalization of Indian Universities

Bologna-IN

Key Bologna-IN Projects:
EU Higher Education Policy
The Bologna Process and
the Bologna Process
The Bologna Process
The Bologna Process

What is it?

This project is about providing a platform for a debate and discussion on the policies related to internationalization of higher education. It is focused on the information and dissemination activities related to Bologna process which has set in a new wave of internationalization in European countries by bringing in harmonization.

Key Impact

Contribute to the implementation of the EU India Joint Action Plan

Provide visibility to the EU Higher Education policy in India

Discussion on Bologna process at various levels with academic and policy decision-makers

Promote the recognition of ECTS with the Indian academic institutions

Increase the patronage of Indian higher education institutions for EU mobility projects

Key Objectives

To promote the influence of EU Higher Education policy in India through cooperation and knowledge exchange

To enhance internationalisation of Indian academic systems and increase awareness about EU higher education process

To involve policy makers, academic public stakeholders and various aspects that deal with society

To positively influence the relation between EU and India with a focus on educational policies

To train young Indian students for EU administrative staff



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