

Amendment 1

Marie-Christine Vergiat, Inês Cristina Zuber, Willy Meyer, Jacky Hénin, Patrick Le Hyaric, Lothar Bisky, Younous Omarjee
on behalf of the GUE/NGL Group

Report

A7-0035/2012

Luigi Berlinguer
Bologna process
2011/2180(INI)

Motion for a resolution (Rule 157(4) of the Rules of Procedure) replacing non-legislative motion for a resolution A7-0035/2012

European Parliament resolution on the contribution of the European institutions to the consolidation and progress of the Bologna Process

The European Parliament,

- having regard to the Universal Declaration of Human Rights, and in particular Article 26 thereof,
- having regard to Article 165 of the Treaty on the Functioning of the European Union (TFEU),
- having regard to the Charter of Fundamental Rights of the European Union, and in particular Article 14 thereof,
- having regard to the Sorbonne Joint Declaration, signed on 25 May 1998 in Paris, on harmonisation of the architecture of the European higher education system, by the four Ministers in charge for France, Germany, Italy and the United Kingdom (Sorbonne Declaration)¹,
- having regard to the Joint Declaration signed in Bologna on 19 June 1999 by the Ministers of Education from 29 European countries (Bologna Declaration)²,
- having regard to the Communiqué issued by the Conference of Ministers responsible for Higher Education on 19 May 2001 in Prague,
- having regard to the Communiqué issued by the Conference of European Ministers responsible for Higher Education on 28-29 April 2009 in Leuven and Louvain-la-Neuve³,

¹ http://www.ehea.info/Uploads/Declarations/SORBONNE_DECLARATION1.pdf

² http://www.ehea.info/Uploads/Declarations/BOLOGNA_DECLARATION1.pdf

³ http://www.ehea.info/Uploads/Declarations/Leuven_Louvain-la-Neuve_Communique%C3%A9_April_2009.pdf

- having regard to the Budapest-Vienna Declaration of 12 March 2010 adopted by the Education Ministers from 47 countries, which officially launched the European Higher Education Area (EHEA)¹,
- having regard to Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications²,
- having regard to the recommendation of the European Parliament and of the Council of 28 September 2005 to facilitate the issue by the Member States of uniform short-stay visas for researchers from third countries travelling within the Community for the purpose of carrying out scientific research³,
- having regard to the recommendation of the European Parliament and of the Council of 15 February 2006 on further European cooperation in quality assurance in higher education⁴,
- having regard to the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (EQF-LLL)⁵,
- having regard to the Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020')⁶,
- having regard to the conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 26 November 2009 on developing the role of education in a fully-functioning knowledge triangle⁷,
- having regard to the Council conclusions of 11 May 2010 on the internationalisation of higher education⁸,
- having regard to the Council recommendation of 28 June 2011 on policies to reduce early school leaving⁹,
- having regard to the Council recommendation of 28 June 2011 entitled 'Youth on the Move – Promoting the learning mobility of young people'¹⁰,
- having regard to the report entitled 'Higher Education in Europe 2009: Developments in the Bologna Process' (Eurydice, European Commission, 2009)¹¹,

¹ http://www.ehea.info/Uploads/Declarations/Budapest-Vienna_Declaration.pdf

² OJ L 255, 30.9.2005, p. 22, Corrigendum OJ L 271, 16.10.2007, p. 18, Corrigendum OJ L 93, 4.4.2008, p. 28.

³ OJ L 289, 3.11.2005, p. 23.

⁴ OJ L 64, 4.3.2006, p. 60.

⁵ OJ C 111, 6.5.2008, p. 1.

⁶ OJ C 119, 28.5.2009, p. 2.

⁷ OJ C 302, 12.12.2009, p. 3.

⁸ OJ C 135, 26.5.2010, p. 12.

⁹ OJ C 191, 1.7.2011, p. 1.

¹⁰ OJ C 199, 7.7.2011, p. 1.

¹¹ http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/099EN.pdf

- having regard to the report entitled ‘Focus on Higher Education in Europe 2010: The Impact of the Bologna Process’ (Eurydice, European Commission, 2010)¹,
 - having regard to the 2007 Eurobarometer survey on higher education reform among teaching professionals²,
 - having regard to the 2009 Eurobarometer survey on higher education reform among students³,
 - having regard to the Eurostat publication of 16 April 2009 entitled ‘The Bologna Process in Higher Education in Europe – Key indicators on the social dimension and mobility’⁴,
 - having regard to its resolution of 23 September 2008 on the Bologna Process and student mobility⁵,
 - having regard to Rule 48 of its Rules of Procedure,
- A. whereas the stated objectives of the Bologna process – namely that it should be easy to move from one country to another (within the European Higher Education Area) for the purpose of further study or employment, that the attractiveness of European higher education should be increased so that many people from non-European countries also come to study and/or work in Europe and that the European Higher Education Area should provide Europe with a broad, high quality and advanced knowledge base, and ensure the further development of Europe as a stable, peaceful and tolerant community – remain relevant but an evaluation and review are necessary in order to ascertain the extent to which the intended objectives have or have not been attained;
- B. whereas higher education establishments play an essential role in educating individuals; whereas the role of higher education is to provide a learning environment accessible to all without discrimination which promotes autonomy, creativity and exploitation of knowledge;
- C. whereas universities are a key part of our heritage which has existed for nearly a thousand years, whose significance to the progress of society cannot be reduced to the contribution that they make to the economy and whose development cannot be geared purely to economic needs;
- D. whereas the right to education is a fundamental value of the European Union and whereas enabling people to enjoy that right is among the responsibilities of the Member States;
- E. whereas the European Union has an important role to play in establishing the European Higher Education Area by supporting the efforts of and cooperation between Member States in this field;

¹ http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/122EN.pdf

² http://ec.europa.eu/public_opinion/flash/fl198_en.pdf

³ http://ec.europa.eu/public_opinion/flash/fl_260_en.pdf

⁴ http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-78-09-653/EN/KS-78-09-653-EN.PDF

⁵ OJ C 8 E, 14.1.2010, p. 18.

- F. whereas the three-degree structure has been adopted by most of the Bologna countries; whereas this structure has resulted in a rapid professionalisation and the establishment of competition between courses with a tendency to seek to adapt them to the immediate needs of the ‘market’ to the detriment of knowledge; whereas this has not made it possible to help graduates to secure stable employment; whereas the quality of education and research has been greatly affected by this reform;
- G. whereas youth unemployment is continuing to rise and whereas the majority of young people, including higher education graduates, have to pass through a period of precarious employment lasting several months or years before finding stable jobs, taking multiple traineeships, precarious jobs or jobs for which they are over-qualified by virtue of their degrees;
- H. whereas mobility must be available to all and is one of the stated objectives of the higher education reform; whereas major obstacles to mobility persist in terms of social rights, the financial capacity of the persons concerned and sociocultural stereotypes, as a result of which currently only 2% of students can take advantage of it;
- I. whereas the mass character of education should be stepped up in order to remedy the problems encountered by students and by educational and administrative staff;
- J. whereas helping graduates to enter the job market, finding stable and well paid employment, is one of the important roles of universities;
1. Stresses that education, including higher education, must be a public service which promotes culture, diversity and democratic values, prepares students to become active citizens and permits individual and collective emancipation; acknowledges the prime importance of higher education in the development of each country and of society as a whole;
 2. Recalls that education is a responsibility of the Member States and that it is important to support higher education establishments financially by providing sufficient public funding to meet the needs of the people;
 3. Stresses that one of the stated objectives of the Bologna Process is to guarantee that every student enrolled at a European university has the opportunity to obtain a degree which will be recognised in all countries participating in the process; observes that these objectives have not so far been attained and that the implementation of the Bologna Process and of the reforms accompanying it has rather encouraged the introduction of competition and hierarchies among degrees and establishments, the creation of multi-speed education and the exclusion of certain students;
 4. Observes that, in countries where the Bologna Process has been set in train, it has generally resulted in reduced representation of the university community on management bodies, and particularly of students, who have been replaced by representatives of economic operators, particularly big business;
 5. Calls for an evaluation and overall review of the Bologna Process in order to ascertain what successes and failures there have been in relation to the stated objectives; stresses the

- need to take account of the difficulties, obstacles and incomprehension encountered, including in the university world, in efforts to develop quality education accessible to all;
6. Deplores the fact that the funding provided by the ECTS (European Credit Transfer System) is structured as a range of general skills geared solely to the needs of the market, whereas on the contrary students ought to be given the opportunity to deepen their knowledge of the subjects they have chosen;
 7. Notes the universities' 'third mission' to society; stresses that this mission should not be pursued to the detriment of education and research establishments, which are often compelled to take on numerous management costs associated with the commercialisation of research activities, and calls for the income which establishments derive from these activities to be used to contribute to the social dimension of education;
 8. Recalls that education budgets are investments in the future; opposes therefore the severe budget cuts in the field of education by various Member States and the constant increases in tuition fees, which are leading to a massive increase in the number of students who are in precarious circumstances or in debt, and are compelled to take paid employment to finance their studies; considers that these phenomena have an adverse impact on the development of the social dimension of education and recalls the need for adequate public funding to enable universities to perform their role;
 9. Stresses the importance of stepping up measures to guarantee the conditions governing access to higher education, completion of courses and finding employment for all without discrimination; stresses that this is possible only in the context of a higher education system which is public, free of charge and secular;
 10. Calls on Member States in this time of economic and social crisis to freeze enrolment fees to ensure that they do not constitute an additional obstacle to access to higher education for the largest possible number of students; calls on the EU and Member States to increase their education budgets, particularly those for grants and allowances;
 11. Is concerned about the situation of students from third countries, many of whom live in particularly precarious circumstances during and after their studies; stresses that the 'attractiveness' of higher education in Europe also lies in its capacity to receive these students, irrespective of their nationality; calls therefore on Member States to initiate regularisation processes for all students enrolled at universities;
 12. Calls on Member States to consider the possibility of creating a specific social status for young people to ensure their autonomy (access to housing, means of subsistence, access to sport, culture and leisure activities) and to establish systems of allowances, particularly for young people in education or who are looking for their first job;
 13. Calls on the Union, Member States and universities to promote the opening of exchange programmes to the largest possible number of participants by establishing arrangements for providing information and financial and administrative support to all students, academics and staff to encourage structured mobility, and by stepping up these programmes by means of appropriate and more ample funding based on social criteria;

14. Calls for particular attention to be paid to the specific problems of humanities curricula; stresses the need to involve the university community as a whole, particularly students, teachers and researchers, in planning university curricula;
15. Opposes ‘Knowledge Alliances’ and ‘Skills Alliances’ within which higher education establishments and undertakings draw up common programmes ‘to address skills shortages’; stresses that these programmes accentuate the rapid professionalisation of education, its subordination to the interests of big business and reduction of education to its business aspect;
16. Draws attention to the particular needs of the Bachelor’s degree, its curricula and the resultant employability; stresses in this respect the need for specific actions and for more effective cooperation between universities, the State and local authorities in order to enhance the employment prospects of future graduates in the form of stable, well paid employment corresponding to their level of qualifications;
17. Stresses the need to preserve the diversity of systems, courses, teaching methods and university systems within the European Union; considers it necessary to maintain a national framework for diplomas to this end, while promoting mutual recognition of diplomas and qualifications between Member States;
18. Stresses that higher education establishments must play a key role in rendering careers secure, which it is necessary to do, by making it possible for employees to return to education if they lose their jobs or come to the end of an employment contract, and by promoting voluntary mobility and measures to help find jobs which are stable and well paid;
19. Opposes the Commission’s proposal to establish a multidimensional tool for classifying higher education establishments, as this would not take into account the diversity of systems and courses and linguistic diversity in university publications; considers that this type of classification entails a serious risk of introducing competition between establishments and courses; stresses the need for cooperation between establishments, focusing on exchanges and exploitation of knowledge and research;
- s20. Calls on Member States and higher education establishments to create new cooperation and research programmes based on mutual interests shared with the establishments of third countries, particularly those located in conflict zones, to provide access to higher education and training for these students, without any discrimination; suggests in particular setting up partnerships between EU universities and Palestinian universities; calls on the Commission to support such programmes;

o

o o
21. Instructs its President to forward this resolution to the Council, the Commission and the governments and parliaments of the Member States.

Or. xm