

Building Skills for Knowledge Economy through Implementation of University Reforms

Bologna Process and Europe 2020 - two sides of the same coin

There is a strong link between Bologna process and the Europe 2020 Strategy. **University reforms need time!**

No excessive specialization!

Understanding the true purpose and objectives of Bologna

One of the impediments in implementing the Bologna reforms is resistance partly caused by misunderstanding or misinterpretation of Bologna process

Higher policy and funding priority for best investment in our future

Tertiary education is critical for improving human capital in modern society

Alignment between NQS and EQF

Alignment between **National Qualifications Systems and of Assessment/Quality Assurance Systems**, linked to the European instruments such as **European Qualification Framework (EQF)**, should be ensured on priority basis.

The role of quality assurance

The existing quality assessments should focus on adequate in-depth level measurements rather than checking whether institutions provide the appropriate sentences on paper about the level of their study programmes. **The quality assurance agencies have to focus on contents rather than procedures and have to be genuinely independent and not semi-independent from governments or universities, as too often appears to be the case.**

Pedagogical skills for modern tertiary education

European tertiary education is still largely relying on **traditional methods of teaching which creates a heavy burden on professors and students without adequate results. This is partly the consequence of lack of pedagogical skills. An excellent expert doesn't automatically make a good professor.**

University should teach real skills!

Problem solving approach!

Developing EHEA through closer university collaboration

European, national and regional authorities should undertake all necessary measures to harmonise to a higher degree tertiary education activities throughout Europe, and **actively encourage all forms and instruments of collaboration among institutions of tertiary education.**

Closer collaboration among business, academia and regional/local authorities.

Companies, universities and regional/local authorities should strengthen their relations and interact effectively, according to the **triple helix model, with medium/long-term perspectives. They should recognise this partnership as a shared responsibility and great opportunity for mutual benefit, particularly by developing new innovative methods of cooperation.**

Private funding of tertiary education should be essentially enhanced

Efficiency in using public funds for tertiary education should be promoted and better presented to the funding institutions in order to obtain more funding.

Curricula development for greater employability of graduates

Young generations have legitimate expectations to have access to adequate education and employment. However, one of the key problems of tertiary education remains **slow pace of adjustment of curricula to rapid changes in the economy and civil society at large. Too often curricula are not sufficiently linked to practical life and requirements of present labour market.**

Students are not as influential as they should be!

Support for excellence, openness, and higher mobility

There is an endemic lack of excellence in many universities, leading to brain drain and making them internationally far less attractive than in the past.

What are the really good practice to make our Universities more intrernational? ERASMUS may not be the final answer...

CONSOLIDATE RESEARCH BASED HIGHER EDUCATION

Universities and Life Long Learning

People of all ages should be stimulated to participate in education and training process, according to the principles of **Life Long Learning (LLL)**

Preparing an innovative, critical student mindset before university

Bologna-inspired changes in tertiary education require an inquisitive, innovative, open, and critical mindset of the student, but this cannot be encouraged and developed successfully at the university level, unless students have been guided and coached in this direction already by their secondary school teachers.

Public Employment Services Profiling Systems

Education opportunities and offers including prices should be published on the web, enabling interested individuals to make informed choices.

Threats of monopolistic tendencies

The enormous increases in scale and monopolistic practices have gone hand in hand with huge increases in overhead and capital expenditures leading to substantial falls in resources for teaching. Such monopolies tend to reduce quality ('grade inflation'), ignore demand of students and employers, and increase overhead costs. Monopolistic price setting drives up tuition fees and lowers quantity and quality of classes, especially if the price elasticity of demand is low.