



# The Bologna Process and the EHEA

Achievements, aspirations and  
challenges ahead

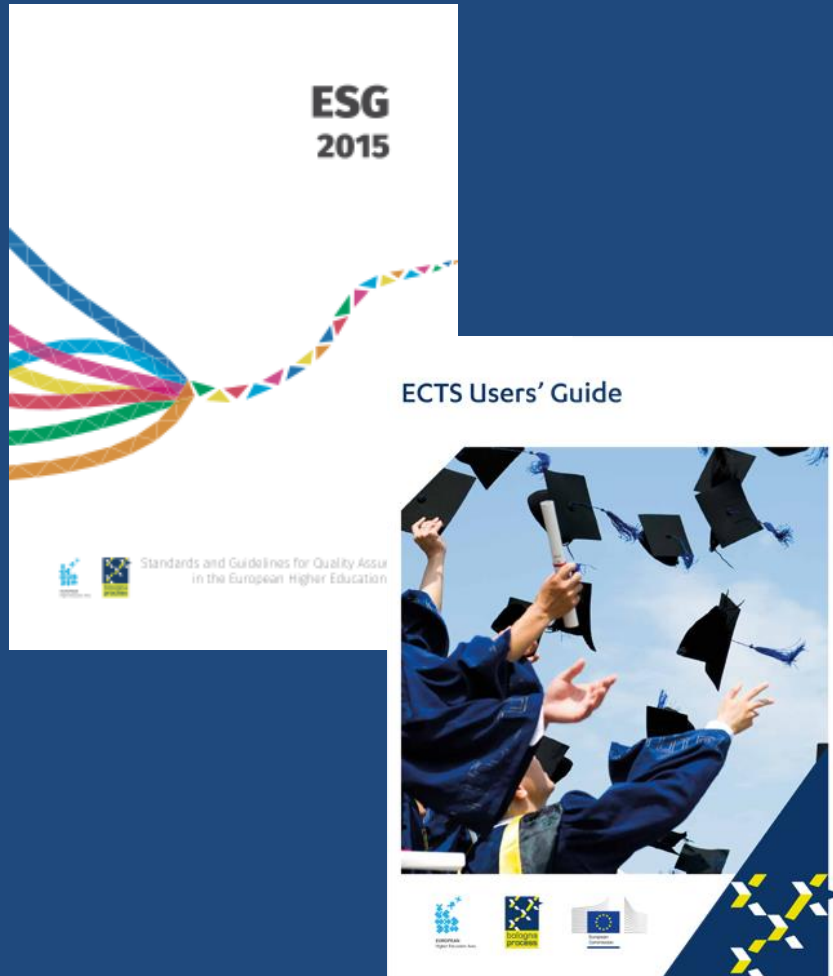
# Overview

- What is Bologna really about?
- Developments of the Bologna Process/EHEA
- Key findings of the 2015 Implementation report and the Yerevan Communiqué
- Future prospects and challenges

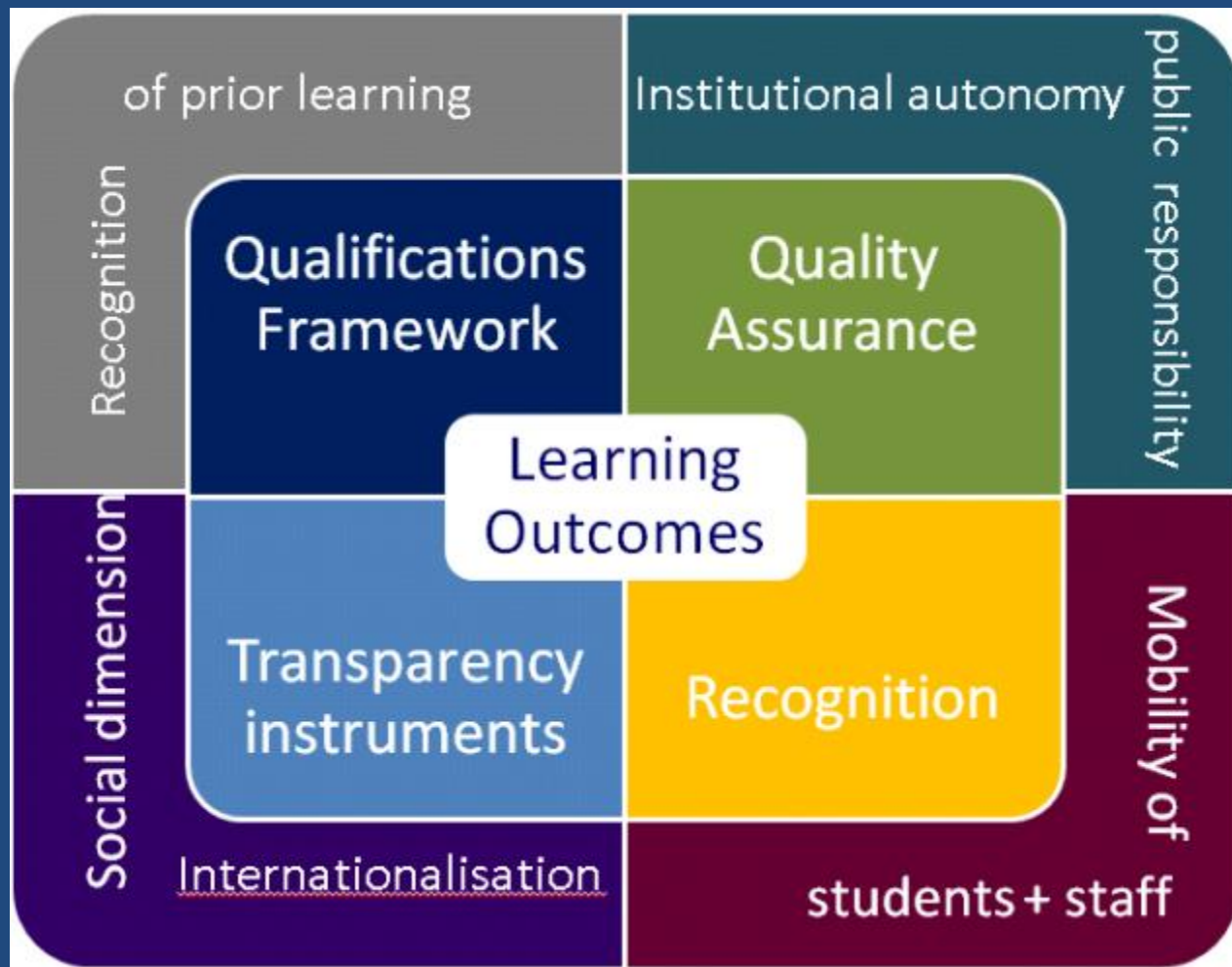
# The Bologna Process

- Bologna Process is the single most influential movement in European higher education today
- Change in the way we structure higher education – shared tools and transparent systems
- More important: highlighting ideal principles of European Higher education systems
- Not simply a structural tool but a philosophy
  - Academic freedom
  - Democracy
  - Citizenship
  - Stakeholder participation
  - International collaboration
  - Social cohesion
  - Mobility mobility mobility
- A philosophy that requires effective mechanisms of implementation, and coordination, nationally and across borders.
- Can be used to advance national agenda of education reforms

# Tools of the Bologna Process



- Standardisation of degree composition (ECTS)
- Qualification frameworks
  - National and overarching
- Quality Assurance standards
- ENIC /NARIC networks
- Diploma supplement
- Implementation reports and Communiqués

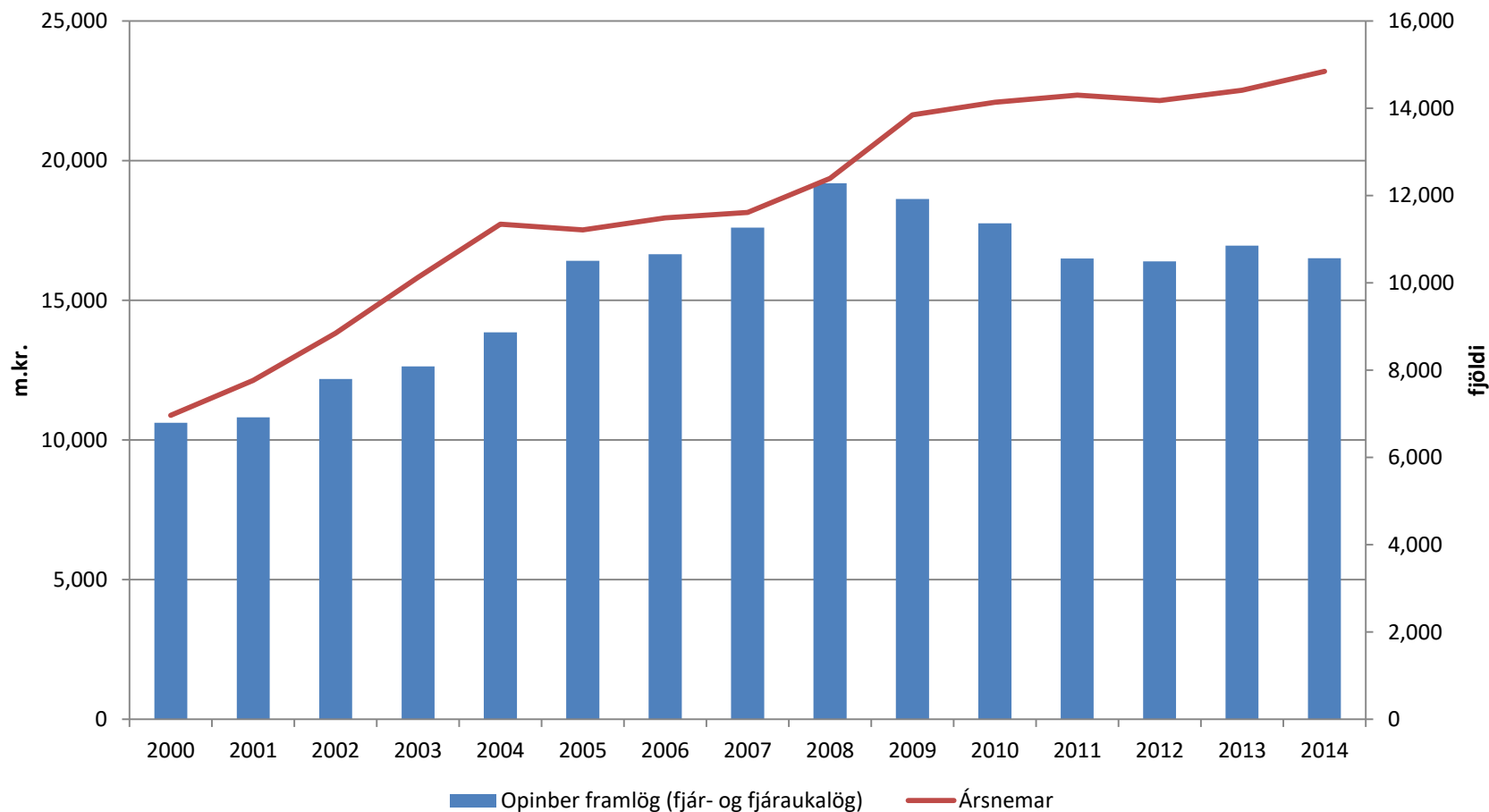


# The EHEA in context

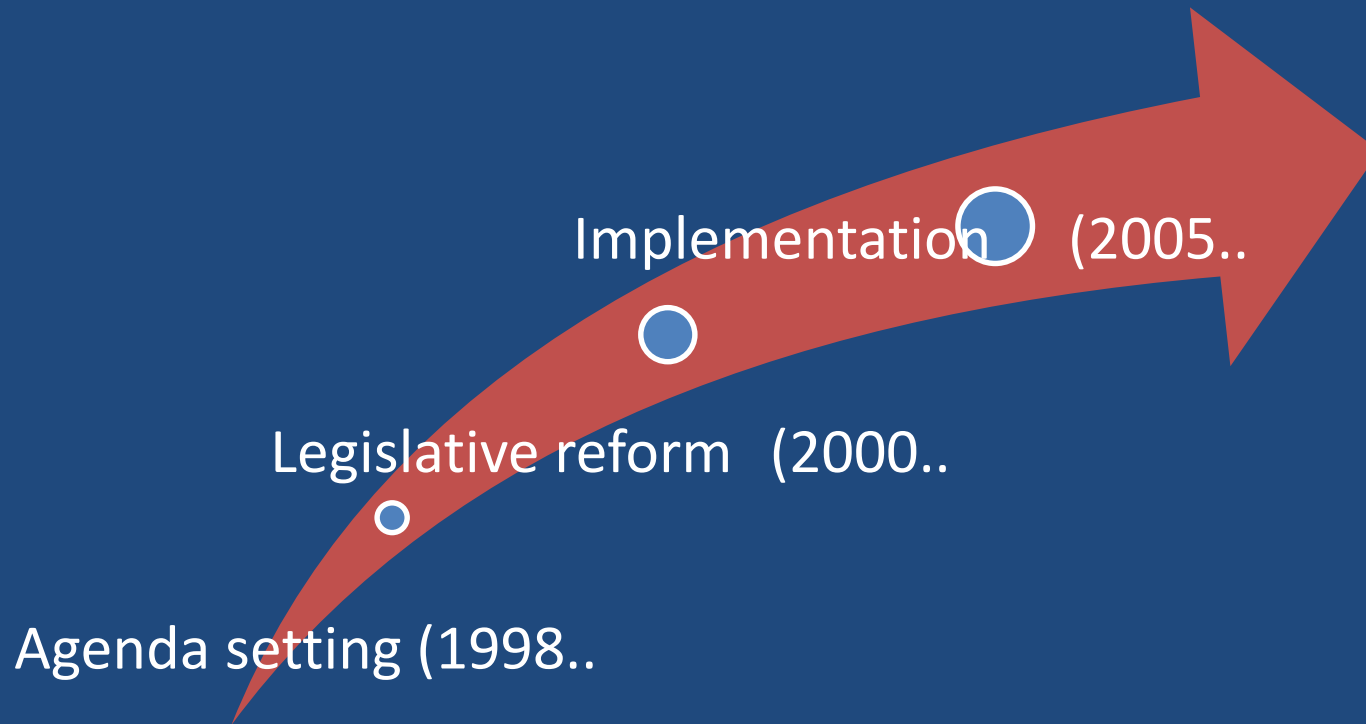
- Post-economic crisis: clear impact on funding and jobs
  - Education for a job vs education for work?
  - Transferable skills
- Europe in Question?: Brexit, free movement
- Continuous expansion in the demands on HEIs
- Demography:
  - ageing populations
  - People without papers
  - Papers from different systems
- Bologna system must be able to respond to these challenges



# Opinber framlög (á fjár- og fjárukalögum) til háskóla (á verðlagi 2014) og þróun ársnema 2000-2014



# Overview of developments

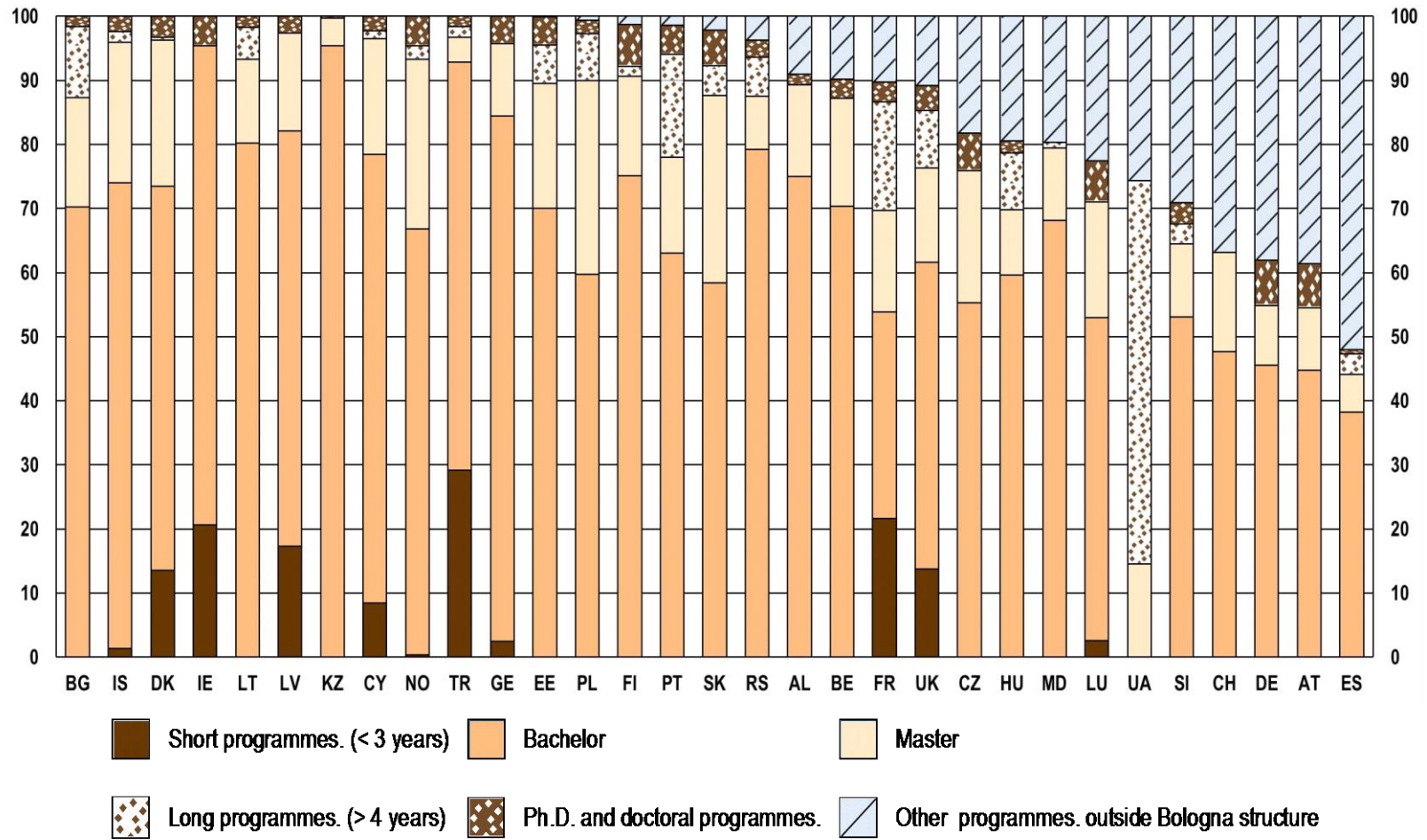




# The current state of implementation



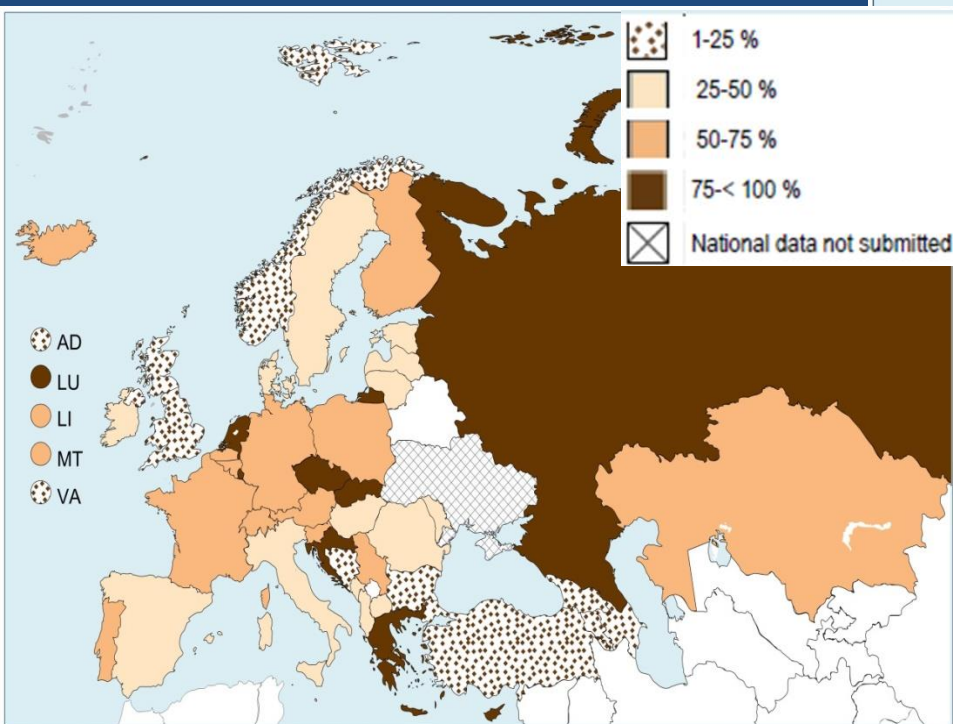
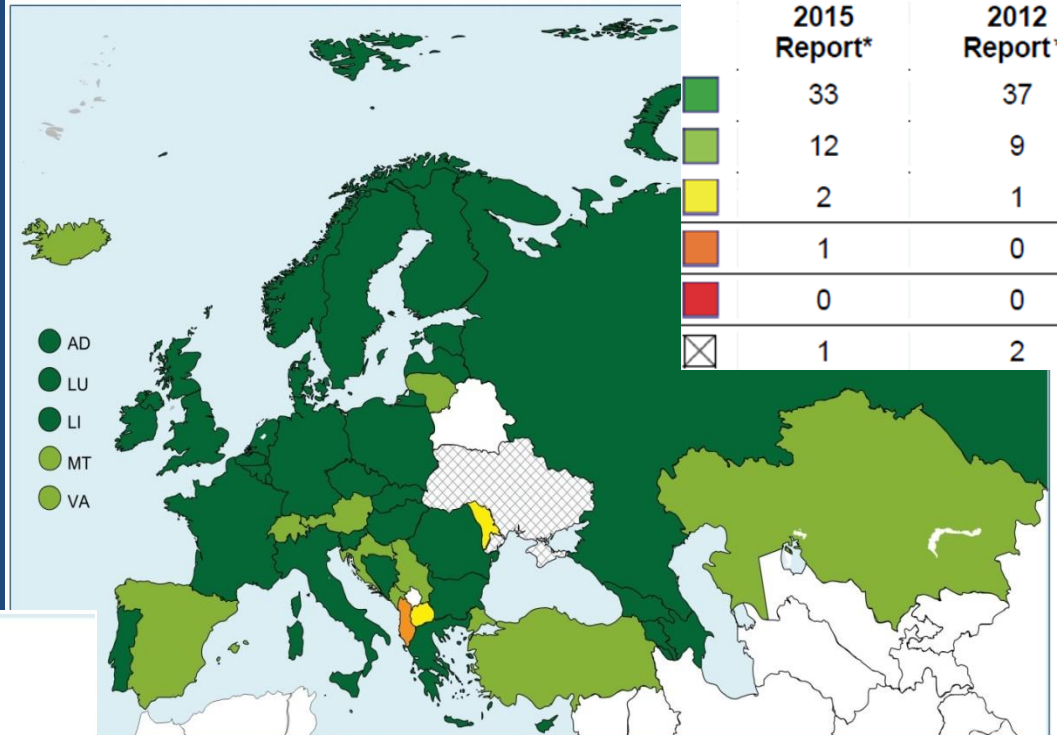
# Bologna Basics



# The Bologna Basics: Degree systems

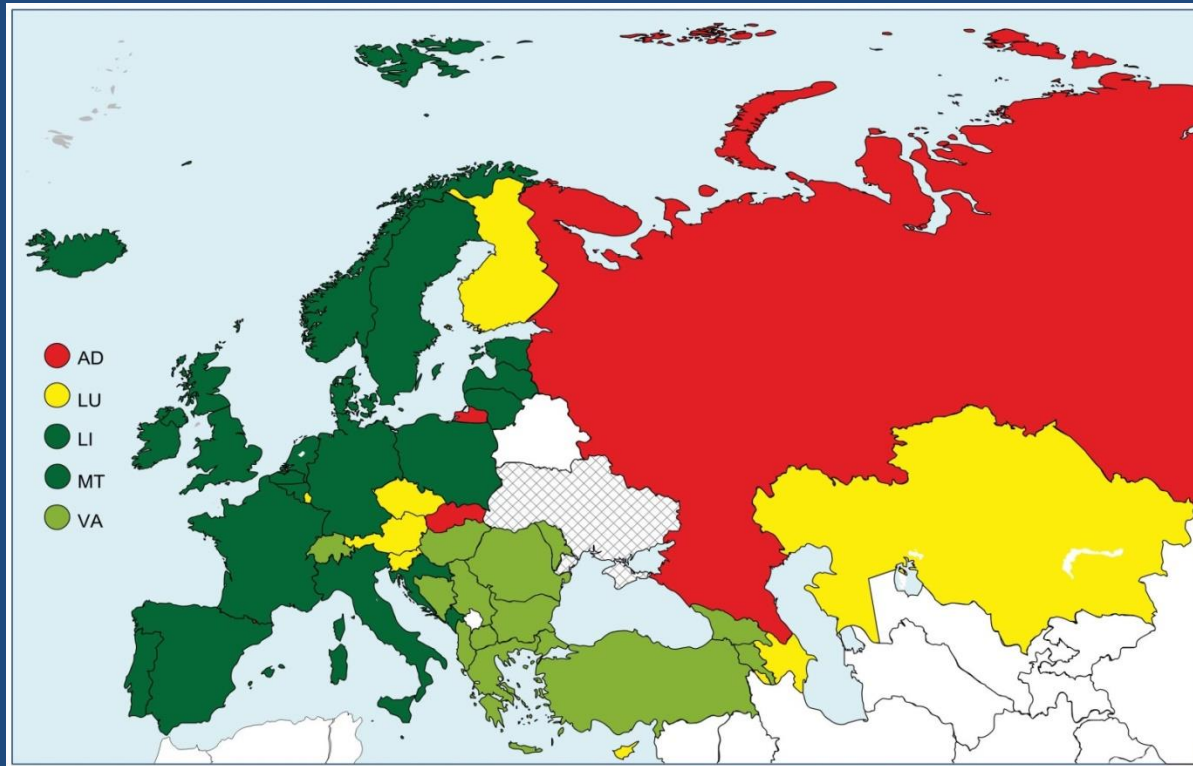
- First and second cycle implementation has improved:
- 1st cycle: 180 to 240 ECTS; 2nd cycle: 60 to 120 ECTS
- Combined length 240 - 360 ECTS: Variations in length may lead to recognition problems
- Extreme variation in nr students continuing into 2nd cycle
- Short-cycle: status and purposes differ (little comparability)

# Access of first cycle graduates to the second cycle



Share of first-cycle students continuing studies in a second-cycle programme

# Qualifications frameworks



	2015 Report	2012 Report
Green	24	10
Light Green	14	13
Yellow	7	18
Orange	0	2
Red	3	4

38 countries in 'green', but 10 others have not started implementation at institutional and programme level, and some show no progress since 2012.

Non formal qualifications often problematic

# Recognition of qualifications and credits

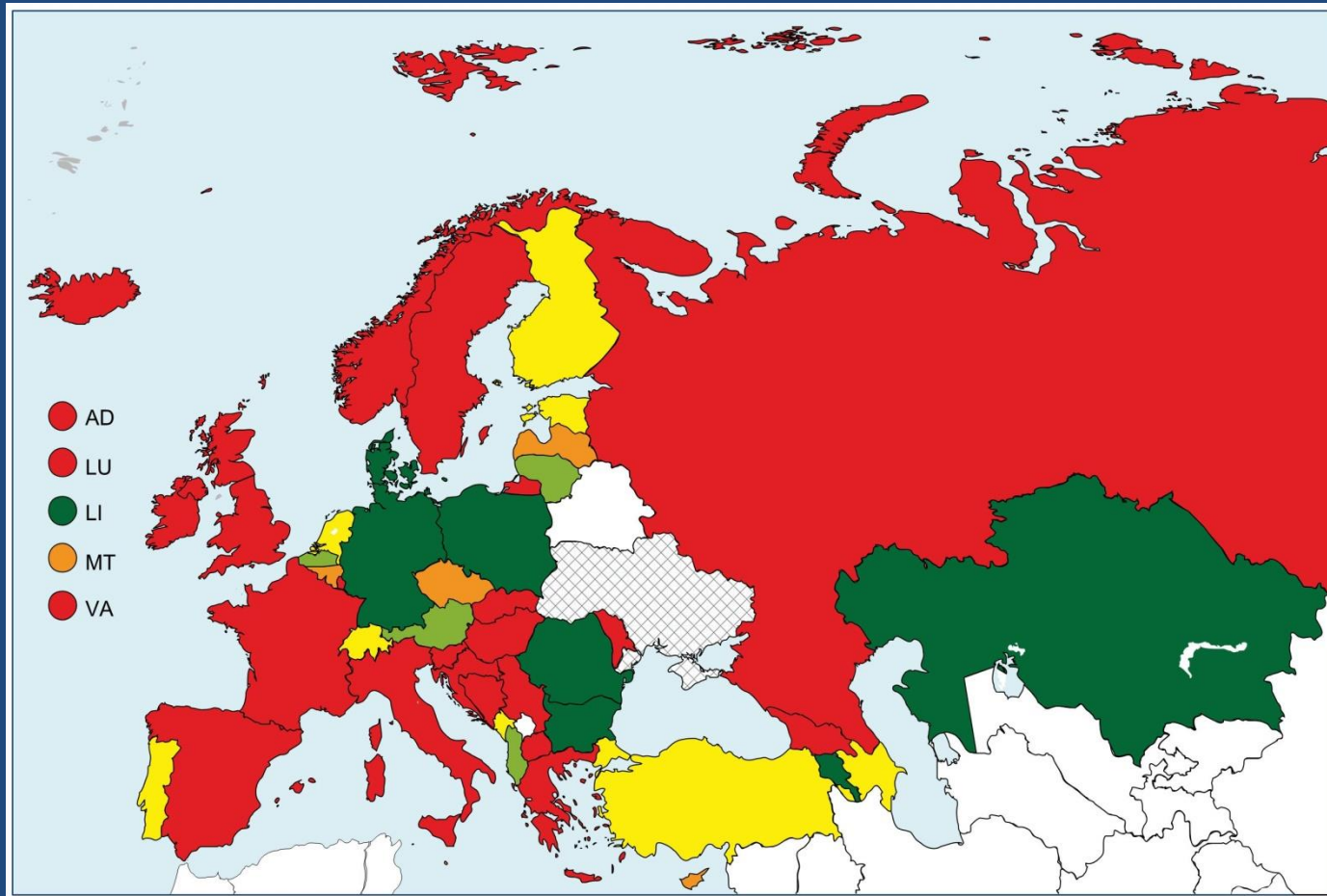
- All but one EHEA countries have ratified the LRC
- (Only) 10 countries specify the main principles in legislation
- HEIs make most decisions upon recognition of qualifications and all decisions on credits gained abroad
- Revised ESG includes duty of QA to monitor recognition
- Pathfinder group has demonstrated that automatic level recognition can be achieved with political commitment
- Diploma supplements – improved use but 2/3 do not fulfill all requirements, in particular automatic issuing

# Quality Assurance

- Dynamic evolution continues...
- However:
  - Participation of stakeholders sometimes still problematic
  - lack of attention to social dimension
  - Slow progress in allowing EQAR-registered agencies to work across EHEA
- Challenge of European approach to joint programmes



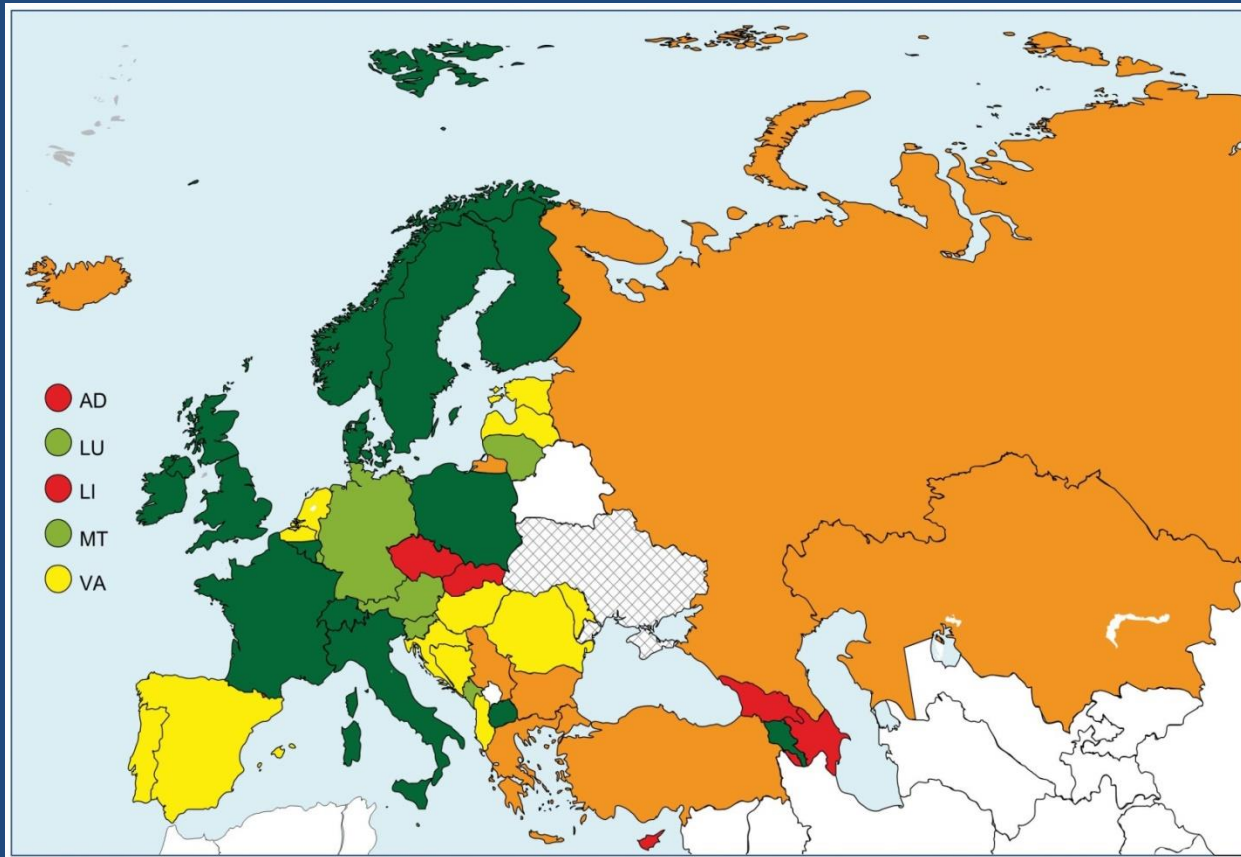
# Openness to cross-border QA



	2015 Report
	8
	4
	8
	5
	23



# Student participation in QA



	2015 Report	2012 Report
	14	11
	7	11
	13	13
	7	5
	7	7

# Lifelong Learning

- A necessity, not an add-on luxury: because of changing economic, demographic and social environment
- In 2/3 of countries, less than 6% of adults with higher education obtained a qualification over the age of 30
- Adult needs not sufficiently addressed in system planning
- Many systems have work to do on access, recognition of prior learning, flexible learning paths

# Outcomes and Employability

- Not the same reality everywhere
- Non completion rates worryingly high (3 out of 10 fail to finish a programme they start)
- Graduate jobs have been hit by crisis, although graduates are still better off than lesser educated in 2/3 countries
- Measures such as labour market forecasting under-developed
- Employability of disadvantaged students/graduates ignored

# Inclusive higher education

- Aspirations for inclusive higher education remain: but policy, strategy and action unclear
- Gender: male student under-representation is an issue, and particular study fields show strong imbalance
- Parental education: strong predictor of attainment
- Migrants: much less likely to attain a degree
- Commitment to policy with clear, measurable targets promised (since 2007), but few countries have delivered...

# Internationalisation and mobility

- National strategy and action lacking, with countries tending to be reactive to developments (eg joint degrees, MOOCs)
- *"With a view to promoting student mobility, Ministers will take the necessary steps to enable the portability of national loans and grants"* (Berlin 2003)
- Only 10 countries now have full portability

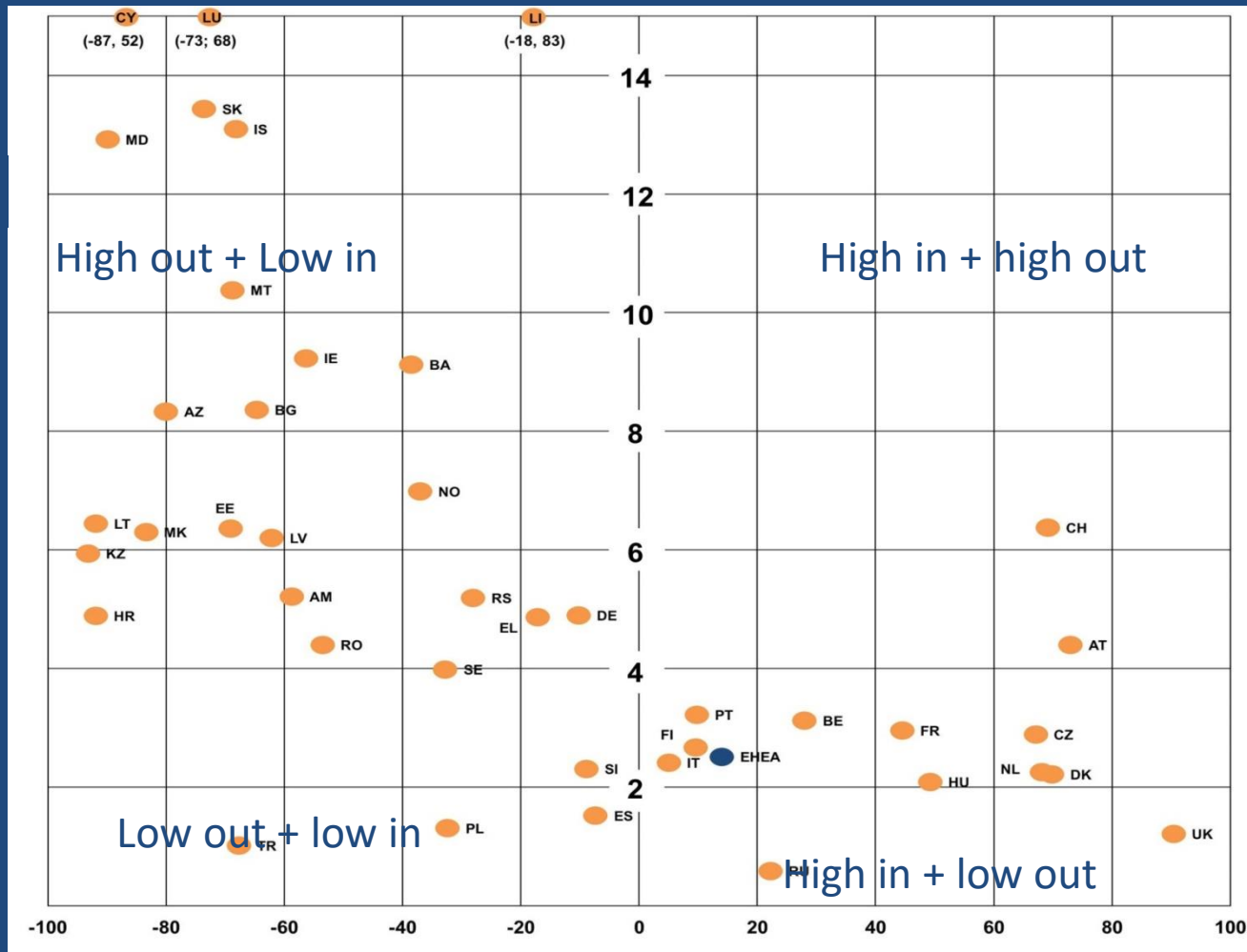
# Balanced Degree Mobility

LIMITED

OPEN

CLOSED

ATTRACTIVE





**EHEA**  
ministerial  
conference **20**  
**YEREVAN15**

# Yerevan conference and Communiqué 2015

- An (unexpected) success
- More engagement from Ministers/high level policymakers
- 4 key themes:
  - - Teaching and Learning
  - - Employability
  - - Inclusive higher education
  - - Implementation
- A new start?



# Good things come to those who wait...

## Progress with Bologna tools

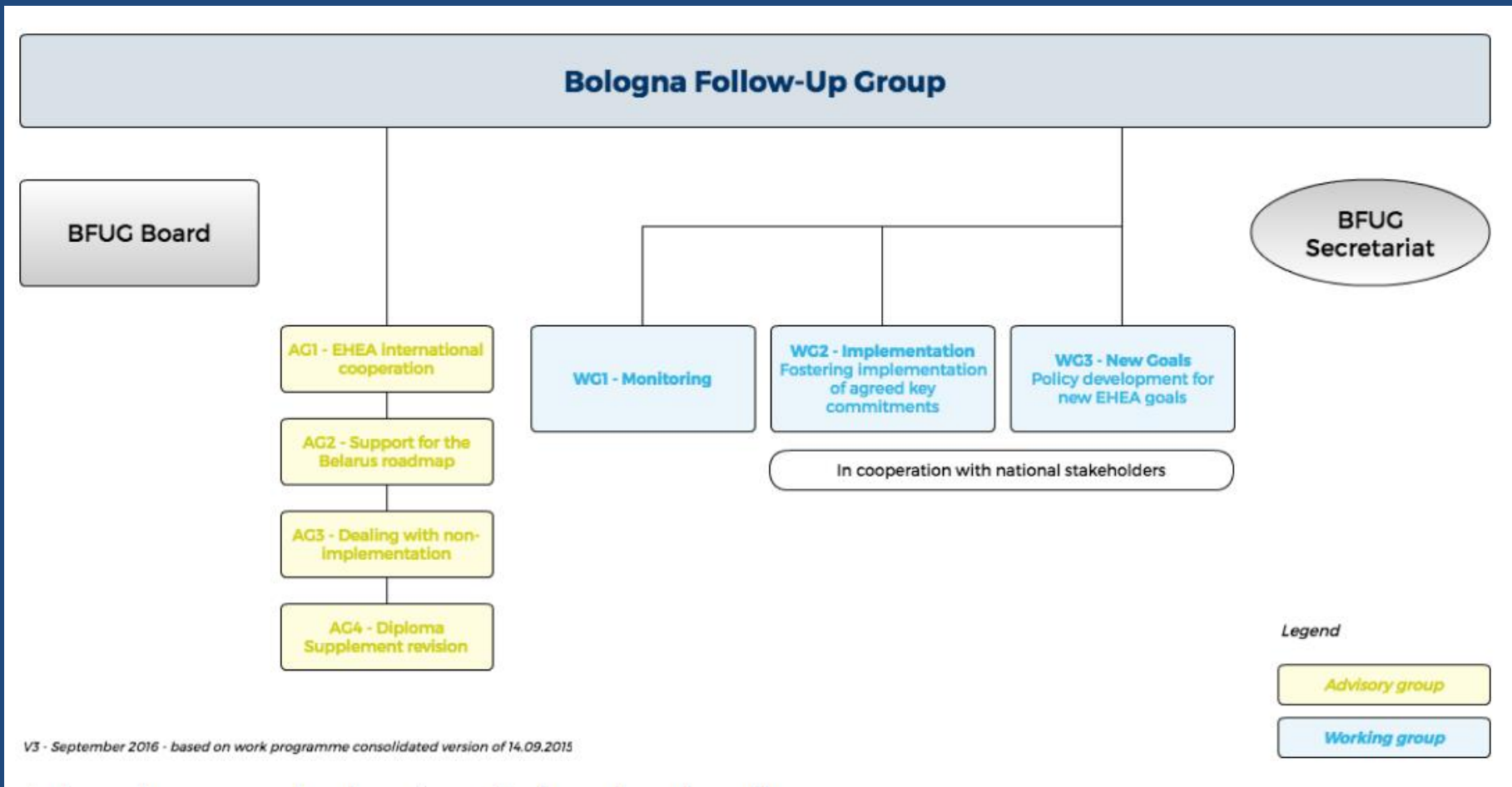
- ECTS Users Guide:
- Very clear, user-friendly update
- ESG 2.0:
- Updated, and more policy relevant
- European approach to QA of Joint Programmes:
- Prioritising European objectives over national procedures

# Good things come....

## Teaching and learning

- Until Yerevan, teaching and learning treated as a by-product of structural reform (3 cycles, QA, widening participation etc)
- Findings of Implementation Report – patchy use of ECTS, uneven progress on NQFs, and countries where student-centred learning is not valued...
- Now a central objective

# Work Programme 2015-2018



# So has anything really changed since 2015?

- Awareness that fundamental issues unsolved (recognition still problematic, social dimension ignored etc)
- Debate on Belarus accession has re-opened the question on bigger goals: vision for open, inclusive European higher education
- Focus on ensuring that commitments are implemented, that important issues are discussed, and that change is real
- Momentum for change, but is it slipping away?