

The Bologna Process

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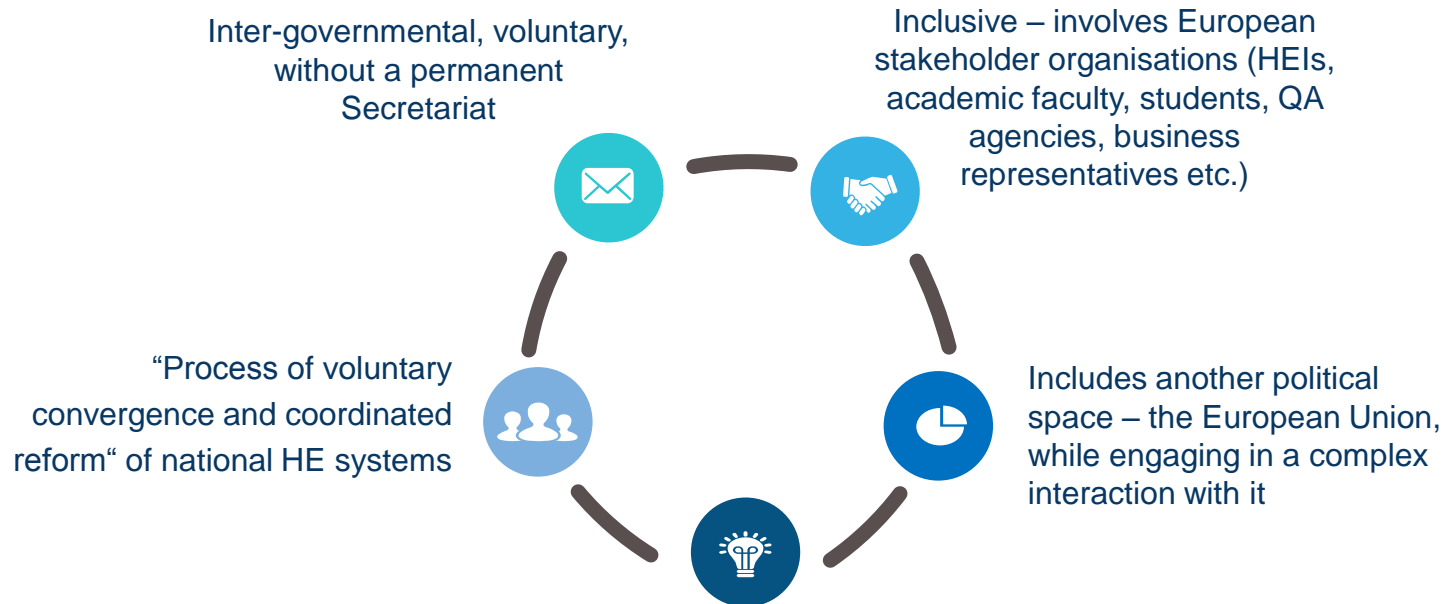
Romania

EHEA – a political reality



- 48 member countries
 - 20 years of existence for the Bologna Process
- 9 years since the launch of the European Higher Education Area

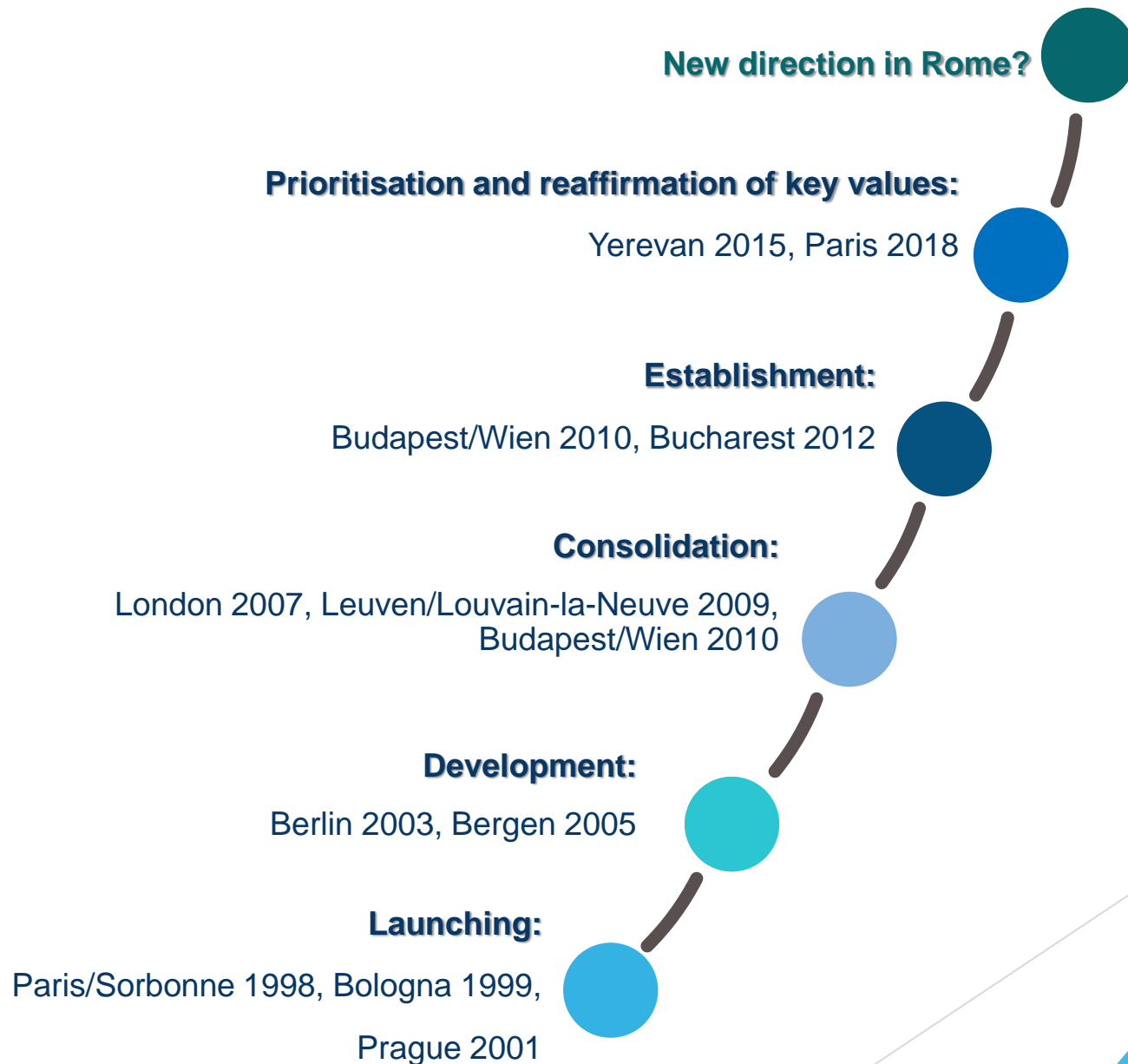
EHEA Characteristics



Grounded on European values:

- ✓ public responsibility for HE,
- ✓ institutional autonomy,
- ✓ academic freedom,
- ✓ commitment to integrity
- ✓ and stakeholder participation

EHEA evolution



What should it achieve?

1

More coherent and comparable national HE systems

2

Engagement in dialogue with other HE areas
(Bologna Policy Forum)

3

Enhanced competitiveness and attractiveness
of Europe as an international HE hub

4

A European dimension to HE across the continent and
enhance mobility of students and staff

The Bologna Process



EHEA Achievements

1

A space for policy dialogue, a common vocabulary and a sizeable group of Bologna Process experts.

2

Three cycle system and ECTS implemented almost fully across the EHEA

3

38 countries have functional qualification frameworks, compatible with the QF-EHEA

4

Almost all countries have ratified the Lisbon Recognition Convention

5

QA = European Standards and Guidelines for QA (which now includes Student Centered Learning and attention to recognition practices) and EQAR

6

EHEA Mobility target: 20% by 2020 (EHEA Strategy to support it)

7

Increased stakeholder participation in decision-making

8

It is still an ongoing process, with (sadly, declining) political commitment

Challenges

Reform fatigue & search for an identity

in line with the new European context
(impact of migration, financial crisis, demographic downturn,
Euroscepticism, extremism and terrorism etc.)

Uneven implementation and difficult translation
of the Bologna Process goals
at the level of academic communities

The move **from structural to in-depth reforms**
(social dimension, enhancing teaching and learning, linking
EHEA with the European Research Area etc.)

EHEA policy documents

Aids in implementation

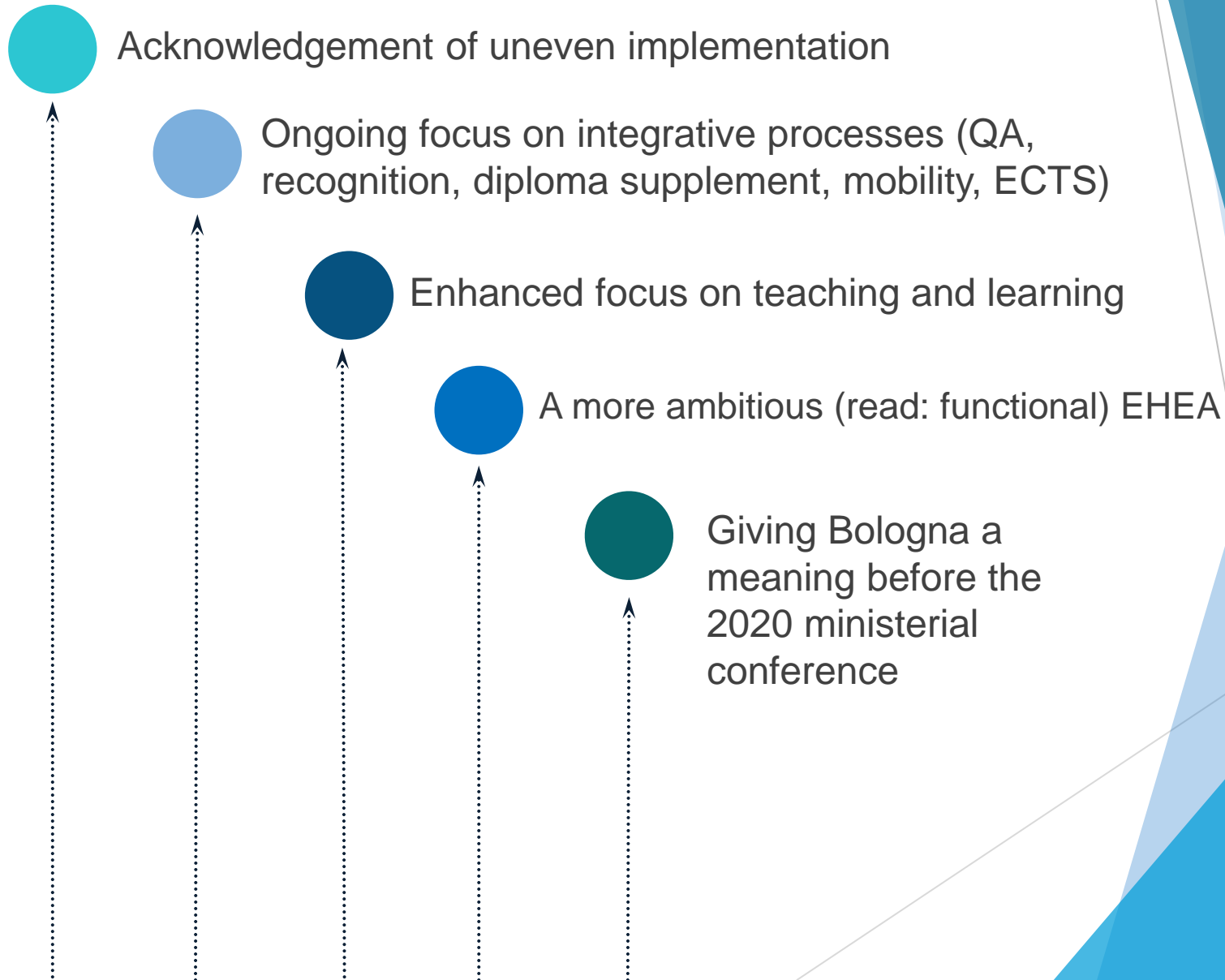


The revised Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

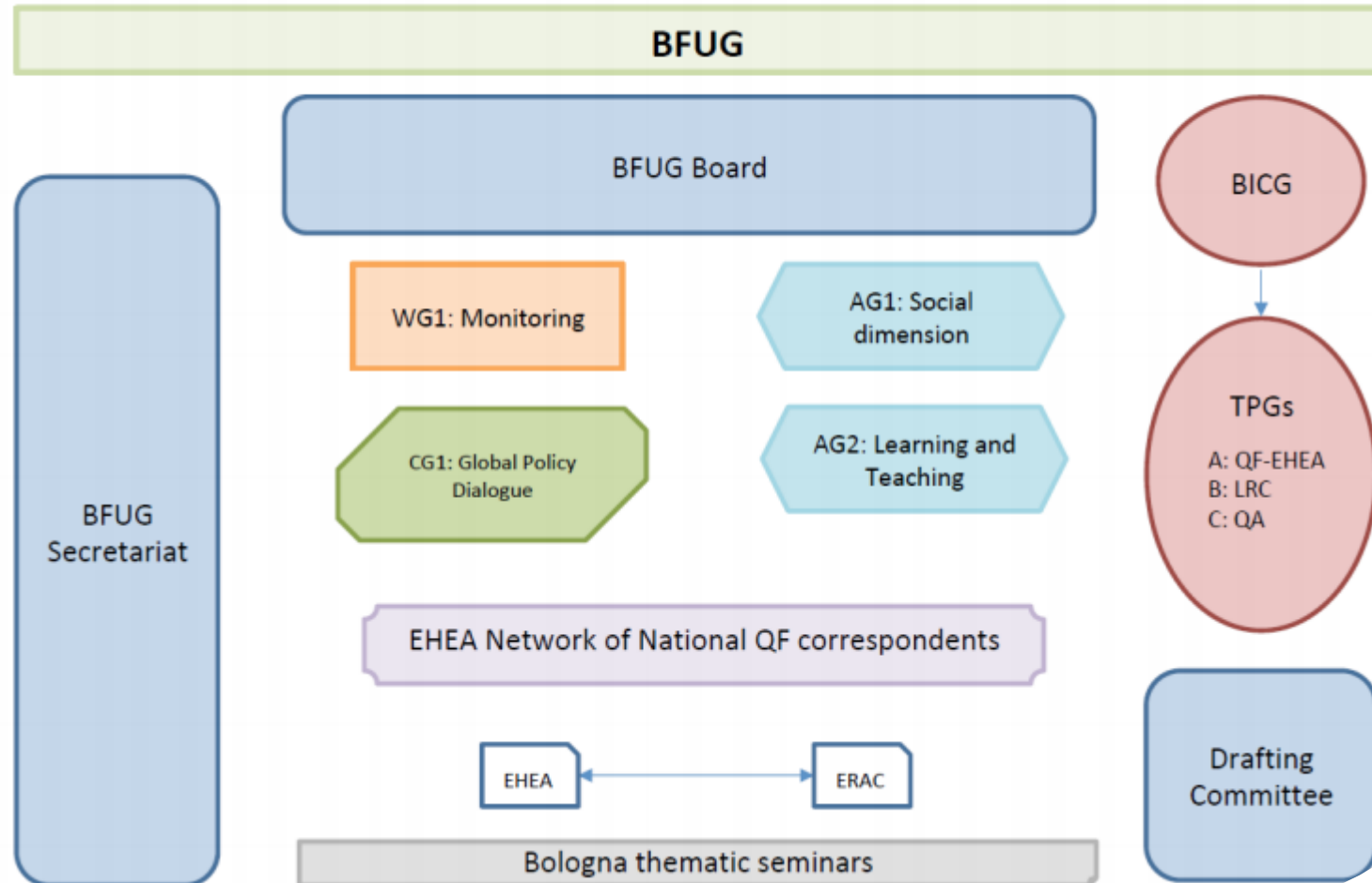
The European Approach for Quality Assurance of Joint Programmes

The revised ECTS Users' Guide, as an official EHEA document

Paris 2018 – a vision or realpolitik?

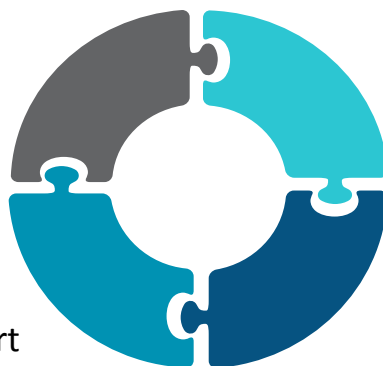


Work plan 2018-2020



Measures adopted in Paris

A Belarus strategy for 2018-2020



Short cycle qualifications as a stand-alone qualification level within the overarching Qualifications Framework of the European Higher Education Area (QF-EHEA)

Key commitments and peer support

- ✓ Group A: QF, ECTS
- ✓ Group B: Recognition
- ✓ Group C: Quality assurance

Revised Diploma Supplement, with a recommendation for its adoption in identical form in the respective frameworks of the Lisbon Recognition Convention and Europass

Issues: an emerging EU core?

- ❖ There are multiple speeds in EHEA integration
- ❖ European Union/EEA members benefit from free movement, mobility programs and similar or common legislative frameworks
- ❖ European Universities: a tool that will foster greater factual integration?
- ❖ Education a priority in the context of Brexit
- ❖ Multi-speed integration with the European core (e.g. Turkey is a party to Erasmus+ despite not being a member).
- ❖ Risk of non-EU EHEA members being separated from the rest

State of implementation by 2018

Some areas are nearly fully implemented across the EHEA

These include the three cycles, recognition or use of quality assurance



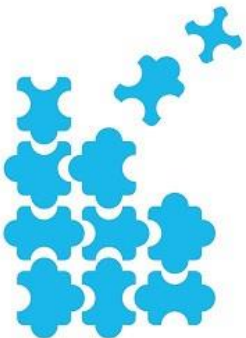
Ongoing, slow improvements

Assessment of implementation is still largely dependent on countries reports and does not necessarily reflect *de facto* implementation



Others are work in progress (e.g. at the `developing strategies` stage)

These include teaching and learning, the social dimension, employability (dependent on economic contexts), internationalization and common values



EUROPEAN
Higher Education Area

Beyond technical reforms...



*“The Bologna Process has created a **space for dialogue and cooperation** which reaches far beyond Europe. Dialogue not just about the technicalities of credit systems and quality assurance, but about the fundamental principles – freedom of expression, tolerance, freedom of research, free movement of students and staff, student involvement and the co-creation of learning – that reflect the basic values on which European society is based.”*

*Tibor Navracsics,
Commissioner responsible for Education, Culture, Youth and Sport
Preface to the 2015 Bologna Process implementation report*

Lessons learned (1)

Formal implementation is different from results achieved

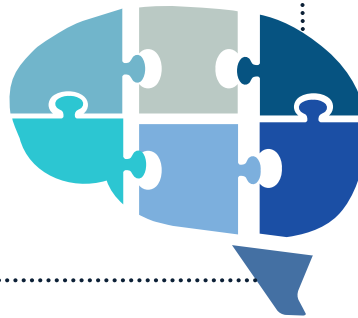
E.g. national qualification frameworks (NQF) are in place, but few national cases that managed real involvement of employers, in order for NQF to be recognised and used

Policy instruments need to be **fit for purpose and in line with the current realities**

(QA and QF are clear examples in this regard)

Reaching mutual understanding of policy priorities and instruments

is perhaps the most underestimated feature of an educational space. No overarching cooperation in HE can be achieved only with governmental commitment



Lessons learned (2)

Public support

from the wider public
for the HE policy
space is essential

No progress
without **real
political
commitment** (no
double discourse)
and joint effort of
stakeholders
towards common
goals (with
ownership feeling)

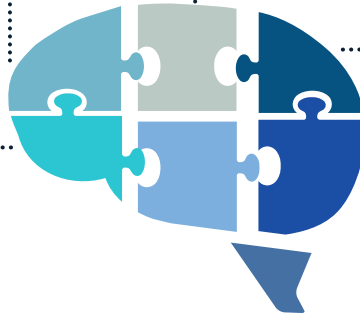
For more effective policies,
reliable research based on
sound data is needed -
enhance the role of HE
research and the dialogue
with policy makers

(see the Bologna Process
Researchers Conferences in
2011 and 2014)

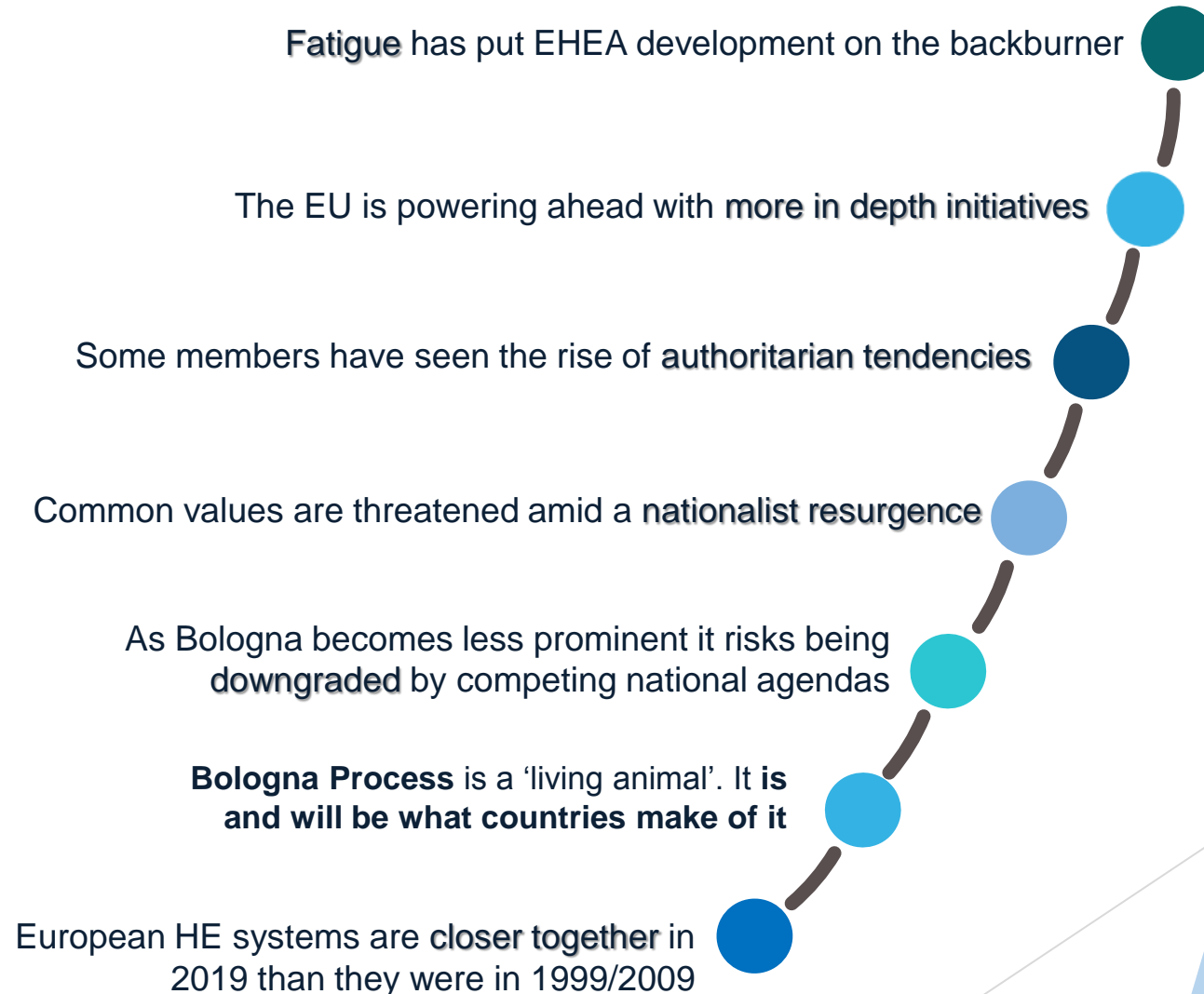
Coherence with other policy areas:

primary and
secondary
education, LLL,
research,
employment,
foreign policy,
immigration etc.

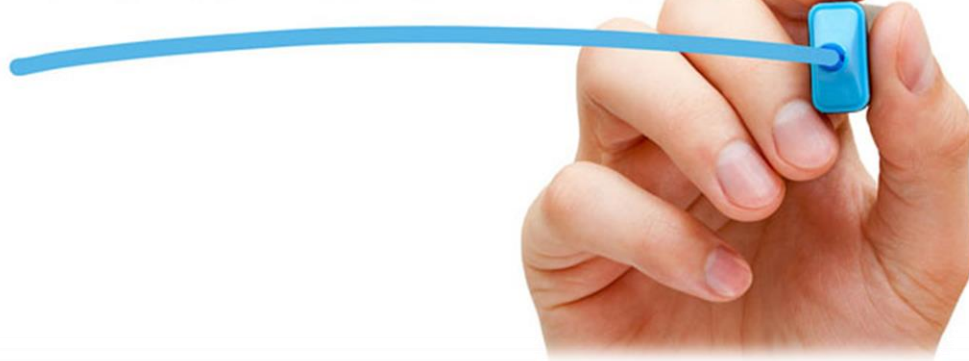
National or regional
'recipes' for reform
cannot be exported



Considerations for the future



THANK YOU



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