

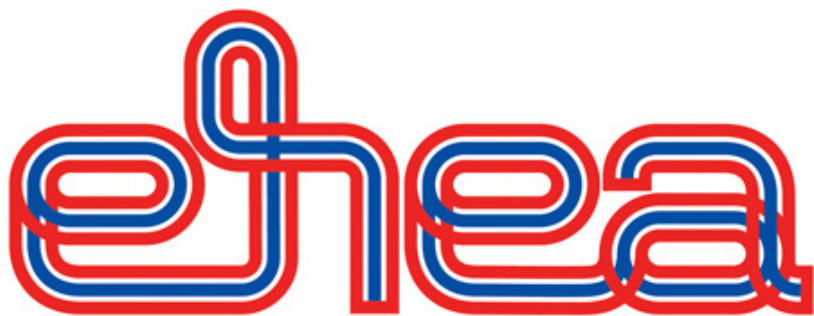


Bologna Process Implementation Report 2024

Tirana Ministerial Conference, 29 – 30 May 2024

The European Higher Education Area in 2024

*Bologna Process
Implementation Report*



About the report

- Focus on implementation of EHEA policies
- Quantitative and qualitative data collected 2023
- 6 chapters:
 - Key Data EHEA
 - Key Commitments
 - Fundamental Values
 - Social Dimension
 - Learning and Teaching
 - Mobility and internationalisation

Key Data for the EHEA

- 33 million students - 11% increase in enrolment 2016 – 2021
- Close to 60% of students are enrolled in first-cycle (bachelor) programmes, more than in the other cycles combined
- Increase in adult graduates (7.1 % of population over 30 graduates in adulthood)
- Small increase in academic staff
- Public investment in higher education stable, but relatively low (1% GDP)



Key Commitments

- Degree Structures
- Recognition
- Quality Assurance

Implementation of agreed degree structures

All commitments



11 systems

23 systems

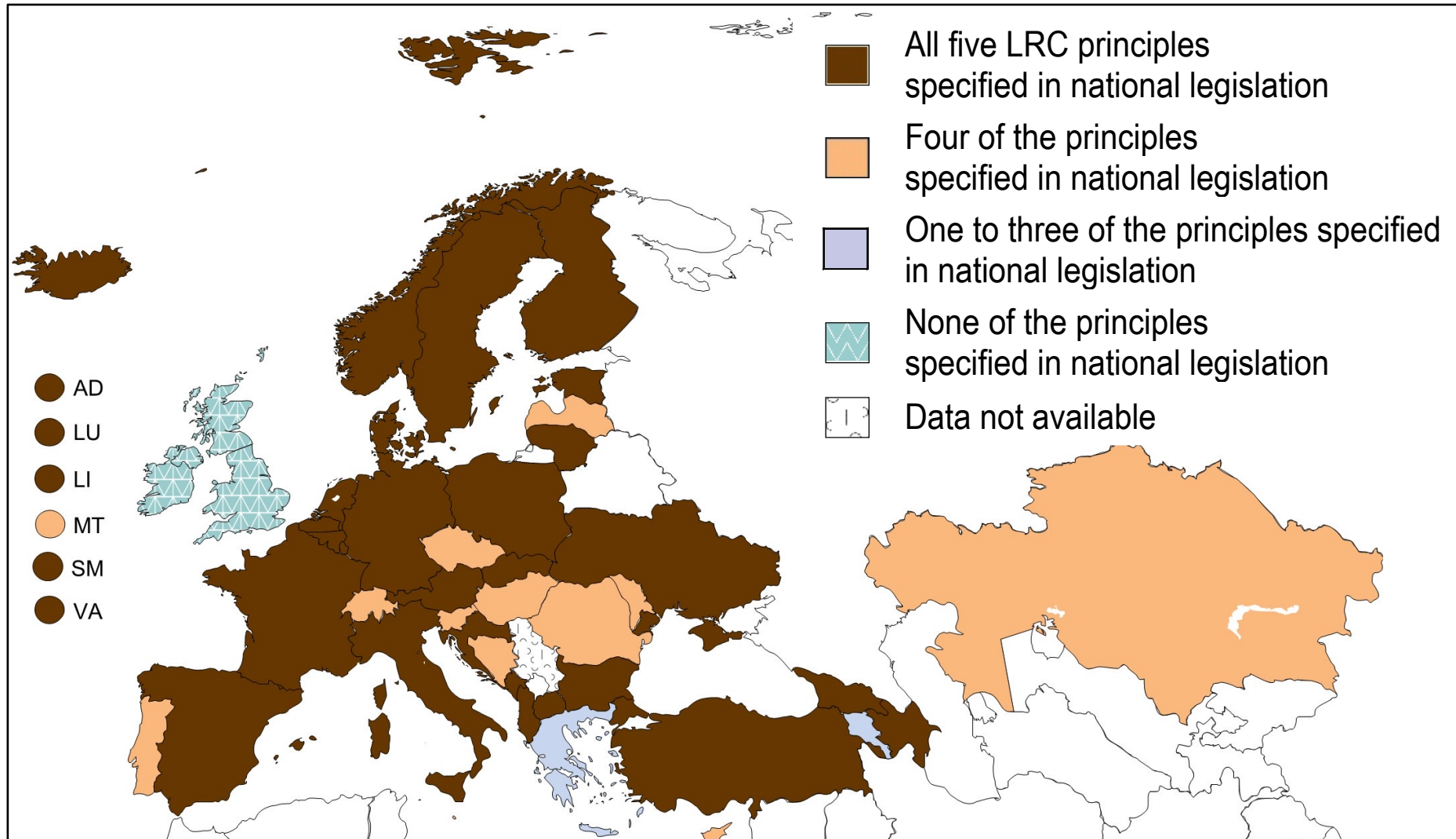


5 systems



2 systems

Lisbon Recognition Convention principles



System-level automatic recognition

For all EHEA

19 systems

For some systems

16 systems

No automatic recognition

13 systems

External Quality Assurance

All HEIs evaluated by
EQAR-registered QA agency

33 systems

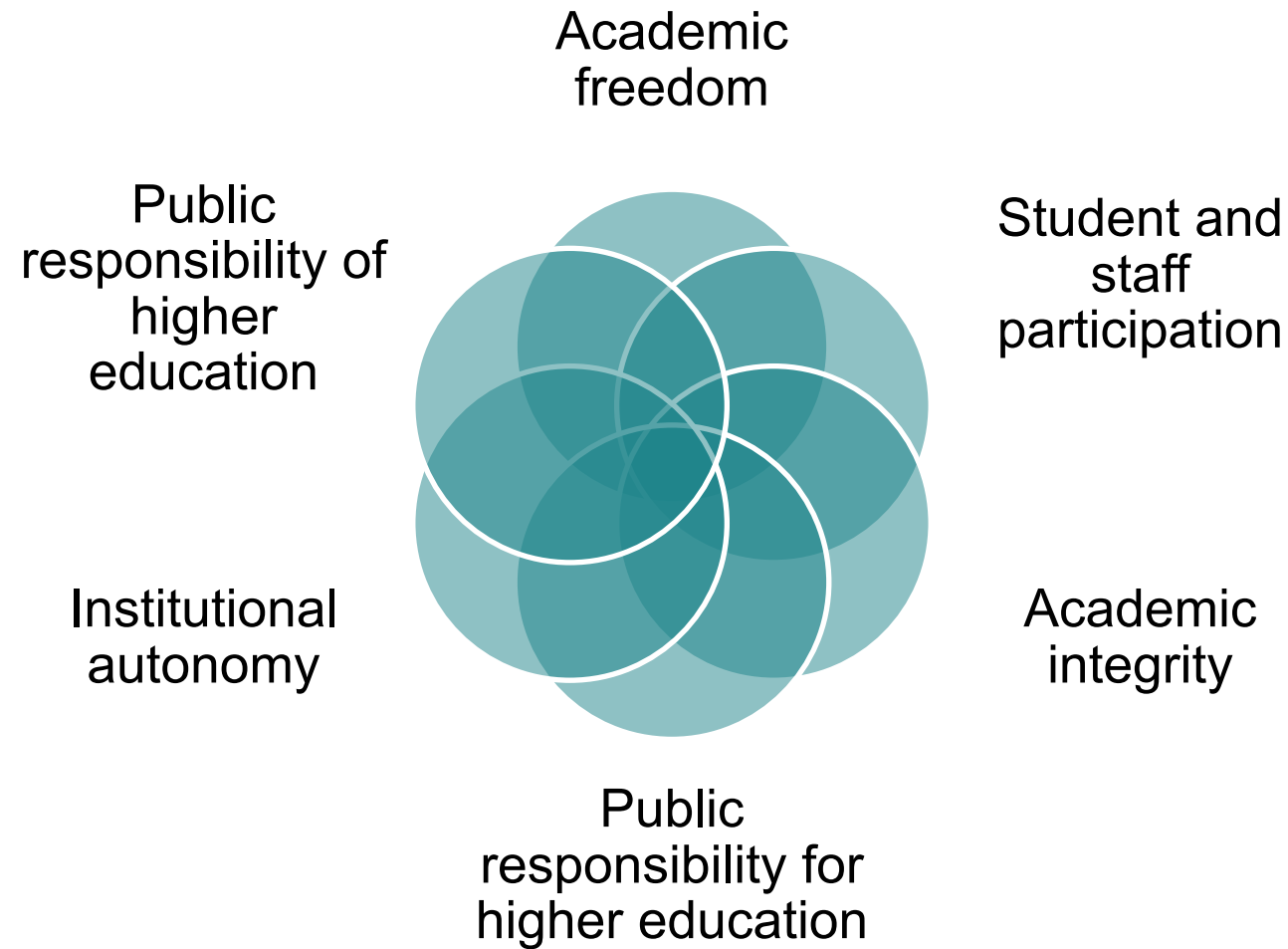
Some HEIs evaluated
by EQAR-registered
QA agency

9 systems

QA not fully
aligned to ESG

7 systems

Fundamental values



Key challenges

- Shared understanding
 - Academic freedom statement adopted
 - Other values, adoption in Tirana
- Legal protection important
- Experience in real life → de facto monitoring
- Not all aspects of values are measurable / quantifiable

Academic Freedom

- In higher education legislation or Constitution in most countries
 - legislation doesn't always define the concept
 - not all definitions cover all aspects EHEA statement

De facto reality: to be explored

Social Dimension

Principles and Guidelines

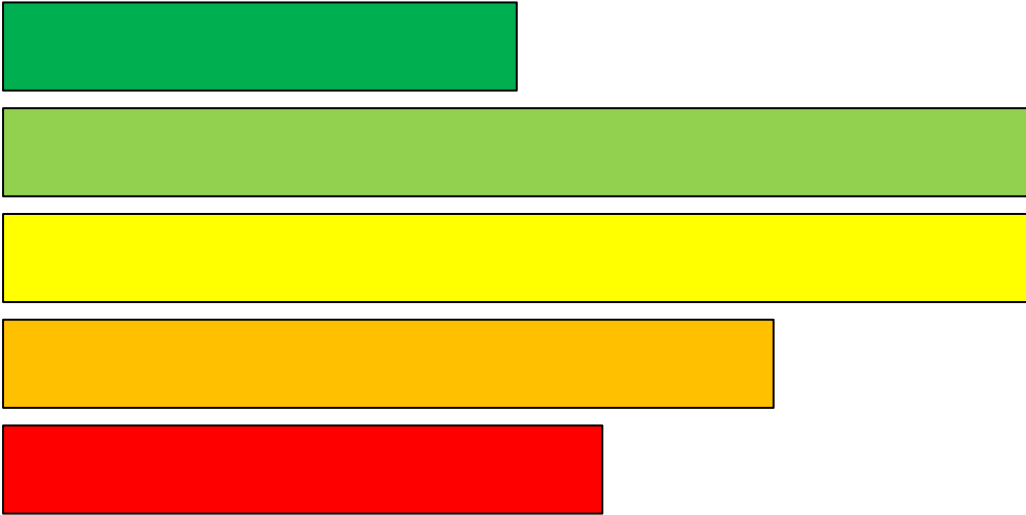
Scorecard indicators for 8 P&Gs

2 P&Gs are mapped (strategic commitment and community engagement)

Considerable variety in outcomes

- Funding, and guidance and counselling best results
(but indicators focus on existence and not effectiveness)
- Monitoring and flexible learning follow
- lifelong learning, inclusive learning environments are weak
- Mobility and policy dialogue are the weakest

Social Dimension (overall average)



- indicators correspond to basic measures of achievement
- A long way to go before commitments fully implemented
- Effort needed at national and institutional level

Learning and Teaching

Focus on system-level strategies and other policy measures

- Student-centred learning not always mentioned in national policy documents
- Most countries restrict flexible study arrangements - recognition of prior non-formal and informal learning, choice of assessment methods, extent of online, blended and distance learning, or part-time studies
- Teaching staff are rarely required by top-level legislation to follow training in teaching, although many HEIs ensure this possibility

Mobility

- EHEA target - 20% of graduates experience mobility by 2020 - not met. One aspect of the explanation is impact of COVID-19 pandemic
- Levels of mobility increase with each higher education cycle
 - most in the third cycle (PhD) (16%)
 - slightly less in second cycle (13.5%%)
 - less again in first cycle (7.7 %)
- In absolute numbers, most mobility takes place in the first cycle (bachelor) as much greater numbers of students in bachelor-level programmes.
- Credit mobility more substantial than degree mobility...

Supporting Ukrainian academic community

- A measure of values in action
- Positive response, mostly building on existing measures
- Widespread provision of financial support - grants
- Language learning support
- Guidance and counselling

Overall, we should be proud of higher education sector's response...

Thank you!

The European Higher Education Area in 2024 Bologna Process Implementation Report

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