

# Achievements, challenges and changes in the Bologna Process

Michael Gaebel  
European University Association (EUA)

## Bologna Process – 1998/99

- compatibility among national higher systems
- quality & international attractiveness
- intergovernmental process (2020: 48 countries + European Commission)
- Consultative members: EUA, ESU, CoE, Education international, ENQA,
- Partnership between ministries & sector organisations
- Only institution: European Quality Assurance Register (EQAR)
- Every 2-3 years: Ministerial Conference & Communiqué

## Coordinated national reforms

- Quality assurance - Standards and guidelines for quality assurance in the European Higher Education Area (ESG)
- 3-cycle degree system (Bachelor, Masters, Doctorate) – EHEA qualifications framework
- Recognition – Lisbon Convention
- ECTS – Learning outcomes
- Mobility
- Social dimension
- Lifelong learning

## 2010: European Higher Area – unfinished business ....

# Tackling problems of reform implementation

## Good goals, insufficient follow-up

- Mobility: 2009 benchmark 20% by 2020
  - data collection
- Social Dimension: access, equity and inclusion

## Uneven implementation of key commitments

- Recognition
- 3 study cycles/ qualification frameworks
- Quality Assurance

## **Bologna Mobility Benchmark 2020 – 9.4%**

“...it also gave a significant push to improving the international data collections on mobility in general, and on credit mobility in particular - even if this remains work in progress.” Bologna Process Implementation Report 2020

## **2020 Principles and Guidelines to Strengthen the Social Dimension:**

“Public authorities should engage in a policy dialogue with higher education institutions and other relevant stakeholders about how the above principles and guidelines can be translated and implemented”.

## **2018 launch of peer learning**

“progress has been made while implementation remains uneven, both between policy areas and between countries” (2018 Communiqué)

## Support to sector development

- learning & teaching, digitalisation

- 2018 Communiqué: “cooperation in innovative learning and teaching practices as another hallmark of the EHEA.”
- 2020 Communiqué: Recommendations to national authorities

## Infringement of fundamental values

- University values: academic freedom, institutional autonomy, participation of students and staff

### **Working Group on fundamental values:**

- foster constructive dialogue and peer-learning
- develop monitoring

## From top down reform to more sector participation

- Confirming the responsibility of institutions & their members (e.g. quality assurance, learning & teaching)
- Recognise the distance between the Bologna Process & the higher education sector
- Emphasis on collaboration with the sector

« **transnational seminars, workshops and hearings** addressing the wider higher education community ... to discuss present and future goals and explore collaborative ways to address them » 2020 Communiqué

## Changes in the Bologna Process

- Slight shift from « governmental reforms only » to « transformation through support for the sector »
- changes in « working methods »: peer learning, joint projects among ministries & with sector representative organisations
- More participatory - more transparent - [www.EHEA.info](http://www.EHEA.info)
- Continuous and resilient
- Bologna Process continues (at least until 2030)
- How to further improve the Bologna Process?



## 19 November – Bologna Ministerial Conference

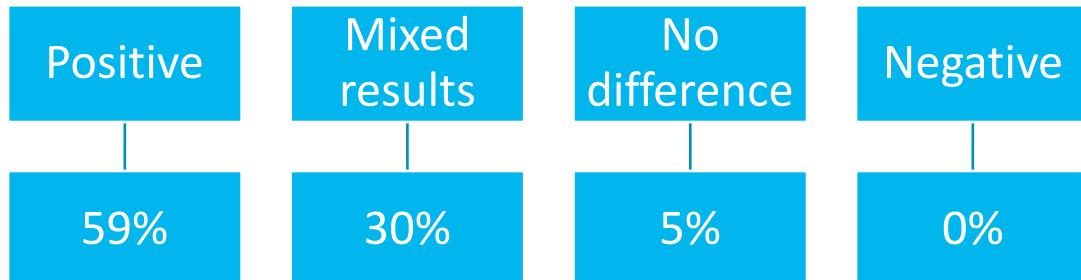
- online / web-streamed
- 2020 Communiqué
- Bologna Process Implementation Report: Progress over 20 years
- 2024 workprogramme
- Bologna Process Secretariat & next Ministerial Conference hosted by Albania

# Sector responses



## University leadership (2015)

The realisation of the EHEA was



## Should the Bologna Process continue? (EQAF 2017)

