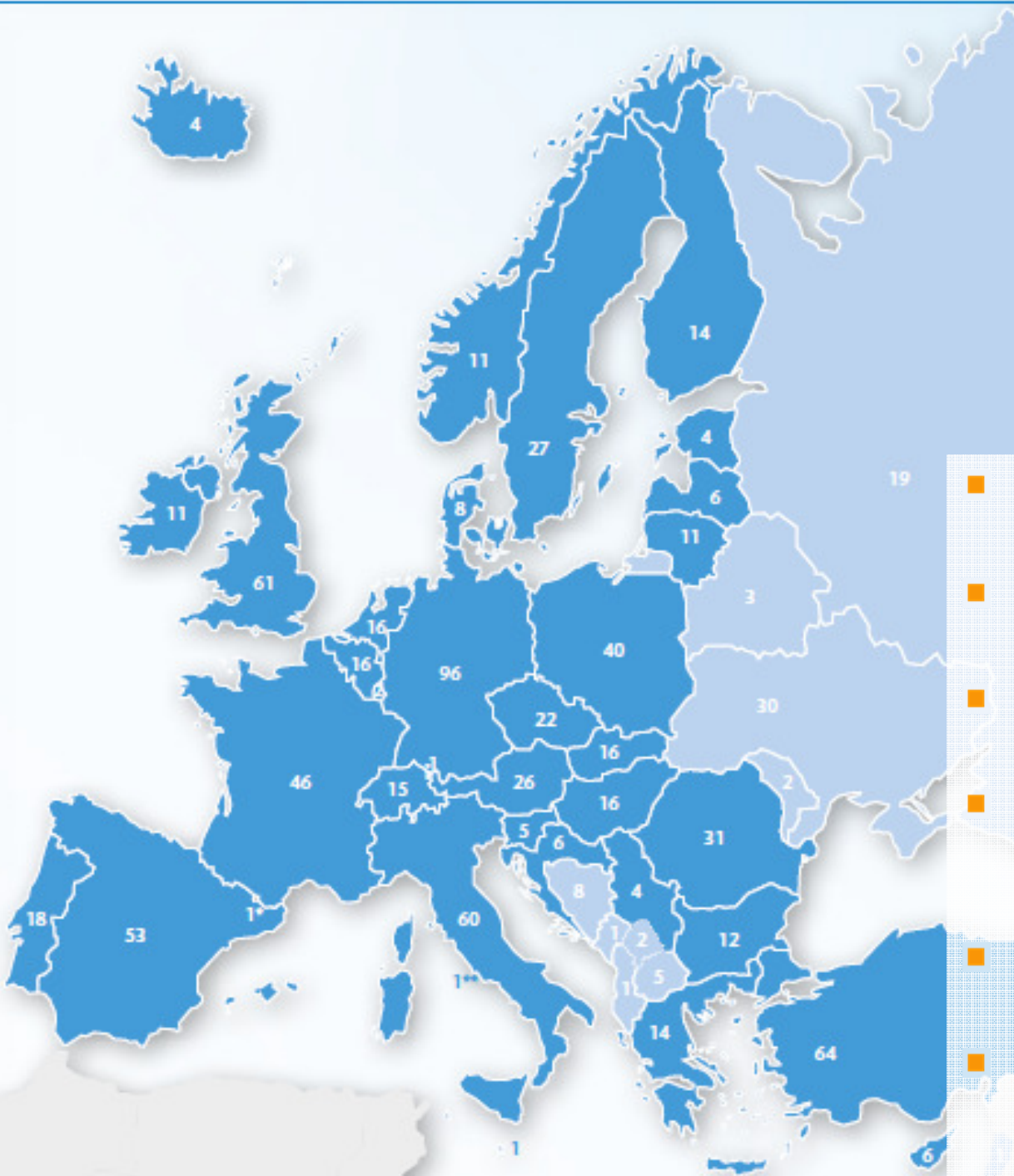


The European Higher Education Area:

Development, state of play and prospects for the future

Michael Gaebel

European University Association (EUA)



- 850 members in 48 European countries
- Learning and Teaching - Universities in the EHEA
- Research and Innovation – Universities in the ERA
- Internationalisation – European Universities in a Global Context
- Governance, Funding and Public Policy Development
- Institutional Development – Quality Assurance

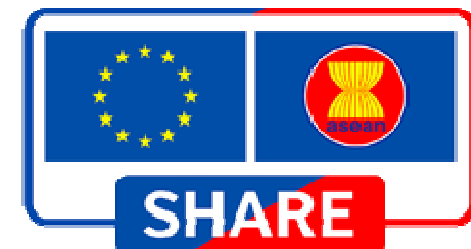
EUA's International cooperation

- Interregional exchange
- Usually with university associations
 - ✓ Transatlantic Dialogue – American Council for Education, Universities Canada
 - ✓ Association of African Universities, SARUA
 - ✓ Association of Arab Universities
 - ✓ ASEAN University Network
- Participation in China-EU PP Dialogue
- Institutional & system Development

Asia Link 2002-2010



EU-SHARE 2015-2019



EHEA: two European processes

- **European Union** - Lisbon Strategy - EU 2020 / Education & Training 2020 / Modernisation Agenda – 28 EU MS and EU access/ associated countries
- **Bologna Process:** 1998/99 – 48 countries



<http://www.ehea.info/pid34250/members.html>

European Union: policies & funding

- Competence for higher education – EU Member States
- EU: can support through policies, studies, instruments and funding
 - ✓ 1980s: Erasmus programme, ECTS scheme ...
 - ✓ ET 2020, Modernisation Agenda
 - ✓ 2017 European Graduate Survey
 - ✓ European Qualifications Framework
 - ✓ European Neighbourhood policy - international exchanges
 - ✓ Erasmus + Programme
- European Commission – member of the Bologna Process

Bologna Process

- European governments + EC + consultative members (universities, colleges, students, QA agencies, staff unions, business sector, Council of Europe)
- Ministerial Conferences – every 2-3 years
- BFUG = Bologna Follow-up Group
 - ✓ Working groups (sub working groups, task forces ...)
- Rotating Secretariat (currently France)
- Cost-sharing (+ EU support)
- Outcomes:
 - ✓ Ministerial Communique + reports
 - ✓ Bologna Implementation Report - data
- Implementation at national level
- How? At what conditions? Funding? Systematic involvement of universities, staff and students



Bologna Goals

- **Converged degree structures:**

- ✓ titles, definition by duration, credits (ECTS) and learning outcomes
 - student centred
- ✓ Quality assured, recognised

- **Mobility**

- Shared principles for **Quality Assurance & Recognition**
- **Social Dimension**
- **Lifelong learning**

Other issues ...

- Rankings / Transparency instruments
- Funding
- Employability
- Values – academic freedom – institutional autonomy

Policies & instruments

- **ECTS** – European Credit Point Transfer & Accumulation System
- **EHEA** Qualifications Framework (***Bergen 2005***)
- Standards and Guidelines for Quality Assurance in **EHEA (ESG - *Bergen 2005 – revised in Yerevan 2015*)**
- European Quality Assurance Register for Higher Education (**EQAR - *London 2007***)
- Strategy of the **EHEA** in a Global Setting (***London 2007***)
- **Mobility benchmark**

“20% of those graduating in the European Higher Education Area should have had a study or training period abroad.”
- **National targets for widened participation** “Each participating country will set measurable targets for widening overall participation and increasing participation of underrepresented groups” (***Leuven/L.-la-N. 2009***)
- **European Approach for Quality Assurance of Joint Programmes (2015)**

Bologna & its international reception

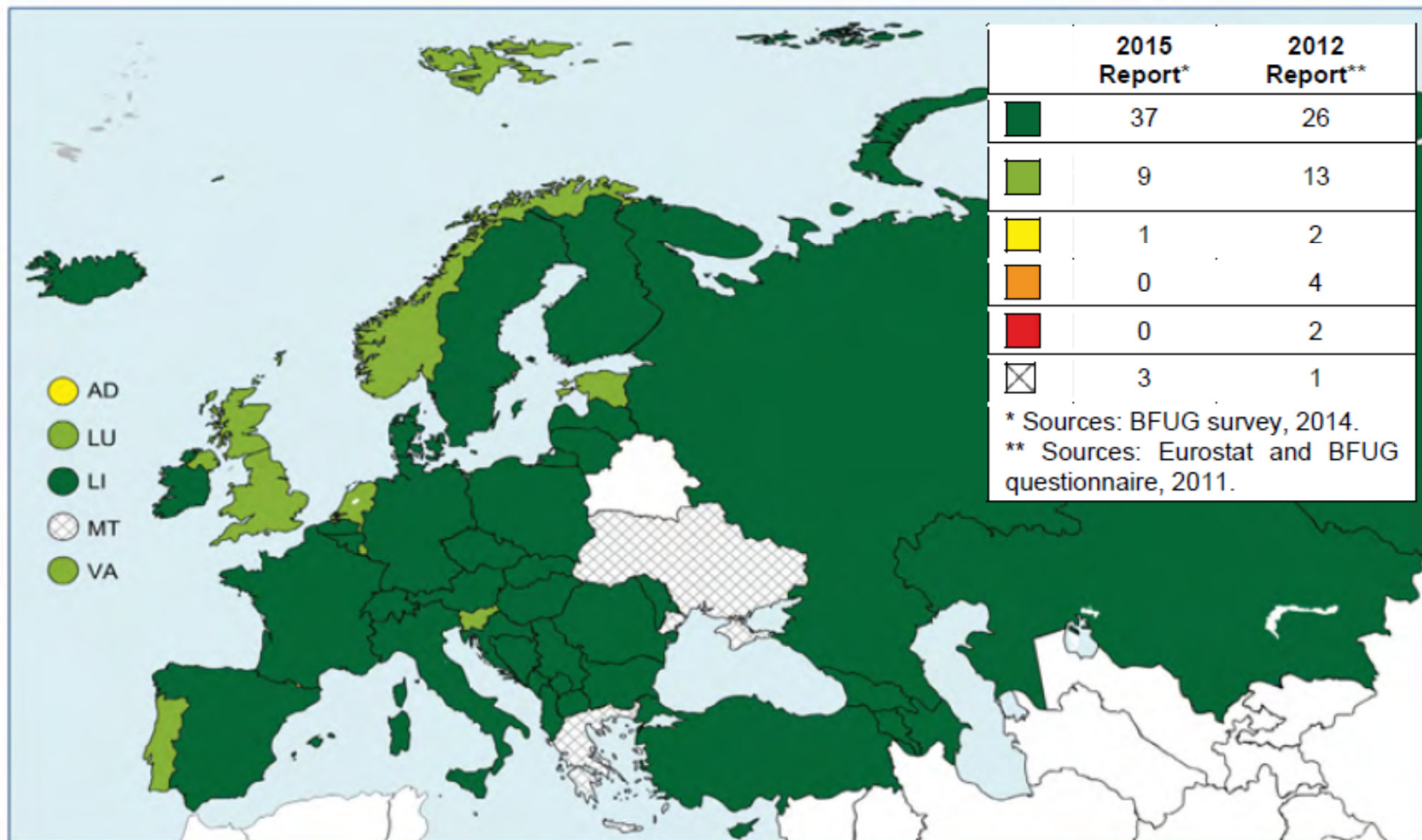
- Initial international concerns:
 - ✓ Fortress Europe/ 2nd colonisation
 - ✓ Standards to keep others out or conquer them
 - ✓ Worry about the quality
- Interest:
 - ✓ Model for higher education modernisation
 - ✓ Model for regional convergence, harmonisation, regionalisation, internationalisation
 - ✓ Portability of reforms - if 48 country do this ...
 - ✓ Do it differently
- Since 2009 – Bologna Policy Forum – open for Ministers from non-Bologna countries
- Globally: Converging discourses on higher education

Bologna Process - timeline

- **1998 Sorbonne meeting**
- 1999 Bologna Ministerial Conference
- Ministerial conferences
 - ✓ Prague 2001, Berlin 2003, Bergen 2005, London 2007, Leuven/Louvain 2009
- **2010 Budapest Vienna – EHEA announced**
 - ✓ End it here??? Continue!!!
- 2012 Bucharest
- 2015 Yerevan
- May 2018 Paris
- **2020?**

2015 Bologna Implementation Report

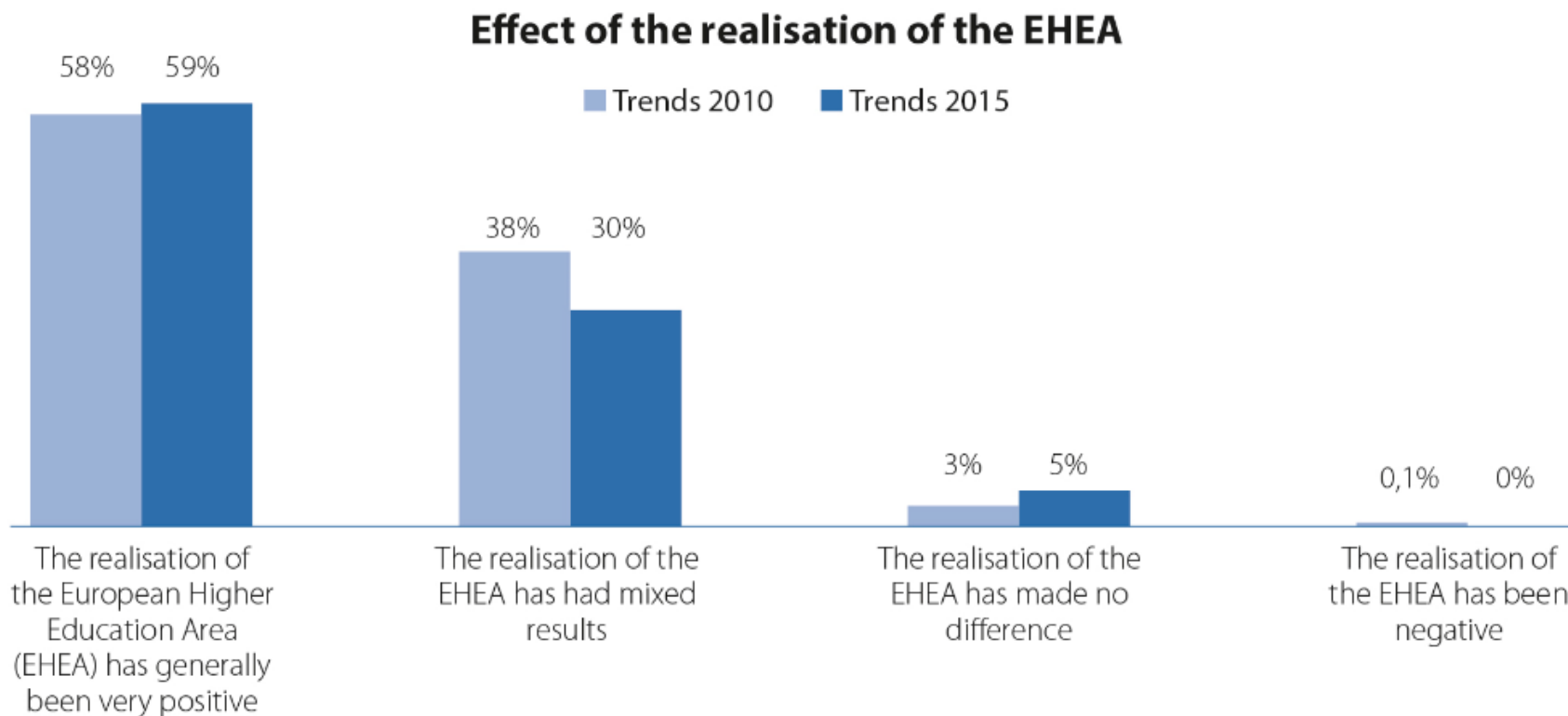
Figure 2.2: Scorecard indicator n°1: Stage of implementation of the first and second cycle, 2013/14



European universities: Changes in learning & teaching development (Trends 2015)

	Yes	To some extent
Learning outcomes	64%	21%
Recognition of teaching	59%	35%
Innovative teaching methods	57%	40%
Research more important for career development than teaching	54%	37%
Teacher training/ staff development – optional	75%	
Teacher training/ staff development - compulsory	40%	
Didactic or pedagogical development unit	83%	

EUA Trends Report: Does Bologna work?



Trends 2010 - N=769

Trends 2015 - N=420

Bologna today: Implementation versus “new goals”? Relevance of the process

Unfinished business

Recognition

3-cycle not everywhere implemented

Mobility remains low

Bologna fatigue

Bureaucratic process

No real progress

Unfulfilled promises

Call for end of reforms

Changing landscape

Demographic: aging, migration

Economic: 2008 banking crisis

Conflicts, EU crisis, radicalisation

Digital revolution

Growing attention to learning & teaching

2015 Yerevan Ministerial Communiqué

http://www.ehea.info/Uploads/SubmittedFiles/5_2015/112705.pdf

- (Renewed) commitments:
 - ✓ portability of grants and loans,
 - ✓ fair access for Bachelor graduates to public employment
 - ✓ Recognition: automatic, prior learning, of professions
 - ✓ ...
- Political communiqué
 - ✓ Restats principals and values (autonomy, academic freedom, value of education for personal development, public funding)
 - ✓ Reference to conflicts, refugees, radicalisation
- Changed approach - “A renewed vision”
- “New ways of working”
 - ✓ Support for countries that do not implement reforms
 - ✓ More collaboration and exchange with stakeholders
- New goals: e.g. learning and teaching, digitalisation

The current agenda: some issues

- Learning outcomes & student centred learning – shared understanding?
- Teaching innovation? Teaching enhancement – pedagogical training?
- Digitalisation in learning & teaching?
- Lifelong learning – flexible learning paths
- Social inclusion – in particular young people from migrant background
- Graduate employment – transition in labour market
- Citizen skills – social engagement

Role of Bologna Process today

- Does it still guide **national policy making**?
- Does it inspire **institutional development**? How can Bologna be more relevant for institutions and countries?
- How can Europe better **exchange and collaborate with partners from outside of Europe**?
- Does it set out **agreed goals or instruments** in
 - ✓ learning & teaching?
 - ✓ digital learning?
 - ✓ Inclusive learning – considering learners from disadvantaged backgrounds (incl. migrants), demographic change, labour market demands?
 - ✓ LLL?
 - ✓ Internationalisation?

EHEA

Achievements

- Contributed to transformation of systems & institutions
- International recognition
- Visible & recognised instruments & policy docs
- Coordinated process with a memory & comparative data
- Common language & terminology
- Euro-savvy government & stakeholder reps
- Networks, initiatives, projects, communities ...
- Living lab for comparative policy & practice experimentation

Challenges

- Bologna lost relevance, for national policy making, and institutional development
- Connect between European, national policy & institutional development?
 - ✓ policy implementation slower than policy making
 - ✓ Institutional practice initiatives ahead of policy making
- Meaningful Bologna policies & instruments for learning & teaching, digitalisation ... ?

Three scenarios for post 2020

1. Bologna Process comes to end / EU restricted to internal market (Erasmus+ continued?)
 - ✓ How to fill the vacuum?
2. European Higher Area continued, but limited to some core areas (recognition, QA, QF)
 - ✓ An compliance exercise? How to adapt to changes
3. EHEA continued, consolidated
 - ✓ Monitor, implement, explore new goals
 - ✓ Better exchange & cooperation between institutional practice & policy development
 - ✓ Political consensus on importance of EHEA – beyond political frictions & controversies
 - ✓ Exchange & collaboration with other parts of the world

Bologna Ministerial Conference & Bologna Policy Forum

France - May 2018

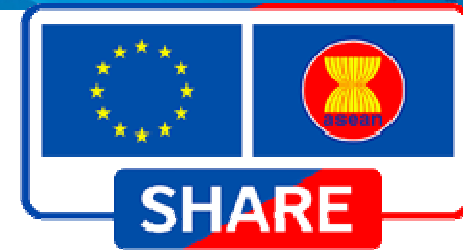
EHEA: Prospects for international cooperation

- **Converged discourse:** institutional & systems development
- **Partnership governments – higher education sector:** jointly agreed, co-owned policies & instruments
- **Benefits:**
 - ✓ shared reform ideas & experimentation,
 - ✓ exchange of data and experience with reform development & implementation
 - ✓ transparent, compatible
 - ✓ important for internationalisation of the institutions and their missions in education, research and service to society
- **Diversity:** maintained at systems and institutional level, also due to differences in implementation and impact

Why interregional cooperation on HE/ HE reform

- EC: economic cooperation, capacity building
- soft diplomacy: Peace, mutual understanding
- policy learning with lessons for systems and institutions
- dissemination of good practice
- transparency / comparability
- system-convergence / harmonisation
- crossborder mobility & cooperation
- Internationalisation: quality - educating for a global society;

EU Share



- Joint ASEAN-EU Initiative
- Implemented by European Consortium in collaboration with ASEAN organisations (AUN, AQAN, SEAMEO Rihed)

Activities

- Regional QA: ASEAN Quality Assurance Framework in HE (AQAFHE)
- Regional Qualifications Reference Framework
- Regional Credit Transfer System
- Student Mobility Grants for intra ASEAN mobility
- Policy Dialogue