



Bologna With Stakeholders Eyes For a  
Stronger Future of the Bologna Process



EUROPEAN  
Higher Education Area



# Bologna With Student Eyes



BFUG TF Knowledge Sharing, 11 Oct 2021



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## What is Bologna With Students' Eyes?

**Student-centred review** of Bologna implementation

**8<sup>th</sup> report** (since 2003)

Contribute to reports by other **stakeholders**

Putting **students' priorities** on the agenda





## How was the report developed?

Surveying ESU's **National Unions of Students** (NUSes)

NUSes in **40 EHEA countries**

Quantitative and qualitative data

**Case studies** followed up with NUSes






## How was the report developed?

Written **review** of quantitative and qualitative data

### **Cross-checking & validation** by researchers

- Comparison with **2015 and 2018** data
  - Comparison with **EUROSTUDENT** data
  - Referencing **other reports**
- 



# Main Findings



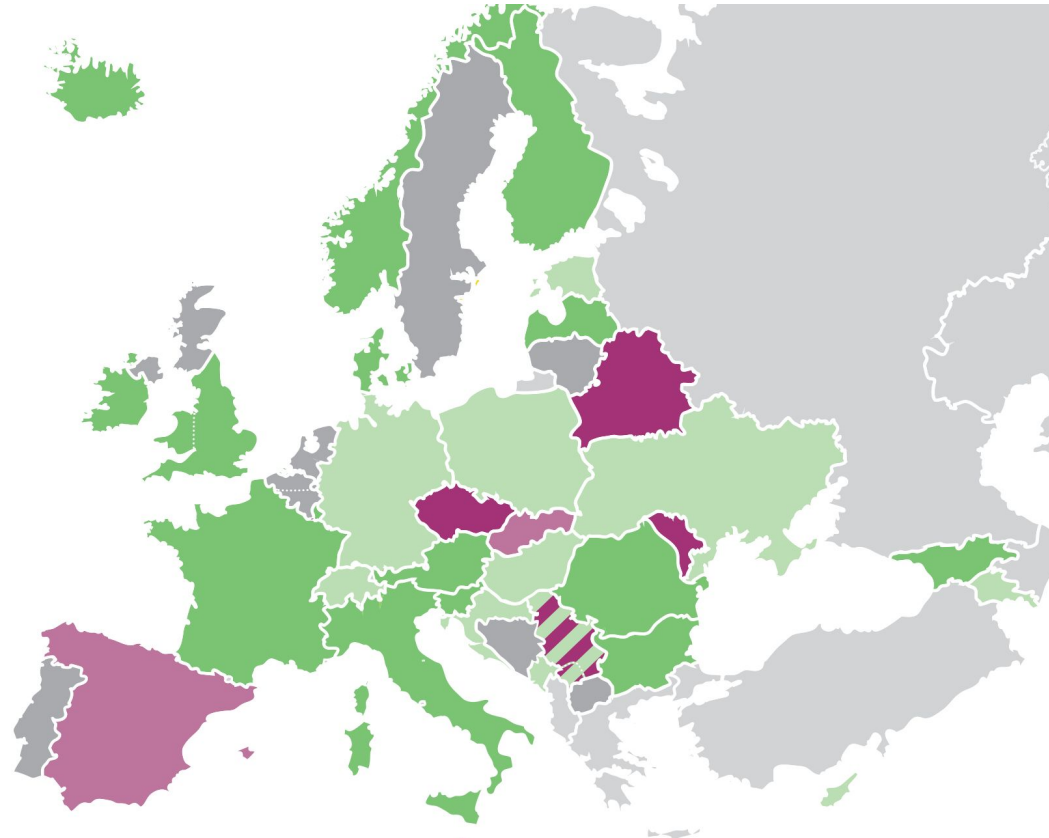
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# Structural Reforms

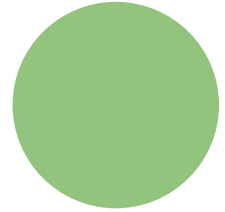


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# Is there a National Qualifications Framework (NQF) in your country and if so, how often is it being used?

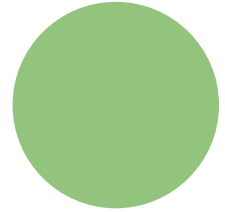
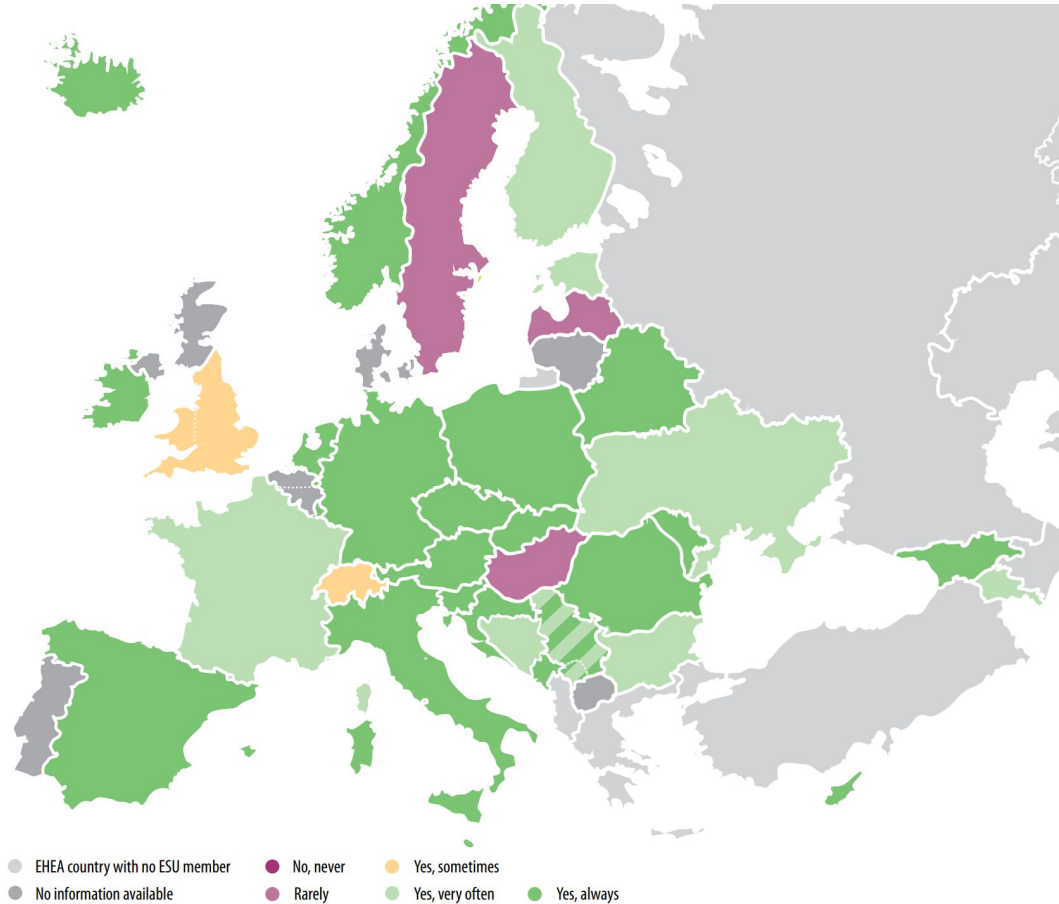


- EHEA country with no ESU member
- There is an NQF BUT it is not used at all
- There is an NQF and it is being used quite often
- No information available
- There is an NQF BUT it is used quite rarely
- There is an NQF and it is always being used



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# Does the allocation of ECTS happen on the basis of an estimation of the workload?



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## STRUCTURAL REFORMS



NUSes comment on different speeds of implementation of NQFs, LRC and ECTS

**Recommendation:** *enhance inclusive communication on the reasoning and benefits which come from the full implementation of Bologna tools, such as through peer support initiatives*

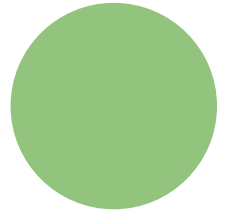
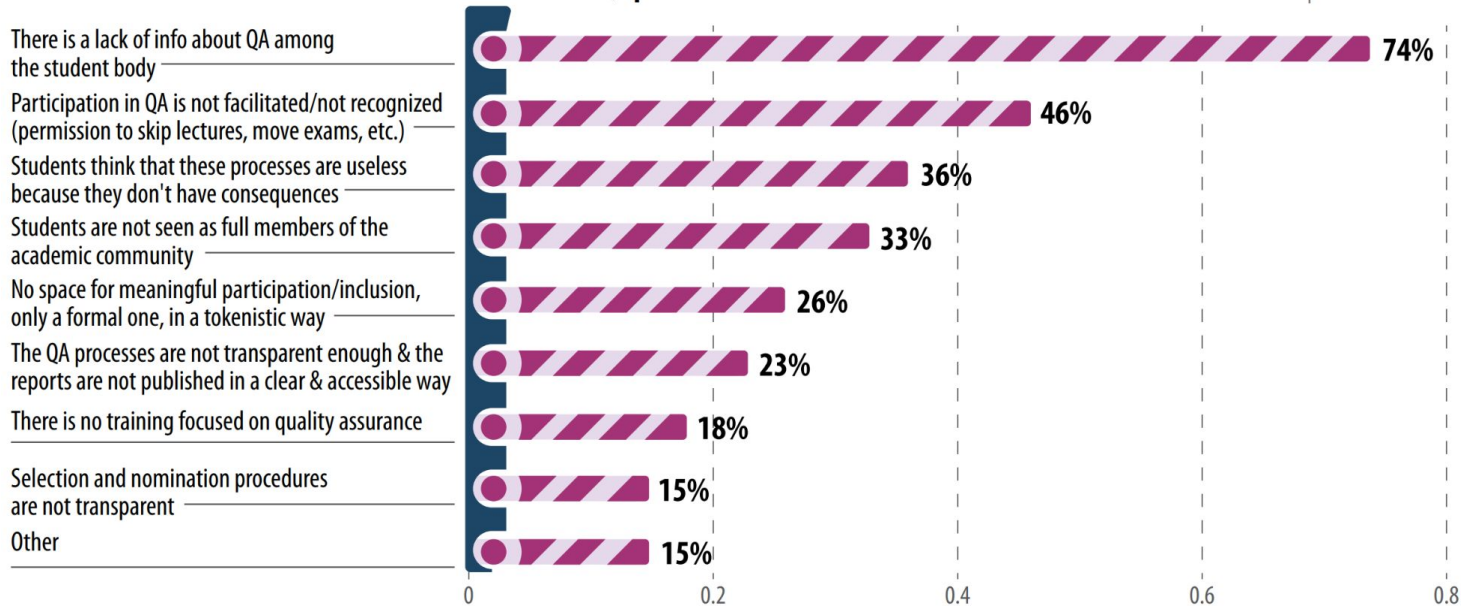


# Quality Assurance



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# What are the main barriers to students' involvement in QA processes?



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# QUALITY ASSURANCE



NUSes comment on increasing interest of students to participate in QA

**Recommendation:** *expand on the benefits and multiple purposes of QA*

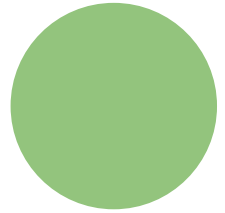
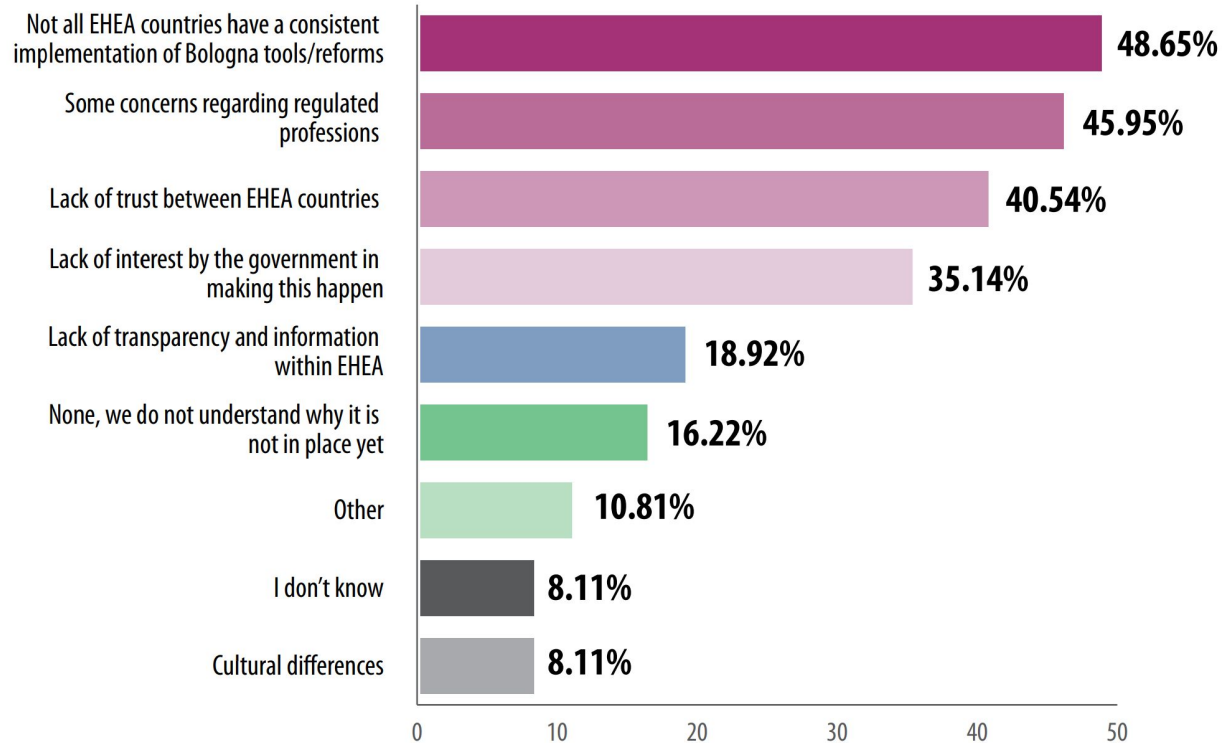


# Recognition



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# According to your NUS, what are the main barriers for implementing automatic recognition of degrees within EHEA?



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# RECOGNITION



NUSes consider the lack of national ratification of the LRC and the Bologna tools as the primary hurdles in building trust in automatic recognition and RPL.

**Recommendation:** *all relevant stakeholders including European policy experts, ministries, HEIs, ENIC-NARICs and students exchange expertise and good practices in addressing the evolving challenges of recognition in consultative spaces or bodies*



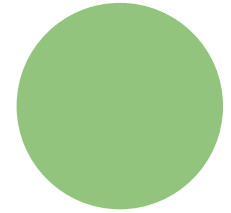
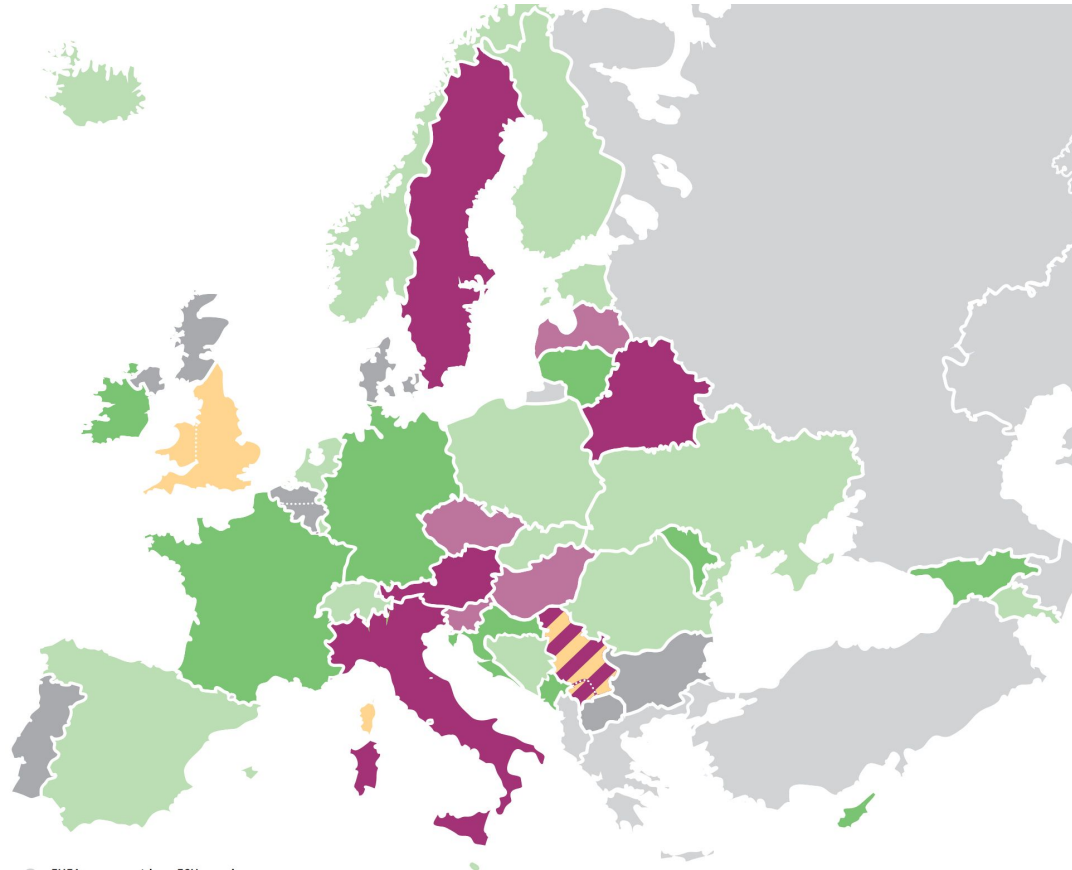
# Student-Centred Learning



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# Does the allocation of ECTS happen on the basis of the formulation of learning outcomes?



- EHEA country with no ESU member
- No information available
- No, never
- Rarely
- Yes, sometimes (about half of the HE System)
- Yes, very often
- Yes, always (throughout the HE System)



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# STUDENT-CENTRED LEARNING



NUSes are concerned by the growing gap between commitment to this policy on the European level and tangible deliverables for SCL on the national and institutional levels

**Recommendation:** *developing common understandings of the benefits of student participation amongst all stakeholders on the institutional and national levels.*

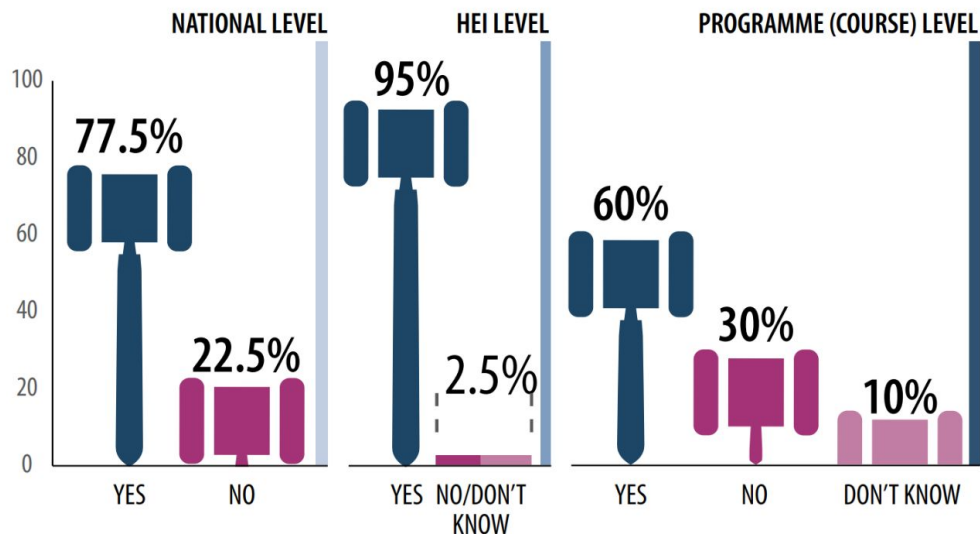


# Student Participation in HE Governance

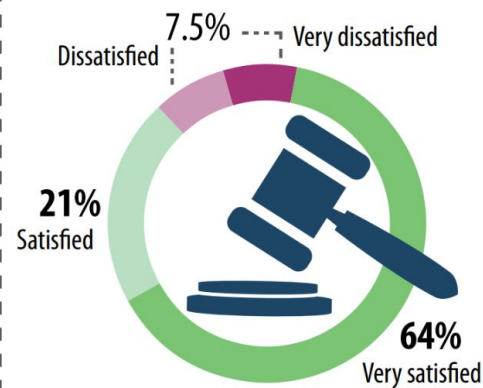


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## Legislation ensuring a minimum level of student participation in EHEA countries



## Satisfaction with the enactment of legislation



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# STUDENT PARTICIPATION IN HE GOVERNANCE



More and more NUSes recognise various threats to democratic student participation related to their autonomy and freedom of expression.

**Recommendation:** *developing common understandings of the benefits of academic freedom and institutional autonomy on the national and institutional levels*

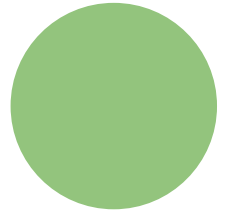
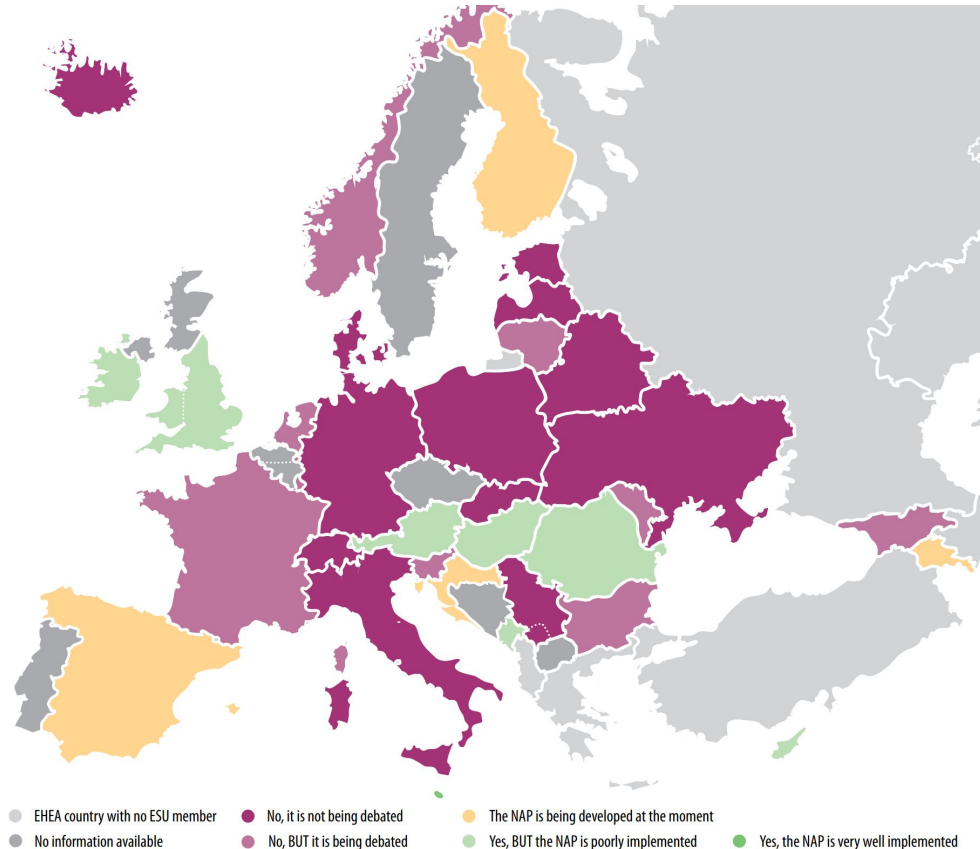


# Social Dimension



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# Implementation of National Access Plans



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## SOCIAL DIMENSION



NUSes consider the Principles and Guidelines as the fundamental guide towards improving the Social Dimension in their HEIs.

**Recommendation:** *continue building on the momentum the PAGs created to now set realistic indicators and fair mechanisms for monitoring their implementation*



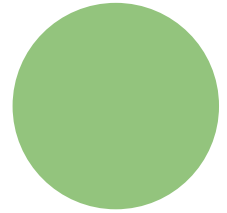
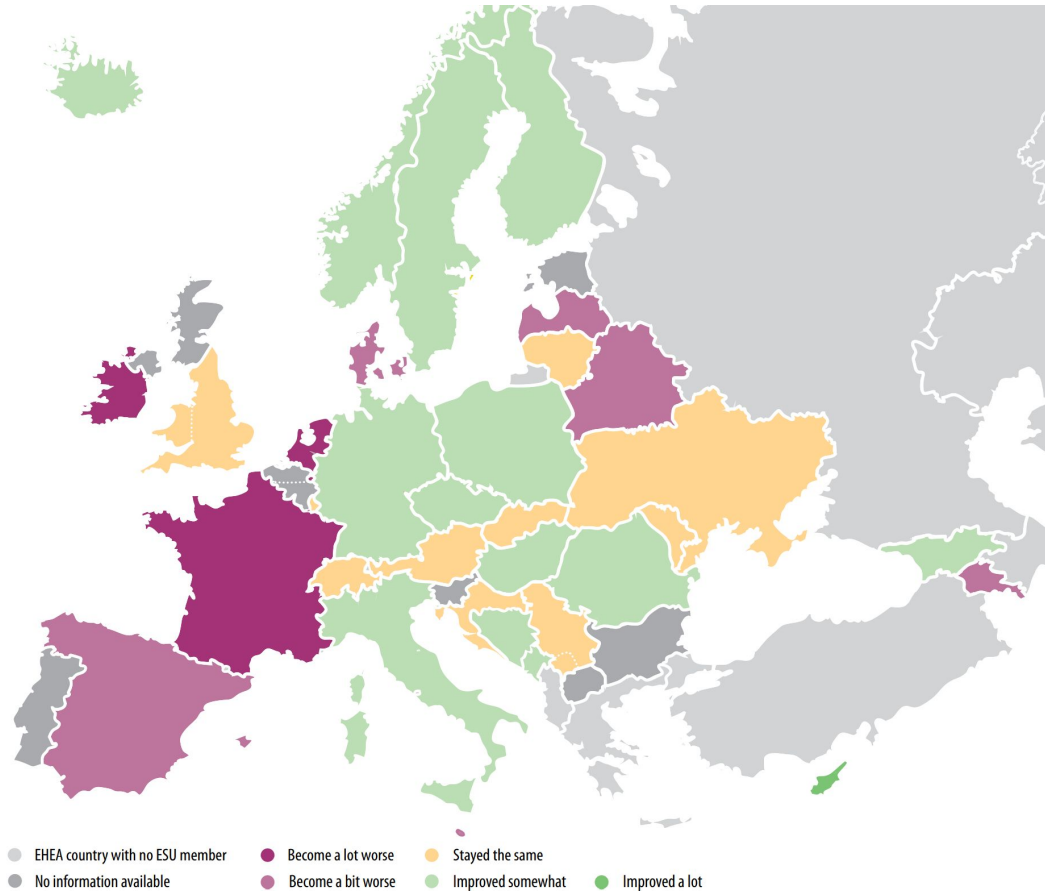


# Financing of HE



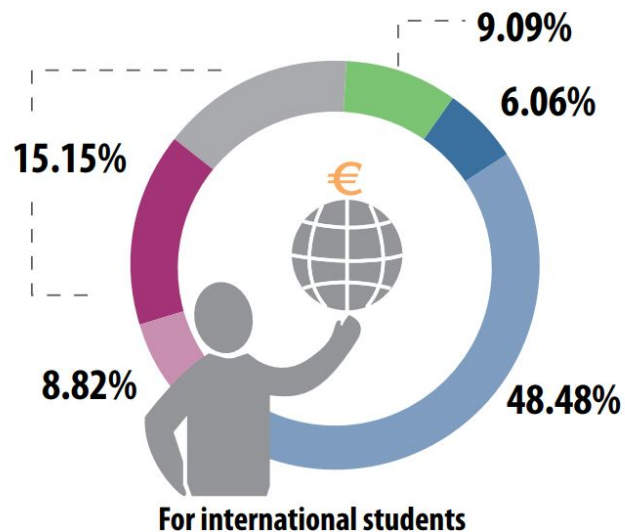
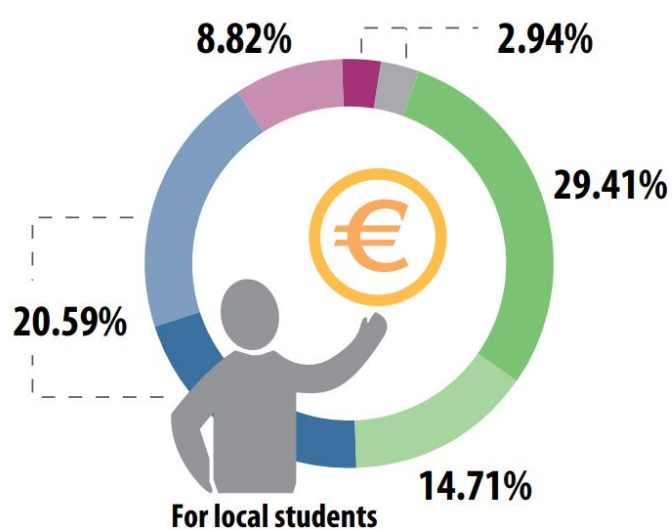
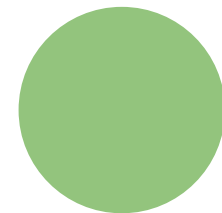
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# Over the last two years students' financial situation in your country has...



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# What is the average level of tuition fees in your country? (annual in EUR)



● FREE ● 0-500 EUR ● 500-1000 EUR ● 1000-3000 EUR ● 3000-6000 EUR ● MORE THAN 6000 ● I DON'T KNOW/NO INFO



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## FINANCING OF HE



It is evident that in most of the EHEA countries unequal treatment of international students compared to domestic ones is an everyday practise, especially when it comes to the tuition fees.

**Recommendation:** *cooperative actions to urgently address the stagnation or deduction of public funding to education.*



# Future of Bologna



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# FUTURE OF BOLOGNA



The 2020–2030 decade should be a decade of completion, supporting and perfecting members' implementation of the Bologna reforms.

- **Building trust through cooperation and solidarity**
- **Sharing of information and good practices**
- **Evidence based policy making and development**
- **Needs analysis and enhancing listening and consultative spaces**



# More Than Words



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## BEYOND THE REPORT

**Comparison & advocacy** tool

BWSE FORward **Project**      -> Peer Learning Activities

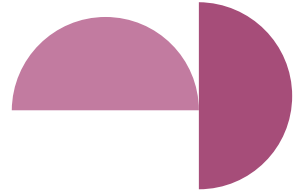
Inspiring **specific activities** in countries  
e.g. QA pool in Slovakia & Hungary

**Informing students** about Bologna  
e.g. Bologna Hub Peer Support project





# Any questions?



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