Social Dimension

Independent Assessment of the Bologna Process
Independent assessment

● Asked in London communiqué (2007)

● What did major action lines contribute to
  - Establishment of EHEA → Mobility
  - Promote the European system of higher education world-wide
Social dimension

Aims:
- Widen participation at all levels
- Student body reflects population diversity
- Flexible pathways into and within higher education
  - Including flexible curricula
- Recognition of prior learning
- Support and appropriate conditions for all learners
- Measurable targets
Social dimension

- Since targeted social dimension actions started only recently in the Bologna Process, we cannot draw conclusions on the contribution of actions within the Bologna Process.

- Situation ca. 2007...2009 on next slides
  - To the extent that data were available
Social dimension

- Female learners are represented well in 1st cycle in almost all countries, but:
  - Less in 2nd and 3rd cycle
  - Less in science and technology

- Learners from disadvantaged backgrounds (parents’ education and jobs) are underrepresented in most countries
Social dimension

- Recognition of prior learning
  - Widespread through national regulation in 14 countries
  - Widespread through institutional procedures in 2 countries

- Part-time study, distance education etc. and special guidance and counselling are each available in ca. 1/3 of countries
Social dimension

- Student funding package: advantageous for students in a small number of countries in the north-west of the EHEA
  - Does not take into account support in kind (subsidized accommodation and meals, free transport, etc.)
Social dimension

- Lesson from case studies: Social dimension policies take a long time to develop, get embedded and become effective

- Needs attention in Bologna Process