Social dimension in the Bologna Process Implementation Report, 2024

David Crosier

SD Working group, the Hague

European Education and Culture Executive Agency

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Planning the 2024 report

Decision-making:

- BFUG has overall responsibility (= requirement to approve plans)

- Working Group on Monitoring has practical responsibility (= requirement to develop plans)

- Thematic working groups may all provide input (= propose desired content)

State of Play

- BFUG has approved overall structure (chapter outlines)

- Consultation with thematic working groups ongoing

- Decisions on content to be made early autumn

- Data collection – early 2023 (eg Feb – May)

Report Structure

6 main chapters:

- Key Data

- Fundamental Values

- Key Commitments: degree structures, QA and Recognition

- **Social Dimension**

- Learning and teaching

- Internationalisation and mobility

(NB For feasibility and readability, chapters should be c30 pages)

Social Dimension chapter

Should include:

- Statistical data (Eurostat),

- Survey data (Eurostudent and Trends),

- Qualitative data on the implementation of the P&Gs

Qualitative indicators on the implementation of the P&Gs

Which indicators?

- Eurydice project, « Towards equity and inclusion in higher education » has developed 10 scoreboard indicators (49 sub indicators)

- These indicators follow P&Gs as closely as possible…

- Amendments/improvements to indicators & questions are possible

- Different indicators could also be used – bearing in mind overall space constraints

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Eurydice project methodology

(1) Up to 5 individual indicators reflecting as closely as possible the Guidelines of each Principle.

(2) Create scoreboard (i.e. composite) indicators where each education system receives a score (0 to 5) if they meet criteria based on the individual indicators

(3) Overall scoreboard (final slide) aggregates results of 10 scoreboard indicators.

(4) Survey data from 36 Eurydice countries (=39 education systems)

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P&G1:Social dimension in higher education as policy priority

- At least one strategy (or other major policy plan) related to equity in higher education is being currently implemented.

- The strategy has specific and measurable targets.

- A social dialogue related to the strategy took place or is currently taking place.

- Quality assurance agencies are required to monitor whether higher education institutions have policies with a social dimension (equity, inclusion, diversity).

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P&G 2: flexibility in higher education

- Part-time studies, distance learning and blended learning programmes are allowed in the first cycle by all higher education institutions.

- Candidates can enter higher education on the basis of recognition of non-formal and/or informal learning and this applies to all higher education institutions.

- Prior non-formal and/or informal learning counts towards the fulfilment of a higher education study programme in all higher education institutions.

- Quality assurance agencies are required to address the recognition of prior non-formal and/or informal learning in higher education.

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P&G 3: lifelong learning

- Coordination mechanisms between education levels with a focus on equity.

- Involvement of representatives of other related policy areas in policy discussions on equity in higher education.

- Top-level measures to support adult returners.

- Initial and/or continuous teacher training programmes develop competences on equity, inclusion and diversity.

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P&G 4: Data

- At least one student characteristic, in addition to gender and age, is monitored at entry, during studies or upon graduation. For this criterion, administrative data is considered.

- Vulnerable, disadvantaged and underrepresented groups of students can be identified in completion rate data.

- Completion rate data at the end of the first year of the first cycle is available to top level policy makers.

- Participation in Eurostudent, with Eurostudent VII as the reference publication.

P&G 5: psychological counselling services

- Top-level legal requirement to provide psychological counselling services for potential or enrolled students.

- Psychological counselling services focused on students with specific characteristics.

- Quality assurance of psychological counselling services is required.

- Presence of public institution(s) with a formal role of mediating in conflicts related to equity in higher education.

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P&G 6: funding

- Public funding is attributed to higher education institutions that meet targets in widening access, increasing participation or completing higher education, provided that public funding has remained stable or increased between 2013 and 2018: 1 point

- Need-based or universal grants are awarded to over 50% of the first-cycle student population: 2 points

- Need based grants are awarded to 10-49% of the first-cycle student population: 1 point.

- Top-level support is provided for at least two of the following elements: accommodation, transport and meals: 1 point.

P&G 7: staff training

- Requirement or recommendation for higher education institutions to offer training on equity.

- Public authority financial support for training.

- Other (non-financial) public authority support.

- Focus on equity and inclusion in quality assurance.

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P&G 8: mobility

- National mobility policy with a focus on specific characteristics.

- Portability of degree and credit mobility grants.

- Guidance, mentoring services, subsidised accommodation, food/canteens are in place in all higher education institutions for incoming and/or outgoing students.

- Top-level authorities advise higher education institutions on the use of the new technologies in teaching and learning.

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P&G 9: community engagement

- Public authority financial support to community engagement activities focused on equity and inclusion.

- Other public authority support to community engagement activities focused on equity and inclusion.

- External quality assurance agencies required to evaluate community engagement activities.

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P&G 10: policy dialogue

- Policy dialogue within a forum focused specifically on P&G implementation

- Policy dialogue within another forum

- No policy dialogue

Scoreboard 11: Overall score

Legend:
- 🟩 All criteria are met (4 pts)
- 🟢 Most criteria are met (3 pts)
- 🟨 Some criteria are met (2 pts)
- 🟧 Few criteria are met (1 pt)
- 🟥 No criteria are met (0 pts)

P&Gs	1	2	3	4	5	6	7	8	9	10	Pts per country
Belgium (BE fr)											20
Belgium (BE de)											6
Belgium (BE nl)											18
Bulgaria											11
Czechia											23
Denmark											16
Germany											14
Estonia											25
Ireland											14
Greece											15
Spain											25
France											25
Croatia											18
Italy											28
Cyprus											15
Latvia											8
Lithuania											17
Luxembourg											11
Hungary											14
Malta											25

P&Gs	1	2	3	4	5	6	7	8	9	10	Pts per country
Netherlands											18
Austria											21
Poland											20
Portugal											19
Romania											24
Slovenia											20
Slovakia											9
Finland											27
Sweden											25
Albania											7
Bosnia and Herzegovina											3
Switzerland											19
Liechtenstein											6
Montenegro											5
North Macedonia											13
Norway											24
Serbia											12
Turkey											15

P&Gs	1	2	3	4	5	6	7	8	9	10	Pts per country
Pts per P&Gs	91	65	62	97	76	73	51	68	27	24	635

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Overall findings

On average, higher education systems score 42%

→A lot of room for improvement

→Highest score: IT and FI

→Lowest score: AL and ME

→Best areas: Data and Strategies

→Worst areas: Community engagement and Policy dialogue

Conclusions

1) It is possible to have composite indicators that will monitor progress at system level in this complex field

2) The indicators show clearly a number of areas where countries should focus their policy thinking. The report provides some examples of how some countries are tackling the challenges

3) We cannot capture variety of implementation at the level of higher education institutions – and that will also be important to track

4) Relatively low level scores should not be a surprise (as P&Gs are new), but should be a wake-up call that action, care and attention is needed.

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Full report:

- https://eacea.ec.europa.eu/national-policies/eurydice/content/towards-equity-and-inclusion-higher-education-europe_en

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https://www.eacea.ec.europa.eu/index_en

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- EPALE - Facebook, Twitter and LinkedIn

- eTwinning - Facebook, Twitter and YouTube

- School Education Gateway - YouTube

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Questions?

David.Crosier@ec.europa.eu
Emmanuel.Sigalas@ec.europa.eu