

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