



# The European Higher Education Area in 2018

*Bologna Process  
Implementation Report*

Education and  
Training

***Key findings***

***Future directions***

*Paris Ministerial  
Conference*

*24 /5/2018*

***David Crosier***

***WG1 Co Chair***

# Report Production

## 1) Collective and intensive work.

Information from

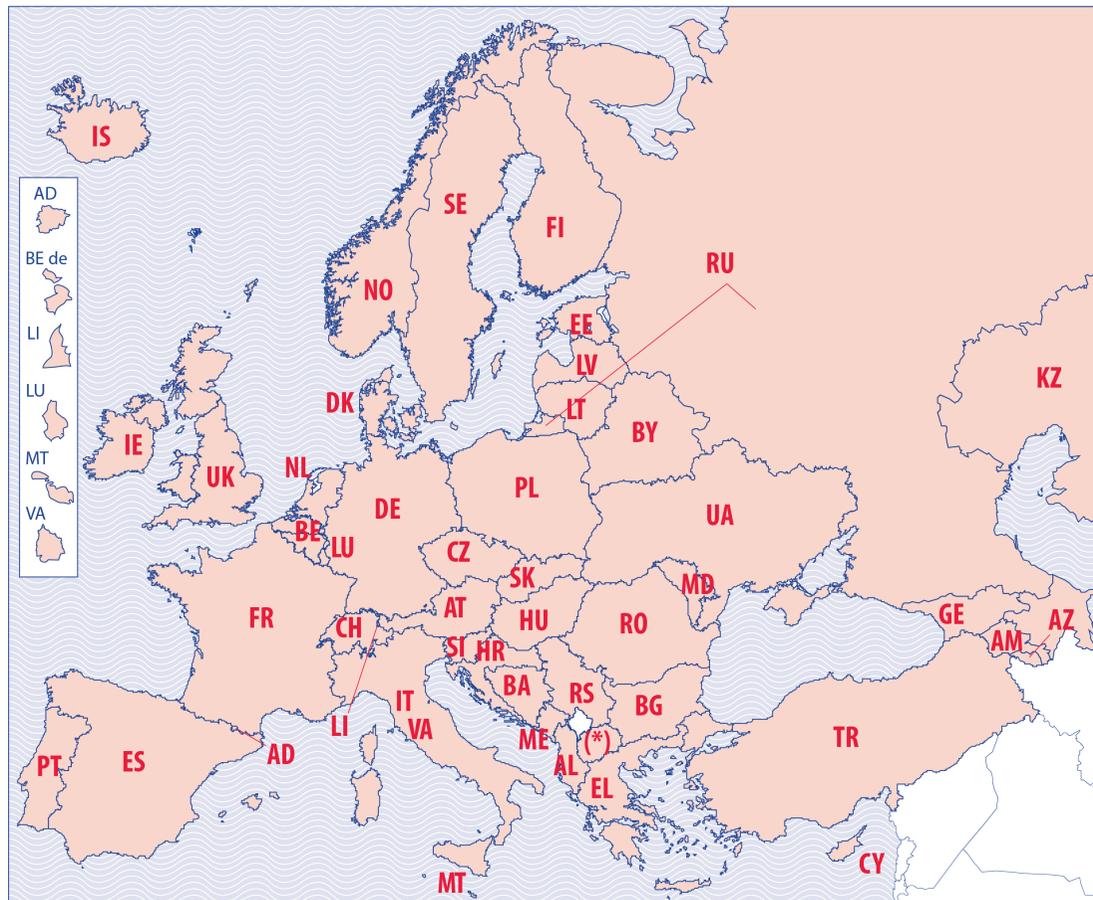
Ministries (BFUG),

Eurostat/national statistics agencies,

Eurostudent, EUA, ESU, EQAR

## 2) Broad scope: all EHEA priorities examined in 7 chapters

# EHEA today



- **48** countries
  - **38** million students:  
56 % in Russia, Turkey,  
Germany, France and UK
  - **1.2 % GDP**  
public expenditure (average)
- > An open and inclusive higher education area among diverse countries is a major challenge

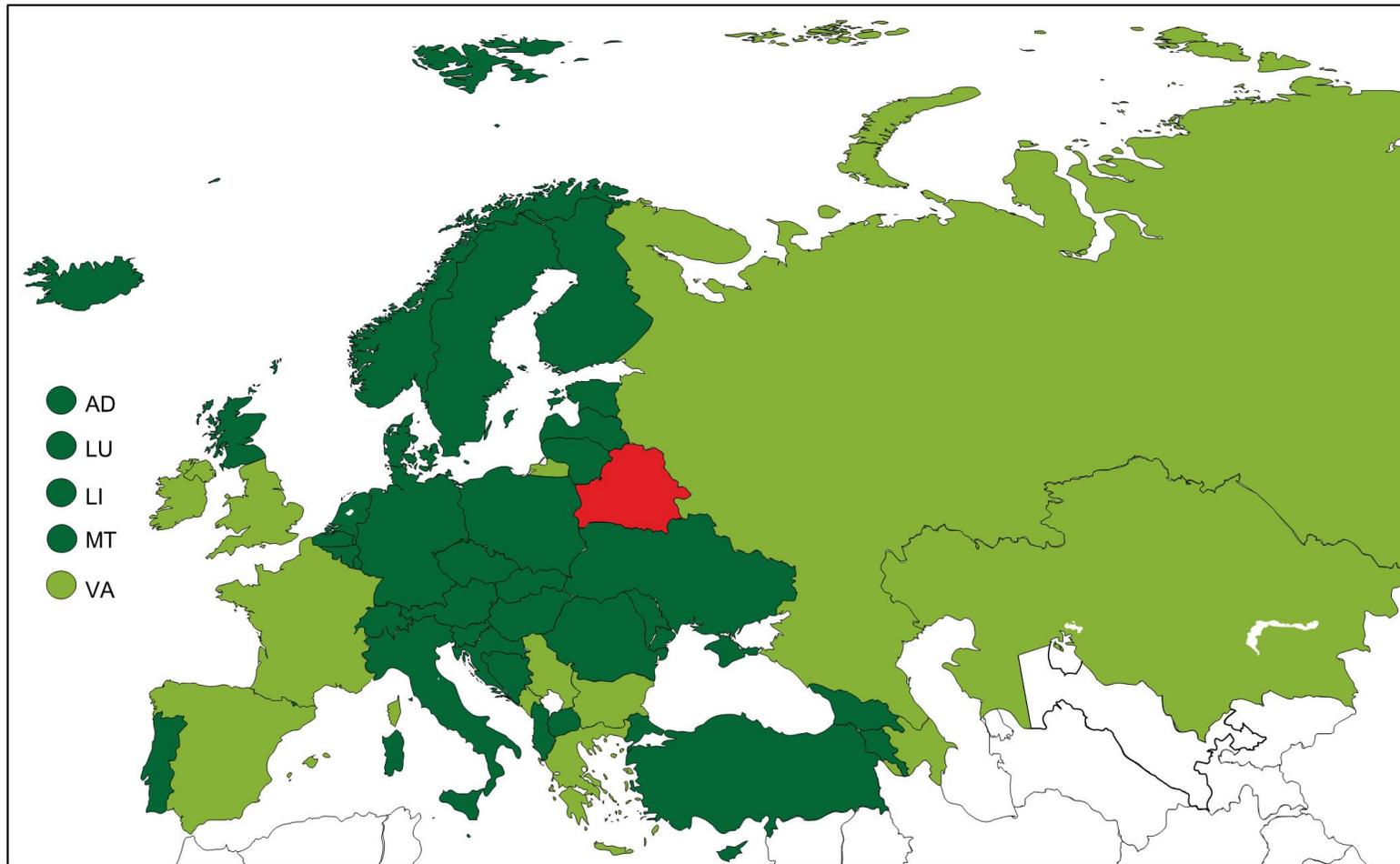
## Key Commitments:

- **Structural reforms underpinning EHEA**
- **3 cycle degree structure**
- **Recognition**
- **Quality Assurance**

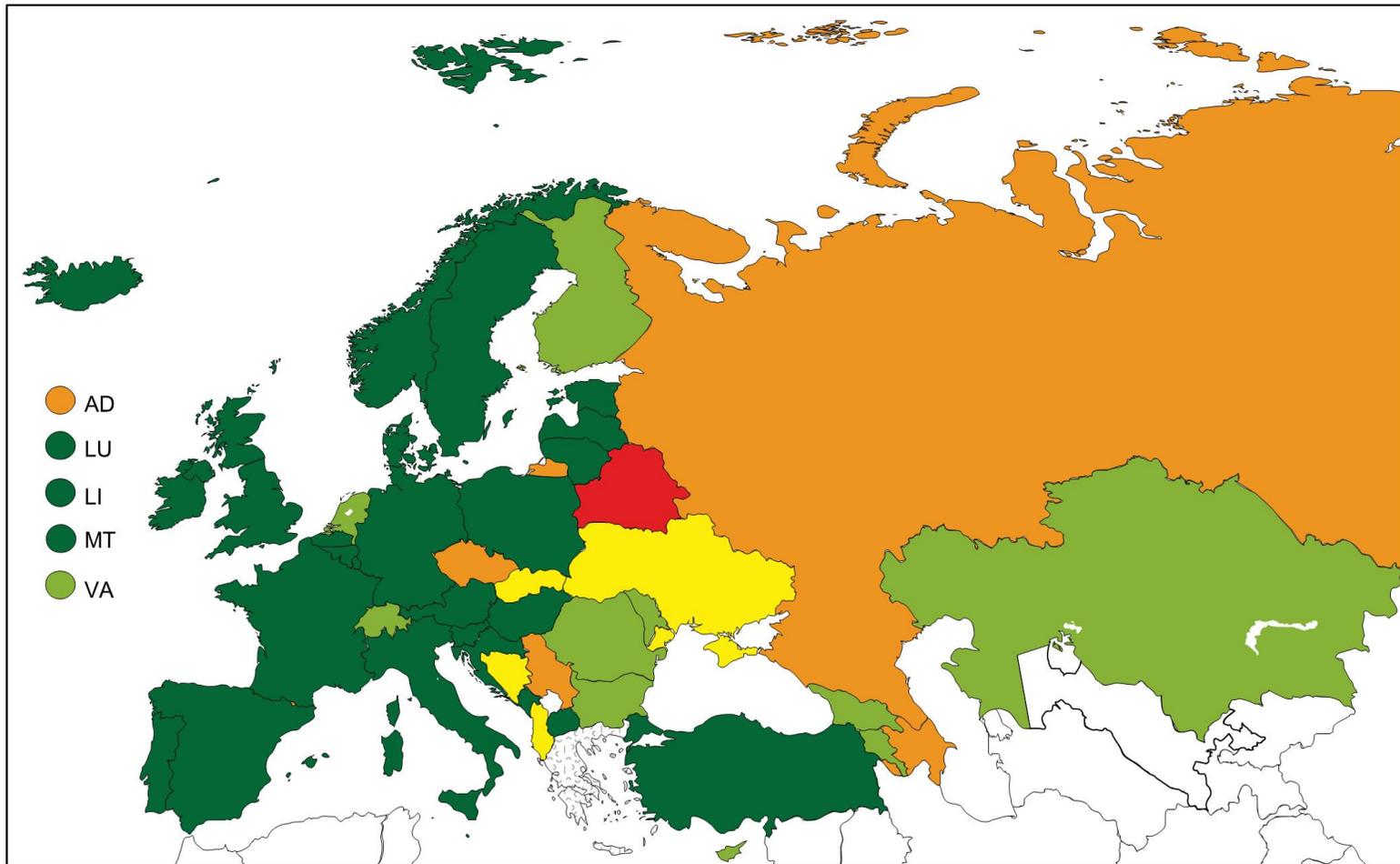
# Key Commitments

- **3 cycle degree structures  
(including NQF, ECTS, DS):**
  - **c10 countries have issues and need support**

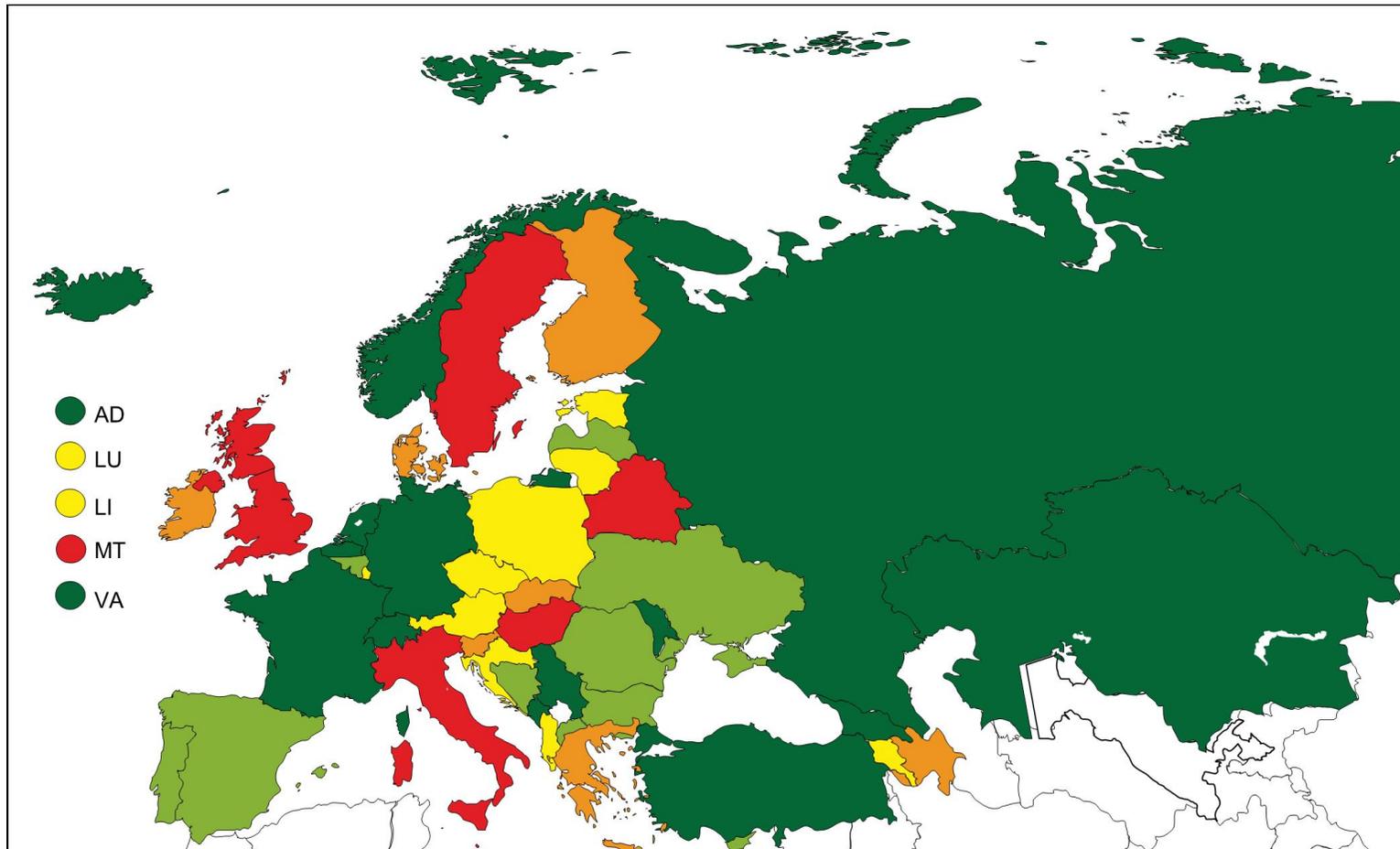
# Implementation of DS



# Implementation of NQF



# ECTS (QA)



## Important issue

- **3 cycle commitments**
  - > **understandable** but not harmonised **degree systems**:
    - **Significant structural differences**  
(1st cycle 180 - 240 ECTS; 2nd cycle 60 - 120 ECTS)
    - **And student behaviour:**
      - <25% of students in 2nd cycle in 12 countries
      - >75% of students in 2nd cycle in 8 countries

## Short cycle higher education

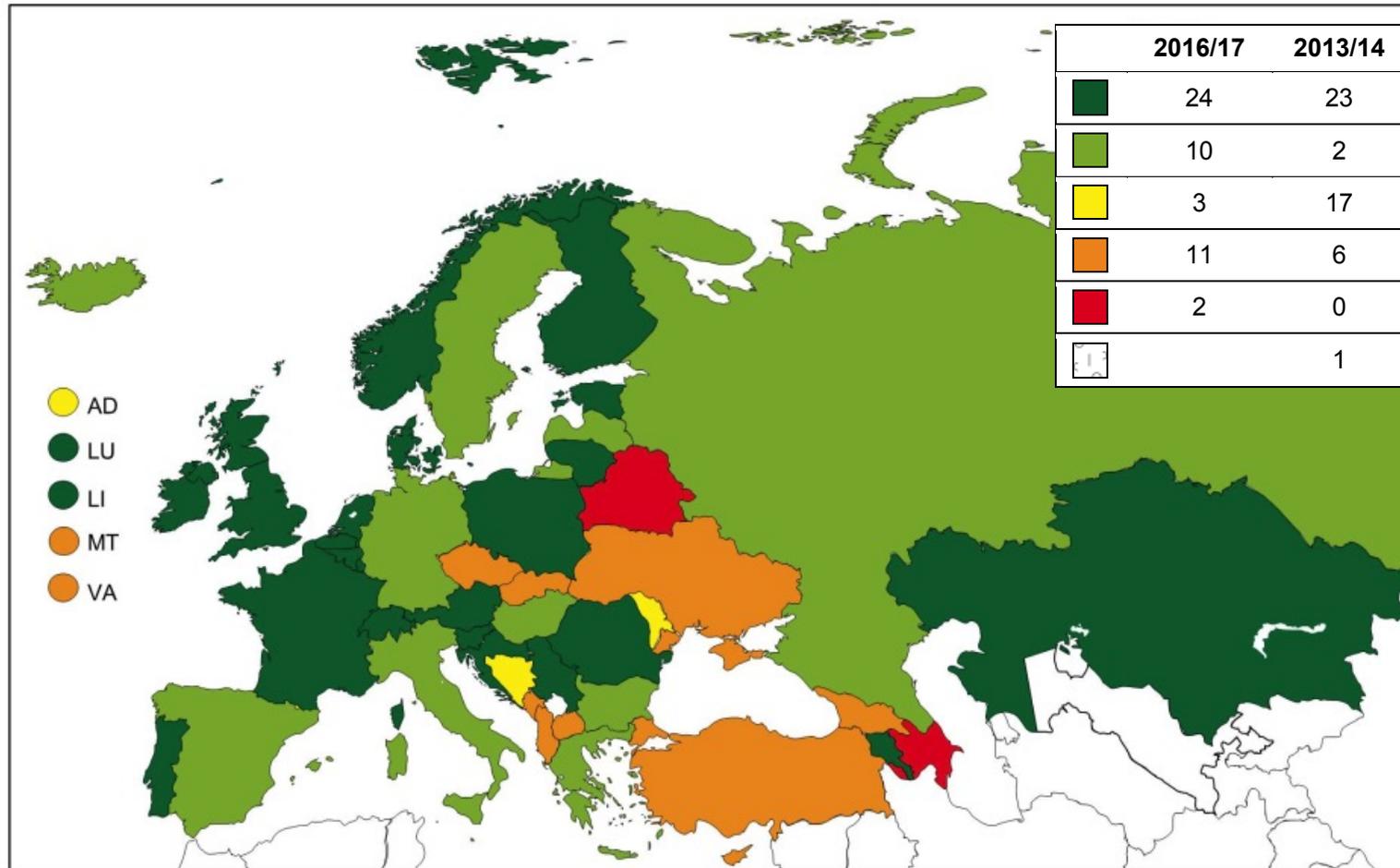
- Exists in half of the countries, with full recognition within first cycle possible in half of these systems...
- Other forms of short cycle tertiary education also exist – but not as part of higher education.
- In contrast to 3 main cycles, this picture is complex & not easily understandable...

-> **Action needed**

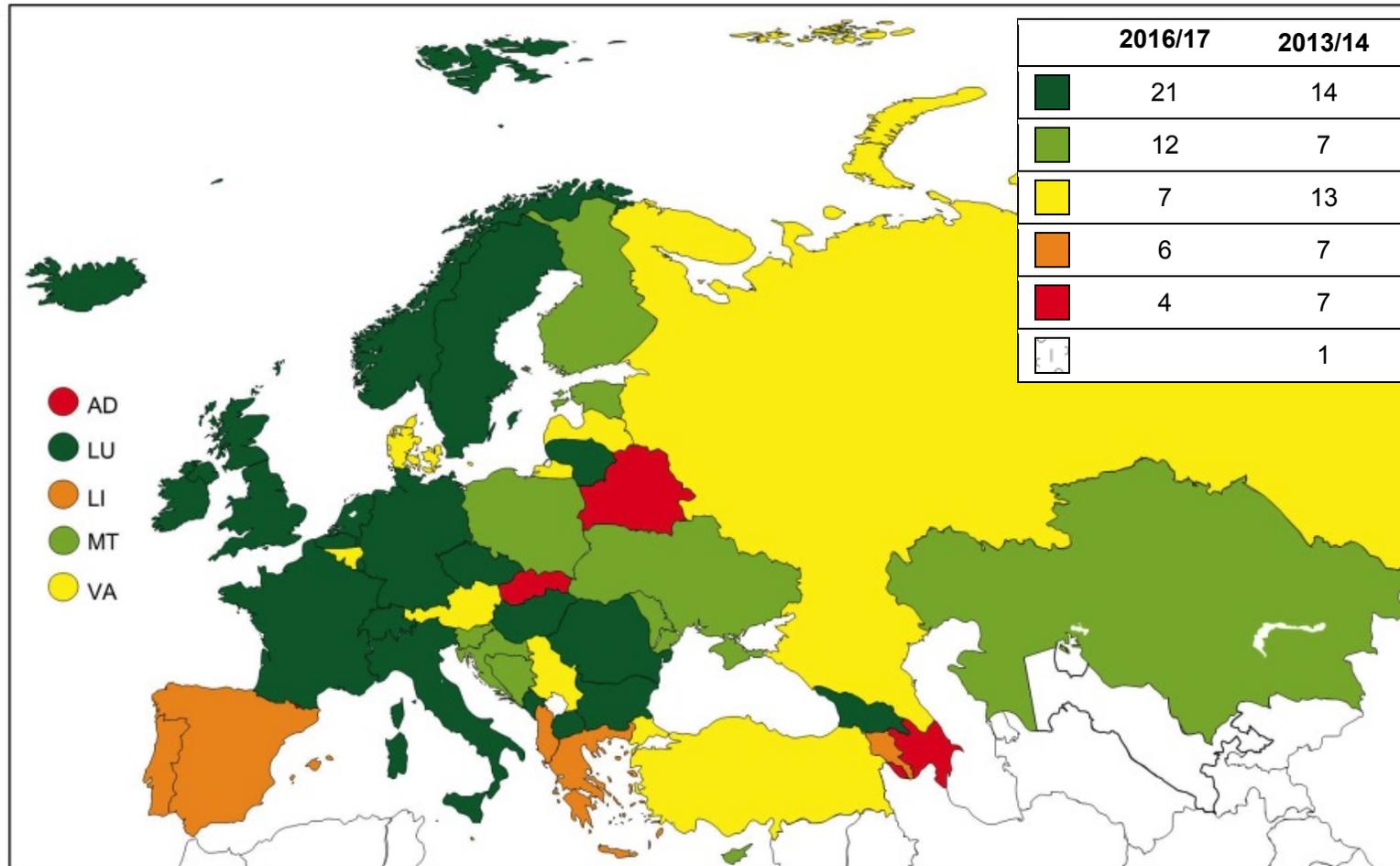
## Quality Assurance

- **Continued positive developments:**
  - **2015 ESG well respected**
  - **Improvement on several indicators**
- **Some areas where improvement is needed – especially implementation of European Approach to Quality Assurance of Joint Programmes**

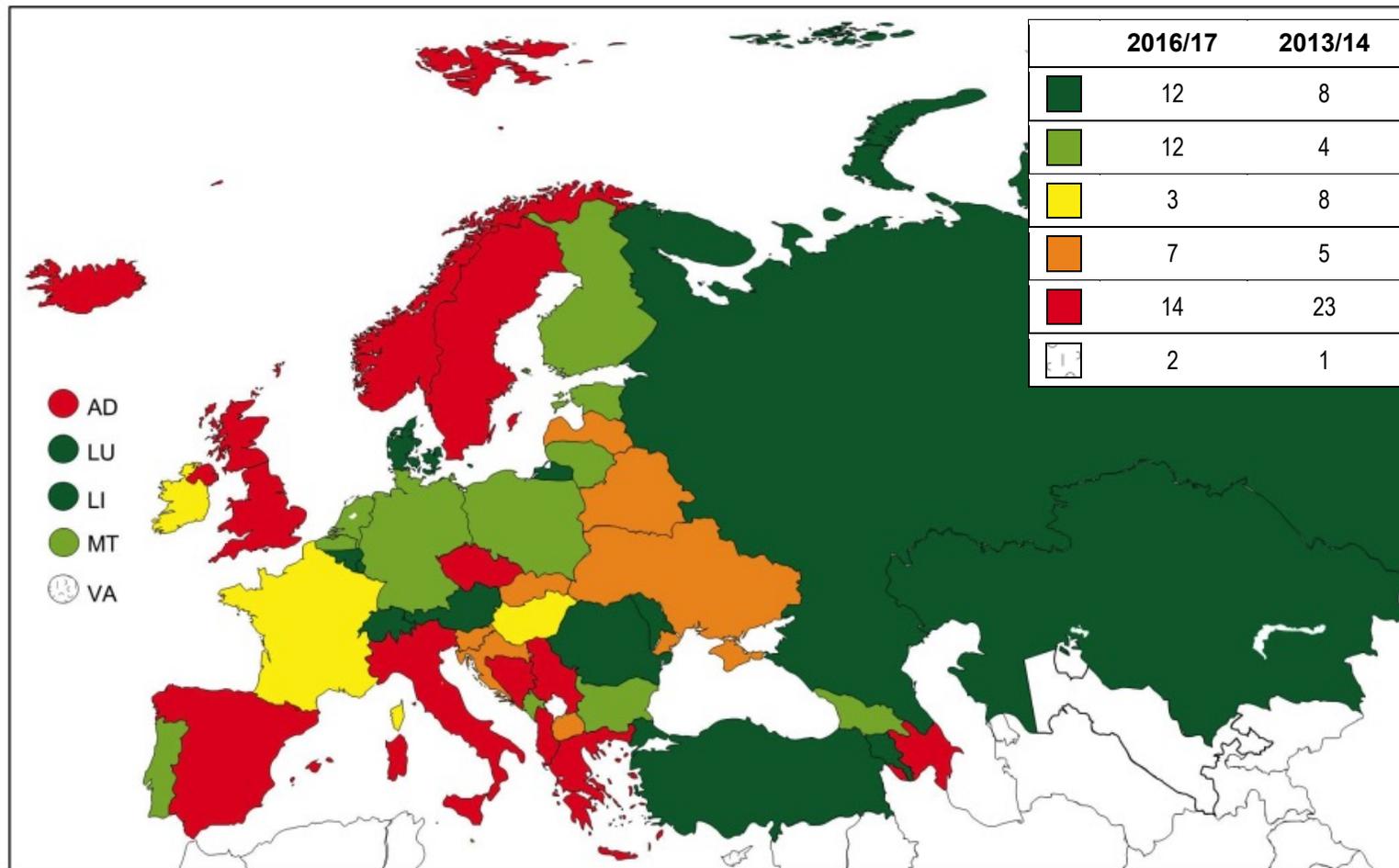
# Stage of development of QA system



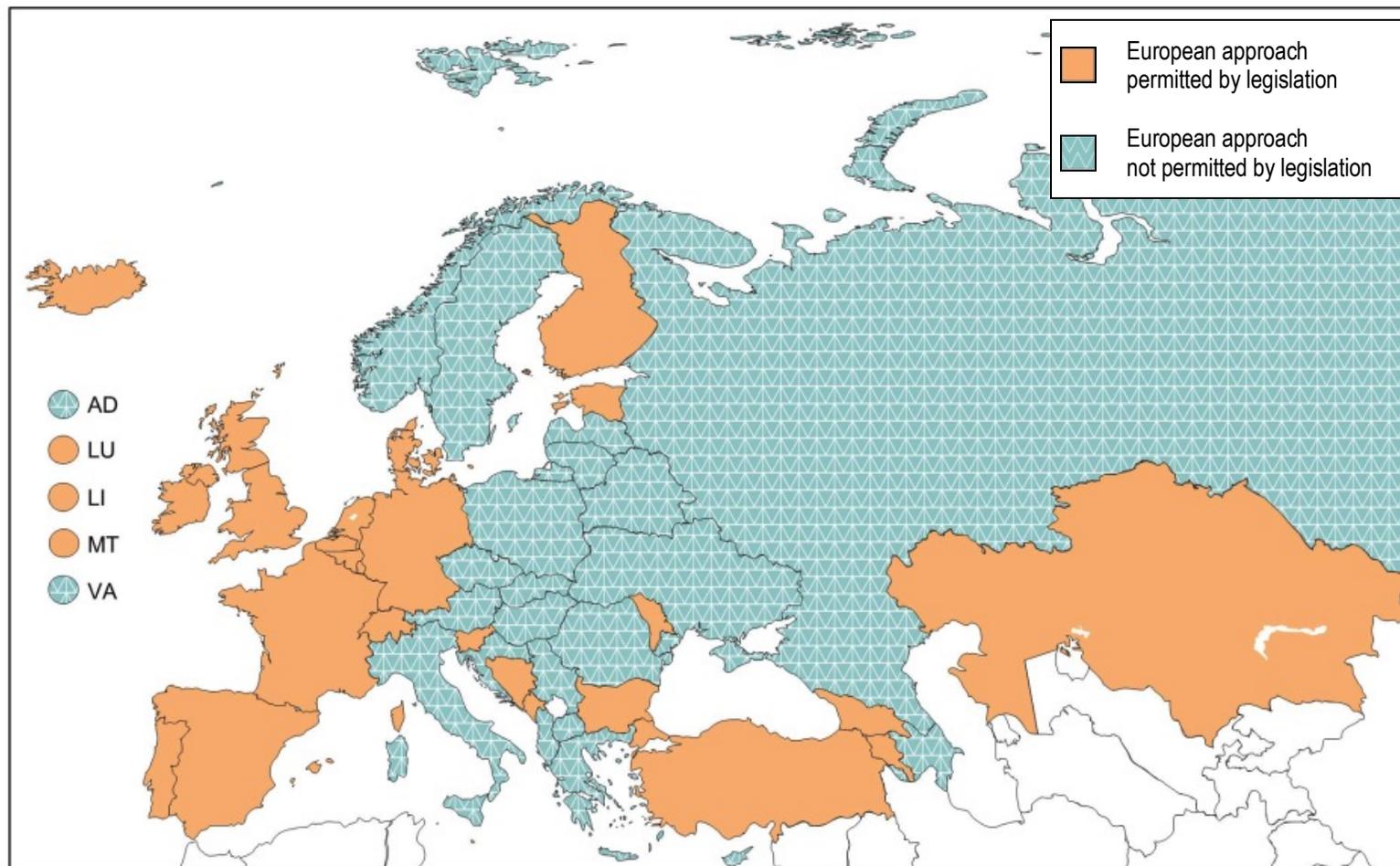
# Student participation in QA



# Openness to cross-border QA



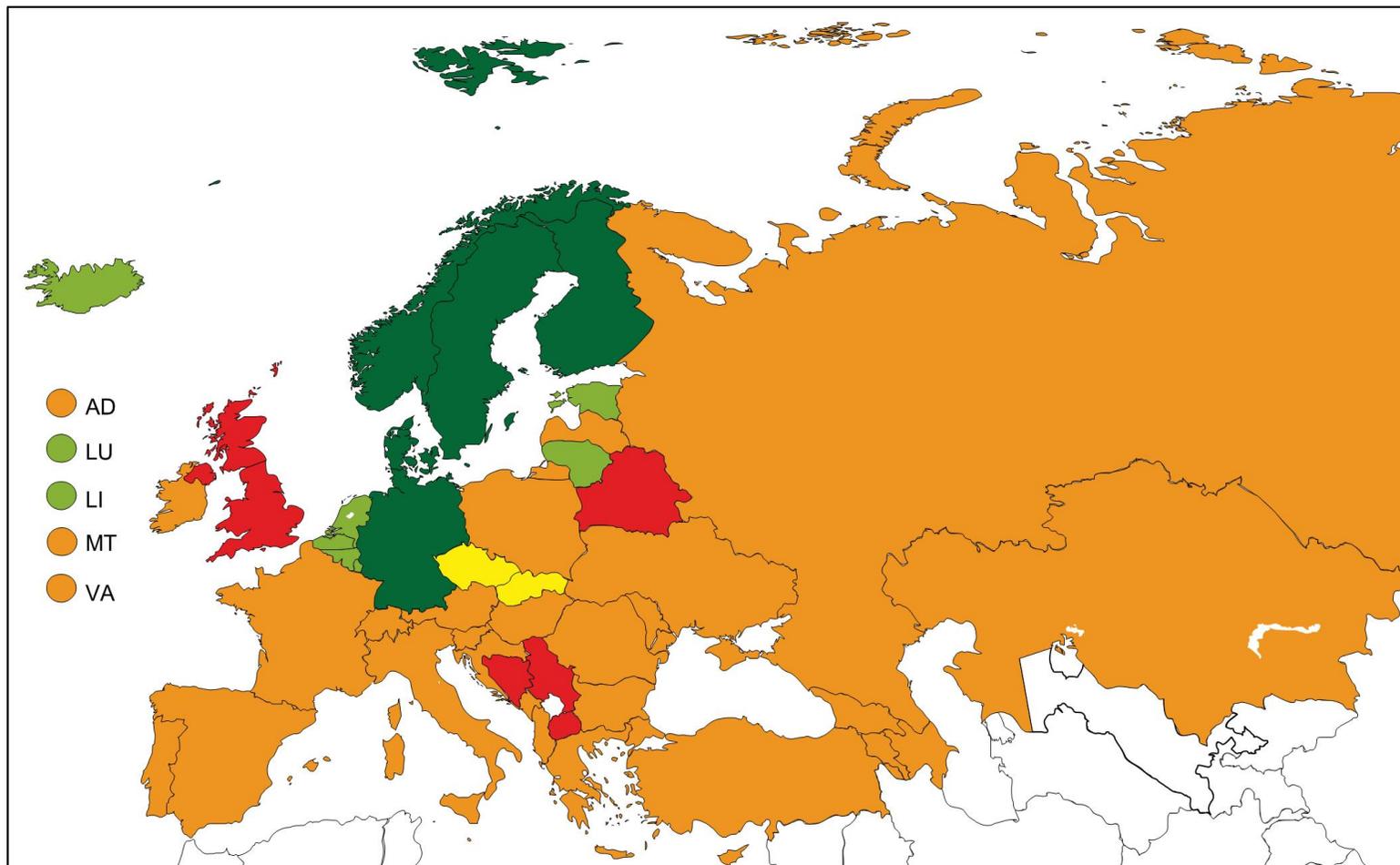
# European approach for QA of joint programmes



# Recognition

- **Lisbon Recognition Convention principles well embedded in national legislation**
- **But recognition practice is far from "automatic"**
- **Distinction between "recognition" and "admission" not always clear**

# System level "automatic" recognition

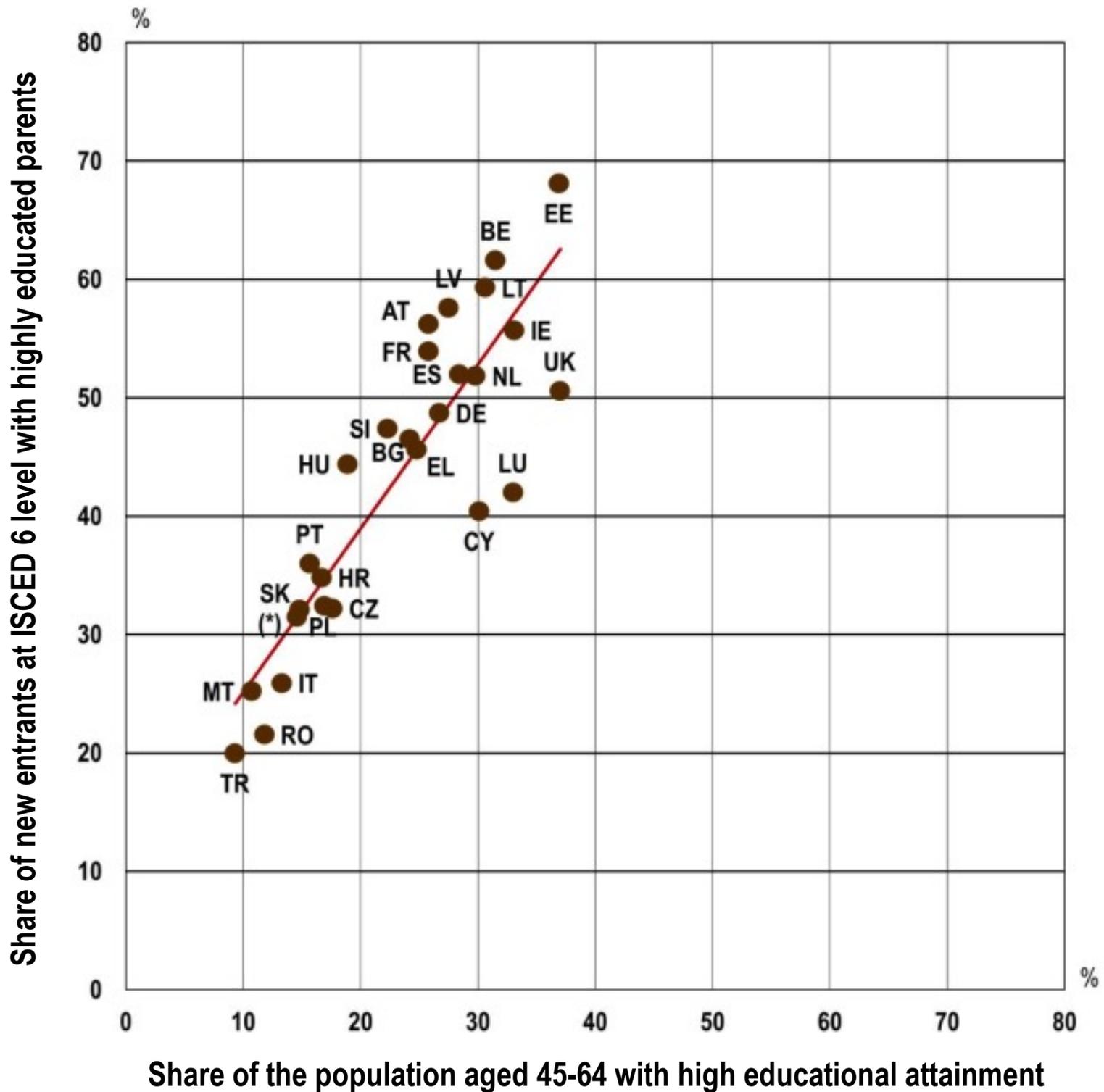


## Social Dimension

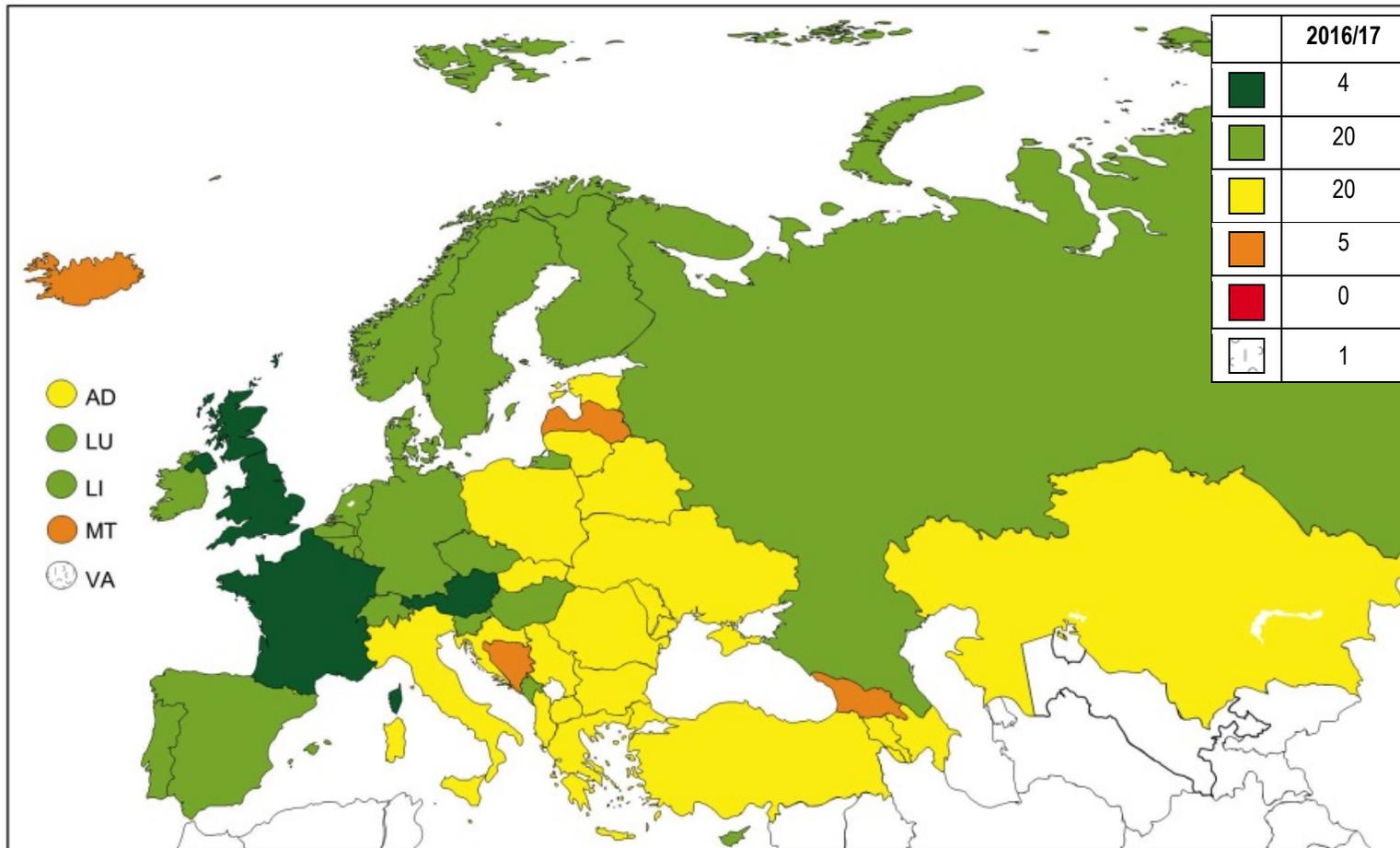
**Reality has not changed in recent years:**

- Under-representation of students from more "deprived" backgrounds, and greater risk of drop-out**
- Gender imbalances in certain disciplines**
- Lifelong learning (flexible provision) not a reality**

Parental higher education strongly influences access



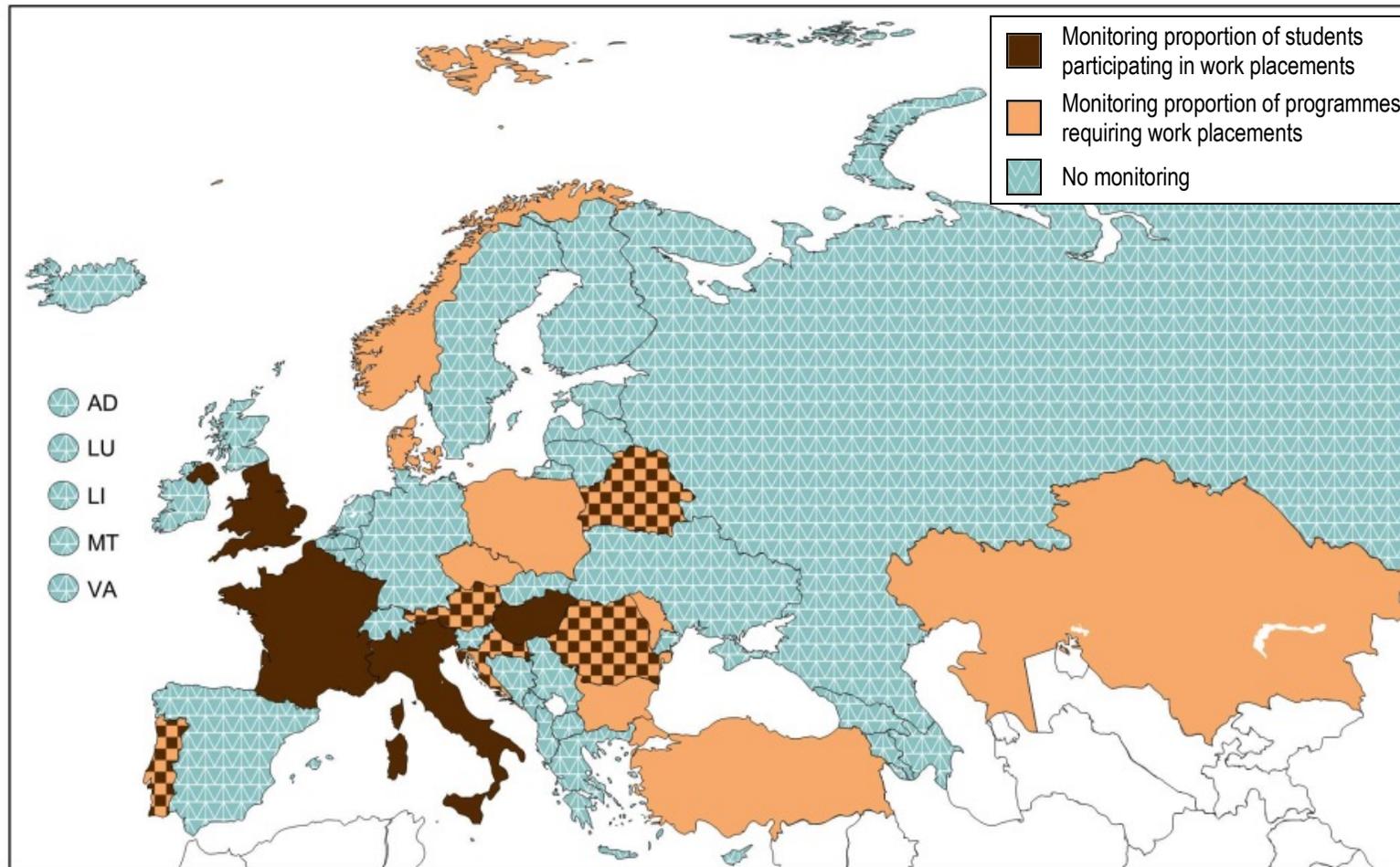
# Measures to support access for under-represented groups



# Employability

- **Graduate employment improving after impact of 2008 economic crisis**
  - **but not everywhere**
  - **& not as the result of government / policy or action by higher education institutions**

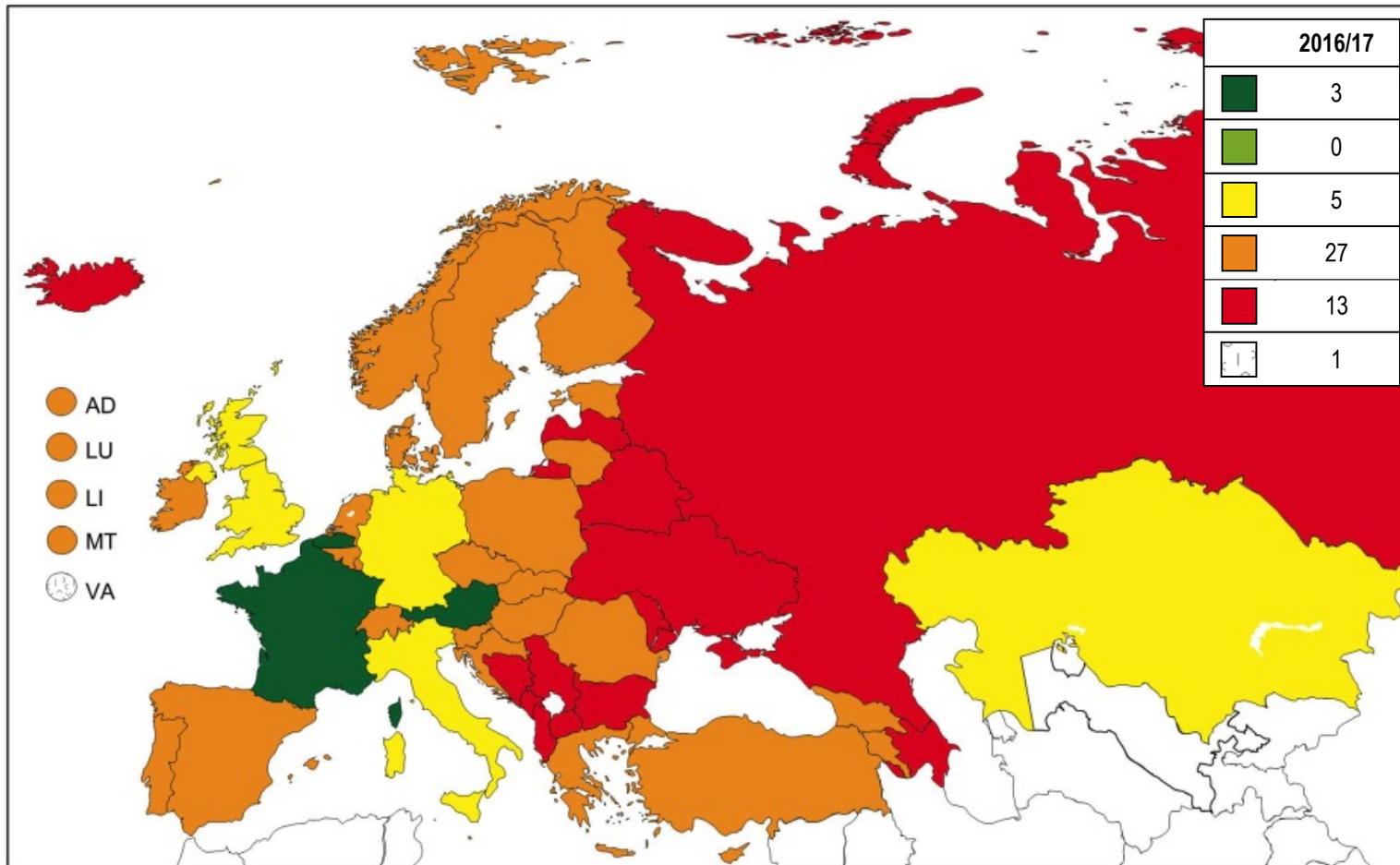
# Monitoring work placements



## Student Mobility

- Degree mobile students
  - 2.8 % within EHEA
  - 3.6 % from outside EHEA
- For all countries, more outgoing students stay in EHEA than go outside
- Several countries – very imbalanced mobility flows

# Supporting mobility of under-represented groups



# Values

- Difficult to assess in BPIR
- Different models of governance are not causally linked to problems
- **Legal protection** of academic freedom and institutional autonomy **is important**



**Thank you  
for your attention**

**Enjoy  
reading the report**

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