

Working Group on Monitoring the Implementation of the Bologna Process discussion paper: Draft Proposal of Structure and Indicators for BPIR 2027

The purpose of this paper is to inform the Bologna Follow Up Group about how the **selection of indicators for the 2027 report** has been undertaken.

The **structure** for the **2027 report** was **approved by the BFUG** at its last meeting in Warsaw, Poland. The report structure is aligned with the policy priorities being addressed by BFUG working groups, and the report will include not only **indicators** but **also narrative texts** on progress in implementation in each thematic area (see paper on narrative texts).

After the Warsaw BFUG meeting, the Working Group on Monitoring developed and agreed a draft proposal of indicators. This proposal was shared and discussed with the chairs of the other BFUG working groups, as well as within the Working Group on Monitoring. This paper **incorporates the suggestions from the BFUG working groups** that were accepted by the Working Group on Monitoring at its meeting in Vienna on 15/16 October 2025.

The **chapters** in this paper are those proposed for **the 2027 report**. The **figure numbers**, however, **refer to the 2024 report** (so that they can be quickly located).

The paper outlines the indicator, and a preliminary advice from the Working Group on Monitoring on whether it should be **maintained as an indicator in the 2027 report** or as data to be displayed **in an annex**. Indicators from the 2024 report that have been dropped for the 2027 edition are not included in this paper. New indicators have, however, been added.

Regarding the **chapter 4 on Fundamental Values**, the Co-chairs of the Monitoring and Fundamental Values working groups have met on several occasions to agree the approach to developing a monitoring framework in this complex area. The following points have been agreed:

- 1) There will be **full alignment** between the work of the **WGs on Monitoring and Fundamental Values**, as well as with the Erasmus+ project (**NewFav2**) on developing indicators for Fundamental Values.
- 2) The questions to be asked to public authorities on the **de jure situation** will be included in the questionnaire for the Bologna Process Implementation Report. The wording of these questions will be decided by the Working Group on Fundamental Values to align with the approach taken in the overall methodology for the NewFav2 project
- 3) The data gathered will be given to the working group on Fundamental Values after it has been finalised.
- 4) The decision on whether to include indicators on Fundamental Values in the BPIR will be taken at a later stage. If indicators are included, they will be limited to the de jure situation and reflect the questions asked to public authorities. However, it is also possible that consolidated indicators on fundamental values developed using the methodology of the NewFav2 project will be presented in a separate report under the auspices of the Fundamental Values working group.

For this reason, no indicators are currently shown in relation to Chapter 4.

Chapter 1 Degree Structures

Fig 2.1 Share of first-cycle programmes with a workload of 180, 210, 24 or another number of ECTS credits.

Advice: keep the data in an annex

Fig 2.2 Share of second-cycle programmes with a workload of 60-75, 90, 120 or another number of ECTS credits.

Advice: keep the data in an annex

Fig 2.3 Most common total workload of first and second cycle programmes

This figure illustrates differences in implementation patterns of the first and second cycle combined. However, as there are no formal commitments regarding these two cycles together, it could be left out.

Advice: keep the data in an annex

Figure 2.5 Presence of integrated/long programmes leading to a second-cycle degree and the percentage of students in these programmes

Advice: keep the data in an annex

Figure 2.6 Programmes outside the Bologna degree structure other than integrated long programmes

Advice: keep the data in an annex

Figure 2.7 Scorecard indicator 1: implementation of agreed Bologna degree structures

Advice: keep the figure

Figure 2.8: inclusion of microcredentials in national qualifications frameworks

Advice: keep the figure

Figure 2.9 Scorecard indicator n°2: monitoring the implementation of the ECTS system by external quality assurance

Advice: keep the figure

Figure 2.10 Scorecard indicator N°3 Stage of implementation of the Diploma Supplement

Advice: keep the figure

Figure 2.11 Scorecard indicator n°4: Implementation of national qualifications frameworks, 2022/2023

Advice: keep the figure

NB Following a discussion with TPG A the criteria for the indicator will be revised to ensure that self-certification has been undertaken within the last 10 years.

Chapter 2: Recognition

Figure 2.12: Principles of the Lisbon Recognition Convention in national legislation
Advice: keep the figure

Figure 2.13: Implementation of Article VII of the LRC at national level, 2022/2023
Advice: keep the figure.

Figure 2.14: Use of tools for recognition of refugees' qualifications: the Council of Europe Qualifications Passport for Refugees (EQPR) and ENIC/NARIC's toolkit for recognition of refugees' qualifications, 2022/2023
Advice: keep the data in an annex

Figure 2.15: Scorecard indicator n°5: System level (automatic) recognition for academic purposes, 2022/2023
Advice: keep the figure

Figure 4.3: Recognition of prior learning in accessing and for the fulfilment of first-cycle higher education study programmes
Advice: keep the figure.

Chapter 3: Quality assurance

Figure 2.16: Scorecard indicator n° 6: Stage of development of external quality assurance system
Advice: keep the figure

Figure 2.17: Share of higher education institutions reviewed by an EQAR-registered quality assurance agency
Advice: keep the data in an annex

Figure 2.18: Scorecard indicator n° 7: Level of student participation in external quality assurance
Advice: keep the figure

Figure 2.19: Scorecard indicator n° 8: Level of international participation in external quality assurance
Advice: keep the figure

Figure 2.20: Scorecard indicator n° 9: Level of openness to cross border quality assurance of EQAR registered agencies, 2022/2023

Advice: keep the figure

Figure 2.21: Countries allowing the European Approach for quality assurance of joint programmes

Advice: keep the figure

Figure 2.22: Countries using the European Approach for quality assurance of joint programmes

Advice: keep the figure

NB The title of the figure will be changed to “Countries where higher education institutions have used the European Approach for quality assurance of joint programmes.”

NEW Indicator to be developed: Transnational Education that is quality assured in accordance with the ESGs/with the same standards as home provision

Chapter 4 Fundamental Values (See introduction)

Chapter 5: Social Dimension

Figure 4.3: Recognition of prior learning in accessing and for the fulfilment of first-cycle higher education study programmes, 2022/2023

Advice: move this indicator to Chapter 2 on recognition

Figure 4.5: Top-level coordination structures and mechanisms between different levels of education, 2022/2023

Advice: keep the data in an annex

Figure 4.6: Scorecard indicator n°11: P & G 3: Facilitating synergies for an inclusive lifelong learning, 2022/2023

Advice: keep the figure

Figure 4.7: Monitoring student characteristics other than age and gender at higher education (HE) entry, at the completion of the first cycle, and at the end of the first year of the first cycle, 2022/2023

Advice: keep the data in an annex

Figure 4.8: Scorecard indicator n°12: P & G 4: Monitoring and data collection, 2022/2023

Advice: keep the figure

Figure 4.11: Grants awarded in the first cycle of higher education, 2022/2023

Advice: keep the data in an annex

Figure 4.12: Scorecard indicator n°14: P & G 6: Sustainable funding for equity, inclusion and diversity in higher education, 2022/2023

Advice: keep the figure

Figure 4.13: Support to higher education institutions (HEIs) for staff training on equity, inclusion and diversity, 2022/2023

Advice: keep the data in an annex

Figure 4.14: Scorecard indicator n°15: P&G 7: Inclusive learning environment and institutional culture, 2022/2023

Advice: keep the figure

Figure 4.15: Top-level measures supporting vulnerable, disadvantaged or underrepresented students in international learning mobility, 2022/2023

Advice: Advice: keep the data in an annex and move to Chapter 6 on internationalisation and mobility

Figure 4.16: Scorecard indicator n°16: P&G 8: Supporting vulnerable, disadvantaged or underrepresented groups of students and staff in participating in international mobility, 2022/2023

Advice: move to Chapter 6 on internationalisation and mobility

Figure 4.19: Participants in policy dialogue to implement the principles and guidelines on the social dimension, 2022/2023

Advice: keep the data in an annex

Figure 4.20: Scorecard indicator n°17: P & G 10: Policy dialogue on implementation of principles and guidelines, 2022/2023

Advice: keep the figure

Chapter 6: Internationalisation and mobility

For this chapter, the following quantitative indicators may be extracted from the European Higher Education Sector Observatory (EHESO)

- Share of mobile students at ISCED 5-7
- Share of students with mobility abroad at ISCED 5 -7
- Share of students with previous degree abroad at ISCED 7
- Share of mobile students at ISCED 8
- Share of foreign academic personnel

Qualitative indicators

Figure 6.9: Portability of public grants, first and second cycle, 2022/2023

Advice: keep the data in an annex

Figure 6.10: portability of publicly subsidised loans, first and second cycle, 2022/2023

Advice: keep the data in an

annex

Figure 6.11: Scorecard indicator n°18: Portability of public grants and publicly funded loans

Advice: keep the figure

Figure 4.15: top-level measures supporting vulnerable, disadvantaged or underrepresented students in international learning mobility

Advice: keep the data in an annex

Figure 4.16: Scorecard indicator n°16: P&G 8: Supporting vulnerable, disadvantaged or underrepresented groups of students and staff in participating in international mobility, 2022/2023

Advice: keep the figure

New Indicator: Existence of national internationalisation strategies (potentially including objectives on green mobility, inclusion, blended learning, staff mobility, joint degrees).