The European Higher Education Area in 2018

Bologna Process
Implementation Report

Implementation of the EHEA: what does that mean?

Bologna Day
Vienna
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Eurydice
Presentation overview

1) EHEA development, as seen from Bologna Process Implementation Report - with particular attention to Austria

2) Policy discussions and issues for the future…
EHEA today

• **48** countries

• **38** million students:
  56 % in Russia, Turkey, Germany, France and UK

• **1.2 % GDP**
  public expenditure (average)

• AT high enrolment rates and high level expenditure (1.79% GDP)
The Bologna method

- Voluntary commitment to agreed policy reforms
- Monitoring and peer pressure (BPIR)
- With the risk of picking and choosing ingredients…
Key Commitments:

- Structural reforms underpinning EHEA (tomato and mozzarella)
- 3 cycle degree structure
- Recognition
- Quality Assurance
Degree structures (including ECTS, NQF, DS):

- c10 countries have serious issues
  Not Austria 😊
- ECTS well implemented and linked with learning outcomes
- NQF well implemented
- DS – fine
- But students claim ECTS is not always used (properly) for credit transfer
ECTS (QA)
Short cycle (level 5)

- Part of higher education in half of EHEA recognition within first cycle in half of these systems...
- Other short cycle tertiary education also exists – but not as part of higher education.
- Picture is complex / confused ...
- AT: significant numbers (18%) in ISCED 5 (short cycle) Also complex differentiations (Berufsbildende Höhere Schule, Kolleg, tertiärer Lehrgang etc)
Quality Assurance

EHEA

• Relatively positive picture, with 2015 ESG clearly playing a significant role
• Improvements in cross-border QA (although more to be done)

AT

• Some room for improvement with ESG implementation and student involvement
QA: Implementation of ESG 2015

External QA is required to consider all elements of ESG 2015

External QA usually considers all elements of ESG 2015

External QA is required to consider most elements of ESG 2015
Student involvement in QA

<table>
<thead>
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<th></th>
<th>2016/17</th>
<th>2013/14</th>
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<tbody>
<tr>
<td>AD</td>
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<td>14</td>
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<tr>
<td>LU</td>
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<td>13</td>
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<tr>
<td>MT</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>VA</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>51</td>
</tr>
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Lisbon Recognition Convention

- Main principles generally integrated into legislative framework
- Challenge: ensuring legislation is respected

- AT: recognition left in hands of HEIs..
- External QA not required to assess recognition practice
- On the path to automatic recognition, AT has some way to go…
System level recognition for academic purposes

2016/17

<table>
<thead>
<tr>
<th>Color</th>
<th>Value</th>
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<tbody>
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<td>29</td>
</tr>
<tr>
<td>VA</td>
<td>6</td>
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Student Mobility: data

- Degree mobile students
  - 2.8 % within EHEA       AT 13.9%
  - 3.6 % from outside EHEA  AT 2.0 %
  - AT outward degree mobility 3.8 %

- For all countries, more outgoing students stay in EHEA than go outside

  AT > 15 000 in EHEA, <1500 outside EHEA
Student Mobility: policy

AT: more active than most countries

- performance indicators on internationalisation activities are used for funding for HEIs

- quantitative policy objectives and top-level recommendations for increasing the participation of students from disadvantaged backgrounds
Social Dimension

• Overall, EHEA faces stubborn problems: parental education strongly influences attainment of migrants, ethnic minorities, people with disabilities, mature students often under-represented, and with lower retention/completion rates. Strong gender imbalances in disciplines.
Migrants have less chance of accessing higher education

Figure 5.7: Participation rates in tertiary education among persons aged 18-29, foreign-born, native-born and total population, 2016
Disciplines remain highly gender defined

Median share of women in enrolled students in Bologna structures by field of education and level of Bologna structure (first and second cycle, ISCED 6 and 7), 2014/15

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>ISCED 6</th>
<th>ISCED 7</th>
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<tbody>
<tr>
<td>Education</td>
<td>79.5</td>
<td>79.6</td>
</tr>
<tr>
<td>Health and welfare</td>
<td>77.5</td>
<td>69.2</td>
</tr>
<tr>
<td>Arts and humanities</td>
<td>65.6</td>
<td>66.4</td>
</tr>
<tr>
<td>Social sciences, journalism and information</td>
<td>64.6</td>
<td>68.4</td>
</tr>
<tr>
<td>Business, administration and law</td>
<td>55.9</td>
<td>59.4</td>
</tr>
<tr>
<td>Natural sciences, mathematics and statistics</td>
<td>54.4</td>
<td>57.7</td>
</tr>
<tr>
<td>Agriculture, forestry, fisheries and veterinary</td>
<td>45.5</td>
<td>62.1</td>
</tr>
<tr>
<td>Services</td>
<td>43.3</td>
<td>45.0</td>
</tr>
<tr>
<td>Engineering, manufacturing and construction</td>
<td>25.3</td>
<td>32.3</td>
</tr>
<tr>
<td>Information and communication technologies</td>
<td>19.3</td>
<td>23.5</td>
</tr>
</tbody>
</table>
Social dimension in Austria

• Strategy developed and is being implemented
• Targets, measures and monitoring for gender, second-generation immigrants, students with 'non-traditional' backgrounds
• Important to follow up closely and address education at all levels..
• And work across borders
Unemployment rates dropped significantly 2013 – 16 (after increase post 2008 economic crisis)

Graduate unemployment rate 3 years or less after graduation 11.5% in EU (AT 6.6%) and 4.4% more than 3 years (AT also 3.1%)

Higher education significant factor in reducing risk of income below the poverty line (AT 9.7% risk with higher education, and c30% with low level of education)
Shared values?

- Easy to claim that EHEA is based on shared values
- But difficult to assess: academic freedom, institutional autonomy are not absolute concepts
- Models of governance not causally linked to problems – although democratic culture may be..
- What do we do when serious violations of values occur? Without agreed definitions, indicators, sources of evidence and an agreed EHEA approach, difficult to do anything
Tentative conclusions?

• Few countries can claim "job done" for all main commitments… Peer support seems promising

• Social dimension remains a major challenge, and Austria can help /is helping others

• Challenges (AI, digital society, globalisation etc) ahead

• Despite difficulties, achievements of European higher education cooperation are significant : we need to build upon this platform…
• For copies of the Implementation report:

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