BWSE 2012

- Cycles, degrees and ECTS
- Financing of higher education
- Student mobility
- Social dimension
- Lifelong learning
- Student Centered Learning
- Qualification Frameworks
- Recognition
- Recognition of Prior Learning
- Quality Assurance and Transparency
- Student Participation in Higher Education Governance
- EHEA, “time for a new deal”? 
How is the student view different?

• Versus the Bologna implementation rapport and the communiqué
  ▫ Overall gloomier view
  ▫ Tougher policy suggestions
  ▫ Stronger focus on public and national responsibility
EHEA 2012: “STATE OF PLAY”
Financing of higher education

- Many general commitments to stronger financing of higher education and higher education as a public good and public responsibility.
- Important for mobility and the social dimension in the Bologna Process.
- Strong negative trends with decrease in funds after the economic crisis.
- Increase in student numbers not matched by increase in funds.
- Increase in cost-sharing
- Move to performance based funding models.
Effect of the economic crisis

*What effect did the global financial crisis have on financing of higher education in your country?*

- Negative, the budgets in higher education institutions have been reduced.
- No significant difference
- Positive, more investments have been made into higher education institutions.
Tuition fees in 2009-2012

How does your National Union of Students see the development of student fees (tuition fees, administrative fees, etc) charged for the majority of the students in the last three years (2009-2012)? Have the fees been:

- Significantly increased (10% or more)
- Substantially increased (5-10%)
- Minor increase (up to 5%) or increased for smaller groups of students.
- No change or no tuition fees.
- Decrease in tuition fees.
Student mobility

- 20% benchmark
- EHEA mobility strategy
- Financing is the largest obstacle today
- Little progress with portability of loans and grants
- Social background of students participating in mobility
- Balanced mobility in Europe
Living expenses abroad?

Do national students spending a period abroad have problems meeting their study and living expenses from their grant or loan?

- Many have problems.
- Some have problems
- Few have problems.
- None have problems.
- Not sure

ESU (European Students' Union)
Portability of loans and grants

How portable are loans and grants for students? Outgoing students to EU/EHEA/World

- Not possible
- Major obstacles exist
- Minor obstacles
- Fully portable
- Not sure
Social dimension

- Progress in increasing participation rates
- Poor strategies for social dimension
- No national targets despite commitment from 2009
- Little use of recognition of prior learning
- Little improvement in student support services since 2009
## Priority of social dimension

*To what level does your National Union of Students see that the social dimension is a priority for different stakeholders?*

<table>
<thead>
<tr>
<th></th>
<th>High priority</th>
<th>Medium priority</th>
<th>Low priority</th>
<th>Not a priority</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National governments</strong></td>
<td>(8) Bulgaria, Hungary, Iceland, Macedonia, Malta, Poland, Slovenia, United Kingdom</td>
<td>(17) Austria, Azerbaijan, Belgium (VSS), Bosnia and Herzegovina, Denmark, Estonia, Finland, France, Germany, Ireland, Lithuania (LSS and LSAS), Norway, Serbia, Slovakia, Spain</td>
<td>(5) Czech Republic, Luxembourg, Netherlands, Romania, Ukraine</td>
<td>(4) Italy, Latvia, Sweden, Switzerland</td>
</tr>
<tr>
<td><strong>Higher education institutions</strong></td>
<td>(6) Bulgaria, Hungary, Iceland, Macedonia, Malta, Slovenia</td>
<td>(15) Austria, Belgium (VVS), Czech Republic, Estonia, Finland, Ireland, Lithuania (LSS and LSAS), Luxembourg, Norway, Poland, Slovakia, Spain, United Kingdom</td>
<td>(12) Azerbaijan, Bosnia and Herzegovina, Denmark, France, Germany, Italy, Latvia, Netherlands, Serbia, Sweden, Ukraine</td>
<td>(1) Switzerland</td>
</tr>
<tr>
<td><strong>Student unions</strong></td>
<td>(27) Austria, Azerbaijan, Belgium (VVS), Bulgaria, Czech Republic, Denmark, Estonia, Finland, France, Hungary, Germany, Iceland, Ireland, Italy, Lithuania (LSAS), Macedonia, Malta, Poland, Serbia, Slovakia, Slovenia, Spain, Switzerland, United Kingdom, Ukraine</td>
<td>(6) Latvia, Lithuania (LSS), Luxembourg, Netherlands, Norway, Sweden</td>
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## Student financing

<table>
<thead>
<tr>
<th>Access</th>
<th>Sufficiency</th>
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</thead>
<tbody>
<tr>
<td>Improving or maintained, and the proportion of students able to access financing is satisfying</td>
<td>Sweden, Iceland</td>
</tr>
<tr>
<td>Catching up, more students are able to access financing, but still not satisfying</td>
<td>Lithuania (LSAS)</td>
</tr>
<tr>
<td>Not improving, the proportion of students able to access financing is not sufficient</td>
<td>Netherlands, Belgium (VSS), Czech Republic, Germany, Latvia, Macedonia, Serbia, Slovenia, Slovakia, Switzerland, UK</td>
</tr>
<tr>
<td>Reduced, less students are able to access financing.</td>
<td>Estonia, Ireland, Italy, Spain, Portugal, Hungary, Lithuania (LSAS)</td>
</tr>
<tr>
<td>Reduced, the level of financing has been cut compared to costs.</td>
<td>Not improving, and the level of financing is insufficient.</td>
</tr>
<tr>
<td>Not improving, and the level of financing is insufficient.</td>
<td>Catching up, the level of financing is improving, but still not satisfying.</td>
</tr>
<tr>
<td>Catching up, the level of financing is improving, but still not satisfying.</td>
<td>Improving or maintaining, and the level of financing is satisfying.</td>
</tr>
</tbody>
</table>

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Note: The table provides a summary of student financing situations across different countries, categorizing them based on access and sufficiency.
ECTS and Cycles

- Only five out of 34 countries reported no problems with implementation of the cycle system.
- Barriers limit access from first to second cycle.
- The majority of countries allocate ECTS on the basis of workload.
- The minority of countries allocate ECTS based on learning outcomes.
Implementation of ECTS

ECTS—in my country, the ECTS system has been implemented ...

- Not at all
- Hardly at all
- In about half of the Higher Education system
- To a large extent
- Completely throughout the Higher Education System
ECTS allocated based on workload

ECTS and Learning outcomes: In my country, the allocation of ECTS does happen on the basis of an estimation of the workload

- Not at all
- Hardly at all
- In about half of the Higher Education system
- To a large extent
- Completely throughout the Higher Education System
Quality Assurance

• The level of student participation has improved on all levels since 2009, but there is considerable room for improvement.
• Compliance with the European Standards and Guidelines for QA has improved since 2009, however there is still not full compliance.
• The European Quality Assurance Register seems to be more consolidated than in 2009, but its level of support by the national students’ unions has increased very little.
• Rankings and classifications of institutions that also aim to provide information about higher education remain controversial with some unions supporting their development and many seeing little value there.
• Descriptive transparency tools are more favored.
Participation in internal QA

Student participation in internal quality assurance

- No participation
- Very little participation
- Some participation but far from being enough
- Participation is high, but still lacking in some places.
- Equal partners
Participation in external QA

Student participation in external quality assurance

- No independent QA body/agency
- Students are not consulted
- Students are interviewed by the external panel.
- Observers of the external panel
- Full members in external evaluations.
- Including position of chair/secretary
Participation in QA agencies

Student participation in governance of quality assurance agencies

- No independent QA body/agency
- No participation at this level
- Only members of consultative bodies.
- Members of governance bodies without voting rights
- Full members of governance bodies.
- Planners of evaluation processes, members of consultative bodies and full members of governance bodies.
Student Participation

• Increasing threat that students will be treated more as consumers than full members of the academic community
• Increasing influence of external stakeholders in governance of HEIs
• Students do have an increasing say on the matters directly related to the learning process (like curricula design), however, they are being gradually excluded from the top-level decisions.
Student representation

What is the percentage of students represented in the HEI decisional bodies:

- Under 15%
- 15% to 20%
- 21% to 25%
- More than 25%
Student participation

*Effects of the Bologna Process to the enhancement of the student participation.*

- Reduction, bad effect
- No effect at all
- Some/little effect
- Significant effect
BUCHAREST 2012 and BEYOND!
Recommendations from ESU

1. **Public responsibility and investing**: in higher education. Reaching the targets in the Bologna Process will not be possible without financial support. *Balancing mobility*.

2. **Student mobility**: financing of mobility. Deadline for portability of loans and grants.

3. **Social dimension**: national targets and strategies. Tied to a European strategy with an EHEA reference point.

4. **Transition to work**: use of internships. Better evidence through a European graduate survey.

5. **Learning outcomes**: Linking ECTS and qualification frameworks to learning outcomes.

6. **Student Centered Learning**: Incentives for higher education institutions.
Recommendations from ESU

7. **ECTS and cycles:** Guarantee open and flexible progression between cycles.

8. **Quality assurance:** Revising the European Standards and Guidelines

9. **EHEA governance:** Adopting minimum standards for implementation of the Bologna Process with “bologna labels”.
Outcomes for mobility?

• “Fuzzy commitments” but commitments and a strategy

• No deadline for portability of loans and grants

• EU policy and funding= Masters loan scheme?
BFUG Plan of Work

- **Main working groups**
  - *WG on mobility and internationalization*
  - *WG on social dimension and lifelong learning*
  - *WG on qualifications frameworks, recognition, quality assurance and transparency*
  - *WG on reporting on the Bologna Process implementation*

- **Financing?**
  Peer learning seminars and beyond

- **Many cooks...**
Thank you!
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