

The European Higher Education Area in 2015: **Bologna Process**

Implementation Report



Setting the scene: RPL, inclusion and alternative study paths in the Bologna Implementation Report

Malmö, 12 June 2017

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Eurydice

Overview

- 1 European context
- 2 Findings of 2015 Implementation report
- 3 Future prospects and challenges

Setting the scene...

Migration is not new...

People crossing borders will be part of our future..

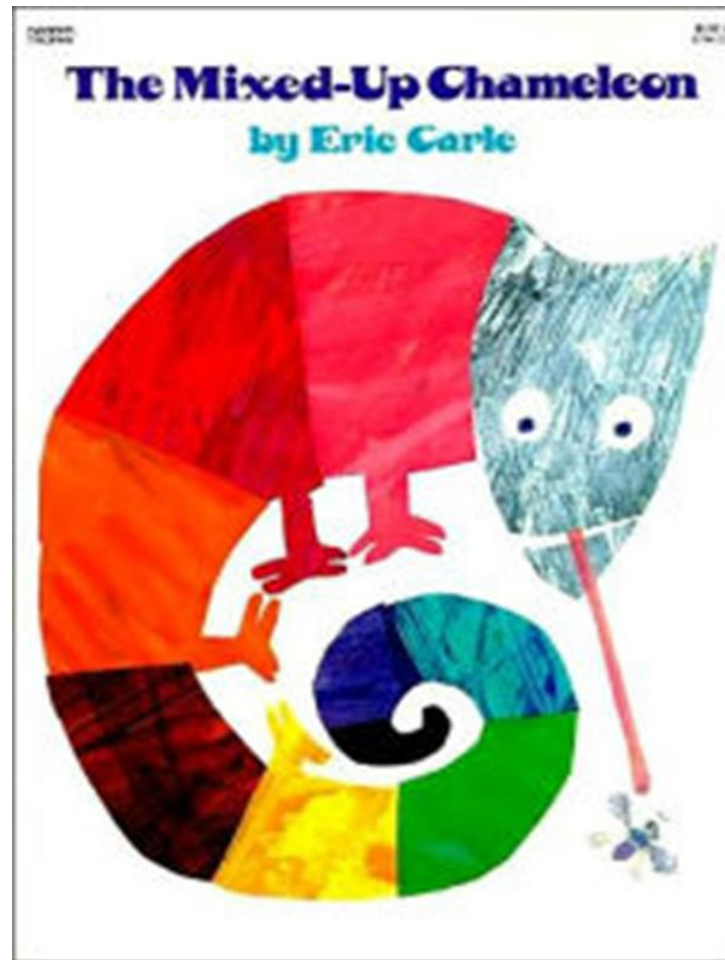
Driven by:

inequality, unresolved political conflicts

But also

Inter-connected global knowledge societies
depending on highly skilled migrants

Societal responses to migration



Mixed up attitudes and discourse...

Migration is conflated with security and terrorism

« *All terrorists are migrants* » Victor Orban

« *Those who organised these attacks and those who perpetrated them are exactly those that the refugees are fleeing and not the opposite* » Jean Claude Juncker

Mixed up policy spheres...

Positive Higher Education discourse

« Internationalisation, student and staff mobility, open and inclusive higher education, highly skilled migrants... »

Negative Immigration discourse

« Refugee crisis, need for secure borders »

Reactions to statistics

1.3 million asylum applications in both 2015 and 2016...

⇒ Moral panic.. But also altruism & solidarity

Take out Germany and Sweden, rest of the EU countries have handled less than 2 % of these asylum applications

Meanwhile Syrian conflict has created **13 million** refugees, with the vast majority in neighbouring countries

Why should (higher) education institutions care?

All migrants need support – education a key aspect

National self interest to support integration...

beneficial contribution to society/economy

Waste of talent if educational opportunities are limited by under-valuing and under-qualifying migrants because of lack of documents or language competence

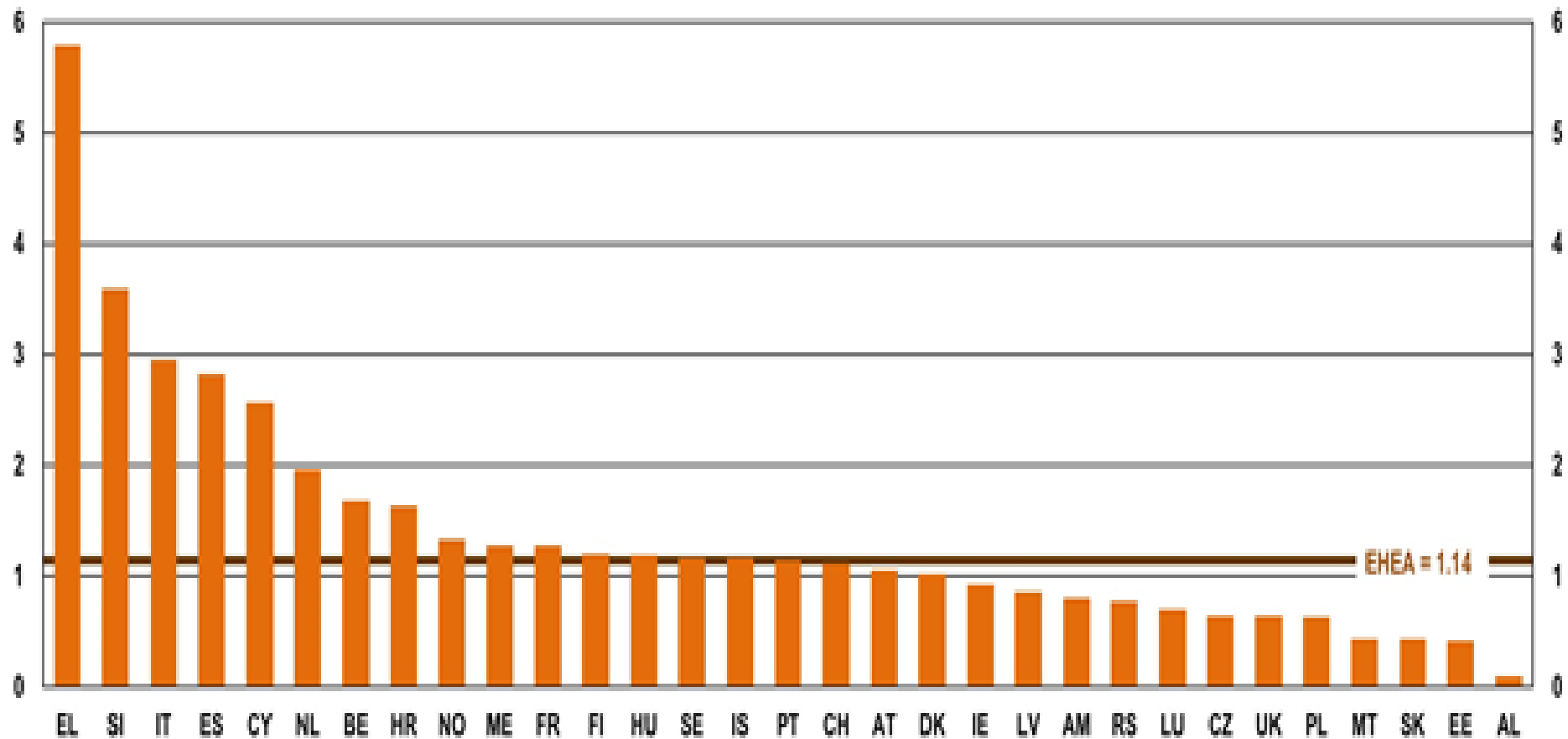
=> Identify support needed, and (try) to provide it

What is in place across Europe? Bologna Implementation Report

Statistical data relatively limited and imprecise...

However, some clear patterns regarding “native born” vs “foreign born” students

Relative chances of “*native*” and “*foreign born*” achieving a degree



Monitoring migrant status

- Only 13 (of 47) countries monitor migrant status of students at entry or at graduation...
- And only 8 monitor at **both** entry and graduation
- While this is a sensitive topic, difficult to assess effectiveness of policy without monitoring

Alternative entry routes

22 systems have at least one.

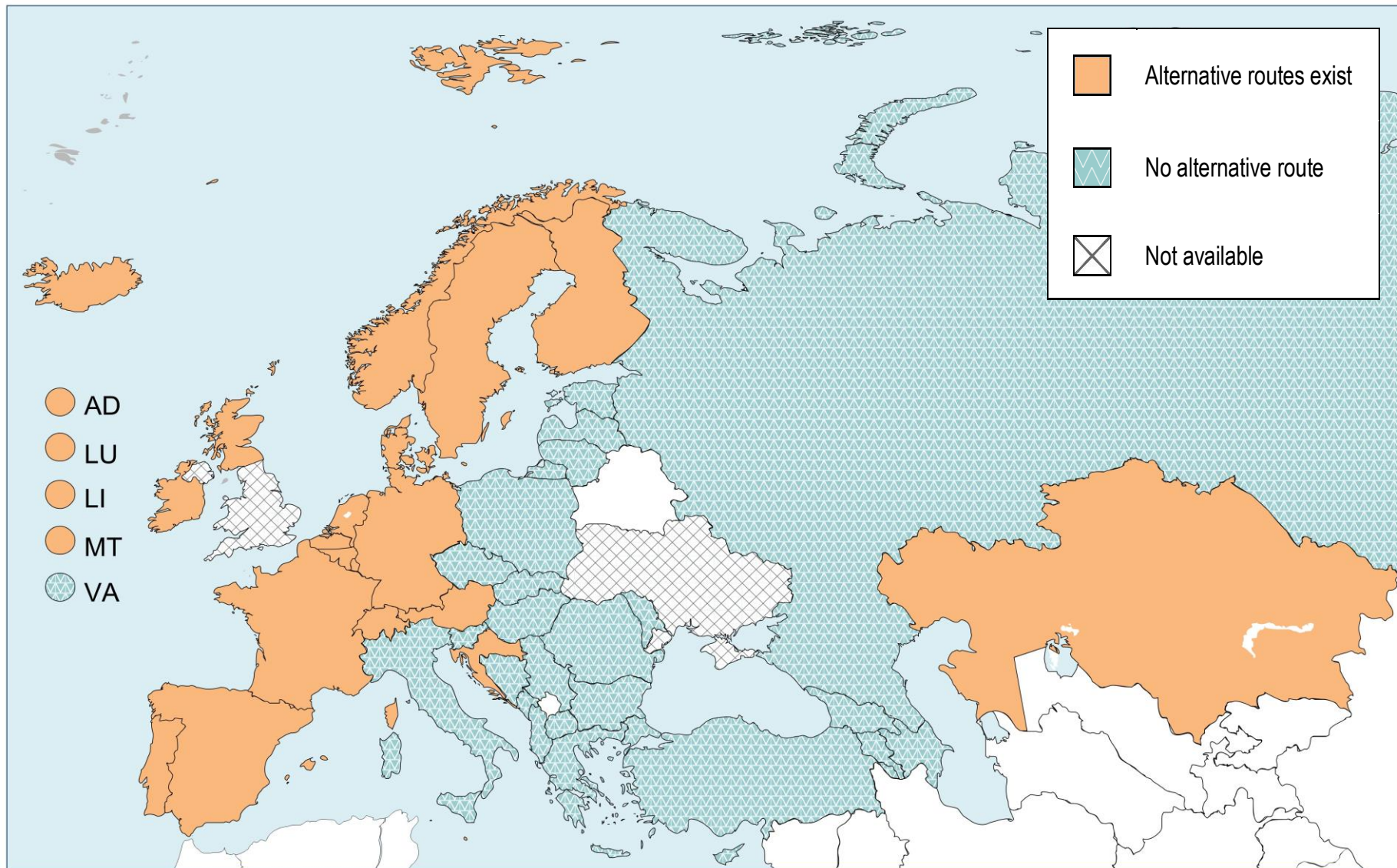
Often no data on how many candidates actually benefit...

Belgium (Flemish Community), Finland, Austria and Switzerland
1 % or less;

Norway, the Netherlands, Germany, Andorra and France
1-3 %.

Ireland and Malta
> 10 %

Alternative entry routes



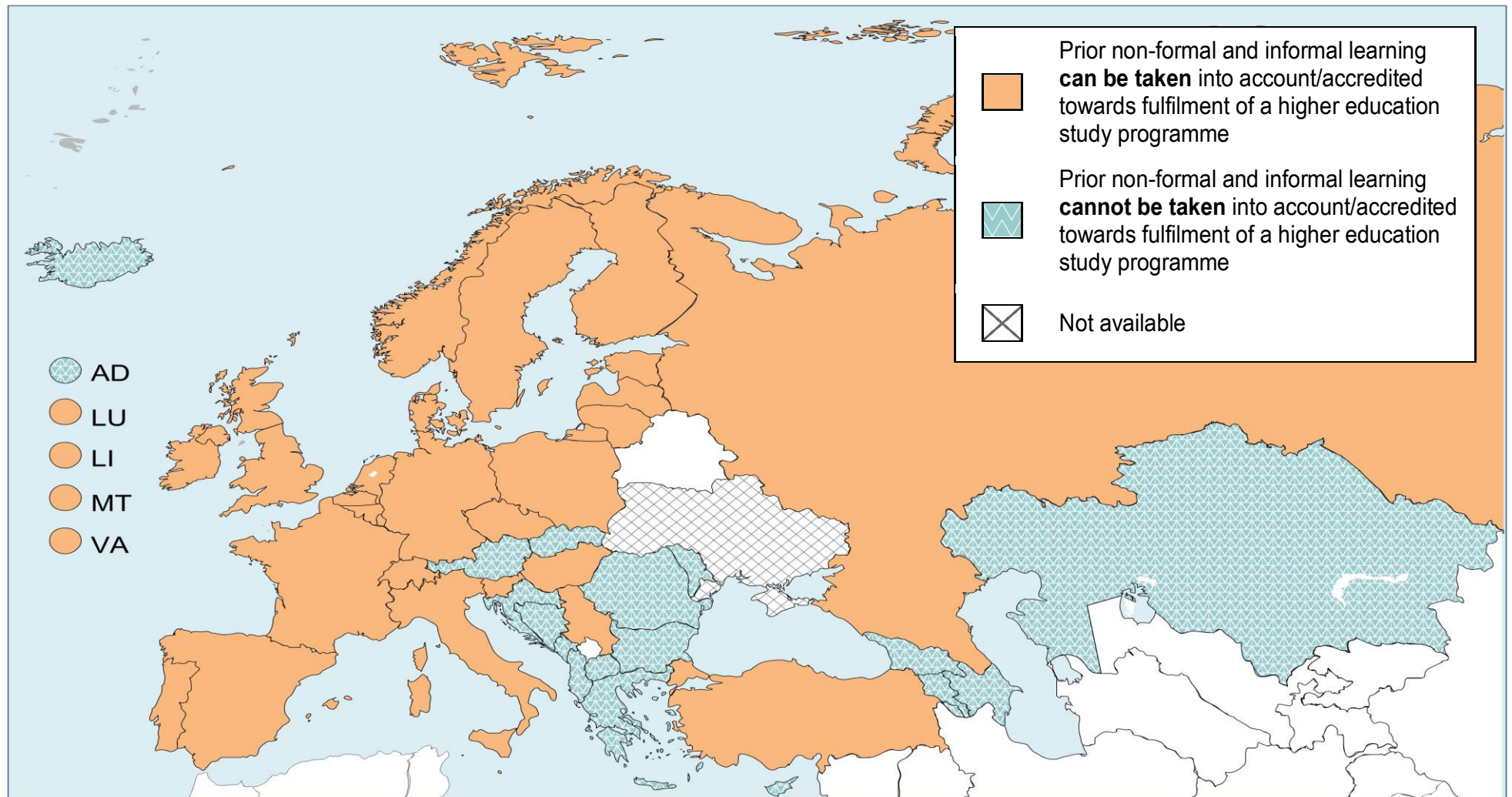
Recognition of Prior learning

28 systems: RPL **not possible** for admission

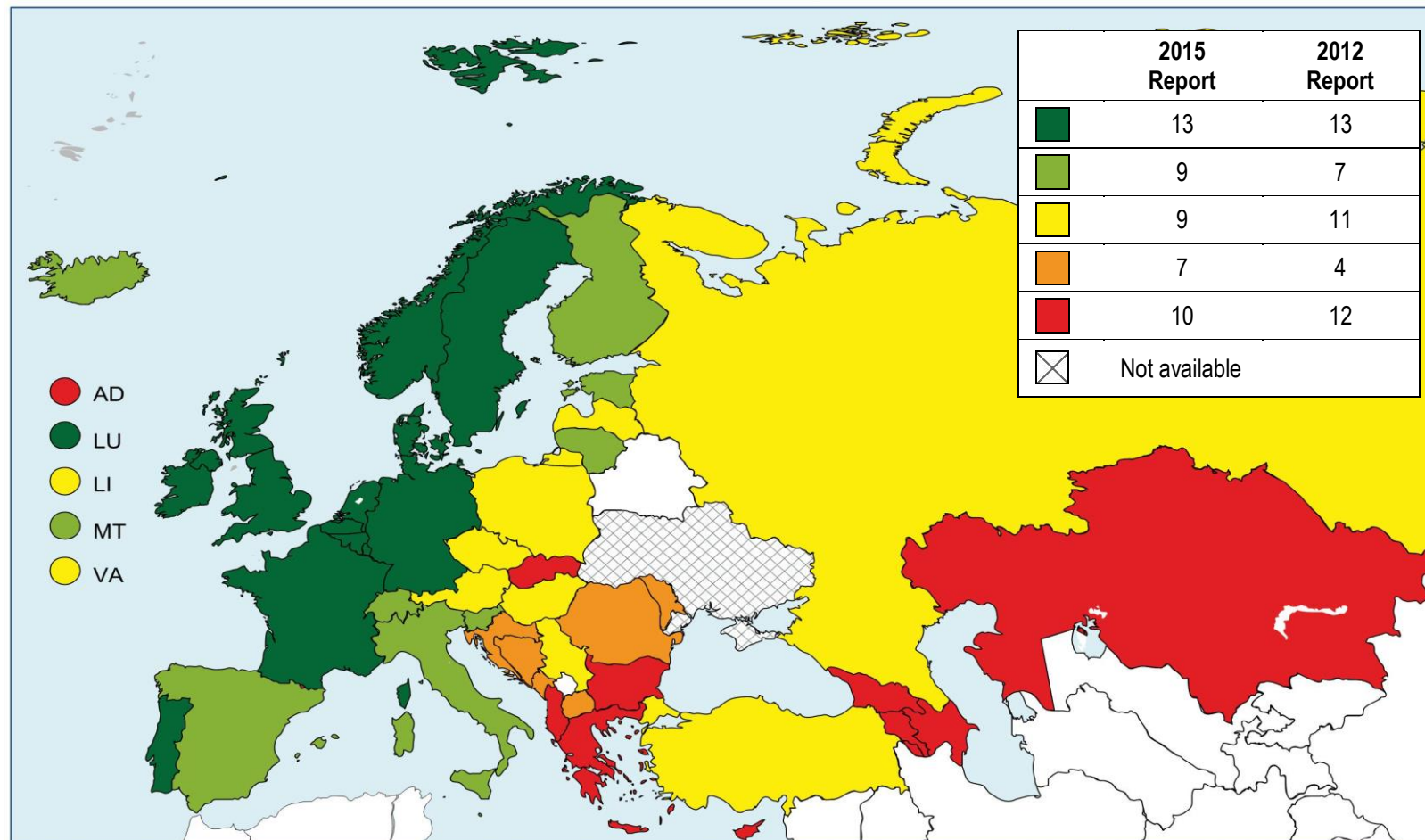
9 systems, **possible in some** (types of) higher education institutions

11 systems **possible in all** HEIs, and in Belgium (French Community), Denmark, France, Germany, Luxembourg, Norway, Portugal and Sweden, it is a legal right

RPL for progression



RPL scorecard: slow Progress



Looking ahead.. new indicators in 2018


Implementation of Article VII of the LRC at national level.
(Recognition procedures for qualifications held by refugees,
displaced persons and persons in a refugee-like situation)

Share of students reporting RPL for “first admittance into
HE” and “towards fulfilment of current study programme
(Eurostudent)

Guidance to HEIs to implement RPL

Conclusions..

- 1) Despite being part of the policy agenda, RPL has not advanced in many countries
- 2) Now is a good moment: not only to support migrants/refugees, but also to respond to demographic challenges and social dimension agenda
- 3) Information gathering and sharing of good practice should be stepped up – at national and European level



“Ethnic communities and groups in modern societies are fated to coexist, whatever the rhetoric which dreams of a return to an unmixed nation.”

Eric Hobsbawm