



Welcome to the webinar "Bologna Process and International Academic Mobility"

- Peer support Ukraine and the Netherlands -

This webinar is organised as part of the Erasmus+ FaBoTo+ Project by the Dutch Bologna Expert team / Dutch National Agency Erasmus+ and the National Erasmus+ Office Ukraine

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Webinar

"Bologna Process and International Academic Mobility"

Main Bologna Action Points: Where do we stand today?

Creating a European Higher Education Area (EHEA). Building trust and confidence: the role of Qualifications Frameworks, ECTS and Standards and Guidelines for Quality Assurance for credit mobility and internationalisation. The role and involvement of HE staff and students.

Robert Wagenaar, Member Dutch team of Bologna Experts /
Director International Tuning Academy – University of Groningen



OVERVIEW

1. Why do we have 'Bologna'?
2. How? The Context
3. How? Ten Bologna Process Objectives
4. How? The Core Commitments
5. Role of Students
6. Measuring Results
7. 'Bologna' in the Netherlands
8. Next Steps: Rome Communiqué

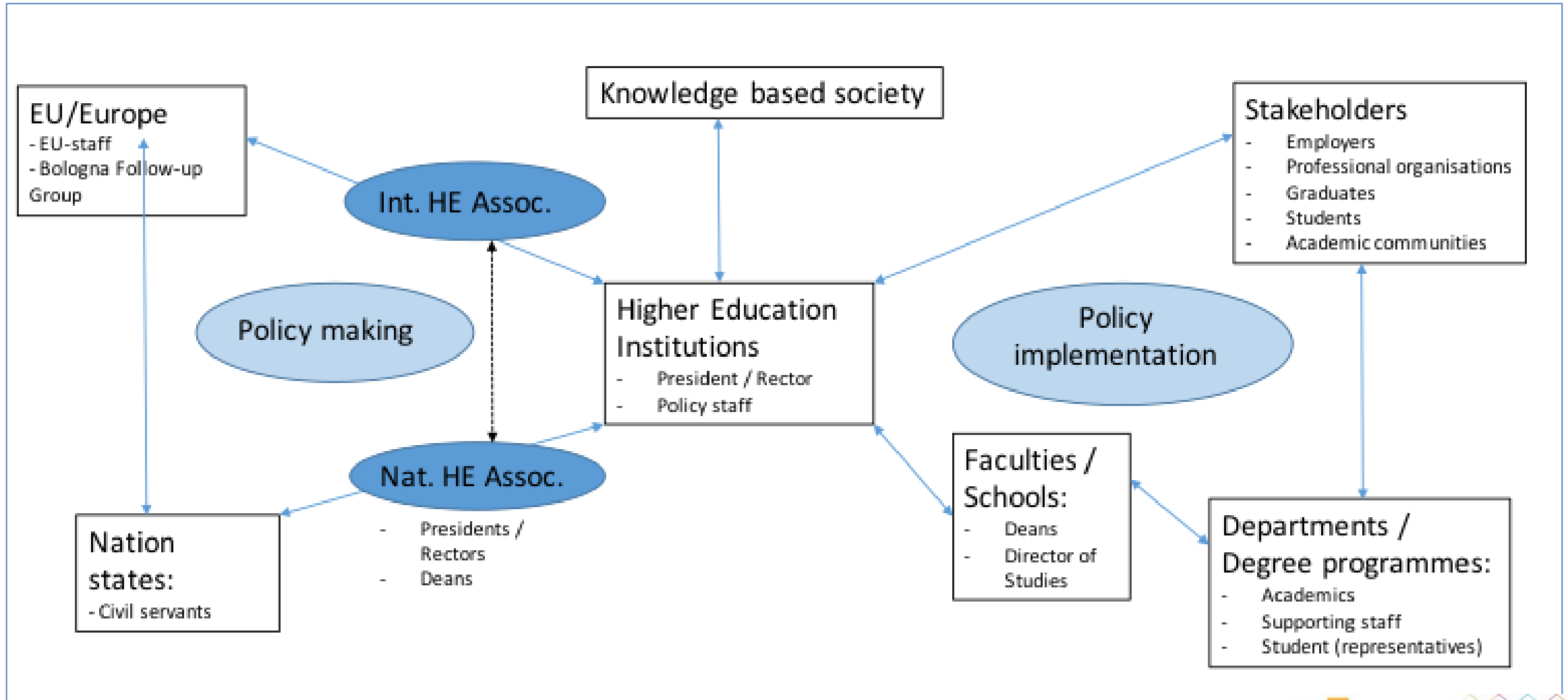


1. WHY DO WE HAVE

ISSUE	RESPONSE
Brain drain to other countries / world regions, e.g. the USA, Canada, Australia	Enhancing the attractiveness of the Higher Education Sector: introduction of cycle structure (undergraduate and graduate studies)
Concern about contribution of Higher Education to societal needs, in particular economical (skills gap: from industry to service)	Focus on the needs of a Knowledge Society
Necessity to reform the Higher Education sector and its degree programmes	National reforms leveraged by agreement at international level



2. HOW? THE CONTEXT





3. HOW? TEN 'BOLOGNA'

OBJECTIVES

1. Adoption of a system of easily readable and comparable degrees (incl. applying Diploma Supplement)
2. Adoption of a system essentially based on three cycles, undergraduate and graduate
3. Establishment of a system of credits - such as ECTS
4. Promotion of mobility by overcoming obstacles for students and staff
5. Promotion of European co-operation in quality assurance (QA)
6. Promotion of European dimensions in HE, e.g. curriculum development, inter-institutional cooperation, mobility schemes, integrated programmes
7. Promotion Lifelong Learning
8. Higher education institutions and students
9. Promotion of the attractiveness of the European Higher Education Area
10. Doctoral studies and the synergy between the European Higher Education Area (EHEA) and the European Research Area (ERA)



4. HOW? THE CORE COMMITMENTS

Key Bologna Process Commitments

Aim: Reinforcing and supporting quality and cooperation inside the EHEA

- a **three-cycle system** compatible with the overarching **framework of qualifications** of the EHEA and first and second cycle degrees scaled by **ECTS**
- compliance with the Lisbon **Recognition** Convention
- **quality assurance** in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area



5. ROLE OF STUDENTS

- All 'Bologna Process' objectives are student related.
- Students have been involved in the Process since 2001 (as the European Commission) / Have proved rather influential.
- 'Bologna' offers the **model for attractive and relevant studies**: comparable and compatible.
- 'Bologna' offers students the **instrument to guarantee high quality** education / the infrastructure and (legal) basis for mobility and recognition of studies (in terms of credits and grades).
- 'Bologna' offers (individual) students the (legal) basis for demanding that the **instruments are used correctly and according the interest** of the student.
- 'Bologna' offers students a **key role in quality assurance** (and accreditation).



6. MEASURING RESULTS

Bologna Communiqués (2001, 2003, 2005, 2007, 2009, 2010, 2012, 2015, 2018, 2020)

Progression Reporting:

- ✓ Bologna Stocktaking Reports
- ✓ EU Implementation Reports
- ✓ EUA Trends Reports
- ✓ ESU Bologna with Student Eyes



7. 'BOLOGNA' IN THE NETHERLANDS

Status of the implementation in the Netherlands

- The **three-cycle system** Ba/Ma/PhD was introduced in the Dutch law on HE and implemented in 2002.
- A **national framework of qualifications** (NLQF), based on the EQF, was adopted in 2011.
- The **Lisbon Recognition Convention** was adopted in NL in 2008.
- **Quality assurance of HEIs and HE programmes** is incorporated in Dutch law on HE > the accreditation is done by the Accreditation Organisation of the Netherlands and Flanders (NVAO).



7. BOLOGNA IN THE NETHERLANDS

Challenges

- Organisation and recognition of staff mobility
- Transfer of grades obtained elsewhere > externally obtained results are recognized, but the translation of grades to grades of the home institution is a debated issue.
- Integration of virtual and blended study.

8. NEXT STEPS: ROME COMMUNIQUÉ

Rome Ministerial Communiqué 19 Nov. 2020

Building the Future: An innovative EHEA

Ministers support Higher Education institutions to:

- Search for solutions to the challenges our societies face. (Special emphasis on social, human and creative sciences and arts)
- (Swift) Up-dating of knowledge, skills and competences
- Flexible and open learning paths / Student-centred learning / smaller (and flexible) units of learning
- Development of digital skills and competences for all (sharing materials)

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Annex 3: Recommendations for national/governmental support/action for the enhancement of Higher Education Learning and Teaching in the EHEA

Three recommendations:

- **Making student-centred learning a reality:** innovative education; prepare students for the future society; student-centred – active learning; flexible learning paths; open education strategies
- **Fostering future teaching :** make teaching and research mutually supportive; support professional development and create attractive career pathways
- **Strengthening higher education institutional and systems' capacity to support learning and teaching:** develop strong and effective strategies for learning and teaching in a digital world; foster national and European cooperation