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# Stakeholders' Perception of the Bologna Process

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# Overview

- Two surveys
  - Respondents from EHEA countries
  - Respondents from beyond the EHEA
- Open from 23 June until 7 September 2023
- Respondents
  - 1930 complete
  - 495 partial usable and non-duplicating
  - 90% individuals, 10% organisational



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# Reflections / words of caution

- Some countries dominate significantly
  - and some specific HEIs in those countries
- Extremely broad and diverse respondents
  - challenging to target with one single survey
  - probably significant bias
  - focus on differences/nuances rather than absolute numbers
- Predominantly well received
  - but a handful of critical comments on survey as such



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# Stakeholders



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Higher education institution (HEI) leadership

Academic

Student

-oth-

National recognition information centre (ENIC-NARIC)

Other non-governmental and not-for-profit organisation

Private/profit-oriented company

Agency/organisation for internationalisation or international

Ministry responsible for higher education

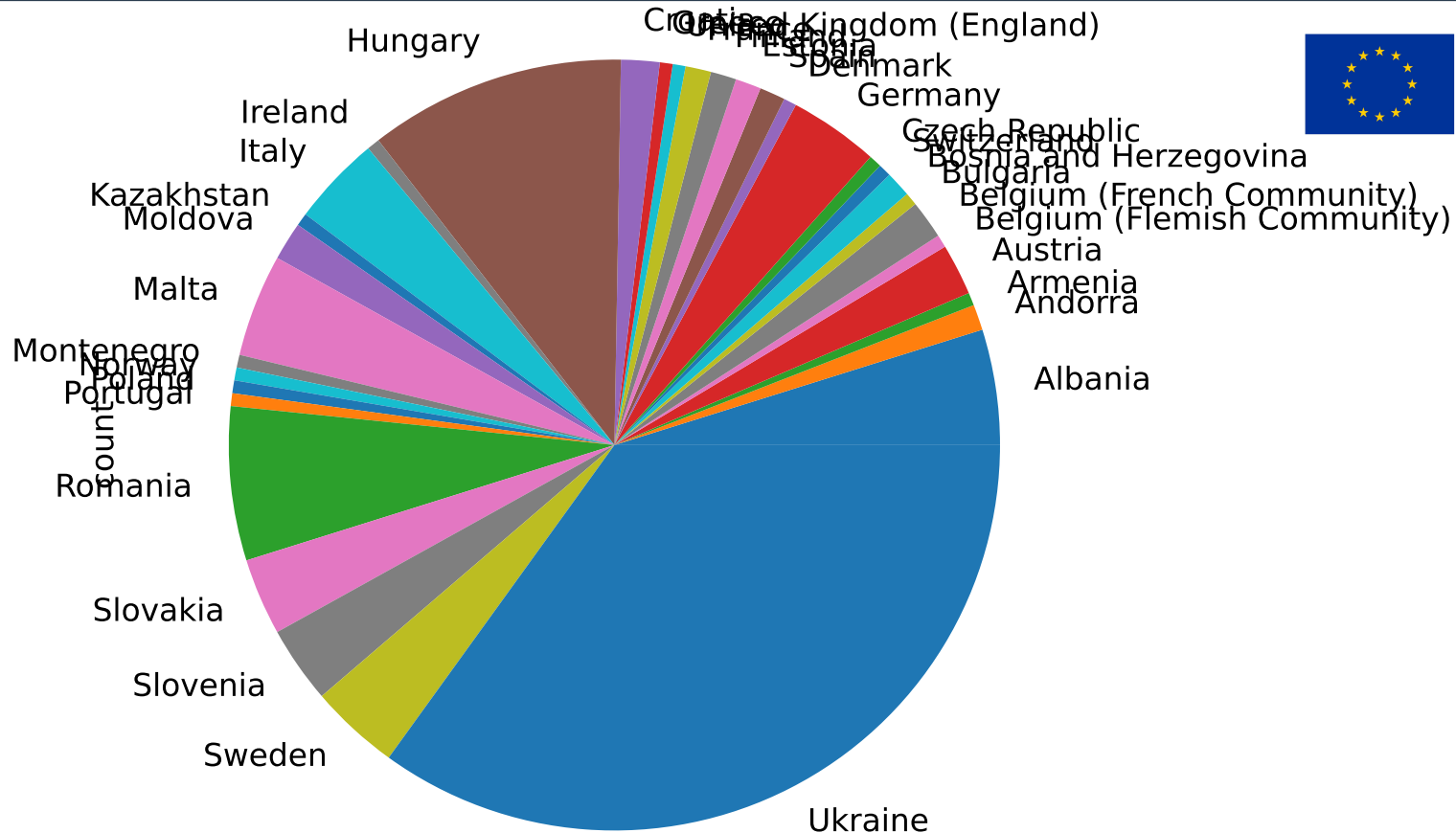
Quality assurance (QA) agency

HEI management or administration

individuals

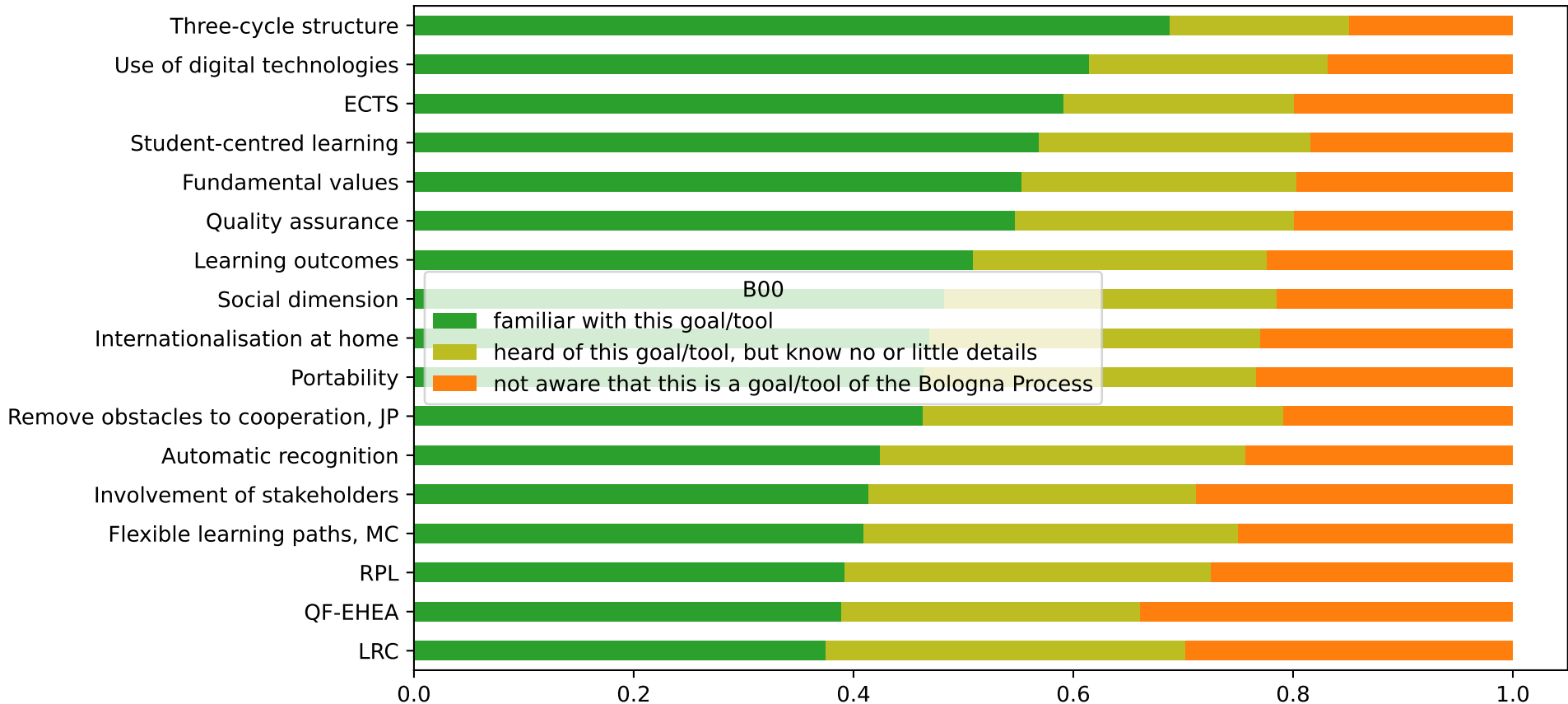
organisations

# Origin (organisations)

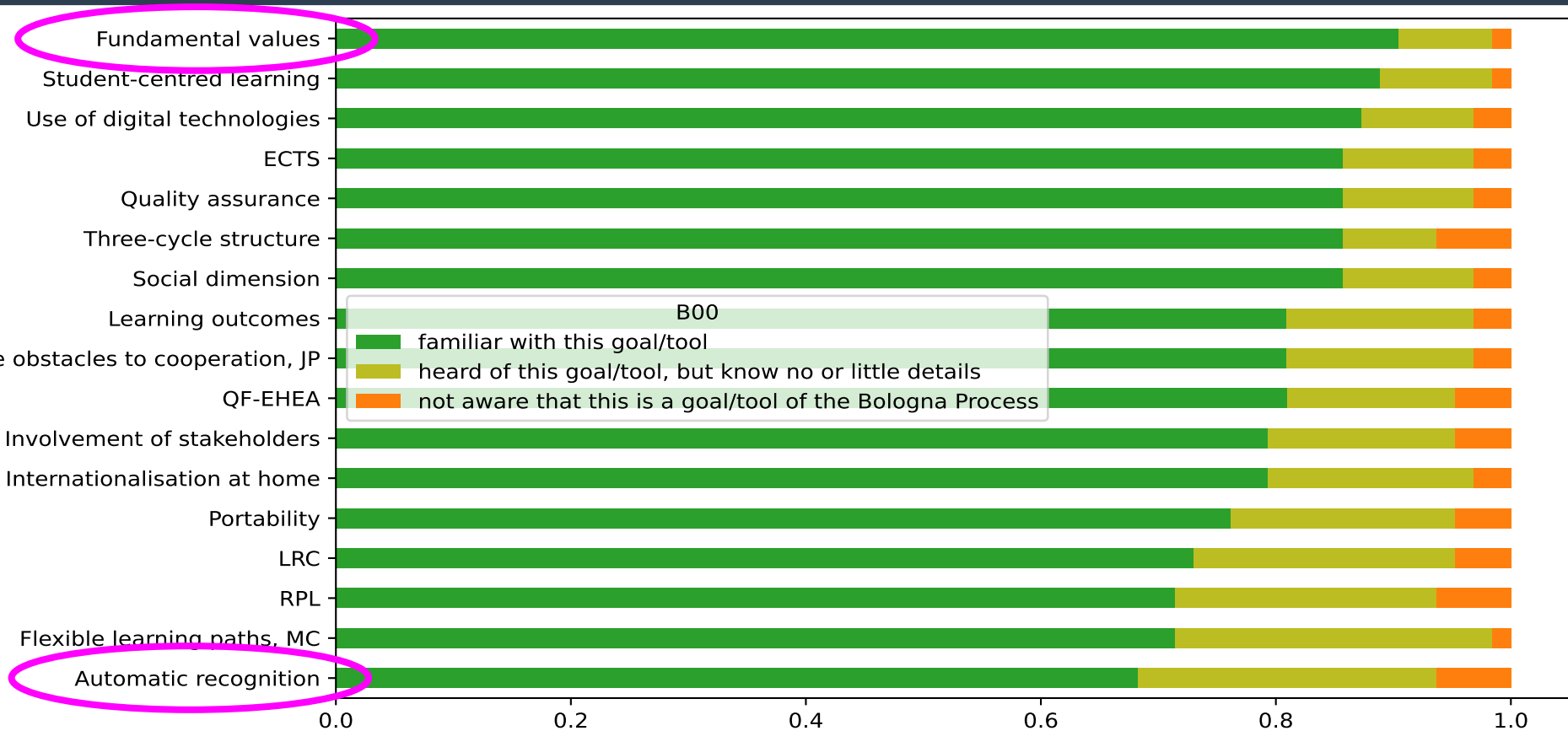


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# Knowledge of Bologna tools and policies



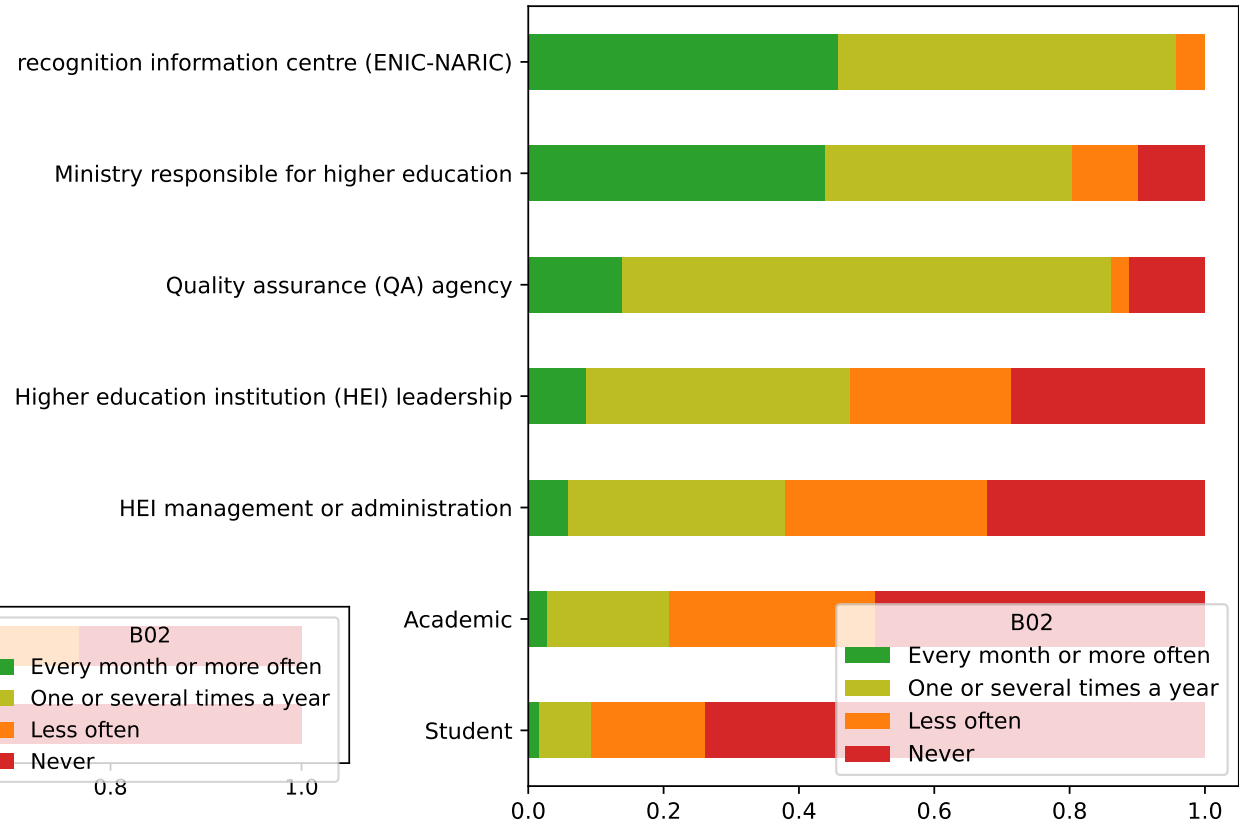
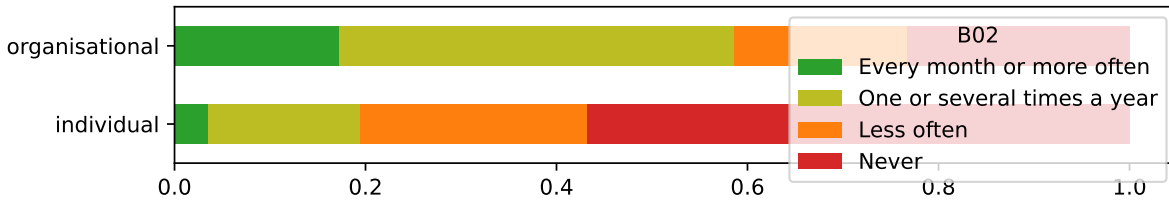
# Knowledge of Bologna tools/policies – European organisations



# Use of the EHEA website

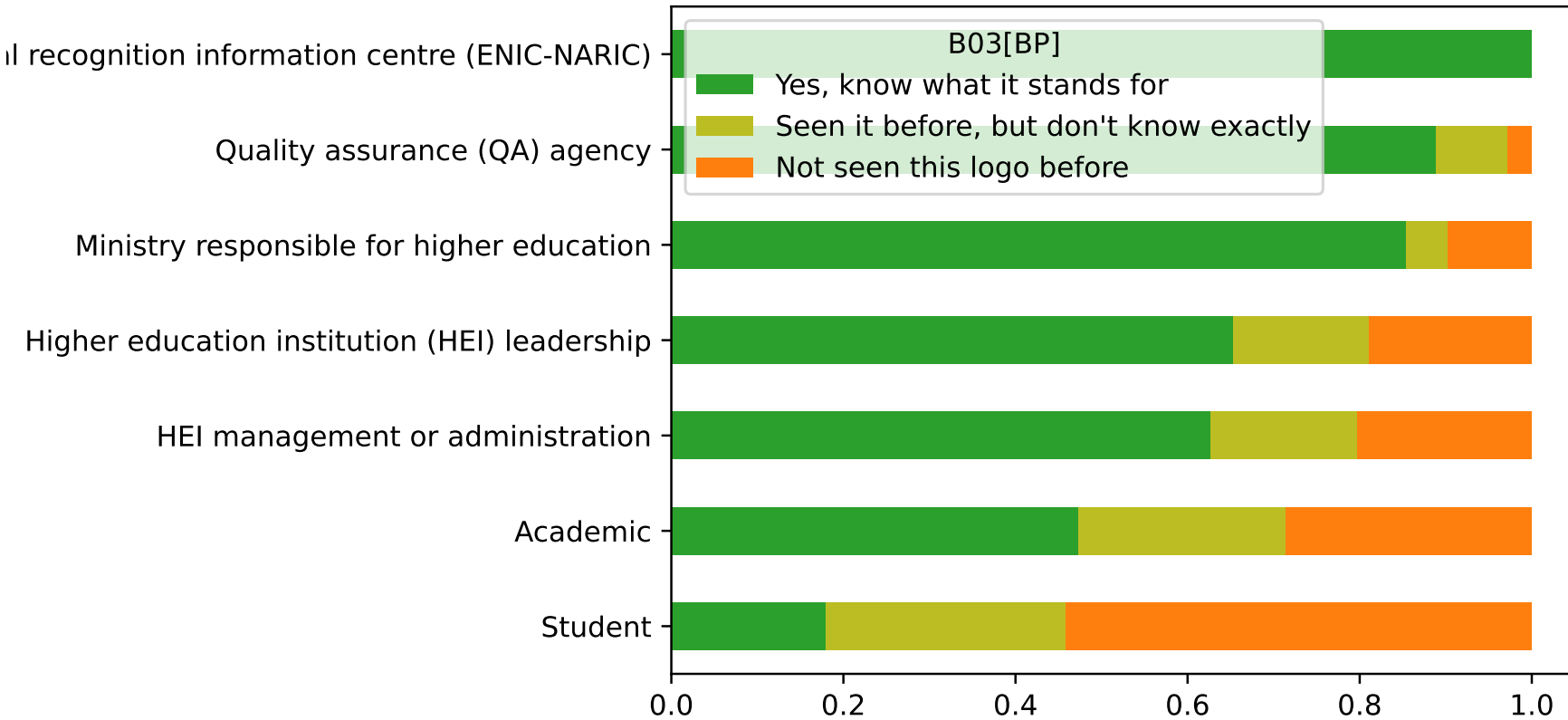


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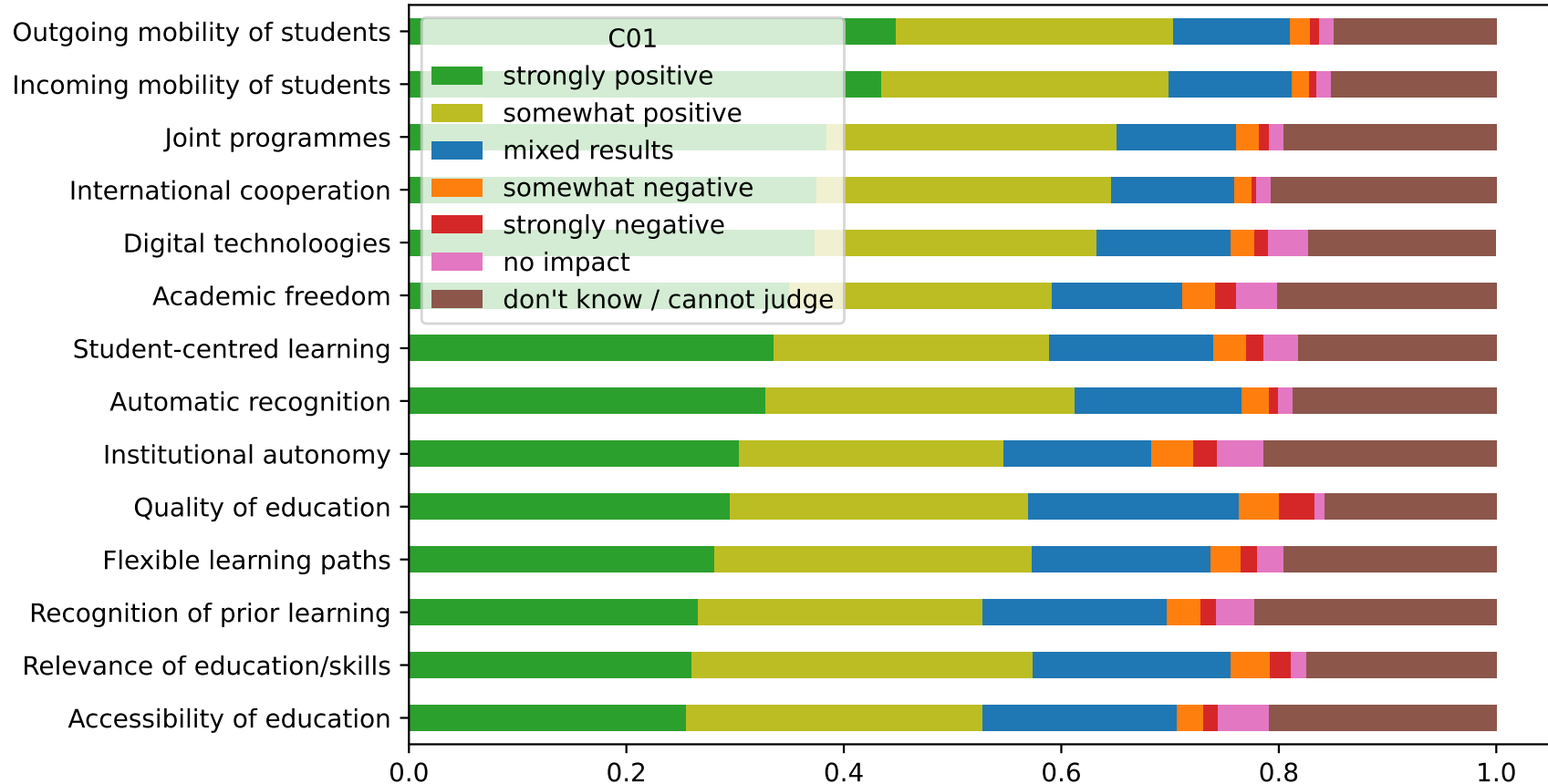




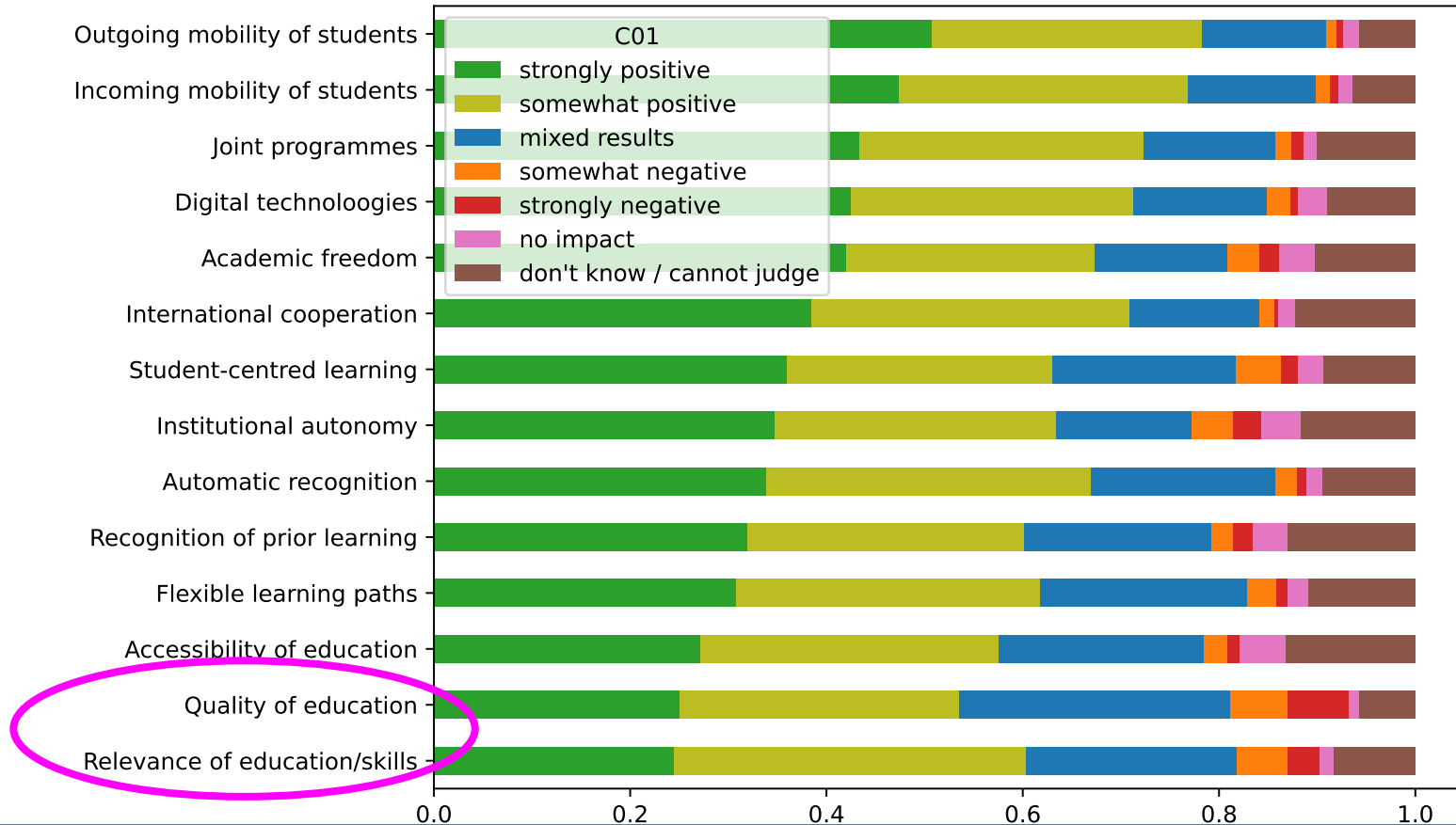
# Bologna logo



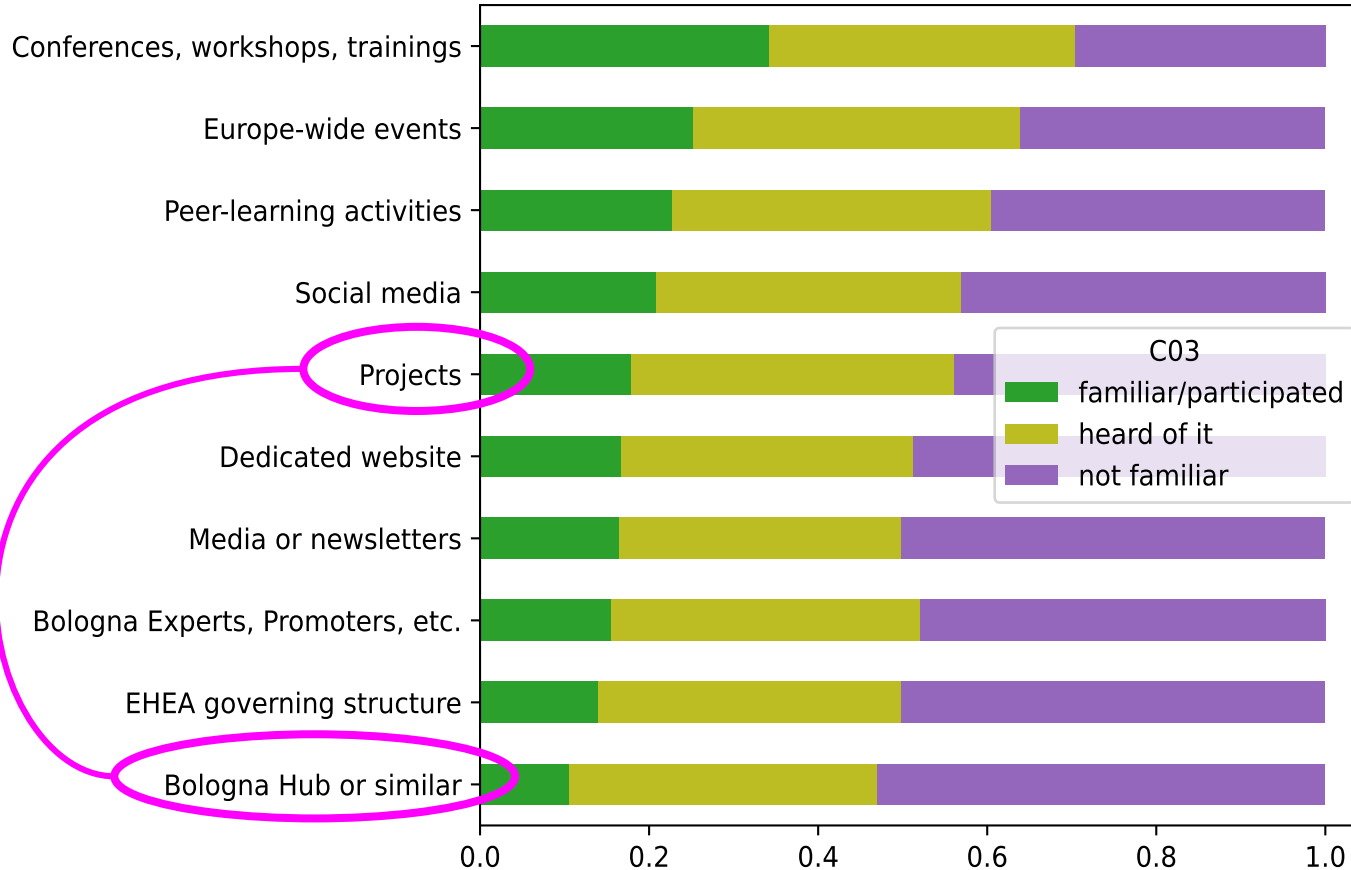
# Impact of the Bologna Process



# Impact of the Bologna Process – academics



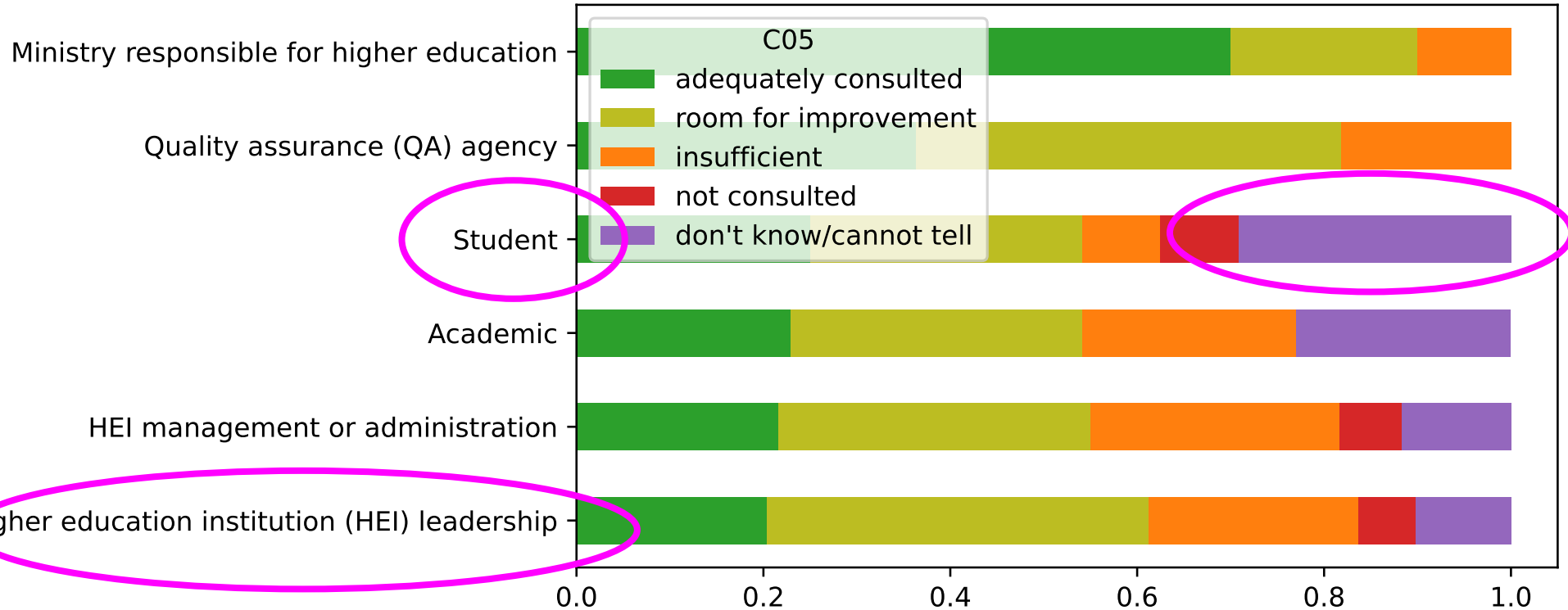
# Familiarity with activities / formats



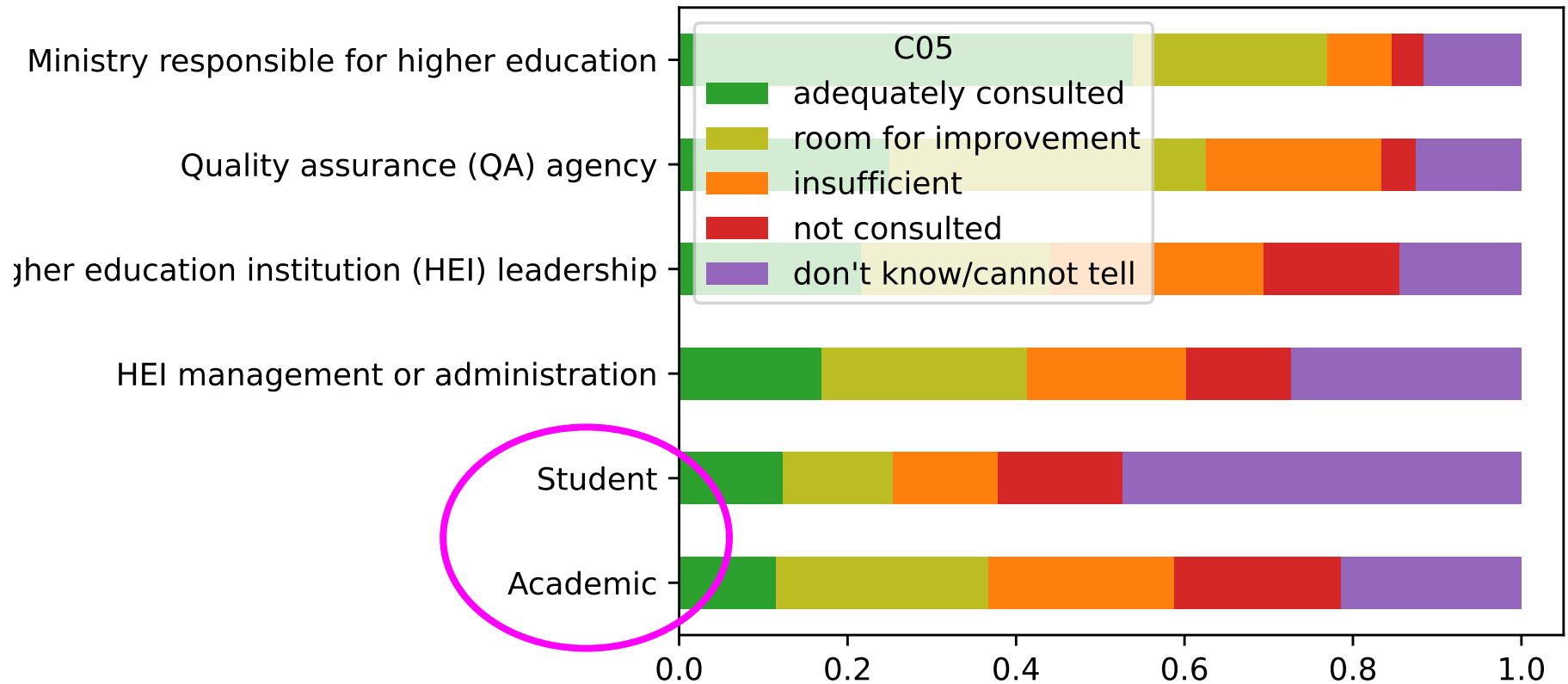
## Good practice:

- National projects and platforms
- TPG umbrella projects
- Individual organisations
- ...

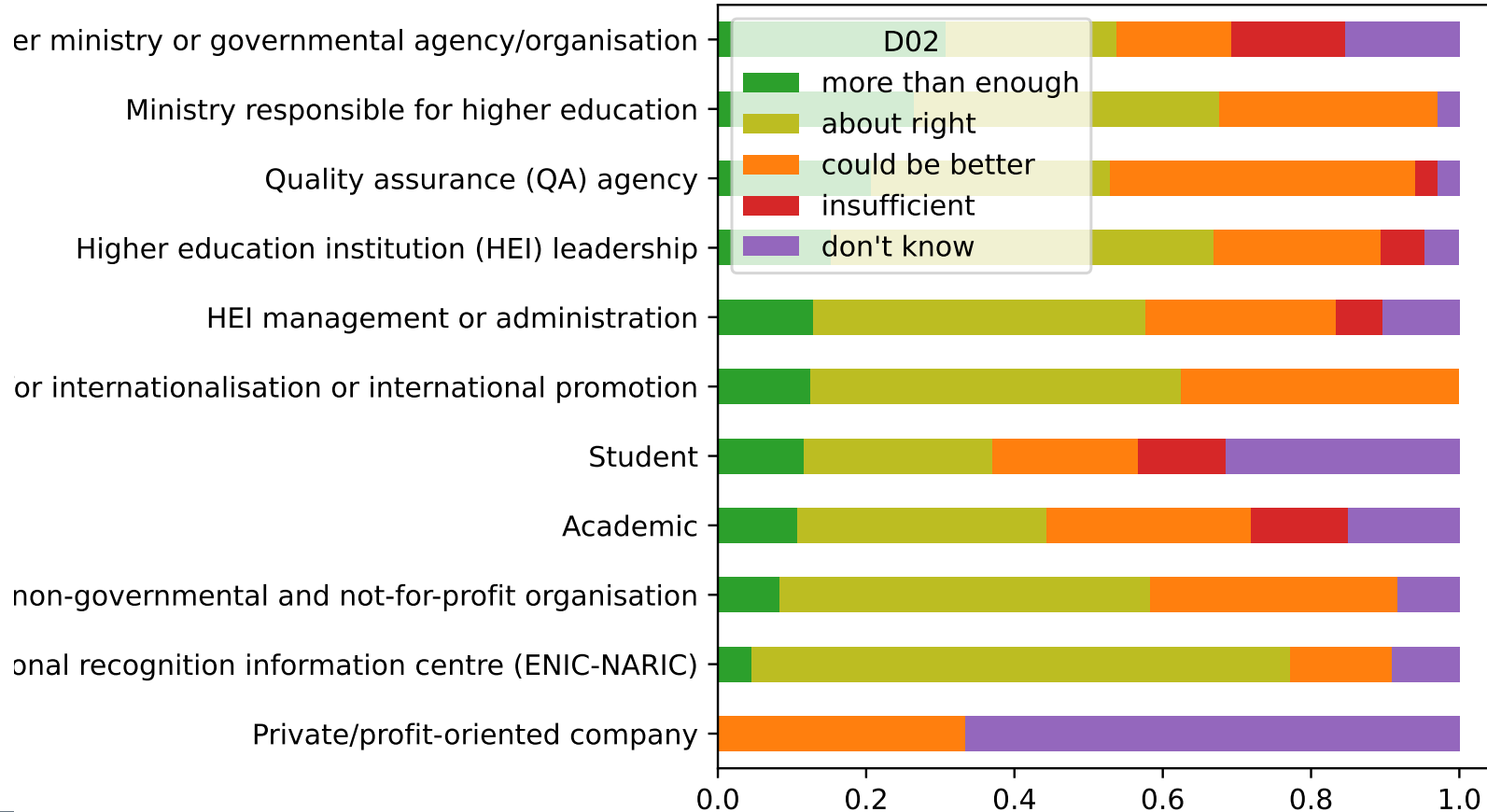
# Feeling adequately consulted – organisations



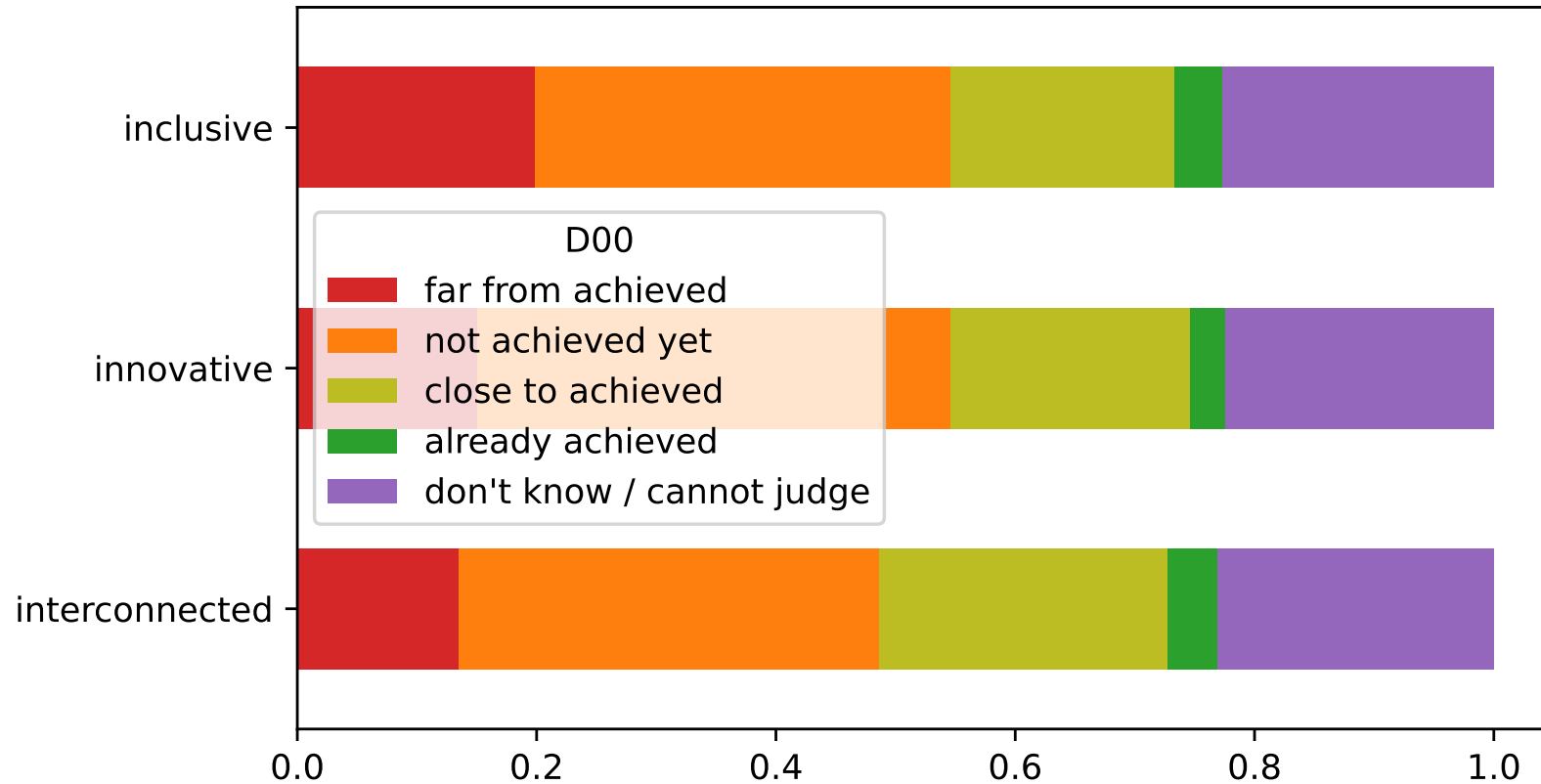
# Feeling adequately consulted – individuals



# Feeling informed



# Rome Communiqué goals





# Interest – topics / policy areas



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# Interest – additional topics / policy areas

- Internationalisation, joint degrees, QA of those
- Academic skills, career conditions & involvement
- Academic integrity / ethics
- Challenges of the “post-AI world”
- Brain drain
- Sustainable development
- Discrimination, power abuse, (sexual) violence
- Harmonise calendar, fees, ...
- Link with ERA/research
- Global dialogue
- Non-implementation



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*“Because I shared my concerns about corruption I’m afraid it will influence my position as a student, I ask you to be mindful, thank you”*

# Interest – type of activities



# Other comments/remarks

- Too top-down, need for more bottom-up
- Overload with reforms, general critique of Bologna tools / how they are implemented
- Too much bureaucracy, over-regulation – too little focus on knowledge and skills
- Over-diversification vs. over-harmonisation?
- Call for more formal competence at European level
- Fundamental values taken serious?
- Accessibility of HE not seen as improved
- Question value of degrees and employability of graduates, question three-cycle system
- Lack of thorough impact research?



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