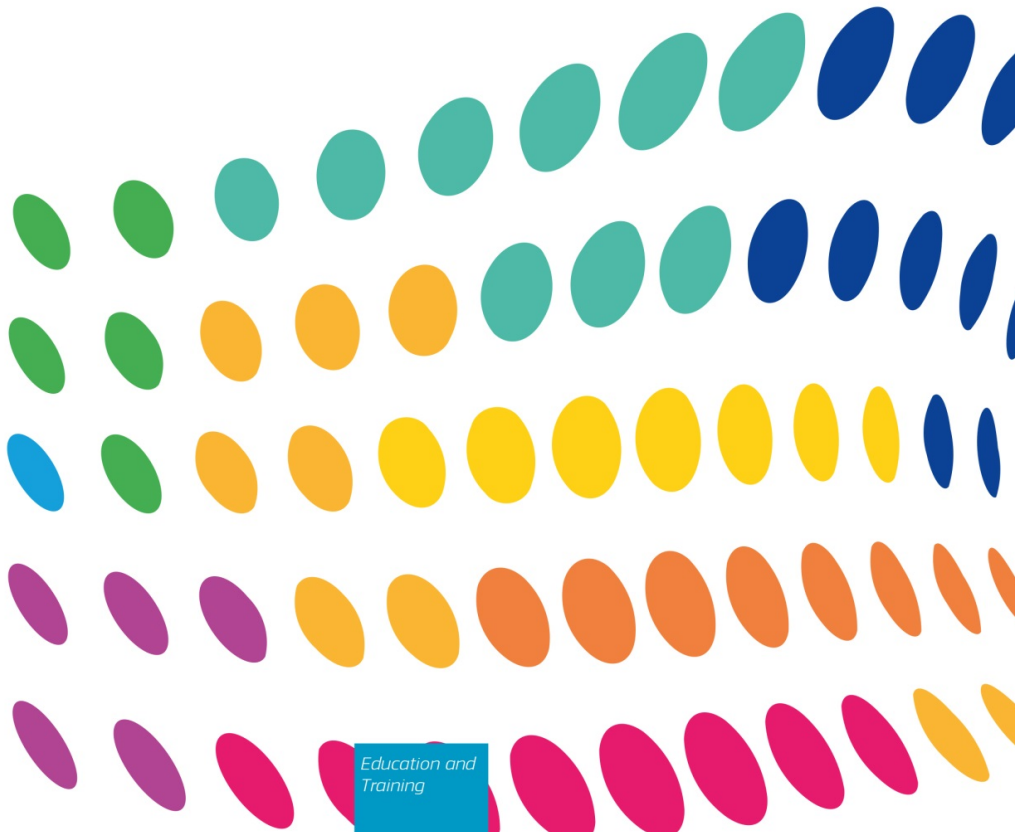


The European Higher Education Area in 2018

*Bologna Process
Implementation Report*



Developments in the EHEA: the case of Ireland

Enabling student mobility and
increasing employability

Dublin 8 May

David Crosier
Eurydice

Presentation overview

- 1) EHEA developments, as seen from Bologna Process Implementation Report - with particular attention to Ireland
- 2) Policy discussions and issues for the future...

Report Production

1) Collective and intensive work.

Information from

Ministries (BFUG),

Eurostat/national statistics agencies,

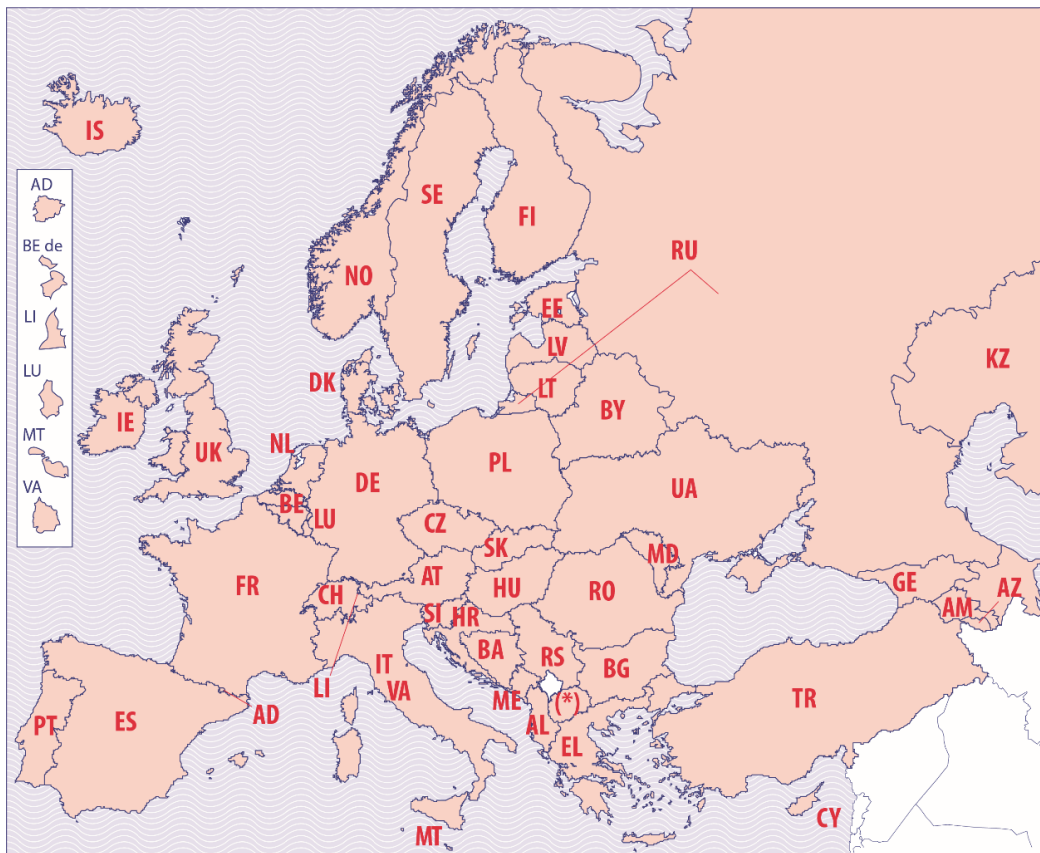
Eurostudent, EUA, ESU, EQAR

2) Broad scope: all EHEA priorities examined in 7 chapters



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EHEA today



- **48** countries
- **38** million students:
56 % in Russia, Turkey,
Germany, France and UK
- **1.2 % GDP**
public expenditure (average)
- **IE** high enrolment rates but below
average expenditure (1.02% GDP)

Key Commitments:

Structural reforms underpinning EHEA

- **3 cycle degree structure**
- **Recognition**
- **Quality Assurance**

Degree structures (including ECTS, NQF, DS):

- c10 countries have serious issues

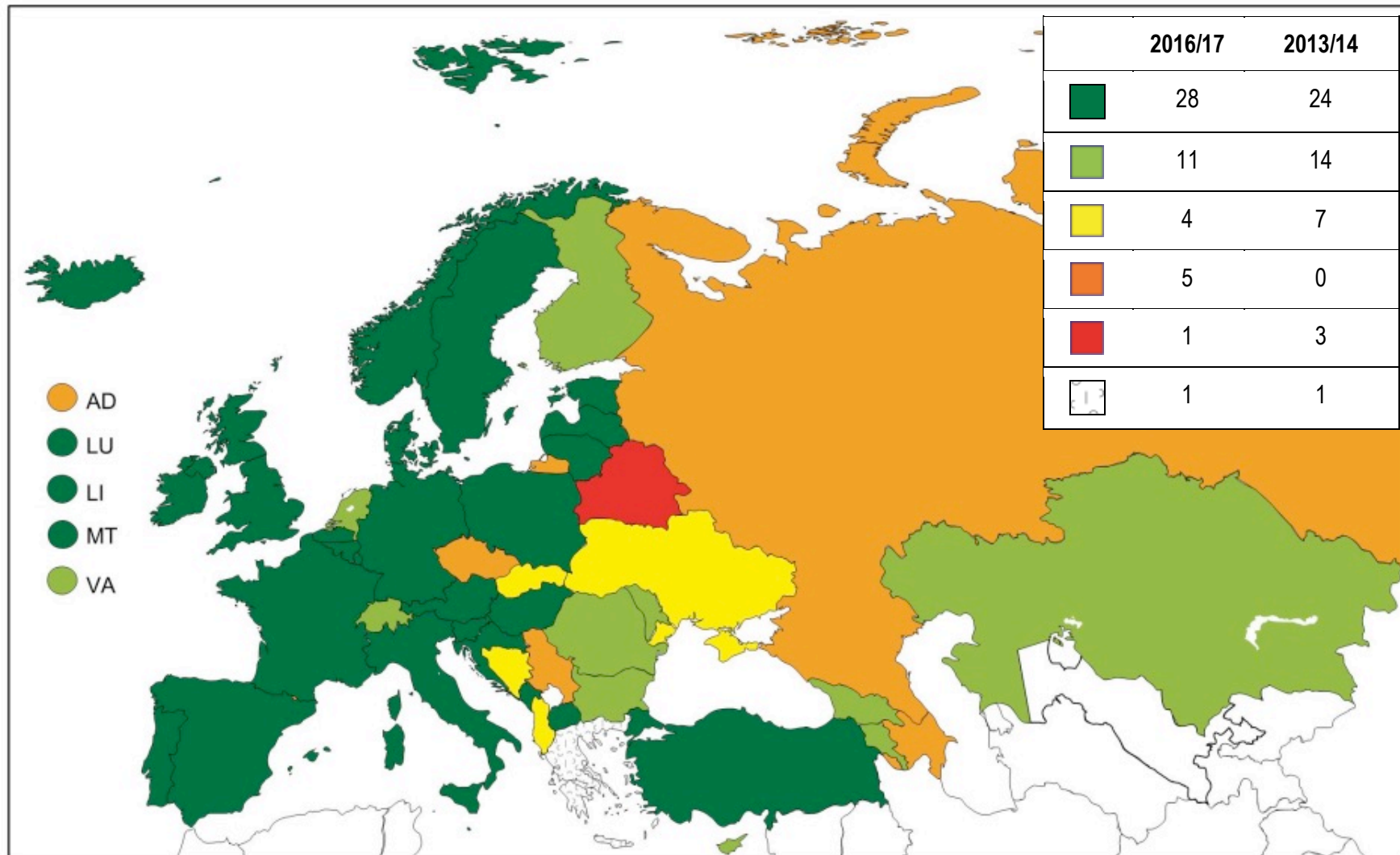
Not Ireland 😊

- IE: ECTS well implemented and linked with learning outcomes (however, QA not required to monitor ECTS)
- NQF is a model for other countries
- DS – no problems



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Implementation of NQF



Short cycle (level 5)

- **Part of higher education in half of EHEA**
 - full recognition within first cycle possible in half of these systems...
- **Other short cycle tertiary education also exists – but not as part of higher education.**
- **Picture is complex and confused ...**
- **IE: low numbers (7%) in short cycle (higher certificate); recognition only in Institutes of Technology, not universities**

Learning and teaching

- In the EHEA overall, higher education teachers are commonly required to hold a doctorate degree but few require any teaching qualification
- In Ireland:
 - PhD does not have to include teaching components
 - But Ireland ranks among the countries with highest levels of satisfaction among students (70% or more)

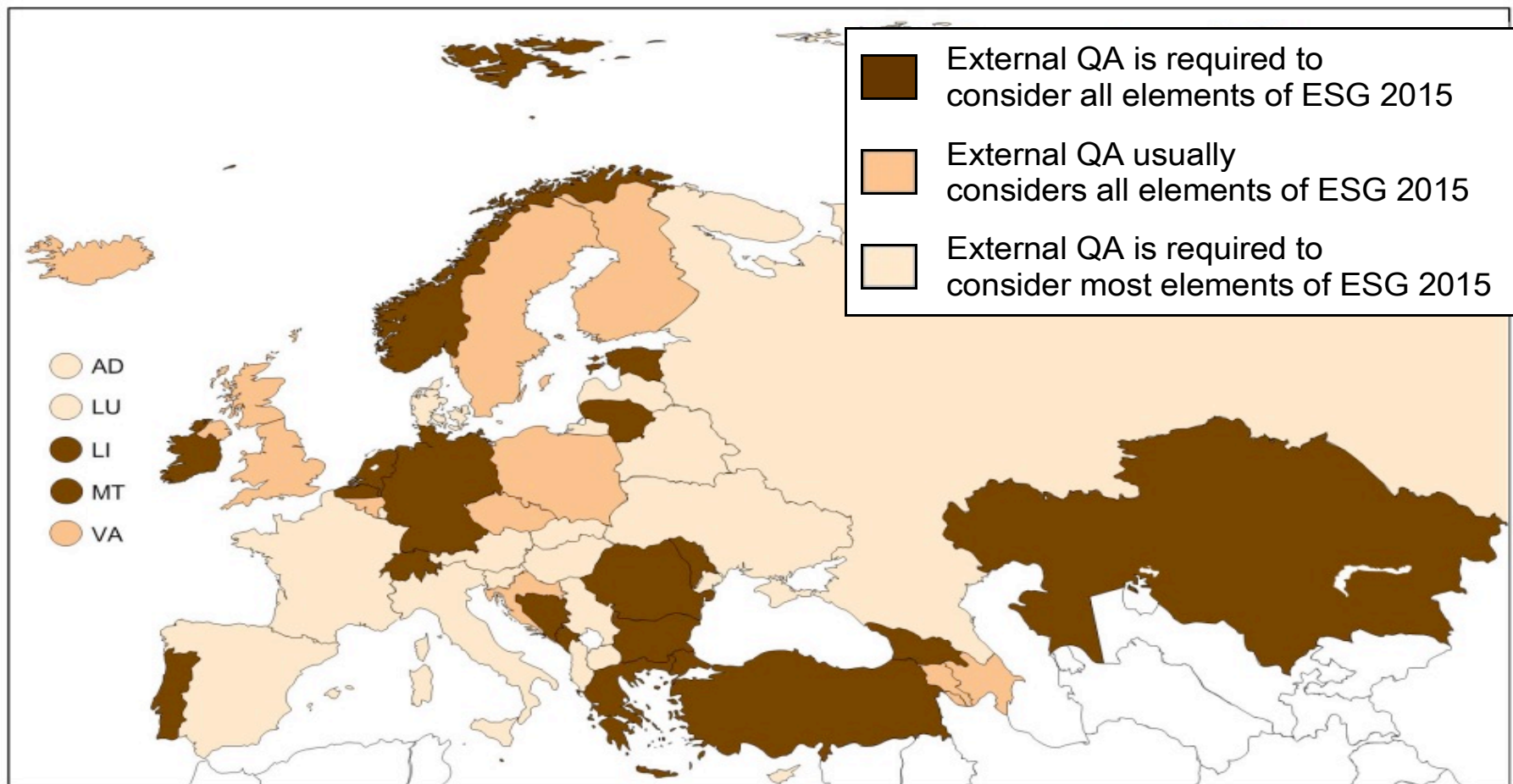
Quality Assurance

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



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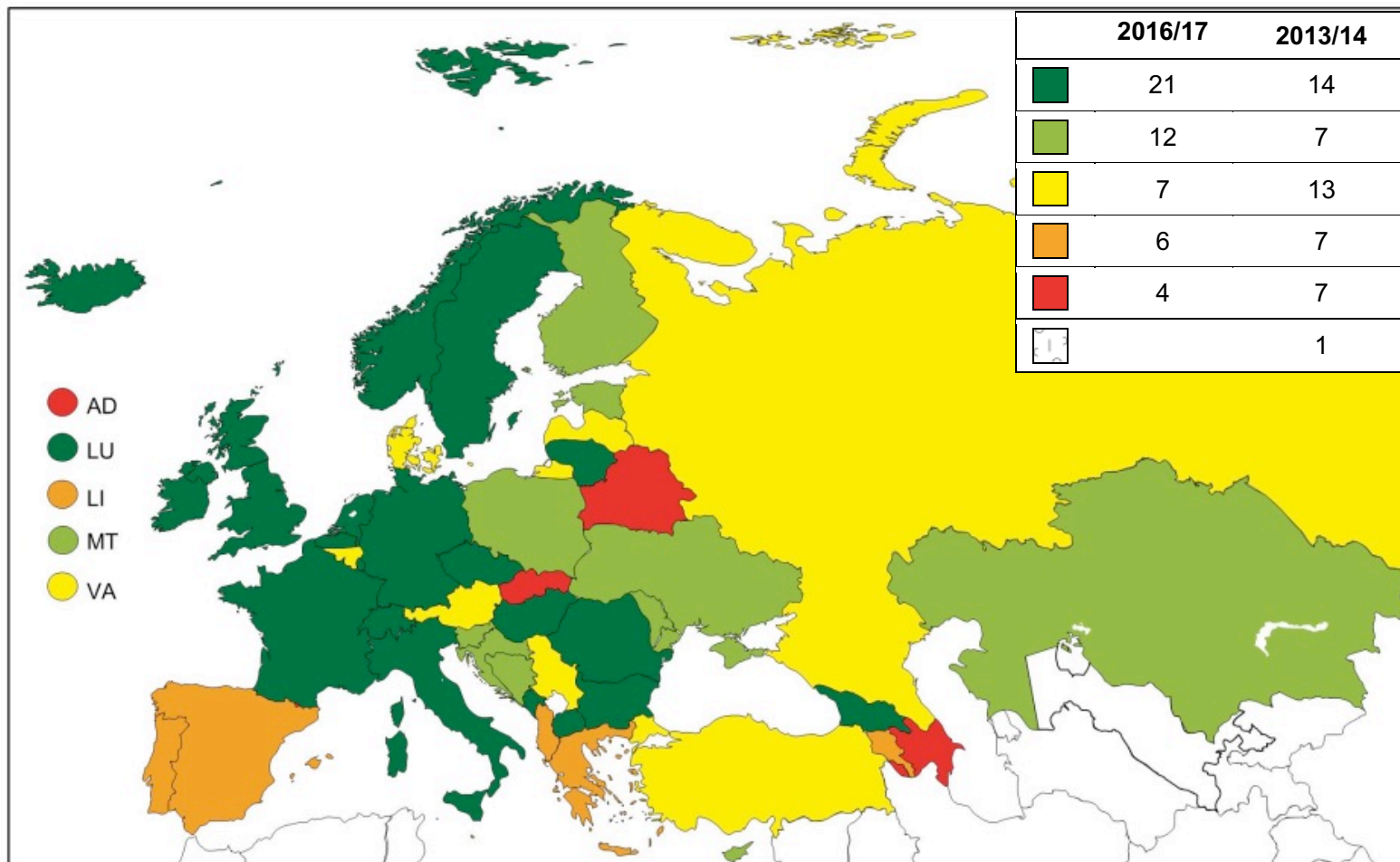
QA: Implementation of ESG 2015





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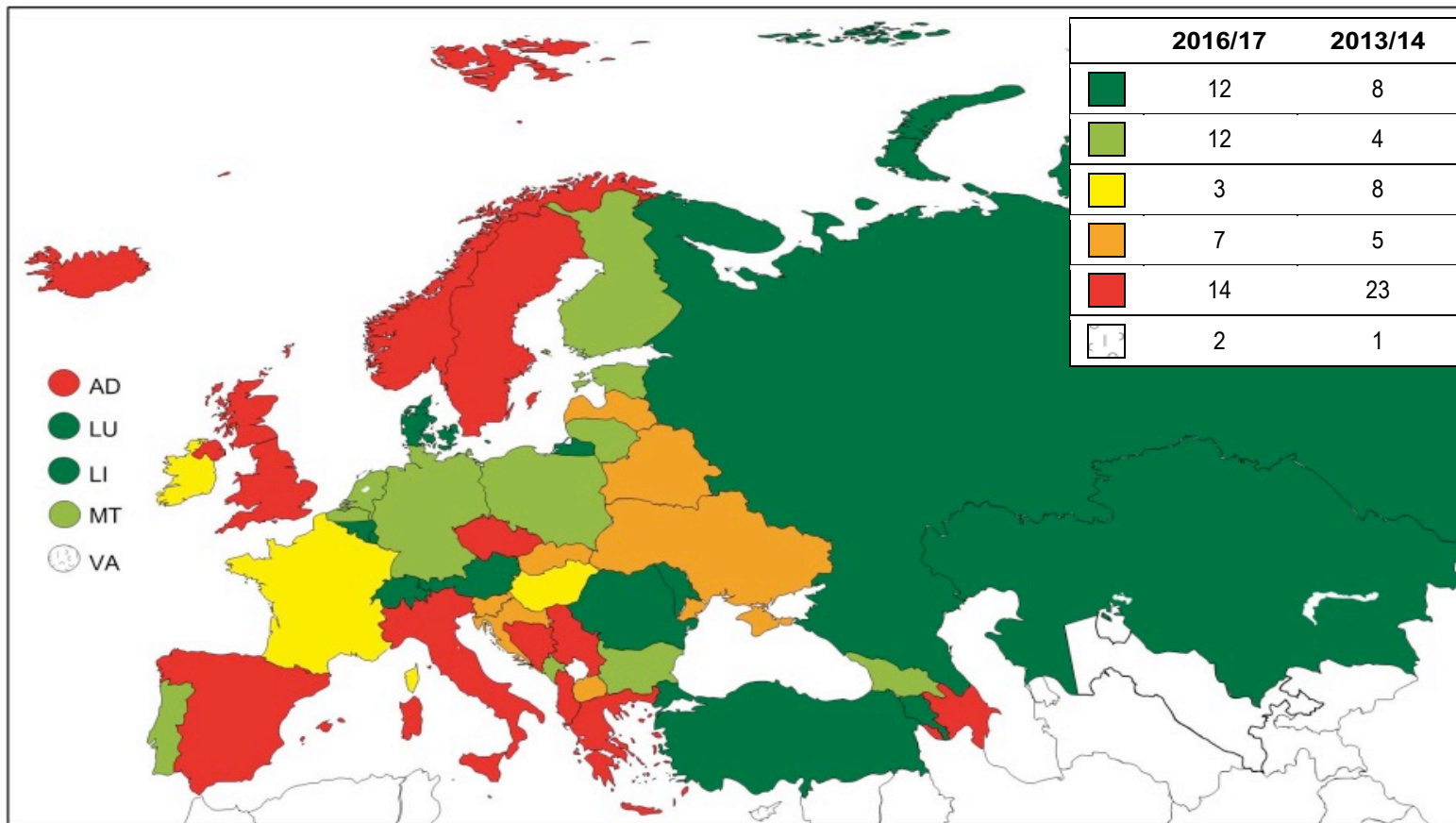
Student involvement in QA





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Openness to cross border QA



IE: In some cases HEIs or programmes can choose to be evaluated by an agency from outside the country

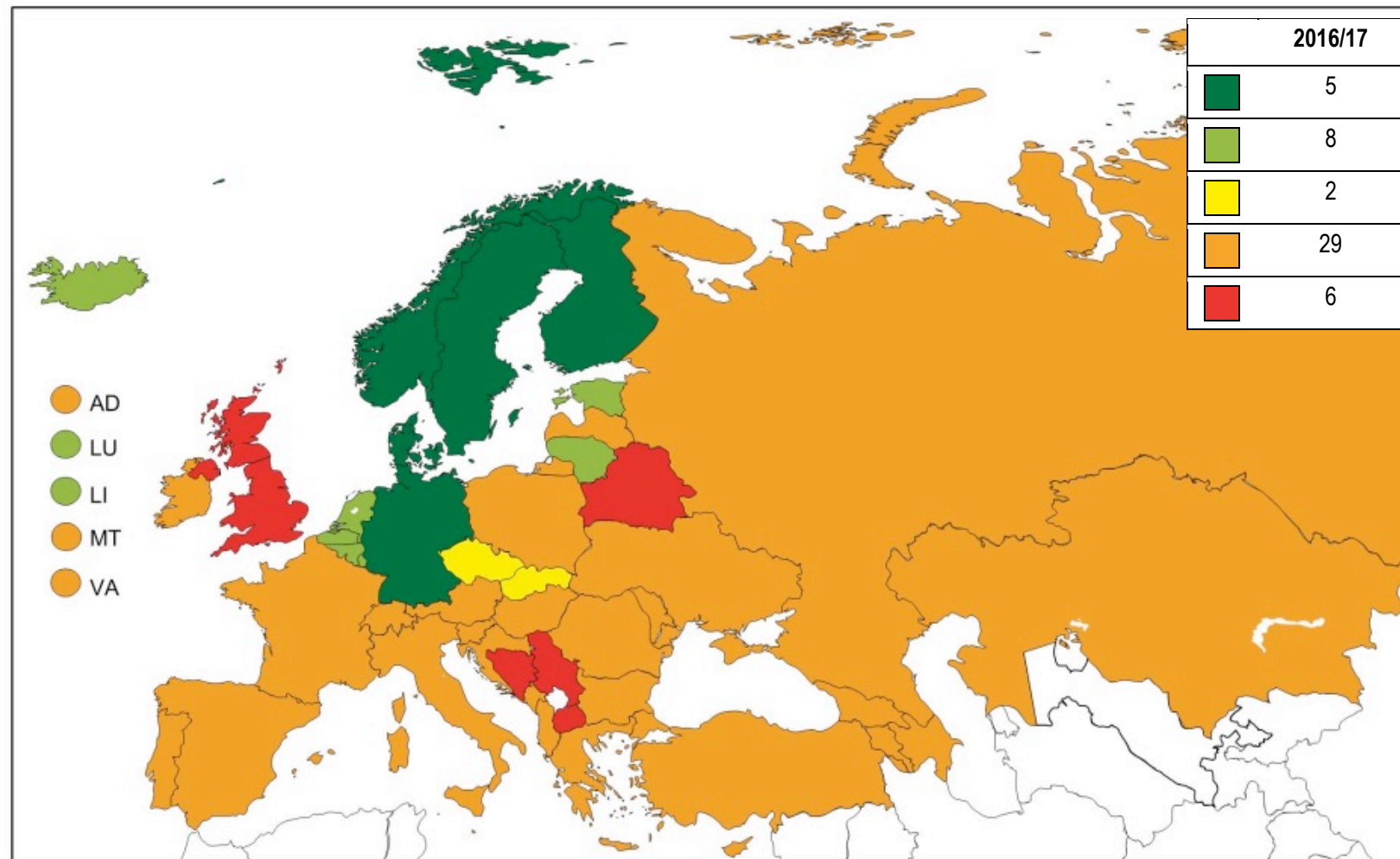
Lisbon Recognition Convention

- Main principles generally integrated into legislative framework
- Challenge: ensuring legislation is respected
- **IE: recognition left in hands of HEIs..**
- **QA oversight weak**
- **On the path to automatic recognition, IE has some way to go...**



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System level recognition for academic purposes



Student Mobility

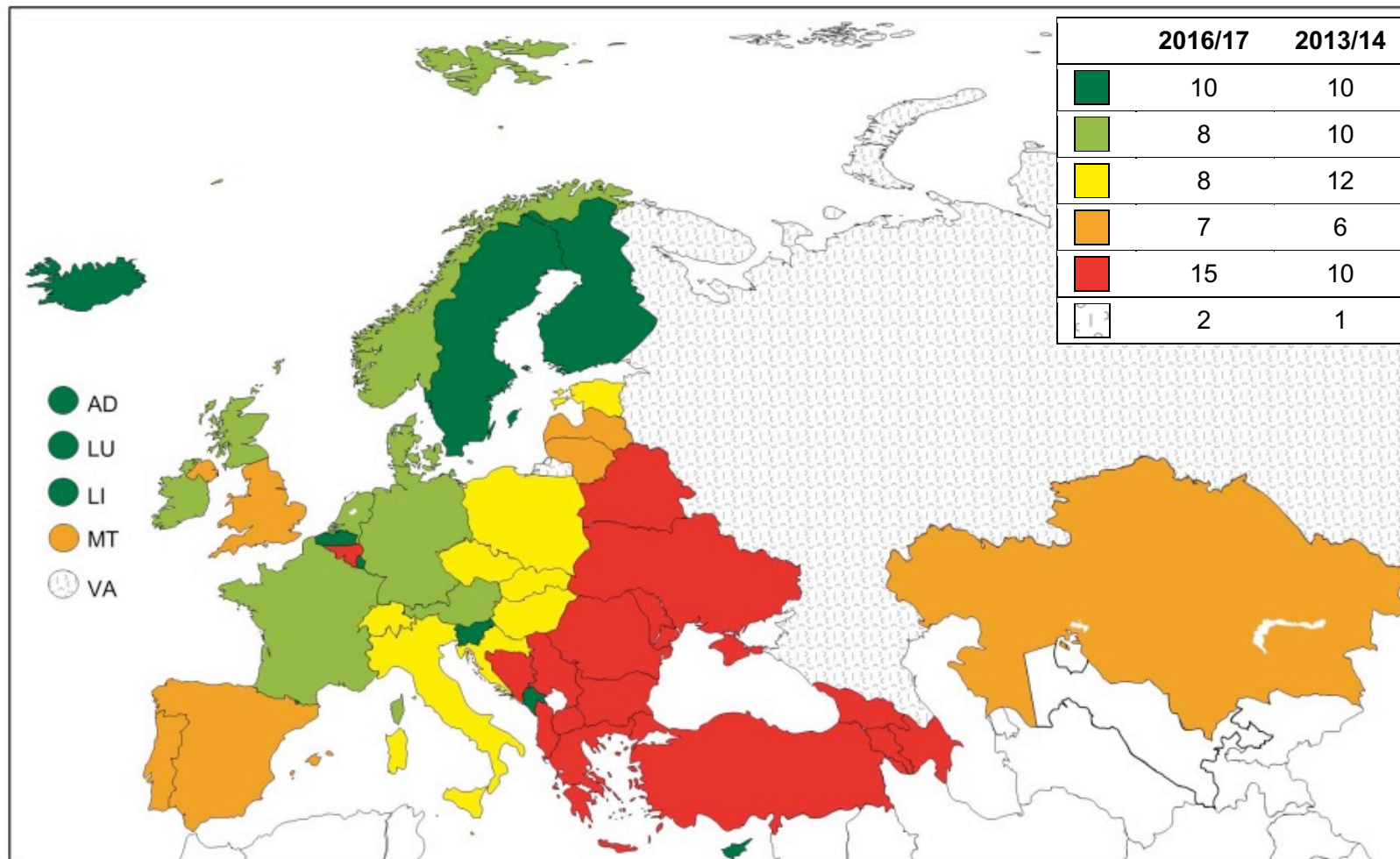
- Degree mobile students
 - 2.8 % within EHEA **IE 2.0%**
 - 3.6 % from outside EHEA **IE 5.8 %**
 - **IE outward degree mobility 6.9 %**
- For all countries, more outgoing students stay in EHEA than go outside
- **IE: one of only few countries that use financial incentives and targets to stimulate internationalisation**



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Portability of Student Support

Portability of public grants and publicly-subsidised loans, 2016/17



and
Training

Social Dimension

Goal to make optimal use of human potential – for individuals and society

Overall, EHEA faces stubborn problems:

parental education strongly influences attainment

migrants, ethnic minorities, people with disabilities, mature students often under-represented, and with lower retention/completion rates

strong gender imbalances in disciplines

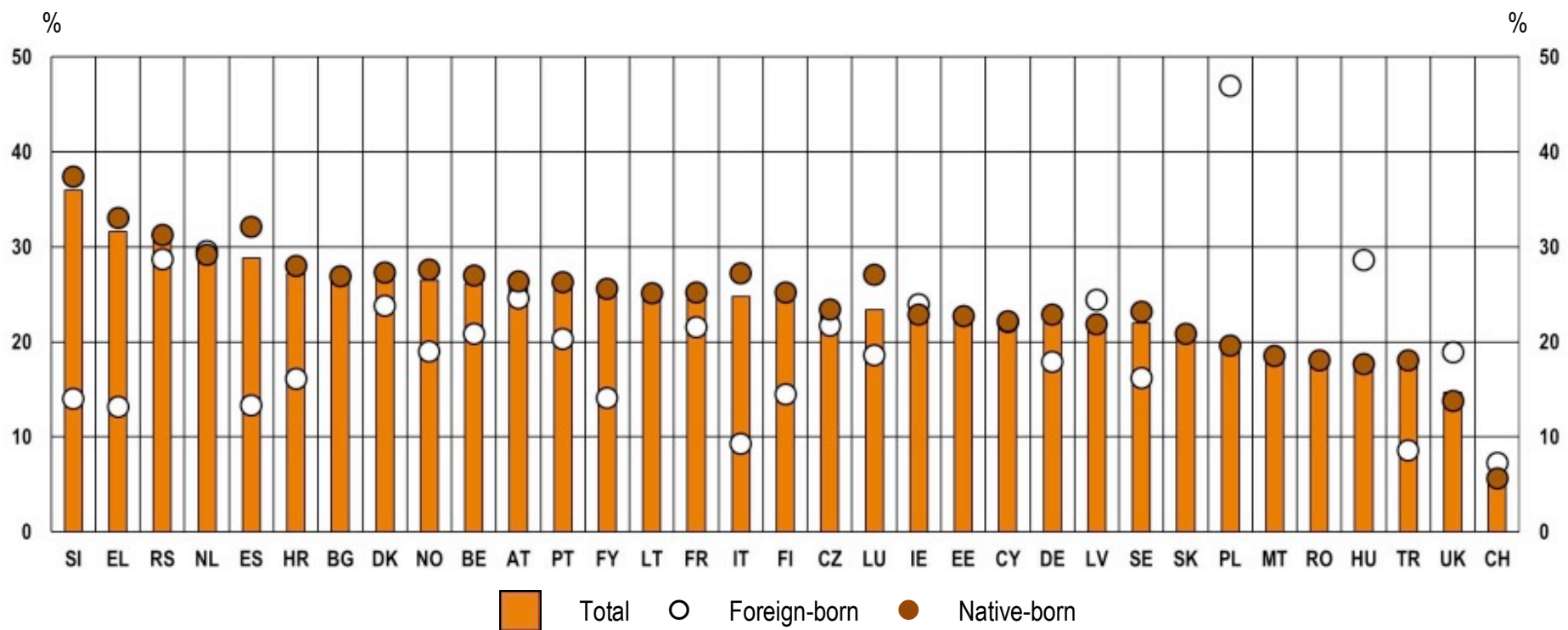
- **BUT IE offers an inspirational example of long-term, coherent policy measures**



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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

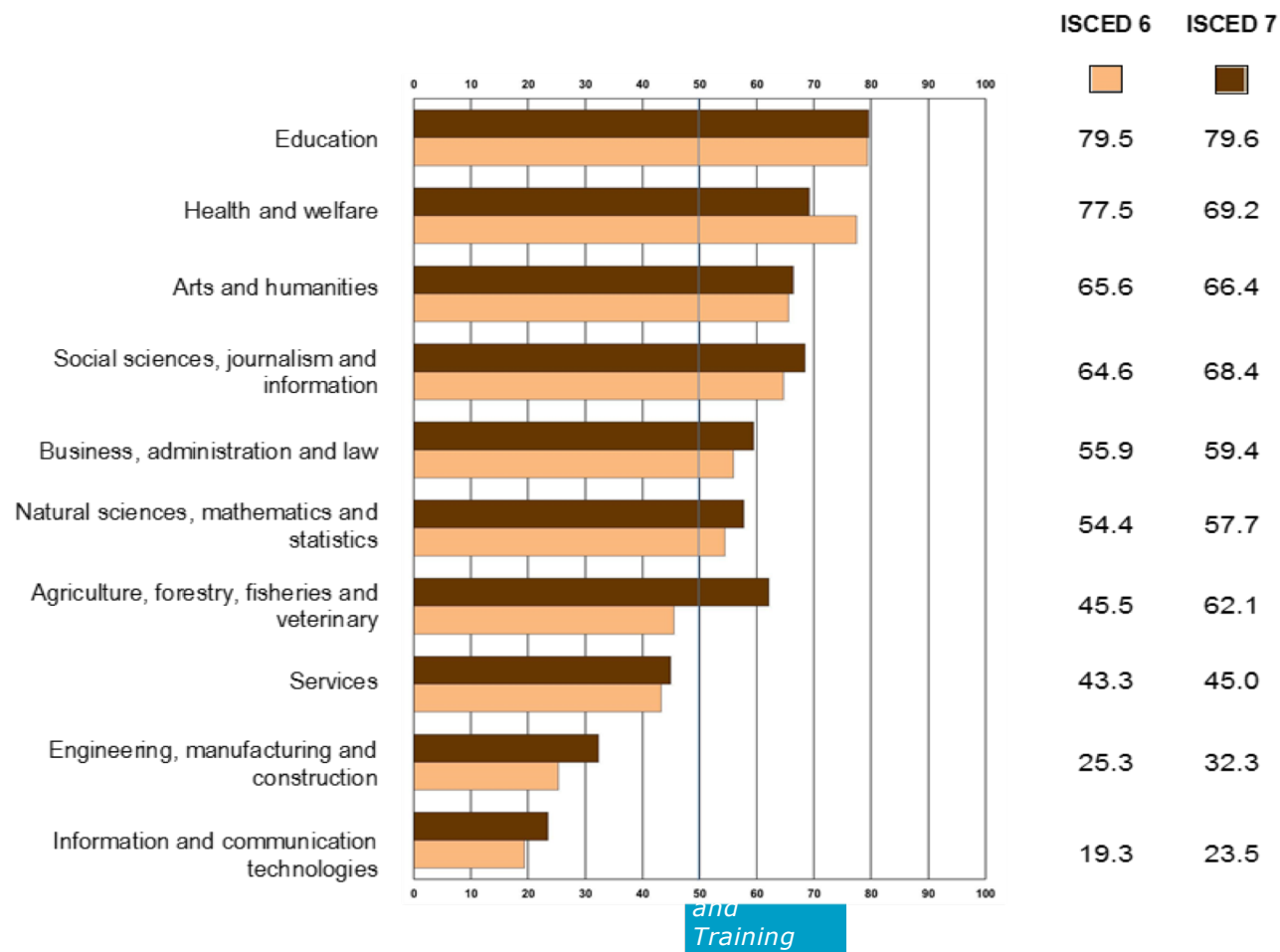




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Disciplines remain highly gender defined

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



Employment

- 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 (IE 9.6%) and 4.4% more than 3 years (IE also 4.4%)
- Higher education also significant factor in reducing risk of
income below the poverty line (IE 5.6% risk with higher
education, and 26.8% with low level of education)

Common 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 to do when serious violations of values occur
? (HU, TK)**

What can we conclude?

- **Few countries can claim "job done" for all main commitments...**
- **Peer support seems promising**
- **Social dimension remains a major challenge in Europe, and Ireland has a lot to offer**
- **Despite the difficulties, achievements of European higher education cooperation have been significant – and give us a platform to build upon...**