

# ***Social Dimension in European Higher Education Area***

WG 3- 2<sup>nd</sup> meeting  
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# The first Bologna period - taking shape and scope

- ▶ **From Sorbonne to Bergen (1998-2005)** the process is open and fluid.
- ▶ The discourses and concepts are appearing, the principles configuring

# Emergence of the Lisbon strategy

- ▶ Emergence and penetration of the Knowledge economy and global competition **political rationality** - competitiveness/attractiveness and the core belief that:  
*..the country's competitiveness depends on the competitiveness of its higher education, **therefore it is essential to engage the productive knowledge in the economic growth..***
- ▶ Discursive shift in the form of the colonisation of non-economic **policy domains by economic discourses**, genres and styles
- ▶ **SOCIAL COHESION**

# Bologna 1999

- ▶ Overwhelming presence of competitiveness argumentation and Knowledge economy political rationality
- ▶ Weak involvement of governments
- ▶ Absence of non-governmental actors

# Prague 2001

- ▶ **Governments** wake up + **nongovernmental actors** join and bring new discourses, interests, ideas
- ▶ Students (ESIB) bring in the **SOCIAL DIMENSION** of HIGHER EDUCATION
- ▶ But SD also attached to *Lifelong learning* and *Mobility*
- ▶ *A floating concept*

# BFUG+ESC, Athens, February 2003

## searching for definition

- ❑ equal access, widening access,
- ❑ successful progression and
- ❑ completion
- ❑ public good,
- ❑ public responsibility,
- **Lisbon:** competitiveness vs. social cohesion
- **Bologna:** Attractiveness vs. social dimension
- Concretization: grants, **loans**, healthcare, insurance, housing, counseling

# Berlin 2003

- ▶ EU Lisbon enters through the big door
- ▶ SD **counterbalancing** COMPETITIVENESS/ATTRACTIVENESS
- ▶ SD in the preamble
- ▶ Officially concretizing SD (Access, student support, Lifel.L, Mobility)
- ▶ Parallel to heated debate on higher education in WTO - GATS



# Paris, January 2005

## Consolidating the concept of SD and its meaning

- ▶ reconciling SD with competitiveness
- ▶ *Europe based on social solidarity* - the underlying idea
- ▶ SD=taking care of students from disadvantaged social background - SD-EQUITY nexus;
- ▶ technical language: student services, information, guidance, housing, grants, **loans**, integration into labor market
- ▶ ESIB: access-progress-completion, but also student status which is not CONSUMER
- ▶ Call for SD in QA



# Bergen 2005

- ▶ SD becomes constituent element of Bologna
- ▶ **STRUCTURAL** vs. **SOCIAL** dimension (Kladis 2006)
- ▶ Enhancing the conceptual linking between SD and Public responsibility



# Onwards journey of Bologna

- ▶ SD becomes the regular ingredient of Bologna language and machinery:
  - ❑ QA
  - ❑ Stocktaking
  - ❑ Benchmarking
  - ❑ Definition of equity
  - ❑ Definition of purposes
  - ❑ Student participation

# Recent developments

- ▶ In 2012, the Bucharest Communiqué focused mainly on the relationship between the social dimension and the labour market.
- ▶ The ministers agreed to adopt national measures to **widen participation** in higher education as well as to **reduce inequalities**.
- ▶ This goal should be reached by the establishment of **National Access plans**.
  
- ▶ In 2015, policy priority in the Yerevan Communiqué
- ▶ Adoption of the **Social Dimension Strategy**

# Aspects covered so far

- ▶ Data collection and definition of underrepresented groups
- ▶ **Access** // National Access Plans
- ▶ Drop-outs
- ▶ Discrimination
- ▶ Student support services & funding?
- ▶ **Recognition of Prior Learning (RPL)** // Flexible learning paths
- ▶ **Lifelong learning (LLL)**

PL4SD database

Topic left very much up to the national level.

- ▶ No standards, no guidelines, no joint approaches...
- ▶ No Bologna targets
- ▶ No targeted approaches

Figure 1.4: Enrolment rates in tertiary education for the 18-34 years old (% of the total population aged 18-34), 2005/06, 2008/09 and 2011/12

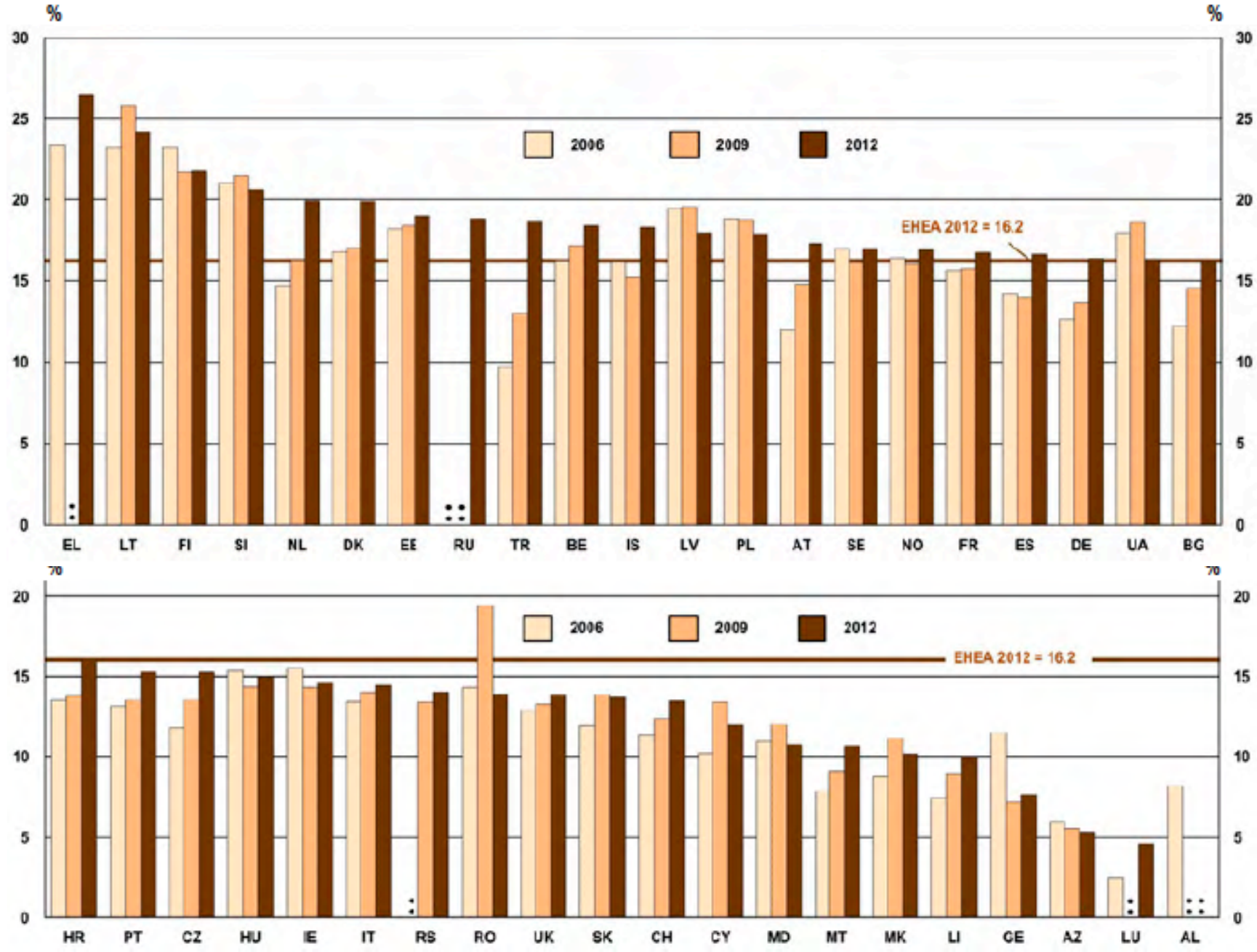


Figure 4.4: Early leavers from education and training as percentage of the foreign-born, native-born and the total population, 2013

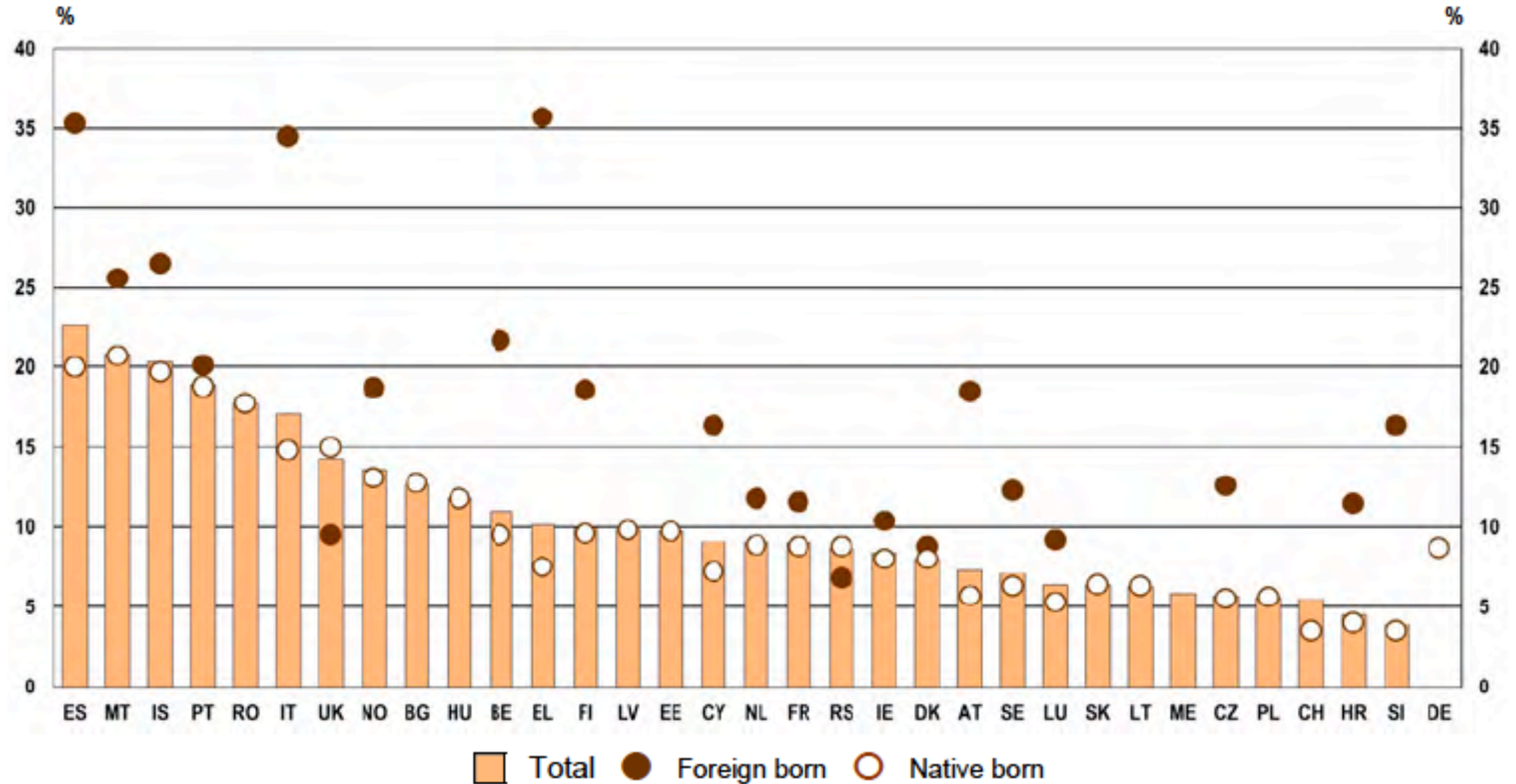
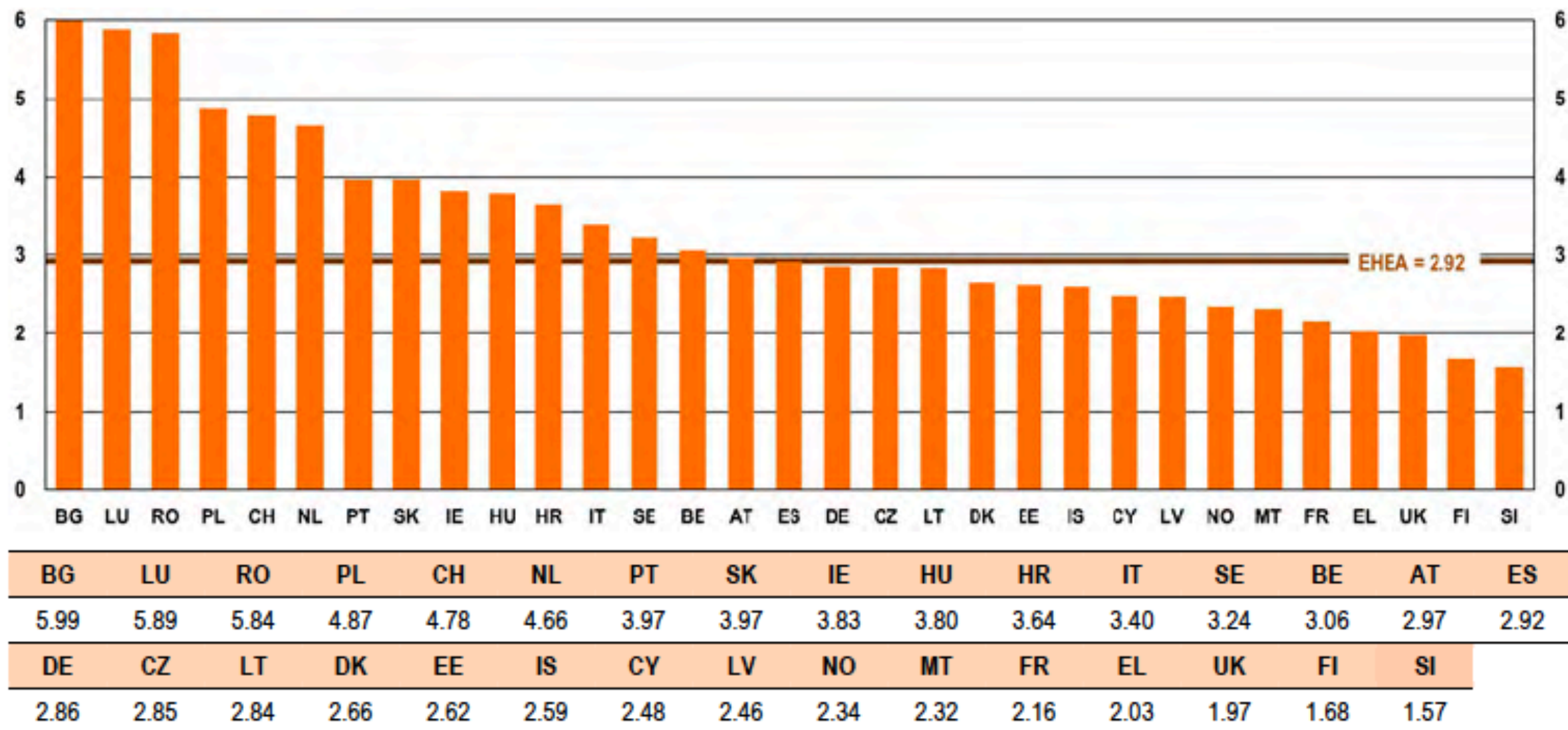


Figure 4.7: Educational attainment by educational background: odds ratio of young adults (25-34) with highly educated parents (i.e. tertiary educational attainment) over young adults (25-34) with medium educated parents (i.e. upper secondary or post-secondary non-tertiary education) to complete tertiary education, 2011



# The social dimension as a policy priority

