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Ministry of
Education
and Culture



WG1 Progress Report on developing the Bologna Process Implementation Report (BPIR), 2020

1 Context

WG1 has now held three meetings (July and November 2018, and July 2019) to follow up on the Paris Communiqué request:

"We mandate the BFUG to develop a Bologna Process Implementation Report assessing the main developments in the EHEA since the Bologna Process began, including to what extent we have fulfilled the mobility target agreed in Leuven/Louvain-la-Neuve in 2009."

The 2020 report is being developed in line with the following principles:

- 1) Focus on main developments & trends in the EHEA as a whole – and not on all issues in all countries
- 2) Make use of existing data, and limit collecting and analysing new data as far as possible.
- 3) Embed indicators within a clear narrative that is focused on discussing key changes over time.

In line with these principles, the report will combine three types of information: qualitative data – provided by the BFUG - quantitative data, (Eurostat and a specific data collection for non European Statistical System countries) and narrative texts on the main policy developments throughout the Bologna period.

As with previous editions Eurydice is responsible for the overall technical coordination of the report.

2 State of Play

Overall, the development of the report – which is complex and reliant upon the work of many contributors using a variety of source information – is on track. The main developments are as follows:

2.1 Qualitative data:

A short questionnaire was sent to BFUG members in April 2019 with a deadline of 12 June 2019. This questionnaire provides the data to update the main qualitative indicators that will be used in the report. These key qualitative indicators will be used to show the current state of play on key policy commitments. They include the scorecard indicators, and also cover all aspects of the three key commitments agreed in the Paris Ministerial Conference (three cycle degrees, recognition and quality assurance).

While many countries respected the deadline in June, a number did not and the data collection extended into the summer months and was completed in September. Eurydice has engaged in a “data cleaning” exercise with countries to ensure that submitted information is correct and correctly understood. A number of questions for clarification were sent to countries in July and August.

The checking phase for these indicators has been split in two stages. The first stage concerns only a limited number of indicators that are also being produced in the European Commission Mobility Scorecard that should be launched at the end of 2019. It is important that the same information is shown in both projects, and hence the checking of these indicators has been prioritised. BFUG members were asked to comment by 4 November – including confirmation messages that the information is correct.

The remaining qualitative indicators will be sent to the BFUG for checking soon after the November BFUG meeting.

2.2 Statistical data:

The collection, production and analysis of statistical data is being undertaken via a contract managed by the Education, Audiovisual and Culture Executive Agency (EACEA). As in previous reports Eurostat data will be the main source of statistical figures, with specific data being collected from countries outside the European Statistical System.

Statistical indicators are currently being developed, and work is ongoing on graphic visualisation and analysis. By the end of the year it is expected that this data will be integrated into the draft implementation report.

2.3 Narrative texts

As well as qualitative and quantitative data, the 2020 report will contain sections presenting the evolution of main thematic issues throughout the lifetime of the Bologna process. A narrative section on the development of quality assurance systems is being drafted by EQAR in cooperation with ENQA, a similar section on the development of the social dimension is being written by Eurostudent, while a section on the development of internationalisation in higher education is being written by ACA. A further narrative section is being written on degree structure reforms.

WG1 approved guidelines for the drafting of these narrative texts, and the group of authors should also be ready to provide texts for integration in the report by the end of 2019.