



**Fighting for
students' rights
since 1982**



Co-funded by the
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of the European Union



The European Students' Union (ESU), Mundo-Madou. Avenue des Arts 7/8, 1210 Bruxelles

1. Introduction to the Bologna With Students' Eyes

Purposes of the BWSE

- Provide a student-centered review on Bologna implementation
- Contribute to reports by decision-makers and other stakeholders in the EHEA (**Eight Publications:** 2003, 2005, 2007, 2009, 2012, 2015, 2018 and 2020)
- Put the students' priorities on the agenda
- Provide comparable data to what governments are answering for Bologna Process Implementation Report

How?

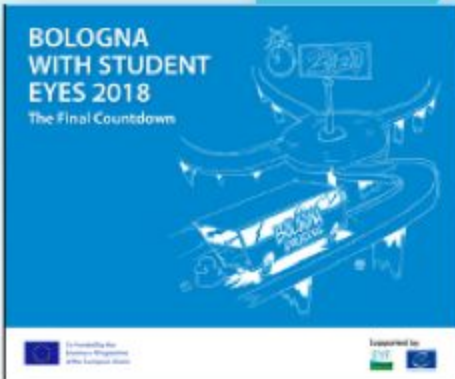
Analysing data collected by surveying ESU's national unions of students (NUSes)

Bologna with Student Eyes



The content of the publication

- Student participation in higher education governance
- Social dimension
- Quality assurance
- Recognition
- Internationalisation and mobility
- Structural reforms
- Financing of higher education
- Student-centred learning
- The future of the Bologna Process



2. Methodology - Developing the publication

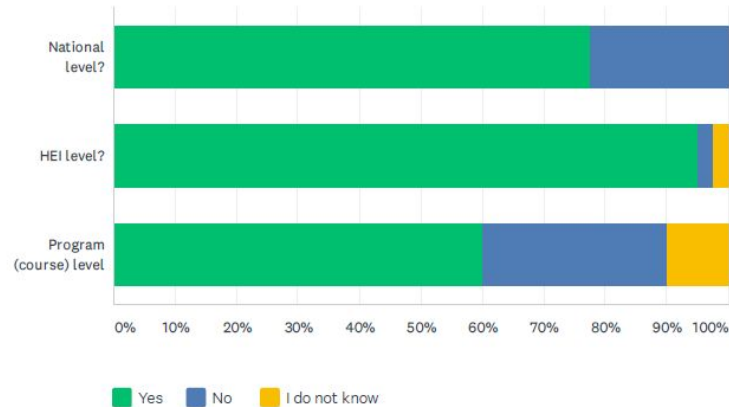
- SurveyMonkey – For BWSE 2020: October 2019 - January 2020
- Total of answers from unions: 40 - 35 member countries of the EHEA
- Putting together the Publication:
 - Written review of quantitative data and qualitative data
 - Case studies followed up with NUSes
 - Comparison with previous two cycles data data
 - Comparison with data from other studies: EUROSTUDENT
 - Referenced material from other reports

3. Main Findings of the Survey

Student Participation in Higher Education Governance

Is there any legislation/regulation ensuring a minimum level of student participation in decision making bodies at the...

Answered: 40 Skipped: 0



Other findings:

- Effect of the Bologna Process on supporting student participation
- Recognition of student participation
- Financial impact on autonomy of student representation

3. Main Findings of the Survey

Social Dimension

Q. 20. In your country, do you have national targets/goals to increase participation in HE of students from the groups that your NUS identifies as underrepresented?

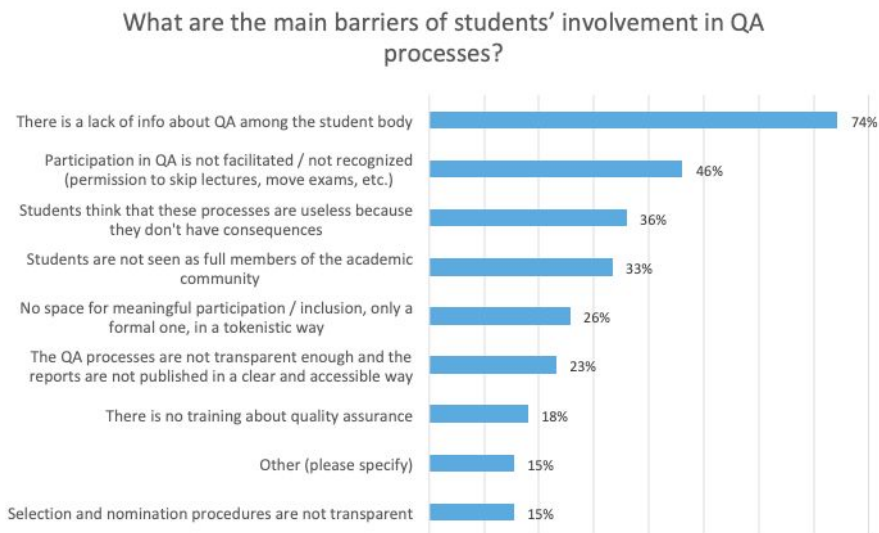
ANSWER CHOICES	RESPONSES	
Yes	15.38%	6
Yes, but they are not followed	23.08%	9
No	56.41%	22
I do not know	5.13%	2
TOTAL		39

Other findings:

- Satisfaction rate regarding students' support services and retention measures.
- Housing and transport.
- Mental health and wellbeing support.

3. Main Findings of the Survey

Quality Assurance



Other findings:

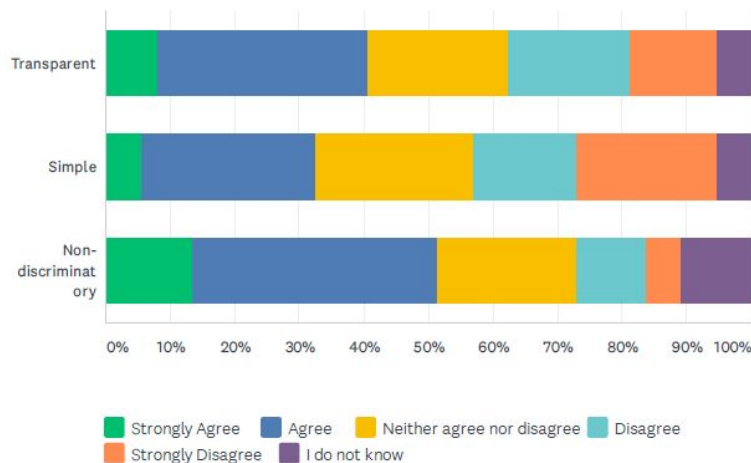
- The purpose and focus of quality assurance.
- Internal & External QA.
- Governance of QA and national decision making.
- Expert Pool.
- EQAR.

3. Main Findings of the Survey

Recognition

To what extent does your NUS agree that the recognition procedures are...

Answered: 37 Skipped: 0



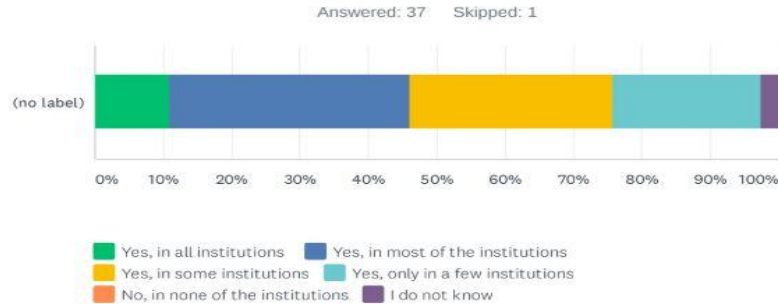
Other findings:

- European Diploma Supplement
- Compliance with the LRC
- Automatic Recognition of qualifications in EHEA
- Recognition of Prior Learning

3. Main Findings of the Survey

Mobility and Internationalisation

Q8 According to your NUS, are administrative staff sufficiently trained to assist international students? (Do they speak foreign languages, are they trained to help international students, etc.)



	YES, IN ALL INSTITUTIONS	YES, IN MOST OF THE INSTITUTIONS	YES, IN SOME INSTITUTIONS	YES, ONLY IN A FEW INSTITUTIONS	NO, IN NONE OF THE INSTITUTIONS	I DO NOT KNOW	TOTAL	WEIGHTED AVERAGE
(no label)	10.81% 4	35.14% 13	29.73% 11	21.62% 8	0.00% 0	2.70% 1	37	3.36

Other findings:

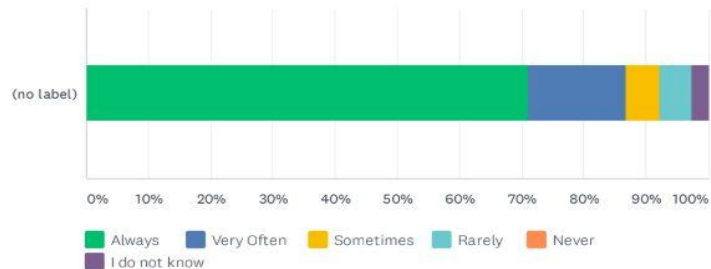
- Financing mobility and internationalisation.
- Internationalisation strategies.
- Treatment and situation of international students.

3. Main Findings of the Survey

Structural Reforms

Q5 Are study programs, modules and individual courses constructed using the European Credit Transfer and accumulation System (ECTS)?

Answered: 38 Skipped: 0



	ALWAYS	VERY OFTEN	SOMETIMES	RARELY	NEVER	I DO NOT KNOW	TOTAL	WEIGHTED AVERAGE
(no label)	71.05% 27	15.79% 6	5.26% 2	5.26% 2	0.00% 0	2.63% 1	38	4.57

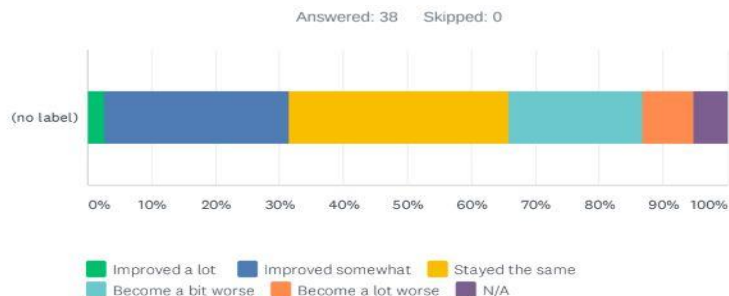
Other findings:

- Qualification frameworks - Comparability across EHEA
- European Credits Transfer System - ECTS
- The three cycle system.
- Part time studies.

3. Main Findings of the Survey

Financing of Higher Education

Q2 Over the last two years, students' financial situation in your country has...



	IMPROVED A LOT	IMPROVED SOMEWHAT	STAYED THE SAME	BECOME A BIT WORSE	BECOME A LOT WORSE	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	2.63% 1	28.95% 11	34.21% 13	21.05% 8	7.89% 3	5.26% 2	38	2.97

Other findings:

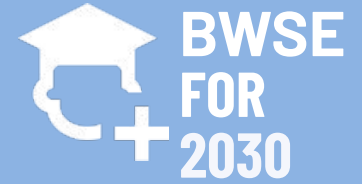
- Public funding.
- Public funding of financial student aids.
- Tuition fees.
- Commodificative policies.

BWSE towards Tirana 2024



- Tirana Ministerial Conference expected in May 2024;
- Focus on the monitoring and the 'de facto' indicators and sources for the BPIR;
- BWSE has a chance to contribute to the BPIR if it is published by the period of the drafting of the BPIR.

WP3 Timeline



T4.1 Review of the survey data

M11-M13

July-September 2023

T4.2 Cross-check by the researchers subcontracted by the NA

M11-M13

July-September 2023

T4.3 Preparation of the final publication

M13-M14

September-October 2023

D4.1 BSWE 2024 Publication

M15-M15

November-December 2023

Main elements for BWSE 2024

The dimensions analysed shall include those present in the Bologna Process Implementation Report

In the development of the survey (WP3) the framework of the BPIR 2024 has to be taken in consideration when structuring the questionnaire.

Europe-wide recapitulative graphs

These graphs show in a snapshot the Europe-wide situation and have higher chances to be included directly in the BPIR.

National data, graphs and maps

One of the main strengths of the BPIR as an advocacy tool is that it allows direct comparison between each national level. BWSE should give centrality to the comparative graphs showing national data and to informative maps.

Scoreboarding

.Recapitulative maps that show the degree of implementation towards the Bologna commitments and ESU political priorities for the Bologna Process should be introduced.

Reflect the diversity of the subnational HE systems

One of the features of BWSE is to show the diversity of the HE systems in Belgium and the UK. This feature needs to be kept in the publication.

Cleaning up the data inconsistencies

In some cases, ESU has two member unions from the same country, and they give different responses to the same question. Should it be the case, it is necessary to follow up with the unions in order to reach a single answer.



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