IN·GLOBAL
Enhancing Knowledge of the EHEA and Global Dialogue

Stakeholders' Perceptions of the Bologna Process

Survey of Stakeholders from the EHEA

(February 2024)

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1.   Introduction

As part of the work programme of the BFUG Task Force on Enhancing Knowledge Sharing in the EHEA community (TF EKS, https://www.ehea.info/page-Enhancing-Knowledge-Sharing-in-the-EHEA-community) and supported by the IN-GLOBAL project (https://www.in-global.eu/), a survey was conducted to gain insights into different stakeholders' perception of the Bologna Process and the European Higher Education Area (EHEA).

The aim of the survey was to ascertain stakeholders' perceptions and level of knowledge about the Bologna Process in order to inform the TF's deliberations on proposals for additional activities or communication tools to enhance collaboration between countries and all stakeholders with a view to making the Bologna Process better understood and more effective.

The survey was drafted in consultation with the TF EKS and had a broad, inclusive target audience: the survey addressed all members of the higher education community – students, academics, staff, managers, leadership – as well as outside stakeholders – e.g. employers –, regardless of whether they are active in a stakeholder organisation, higher education institution governing body or not. The survey was open both to individuals responding in their personal capacity as well as respondents completing the survey officially on behalf of an organisation (e.g. higher education institution, stakeholder organisation).

The survey was distributed via the BFUG email list, various EHEA email lists, to contacts gathered specifically for the IN-GLOBAL project and via social media (LinkedIn, X/then Twitter, Facebook). It was open from 23 June until 11 September 2023.

The survey was anonymous, but allowed respondents to leave their contact details for follow-up questions and to remain informed of the results.

1.1   Survey Structure

The survey was structured in the following parts:

A) Information about the respondent

B) Knowledge of the Bologna Process

C) Impact of the Bologna Process

D) Needs and priorities for future activities

E) Contact details

The substantial chapters of this report mirror parts B – D of the survey.

1.2   Known Limitations

The desired broad and open target audience led to limitations or caveats that should be borne in mind when considering the survey results:

1. While respondents were asked to indicate whether they respond personally or on behalf of their organisation, there was no possibility to check whether those responding on behalf of their organisation actually did, i.e. submitted a coordinated response.

   We can neither rule out that an individual simply chose that option, nor that several people from the same organisation submitted responses declared as "organisational". (And that these answers may have differed in substance.)

   Some cases suggest that there are inaccurate responses indeed, e.g. there are several organisational responses from the ministry of education in a country that is not known to have several ministries. Hence, in most of the analysis no difference was made between individual and organisational responses.

2. Similarly, there was no way of validating the basic information provided by respondents about themselves (section A of the survey).

3. We registered a large number (ca. 500) of incomplete responses. These are most likely from individuals who filled some of the initial pages and then dropped out. After considering whether to include those responses, they were eventually omitted to avoid distorting the results by including possible duplicates or test responses.

4. Some of the survey questions, e.g. on the impact of the Bologna Process, de facto required a minimum of knowledge or exposure to EHEA tools to provide meaningful responses. There was no "protection" to prevent respondents from answering without any knowledge.

   This aspect was also critiqued in comments about the survey as such, which some respondents left:

   The questionnaire is way too optimistic if it was really designed for such a wide audience - it assumes that people would know much about EHEA, although this is not the case. It is more like you either know everything about it because you work on this field, or haven't even ever heard about the name EHIEA. Questions were a bit like asking people what do you know about, for example, East Timor as a country? What is your opinion about the weather there? Do you agree with the government's policies? What do you think about their school system? Is it good enough? Do you like the people and their traditions on the island? - You either know everything about East Timor, or nothing at all. In the second case, you have no opinion, no comment, nothing, because you have no idea. You were lost already starting from the first question. I believe you will get lots of invalid answers from people who have no clue about what they are filling in. [HEI management or administration, Finland]

   Unfortunately, some comments suggest that this might have indeed happened:

   I am not equipped to answer this questionnaire due to me not being very familiar with the main topic of it. Our university randomly chose 5 students to fill this out. [Student, Hungary]

   Im not old enough to be able to judge what difference it makes that the bologna system was implemented in universities 10+ years ago and its kind of weird you expect me to have an informed opinion on this [Student, Hungary]

   As not everyone would have mentioned this in their comments it would be impossible to single out responses that were submitted without any knowledge about the Bologna Process.

   At the same time, the survey also gathered a large number of detailed, well-articulated comments, suggesting that a large number of persons with a good insight took part.

5. Finally, the broad target group allowed huge imbalances to occur, as described below.

1.3   Data Cleaning

Before processing the data, a few data cleaning steps were performed:

1. Several respondents chose "other" as their main role or affiliation, but were clearly academics, students or staff of a higher education institution. Where their actual role was unambiguous – based on their contact details or comments – and fitted one of the provided categories, they were re-assigned accordingly.

2. Organisational responses indicating the wrong level of the organisation were re-assigned if the mistake was evident and the correct level could be determined, e.g. from the comments or contact details. As an example, several respondents clearly representing higher education ins which their organisation operates.
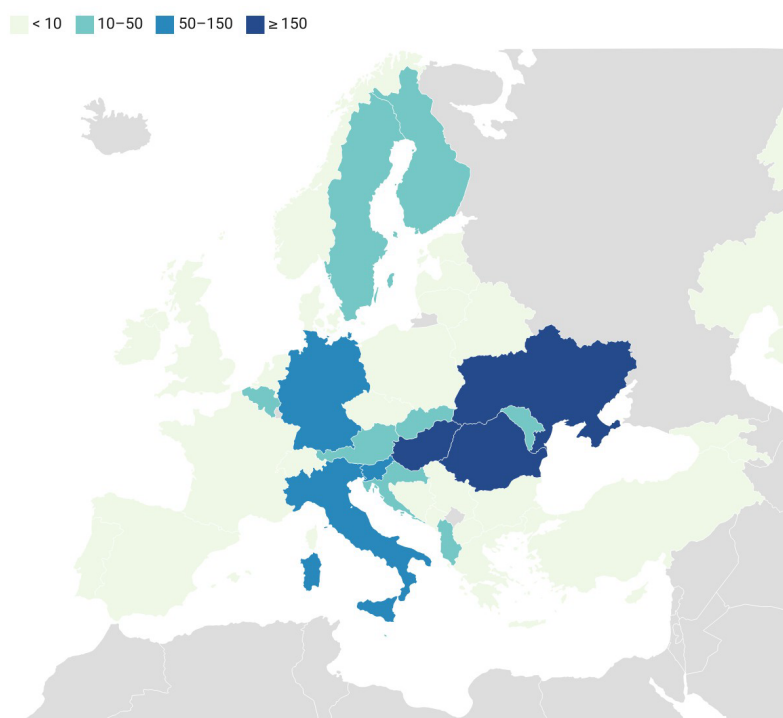
Excluded: respondents that indicated to work for a European organisation (45)

Map: Colin Tück • Source: IN-GLOBAL survey • Created with Datawrapper

3. To simplify aggregation by respondent profile, roles/affiliations (as presented in the survey) were merged into a smaller number of broader groups for further analysis:

Broader role/affiliation	Narrower role(s)/affiliation(s)
Students	- Students
Working in HEIs	- Academic - Higher education institution (HEI) leadership - HEI management or administration (unless working for a national or European organisation)
Working in ministries, agencies	- Ministry responsible for higher education - Quality assurance (QA) agency - National recognition information centre (ENIC-NARIC) - Agency/organisation for internationalisation or international promotion + previous row, when working for a national or European organisation
Others	- Other ministry or governmental agency/organisation - Private/profit-oriented company - Other non-governmental and not-for-profit organisation

1.4   Respondents

The survey attracted 2587 responses – 1930 full and 657 partial responses, which were discarded for the analysis (see above).

The survey analysed in this report was open to respondents from EHEA countries only. A parallel survey was open to respondents from beyond the EHEA.

The open and broad nature of the survey led to imbalances, especially in the number of respondents by country, see Figure 1.

While academics and students are – not surprisingly – the two largest groups of respondents (see Figure 2), here too imbalances can be observed: while academics made up a large share of respondents everywhere, a large number of students participated from 4 countries (Ukraine, Hungary, Romania, Slovenia), while not more than 5 students responded from any other country.

Figure 2: Profile of respondents

https://www.datawrapper.de/_/WwyXx/
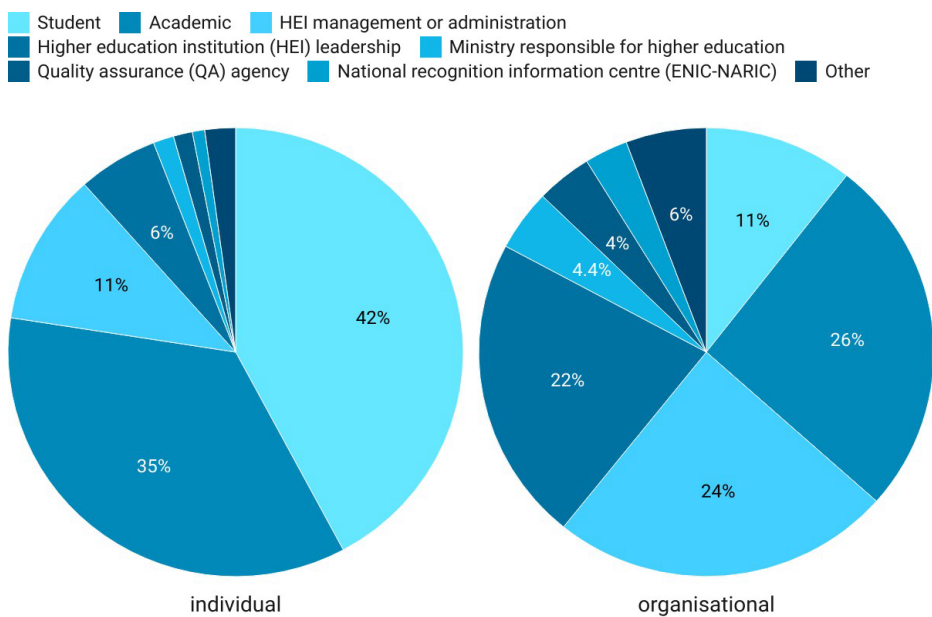
"Other" includes: agency/organisation for internationalisation, other ministry or governmental agency/organisation, private/profit-oriented company, other non-governmental and not-for-profit organisation

Chart: CT • Source: IN-GLOBAL survey • Created with Datawrapper

Considering these imbalances and the lack of a substantial number of responses from many countries, the analysis focuses on discussing differences, e.g. between stakeholder groups or between the perception of different tools, rather than conclusions from absolute numbers.

Considering the dominance of the top-3 countries of respondents (Ukraine, Hungary, Romania), responses from those three countries were checked to ascertain whether they had a major influence and biased results. In addition to those three countries, aggregates at country level – and comparisons between countries – were only made for those 13 countries with more than 15 responses.

2. Knowledge of the Bologna Process

I have no idea what this whole thing is about and I've attended 2 universities before
*[Student, Hungary]*

2.1 Tools

The knowledge of the Bologna tools, policies and principles varies strongly: the three-cycle structure and ECTS are rather well-known, for example. Some tools are less well-known, for example the Qualifications Framework for the EHEA (QF-EHEA) or the goal of fair recognition procedures of qualifications and periods of study from abroad (in line with the Lisbon Recognition Convention, LRC).

Figure 3: Knowledge of EHEA tools and policies

https://www.datawrapper.de/_/vDLb3/

(average by country/group)

● Rest ● Top-1 (UKR) ● Top-2 (HUN) ● Top-3 (ROU)
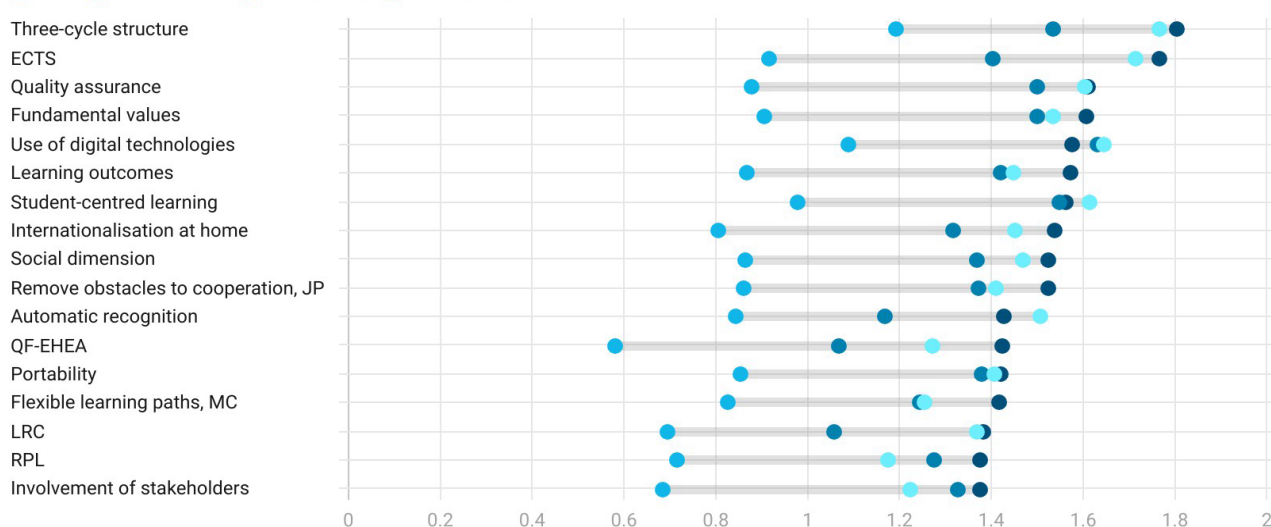
0 = not aware that this is a goal/tool of the Bologna Process / 1 = heard of this goal/tool, but know no or little details / 2 = familiar with this goal/tool and how it is addressed by the Bologna Process

Chart: CT • Source: IN-GLOBAL survey • Created with Datawrapper

This is not surprising where some tools have larger importance at system/structural level than for individual students or academics. At the same time, this suggests that the importance and relevance of the tools needs to be better explained and disseminated – especially for those tools that students and academics are not directly in touch with in their day-to-day-work. The lack of knowledge that stakeholder involvement is an EHEA goal is particularly concerning.

The differences between the top-3 countries (see Figure 3) show that the survey was completed by a large number of respondents, especially from Hungary, who were less-well informed about the Bologna Process. This became visible in the answers to various questions – for example, there is a much larger share of "don't know / cannot tell" responses from Hungary than from other countries. It should be noted that this does not indicate that the Hungarian higher education community is less knowledgable about the Bologna Process, but simply that less well-informed people took the survey.

2.2 EHEA Website and Logos

The EHEA website is visited frequently by ministries, agencies responsible for internationalisation and ENIC-NARICs: nearly half of those visit the website at least once a month. Approximately half of the QA agencies and HEI leadership/administrators/management visit the EHEA site at least once or several times a year, while more than 80% of students and academics visit it less often than once a year.

These results clearly suggest that the EHEA website is mostly an internal communication tool for people who are involved in the EHEA structures (at European or national level).

Figure 4: Knowledge of the Bologna Process and EHEA logos

https://www.datawrapper.de/_/i7f5z/

■ Yes, know what it stands for ■ Seen it before, but don't know exactly ■ Not seen this logo before

Bologna Logo

Students	19%	28%	54%
Working in HEIs	53%	21%	26%
Working in ministries, agencies, etc.	80%	12%	8%
Others	48%	26%	26%

EHEA Logo

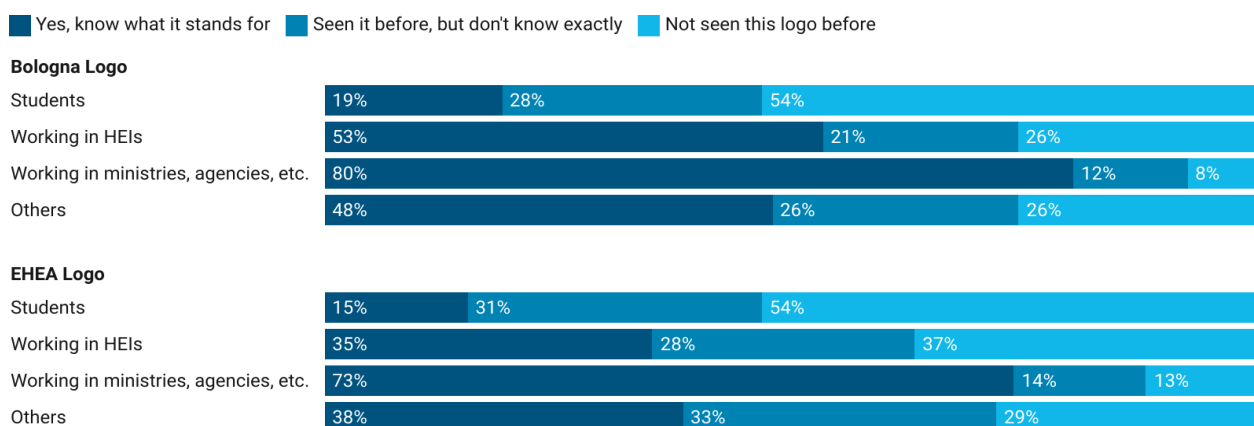|			
Students	15%	31%	54%
Working in HEIs	35%	28%	37%
Working in ministries, agencies, etc.	73%	14%	13%
Others	38%	33%	29%

Chart: CT • Source: IN-GLOBAL • Created with Datawrapper

A majority of respondents from HEIs, ministries and other organisations have seen the Bologna Process logo and know what it stands for (see Figure 4). For students, the opposite is true: the majority has not seen the logo before.

The EHEA logo is clearly less well-known by people working in HEIs, even though it seems similarly well-known by people working in ministries or organisations.

3. Perception of the Bologna Process' Impact

3.1 Impact by Areas

Respondents generally assess the Bologna Process' impact positively, see Figure 5. The areas where impact is considered most positive include some of the original and most direct goals of the Bologna Process, namely international cooperation as well as both incoming and outgoing mobility of students.

It must be noted that cooperation and mobility were not only advanced by the Bologna Process, but also by other policies and programmes, such as the EU Erasmus+ programme. There are many overlaps, such as ECTS being a "Bologna tool" with original roots in the Erasmus programme, or the co-existence of two overarching European qualifications frameworks covering higher education. This makes it difficult to "isolate" the distinct impact of the Bologna Process itself, separate from policies and programmes sharing similar goals. Moreover, stakeholders at national and institutional level might not always be able to separate which developments have been induced by the Bologna Process and which by other European-level policies and programmes.

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The positive ratings in these areas are the most consensual, i.e. variations by country or stakeholder group are the smallest in those areas.

The Bologna Process' impact is rated least positive in quality of education, relevance of education/skills, accessibility of education, recognition of prior learning, creation of flexible learning paths and institutional autonomy – yet, also in those areas the majority of respondents consider impact positive.

It should be noted that, together with academic freedom, these are also the areas where the biggest differences can be observed as to how the Bologna Process' impact is assessed by different respondents from different countries.

Figure 5: Impact of the Bologna Process

https://www.datawrapper.de/_/jtsvK/

■ strongly positive ■ somewhat positive ■ mixed results ■ somewhat negative ■ strongly negative

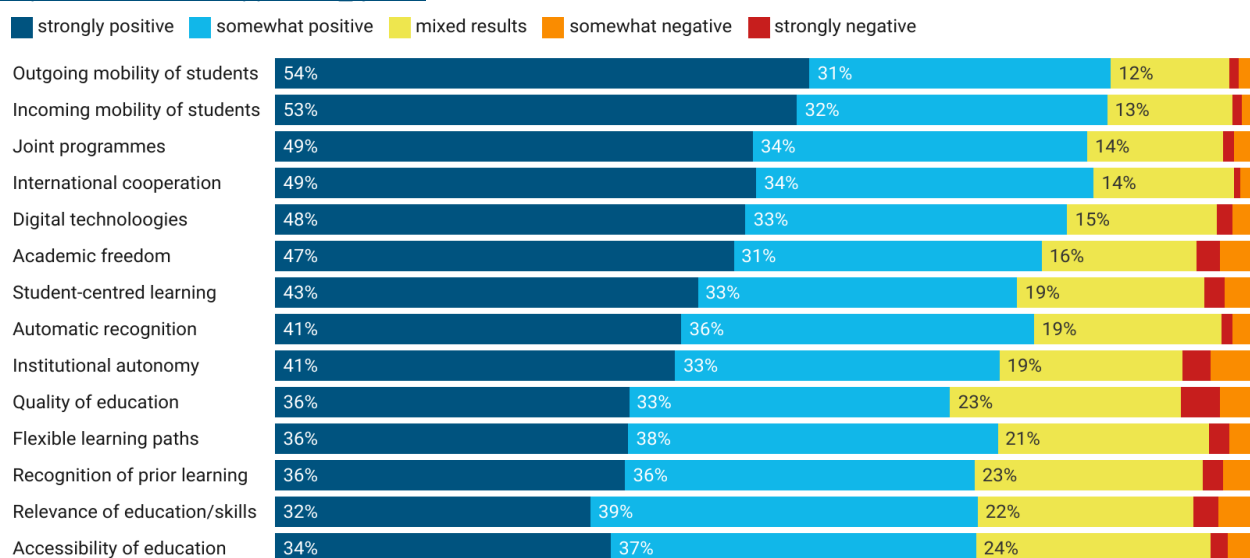|	strongly positive	somewhat positive	mixed results
Outgoing mobility of students	54%	31%	12%
Incoming mobility of students	53%	32%	13%
Joint programmes	49%	34%	14%
International cooperation	49%	34%	14%
Digital technoloogies	48%	33%	15%
Academic freedom	47%	31%	16%
Student-centred learning	43%	33%	19%
Automatic recognition	41%	36%	19%
Institutional autonomy	41%	33%	19%
Quality of education	36%	33%	23%
Flexible learning paths	36%	38%	21%
Recognition of prior learning	36%	36%	23%
Relevance of education/skills	32%	39%	22%
Accessibility of education	34%	37%	24%

Chart: CT • Source: IN-GLOBAL survey • Created with Datawrapper

It is noteworthy that 18-25% of respondents chose "cannot tell" in the top-3 countries, compared to 5-17% of respondents from the remaining countries. This confirms the initial observations that there were a large number of respondents with little or only basic knowledge from those countries.

While there are differences between countries, they do not reveal an entirely different picture, but nuances. There are noteworthy exceptions: the Bologna Process' impact on institutional autonomy is badly perceived in Slovenia and Sweden (see Figure 6). Slovenian respondents – predominantly academics and students – also had a negative perception of the Bologna Process' impact on quality and relevance of education.

This is mirrored in numerous critical or ambivalent comments about the Bologna Process, its goals, tools and their implementation. Recurring topics include:

- Over-bureaucratisation in implementing Bologna reforms;
- Lack of EHEA tools and policies being fully embraced by all academics;
- Lack of real flexibility and possibility for student choice, too rigid curricula;
- Questions related to the relevance of education and sufficient focus on knowledge;

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- Questions about the suitability and feasibility of the agreed three-cycle structure for all disciplines, especially regulated professions;

- Concerns about the changed default length of programmes – in both directions, i.e. complains about shortening as well as complains about prolonging the duration of studies;

- Lack of holistic education, regretting a departure from the traditional, "Humboldtian" type of universities;

- Lack of critical reflection on the aims and approach of the Bologna Process as such;

- Decrease of academic freedom and institutional democracy due to a more managerial and commercialised approach.

Some of these comments might reflect disagreement with what the Bologna Process actually intended, but the majority of comments suggest that there is a need to enhance information and understanding to align national/local implementation better with the actual goals of the Bologna Process.

Figure 6: Impact of the Bologna Process (by countries)

https://www.datawrapper.de/_/jJewD/

(average by countries with >15 respondents)
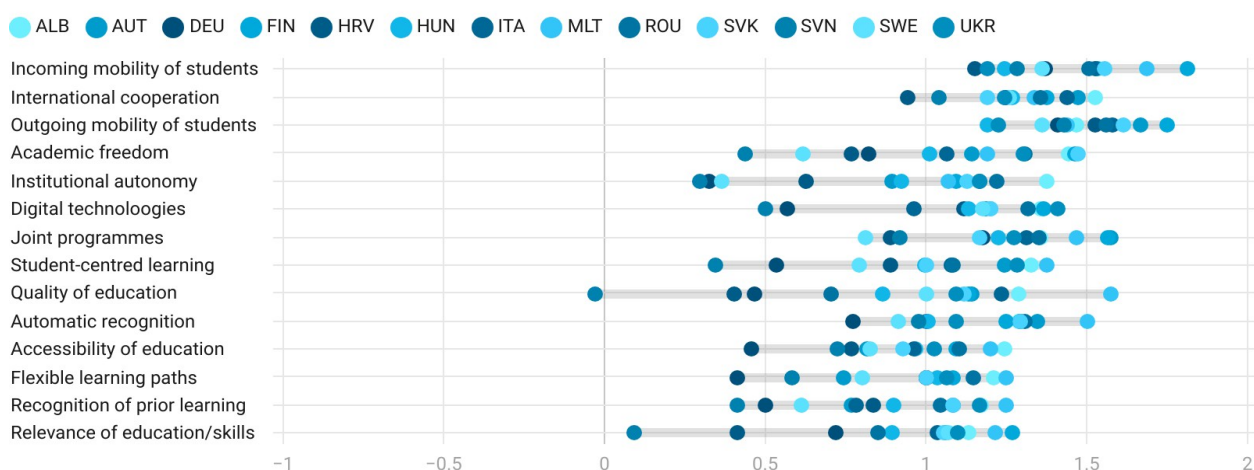
2 = strongly positive / 1= somewhat positive / 0 = mixed results / -1 = somewhat negative / -2 = strongly negative / "no impact" and "don't know / cannot judge" not counted

Chart: CT • Source: IN-GLOBAL survey • Created with Datawrapper

3.2 Familiarity with Communication Activities

In terms of communication activities, respondents are most familiar with conferences, workshops, trainings and peer-learning activities, organised at both national and European level (see Figure 7). Initiatives such as Bologna Experts, Bologna Promoters or Bologna Hubs are known to fewer respondents, as is the case for the EHEA governing structure.

There are no major variations by country, except for a slightly higher familiarity with social media in Ukraine – this might be an effect of more active use of social media by the ministry or other national bodies. The general level of familiarity with the listed activities is lower in the top-3 countries, especially in Hungary. This reinforces the observation (see section 2.1 above) that a large number of respondents had limited or no effective knowledge of the Bologna Process.

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The level of familiarity does not vary much between different stakeholder groups, except that respondents from ministries, national agencies and organisations – unlike other – are well familiar with the EHEA governing structure.

Additional respondent comments highlighted a range of formats or initiatives as good practices. Frequently mentioned examples included:

- Regular internal meetings and discussions in higher education institutions;

- National annual conferences and support projects, e.g. teams of Bologna Experts;

- Peer-learning activities were described as particularly useful, but require thorough preparation and budgetary support;

- Showcase success stories and information in visually attractive and accessible ways;

The comments mentioned challenges, such as the relatively low participation from South-Eastern Europe, due to a lack of funding, or the HEI not granting their academics sufficient time to engage, sometimes even forcing people to engage during their time off.

Figure 7: Familiarity with activities and communication tools

https://www.datawrapper.de/_/efEDA/

familiar/participated **heard of it** **not familiar**

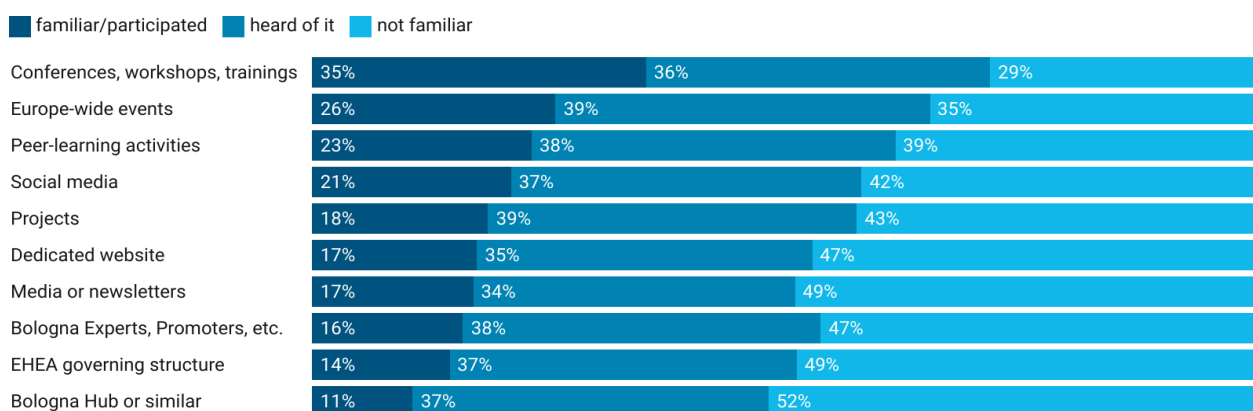|			
Conferences, workshops, trainings	35%	36%	29%
Europe-wide events	26%	39%	35%
Peer-learning activities	23%	38%	39%
Social media	21%	37%	42%
Projects	18%	39%	43%
Dedicated website	17%	35%	47%
Media or newsletters	17%	34%	49%
Bologna Experts, Promoters, etc.	16%	38%	47%
EHEA governing structure	14%	37%	49%
Bologna Hub or similar	11%	37%	52%

Chart: CT • Source: IN-GLOBAL survey • Created with Datawrapper

3.3   Consultation and Representation

Respondents' perception of how well they feel represented in the EHEA structures and implementation of Bologna reforms are worrying: only about half of students and respondents working in HEIs feel consulted (either adequately or with room for improvement, see Figure 8) directly or through their representative bodies. A large number of respondents consider consultation insufficient, although many students found themselves unable to answer.
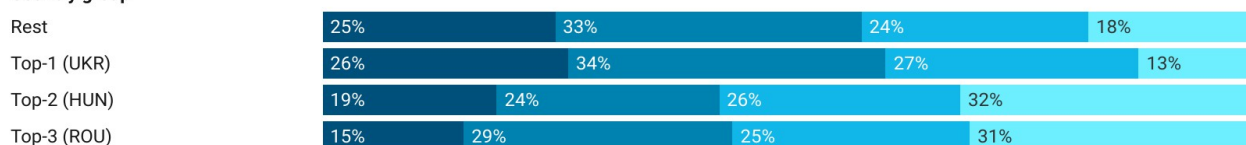
https://www.datawrapper.de/_/owNbt/

Do you feel adequately consulted – either as organisation or, as individual, through your respective representative organisation – in the national follow-up and implementation of the Bologna Process, e.g. through a national follow-up group or a similar consultative body?

◼ adequately consulted ◼ room for improvement ◼ insufficient ◼ not consulted

Respondent profile

Working in HEIs	18%	33%	28%	21%
Students	23%	25%	23%	29%
Working in ministries, agencies, etc.	38%	37%	21%	
Others	31%	27%	27%	15%

Country group

Rest	25%	33%	24%	18%
Top-1 (UKR)	26%	34%	27%	13%
Top-2 (HUN)	19%	24%	26%	32%
Top-3 (ROU)	15%	29%	25%	31%

"don't know/cannot tell" not shown

Chart: CT • Source: IN-GLOBAL survey • Created with Datawrapper

The additional comments identified national good practices and challenges. Recurring topics included:

- The importance and relevance of "national BFUGs" and similar consultation or coordination structures, bringing together the main stakeholders. Where they do not exits, respondents have criticised their absence;

- Need for the EHEA and national-level structures to be more transparent and democratic;

- Importance of reaching out to local academics and students;

- Lack of time for academics to engage in existing structures;

- Lack of available and accessible information, including language barriers;

- Importance of dialogue with employers and stakeholders outside HEIs.

4. Needs for Future Activities

4.1 Topics of Interest

Most respondents consider that sufficient information is available about the agreed EHEA concepts, policies and tools, 46% considering it about right or more than enough. 24% however consider that information could be better and 11% deem it insufficient (remainder: don't know / cannot tell). It is clear from the response that respondents with better knowledge tend to consider the currently available information sufficient, and vice-versa.

Survey respondents were asked to rank the topics they consider most interesting and relevant for future dialogue and exchange. The options presented here were the same as those presented in the question on knowledge of EHEA tools and policies.
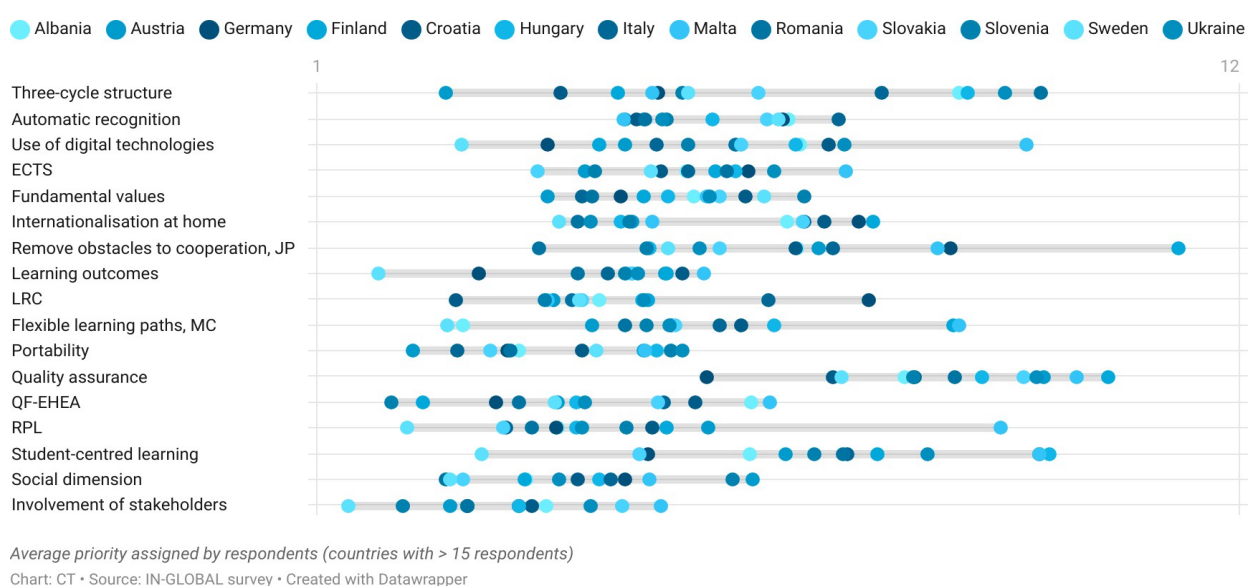
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The most-ranked topics interestingly coincide with the topics most well-known by respondents overall, the top priority topics are three-cycle structure, quality assurance and student-centred learning. This suggests that even in the "well-known" there is a continuing need for sharing knowledge to enhance implementation. It might also be a result of a perceived priority, for example due to the fact that some of these topics have been "core" Bologna policies for long and have been considered as EHEA Key Commitments since the 2015 Paris Communiqué.

In turn, as there is imbalanced "demand", it would thus be necessary to specifically prioritise the currently less well-known policies and topics in work programmes and plans at EHEA and national level, if the EHEA's ambition is to make further progress in those areas.

The topic priorities vary significantly between countries, see Figure 9, much more than between different stakeholder groups. This suggests that the topics of interest are highly dependent on the national context and national priorities.

Figure 9: Topics of interest for dialogue and exchange

https://www.datawrapper.de/_/7TB6P/

Average priority assigned by respondents (countries with > 15 respondents)

Chart: CT • Source: IN-GLOBAL survey • Created with Datawrapper

A large number of additional topics for attention were mentioned in the comments. The most frequently mentioned topics were:

- EU policies, namely the European University Alliances, together with the proposal for a European Degree (label) and a European legal status for alliances;

- Artificial Intelligence (AI), its potential use in higher education as well as its impact;

- Preventing corruption and upholding academic integrity, including issues such as diploma mills, plagiarism, ghost writing and adverse use of AI;

- Addressing social inequality and devising policies to increase social mobility;

- Joint programmes and their quality assurance;

- Cooperation and dialogue between higher education and businesses;

- Staff development and working conditions of staff in higher education.

4.2   Priority Goals from the Rome Communiqué

The three priority goals formulated in the Rome Communiqué are largely not considered achieved yet. This is not surprising as the goals are relatively new and were formulated as ambitious long-term goals.

It is interesting that respondents consider the interconnected goal ("the shared frameworks and tools facilitate and enhance international cooperation and reform, exchange of knowledge and mobility of staff and students") closer to being achieved than the other two goals: 28% consider this goal closed to achieved or even achieved already, compared to 22% for the other two goals. This might reflect that the interconnected goal enshrines some of the original goals of the Bologna Process, while the inclusive and innovative goals are newer and more ambitious.

The top-3 countries do not show major differences to the overall responses, although Ukrainian respondents seem to have a slightly more "optimistic" view and more respondents consider the three goals "closed to achieved" than elsewhere. Mirroring earlier observations, the share of "cannot tell" answers was particularly high among Hungarian respondents with up to 40%.

Comparing the results by the main stakeholders groups, there are no major differences, except for a larger share of "cannot tell" answers among students.
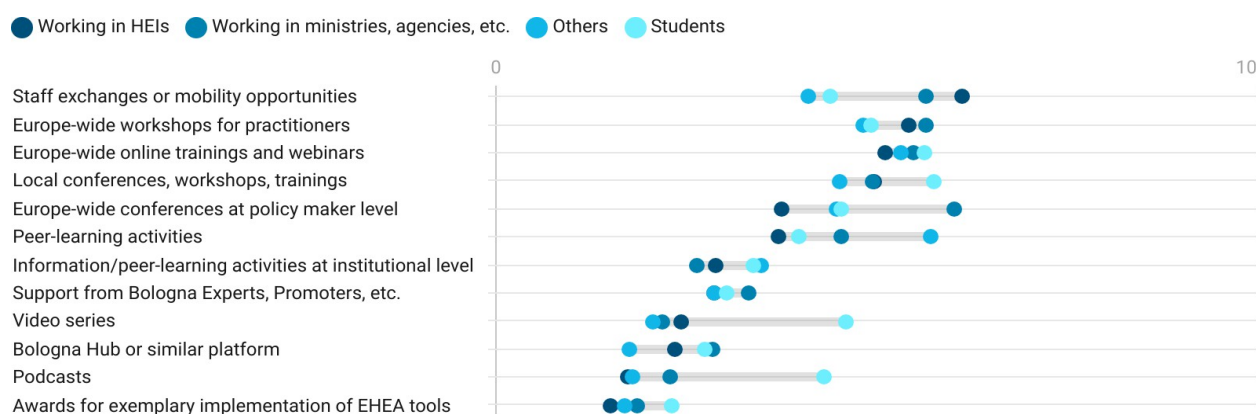
4.3   Formats of Activities

Less is often more [Higher education institution (HEI) leadership]

Respondents were asked to rank activities for communication and dialogue on the Bologna Process and EHEA tools and policies according to relevance for them.

Figure 10: Preferred formats for dialogue and exchange

https://www.datawrapper.de/_/rocK5/

Average priority assigned by respondents
Chart: CT • Source: IN-GLOBAL survey • Created with Datawrapper

The most "popular" formats are peer-learning activities, conferences/workshops/trainings (at both policy maker and practitioner level, and at both European and national/local level) and staff exchanges or mobility opportunities, the latter specifically amongst respondents working in HEIs.

On formats of activities, variations are greater between stakeholders groups than between countries (that is, the opposite to topics, see above). Students, for example, attach higher relevance to podcasts and video series, and have a preference for local conferences, workshops, trainings over similar European activities, see Figure 10.

Several comments addressed the format of future activities. The issues raised include:

- Organise activities in a more "bottom-up" way to engage local academics and students;

- Simplify activities and reduce complexity, focus on priorities instead of creating an overwhelming offer – less is more;

- Provide information in several languages to improve accessibility, especially the EHEA site and Communiqués.

5. Conclusions

Stakeholders have a positive perception of the Bologna Process' impact, even though there are some voices that articulate strong criticism – concerning the goals of the Bologna Process and the way it is implemented.

The results suggest that respondents are best aware of the Bologna Process' core missions – promoting international cooperation and facilitating mobility. These goals have clear support of the community, even though their realisation in practice continues to raises a series of questions and issues.

While the Bologna Process' impact is most positively perceived with regard to these core missions, the results show that the EHEA is lagging behind on issues such as promoting inclusiveness, social dimension and flexible learning paths. These topics are less well-known as policy areas addressed by the Bologna Process and its impact on those is perceived less positively.

The responses show that the perceptions of the Bologna Process' impact differ most strongly with regard to quality of education. Even though judged positively on average, in a few countries stakeholder felt that the Bologna Process had a detrimental impact on quality of education. Other areas with important differences are relevance of education/skills, institutional autonomy and academic freedom.

The survey showed a strong need to intensify efforts and activities geared to spread information and allow discussion on EHEA tools, in particular with local academics and students. There is a broad, diverse range of topics that stakeholders wish to see addressed, including established Bologna reforms/EHEA tools as well as a desire for Bologna to address current societal challenges such as artificial intelligence (AI) or to focus more on new and deeper forms of transnational cooperation, such as piloted through the European Universities initiative of the EU.

As regards the survey, the broad approach – targeting organisations and individuals at all levels, with different levels of knowledge and insight – probably caused more challenges than advantages. For future reference, it might be preferable to consider separate surveys. Especially for survey(s) aiming at a broad group across Europe, strong dissemination efforts are needed to reach a balanced sample of respondents.

6. List of Figures

Table of Figures

7. Annex

The following sections contain the full text comments made by survey respondents for reference. Please note that these comments are not necessarily representative, as only a minority of respondents have provided free-text comments. A digest of the comments received is contained in the main body of the report.

Comments: impact, implementation and critique

Fundamental values such as academic freedom, institutional autonomy, democracy and the rule of law -- are opposite of the stakeholders, Americanisation, commercialisation of Humboldt type of universities. [Academic, Slovenia]

3 years for Bachelor and 3 for PhD is crowded and insufficient. [Student, Romania]

I cannot say too much good. The credit system of the process offers glass beads with the price of taking away the predictability and the efficient use of resources. Transfering credits does not work in natural sciences, due to the combined rigidity european and local decision makers. This basically killed the Erasmus project. The Bologna Process was extended to PhD programs that was a fatal mistake. It greatly increased the bureaucracy and weakened both the autonomy and the market values. [Academic, Hungary]

Critique: Too much hype around the institutional form of teaching and too less care on the content and scientific rigour of learning content. [Academic, Hungary]

Bologna was supposed to shorten the duration of BA to three years, yet in Slovenia, anyone can remain a student for the fourth year ("absolvent"), rendering the reform completely moot. Study programmes were not actually reformed, they usually just crammed four years' worth of courses into three years and watered them down a bit. The result is a noticable drop in quality of higher education. [Student, Slovenia]

The Bologna structuring process of the higher education system did not prove to be very efficient. All the quality-assurance procedures and protocols are fine but, in reality, functional illiteracy grew bigger and young people's motivation for higher learning and learning in general has dramatically decreased. So, I think the EHEA coordinates should be somehow changed or restructured. [Academic, Romania]

Our educational programs are all structured based on the Bologna model, it's generic now, so you don't think about it as a problem any longer in need of further specific information or 'training'. As to flexibility, student-focus and many other aspects mentioned, we had it already before the implementation of the Bologna model, so it could not improve it, only restrict it by more regulations. [Academic, Sweden]

I feel that this process of innovation has just begun and still a long way to go for a general implementation, especially towards older educators. [Academic, Italy]

The Bologna process is a complex issue and has, in many ways, fostered positive developements. However, I fear that it also led to over-bureaucratization and over-regulation in many cases and hence brought changes to higher education which had negative effects on mobility and the quality of education. I have the impression, that the developement of one framework (e.g. ECTS, study cycles etc.) for different academic cultures is not effective when it comes to achieving the per se positive Bologna goals. Interoperability of different systems is a fruitful goal, but not the replacement of different academic cultures and mindsets with one system. [HEI management or administration, Germany]

I loved the idea when it was first introduced, but it was not introduced properly in our country (Slovenia). At our faculty (Faculty of Arts) they have made the studies even longer, they make it hard for students from other faculties to study here - offering very little options for them, or making it hard to continue with their studies on the 2nd level (giving them maximum number of differential exams). [Academic, Slovenia]

Although I am critical of Bologna, I still believe in the autonomy of institutions, academic freedom in the humanities, democracy and the rule of law. It is a pity that universities and faculties are run by non-academics, it is a pity that

universities are Americanised, bureaucratised, commercialised and turned into economic institutions. The EU must develop its specific difference - Humboldt-type universities (academic freedom, institutional autonomy, democracy, rule of law) and develop a new humanism in a neoliberal age. I am sorry that this survey is also based on the neoliberal concept of self-expression, individualism and competence. [Academic, Slovenia]

I would prefer if buraucratic discourse was replaced by academic and more broadly understood language. [Academic, Slovenia]

Bologna process did not fulfill the expectations in the filed of regulated professions (e.g. human medicine, veterinary medicine, nursing,..) [Academic, Slovenia]

Create flexibility in learning paths e.g. when student wants to gain work experience or experience abroad during their studies it should be supported by the system and recognized as much as possible as part of their studies. Also, although the three-degree structure is followed in most countries, it is not the same. The level of a Bachelor can significantly differ among countries. Also I wonder if Bachelor level makes sense in certain fields. During my studies, I feel like I have 'lost' a whole semester of my studies in order to prepare a bachelor thesis and pass the final exam, when I could have received more education through classes or practice and continue straight to finishing my Master degree. [Student, Slovenia]

Education should not be a business. Universities should not be running according to profit-oriented rationales. The Bologna Process has introduced Anglo-American ways of looking at education, with its neoliberal outlook, and should rather think of a European solution to higher education. This will, in essence, need to be more focused on tackling social inequalities, the promotion of critical-hyperreflexive thinking and personal development beyond market-preparation. This requires fundamental rethinking of the role of education in the knowledge-based economy. [Student, Netherlands]

What Bologne reform accomplished at University of Ljubljana in the past decade is to transform generations of students who used to graduate and become thinking men and women with clear set of priorities and the ability to see big picture, to become mass of idiots, as the word was used in the Ancient Greek. They know nothing, they see nothing, they understand nothing, but still believe they are the all-knowing, all-understanding, and all-seeing. [Student, Slovenia]

I would be happy with the stronger regulation of the autonomy higher education through countries in EU, because the situation in for example Hungary is unacceptable! [Student, Hungary]

I think a grave issue with the B. process is, for the free movement between institutions/programmes and quick production of degrees/diplomas, training cycles of relatively short periods (3 yrs -- standard BA period; 2 yrs -- usual MA period) had to be introduced. At the same time, to widen the social population that can enter the higher education system, entry requirements were relaxed and student numbers raised. (And in practice, in many fields there's no real in-training filtering of capable students bc institutions are financed acc. to student numbers; the leadership explicitly prohibits or limits fails in many places. Drop-outs are mainly only by student decision.) As a result, now a wider student mass with mixed training background has to be catered for within a flash period of 2-3 years. No wonder the quality of outcoming graduates has gone down. [Academic, Slovakia]

Separating BA and MA courses has had a detrimental effect on study programmes that naturally attract fewer students (i.e., courses have disappeared because, understandably, hardly anyone pursues more specialised discliplines since they cannot earn a living with such degrees; consequently, the diversity of available fields of study is decreasing). It has also increased the number of students who actually have no interest in higher education at all and who are only there due to societal pressure, thereby lowering the quality of study and, gradually, that of teaching as well. Commitment and determination are no longer necessary to enter higher education, which only leads to more unemployed people with BA degrees. [Student, Hungary]

Education must be not for a working system, but for preparing student for a work in real life. And understanding what student can do. [Student, Ukraine]

Bologna process has tendency to slow down and limit its impact on national levels, so there is a need to rethink it. The presence of ministers during ministerial events is not a guarantee that reforms are properly implemented on

national level which are very different. I think that even Implementation report do not reflect the real situation with the Bologna process in member countries. [National recognition information centre (ENIC-NARIC), Armenia]

In Romanian higher engineering education system, the Bologna process had been brutally implemented without a global legal system support (laws). For example the Bachelor degree graduates have the same professional legal rights as the Master degree graduates. It makes the graduates to wonder what could be the (legal) advantages to get Master degrees. Of course, professional associations could do something about (as in US or UK). However, professional associations are weak because the legal system do not give them any influence in the professional regulations with a few exceptions (as the architects associations). [Academic, Romania]

I find Microcredentials being a problematic concept that needs to be handled with care. We know that time at university means education in the terms of knowledge and competences but in addition something else happen - minds mature and learn to question, critical thinking. There is a German word Bildung and a book by professor Sverker Sörlin, "To the defence of Bildung", that try to catch what Bildung and university education might be in the modern world. Microcredentials can be a way to reward knowledge in small pieces, but do not mistake many small pieces gathered to a "knowledge puzzle" for being equal to the process of spending time at uni, when the uni education is of high quality. [Higher education institution (HEI) leadership, nan]

From my point of view Bologna Process is good but very badly implemented. In Romania the most disadvantageous it was the reduction of Bachelor program from 4 to 3 years and students lost lot of lectures and classes. [Academic, Romania]

I would so enjoy spending more time with these issues, but as an ERASMUS+ coordinator I spent 95% of my time working with EU tools that do not work properly, are difficult to administer and are time-consuming and energy draining. This leaves me no time to actively learn more about the processes and even less time to actively participate. [HEI management or administration, Germany]

The whole Bologna Process has not improved anything in higher education. It is based on a misunderstood understanding of learning outcomes and an outdated pedagogical paradigm. Obviously, the experts do not volunteer information on what the original ideas are based, but it is so obvious. [Academic, Poland]

HEI administration is not improving fast enough. Students are very aware of digital solutions and there are many options/solutions for improvement, but for financial reasons and lack of proficiancy of administration employees or the non-availabibitly of decent programmes makes the admin body very slow and old fashioned. [HEI management or administration, Germany]

The main problem I see is that there used to be a 4-year study to get "diploma", and now you have to study for 5 years to get equivalent education. Instead of shortening the study they have prolonged it. And if you only finish 3 or 4 years of study, you have no chances to get a job in your field. [Academic, Slovenia]

I think the system is too close to school. I would love to work with my (ERASMUS-)students without grading them for every move that they do. The requirement of giving students grades for every class destroys the learning relationship between teacher and students and creates an environement of stress and fear. There is too much grade relevant workload for the students. [Academic, Germany]

The European dimension is not enough, but a fundamental important first step. [HEI management or administration, Germany]

It is a semblance of academic freedom, institutional autonomy, democracy and rule of law. [Academic, Slovenia]

Inflation of useless degrees. Current academic sphere allows for too many students to waste time on the degrees that are serving no purpose. The students are not employable inside their branch of studies. Most of the guilty parties are found in social sciences and humanities. While those disciplines are necessary, most of the professions their graduates end up doing do not require a degree of any sort. Thus what is instead accomplished is wasting the student's time in belief that he'll be employable, while he could actually work or study something to be employable. [Student, Slovenia]

I think it is merely a top-down project, which increasingly loses its meaningfulness until it hits the bottom level. [Academic, Slovenia]

Less marketing, more quality standards in detailed descriptions of study programmes, contents, modules and exams, please. [HEI management or administration, Germany]

Higher education in Hungary is in a turmoil. Also, high-school education here has to be radically improved, and higher-education institutions have to take note of this fact. The international frameworks do help, but there are huge problems to solve autonomously in this country. [Academic, Hungary]

I don't know what the Bologna Process was supposed to change, but I can tell from experience, that when it was implemented thing went for worse. The subjects at University were translated to Bologna system by brute force. The first and only measure they cared about was ensuring the professors keep all their working hours, study process be damned. Consequently, what was supposed to be a higher education became fragmentary lessons akin to grade school. No space for free thought, exploration or exchange of ideas. In that time there was also a proliferation of bureaucratic processes, and actually closing of the Faculties that were supposed to be open to all. On paper, they remain open, in practice, every Faculty hides its schedules of classes from public view. This leads to only those who are willing to deal with the unnecessary paperwork to finally wring out the answers from the paper-pushers when and where certain classes are held. Meaning 99.9% of people who actually attend class are the ones from the programme. Meaning, 99.9% of the student body consists of drones that rarely know to think independently, because the skill is not expected or desired of them. [Student, Slovenia]

I think that the goals, the mission, are euphemistically formulated, but they are not realised. Academic freedom, autonomy, democracy, rule of law are just empty letters on paper. It is a pity that polls like these are empty gestures and serve more to keep up appearances than to change the situation. [Academic, Slovenia]

The problem is executing the rules accepted by any government. Everything can sound great on paper, but if the rights don't reach those justified, then they have no rights and the rules lose all value. I strongly recommend, whatever the rule will be considered, to additionally take into account how the rule is going to be executed. Above all, I think the hierarchy of any rule infrastructure should be build on strong foundation, i.e. the rule of law. If this is not taken care of, then all the derivative rules are pointless, as they can be subjected to manipulation, avoidance, disregard, and disrespect. [Student, Slovenia]

Yes, the aim and senselessness of the whole framework - as it seems to have lost its focus on the most important thing - knowledge - and people who are required for it! HE today with Bologna system is far worse than the old one in many respects! Not only it gives the students the feeling anyone can do anything (which we all know is not true), it is also much too frustrating for all involved (eg. teachers, administration), too complicated and way too bureocratized! In recent years we focus on idiotic bureocratic requests instead of our teaching and research, and thus lose valuable time and energy! Stop this nonsense! We/You don't see the forest because of the trees! This survey is another proof of it - you ask about the silly little details, instead of asking if all of this still makes sense! As it is, it does not! You should be asking if the employers are on board (and why not - in my country they are not), do the teachers still see any sense in what we do, can we find time to update our knowledge (and why not), do pedagogical conditions enable quality teaching (and why not), what can be done about this - those things! Not if we have enough information or what we would like to talk about, please! [Academic, Slovenia]

Comments: good practices

Please apply care when opening any links, they have not been checked against possible malicious ones.

(only specific comments with clear references to initiatives)

The best practices to ensure that the contents of the Bologna Process are actually implemented throughout the EHEA are peer learning activities. However, only if they are really well organised and the case studies presented are well chosen. There cannot be enough PLAs for different target groups (from the national administration to specific experts at individual universities). One problem here is the relatively low participation from (South) Eastern Europe, which is perhaps also due to the expensive travel costs. Therefore, there should probably be more online PLAs, but they must be even better (didactically) organised. Many years ago, there was the CEDEFOP study visits programme in the area of VET (https://www.cedefop.europa.eu/en/projects/study-visits-programme) and also predecessor programmes.

Such a programme for HE, adequately funded for hundreds of events per year, would help the implementation of the Bologna Process a lot. [Other non-governmental and not-for-profit organisation, Austria]

Annual public conference organised by Czech ministry (https://www.msmt.cz/vzdelavani/vysoke-skolstvi/dny- [vzdelavaci-cinnosti-2022](https://www.msmt.cz/vzdelavani/vysoke-skolstvi/dny-vzdelavaci-cinnosti-2022)) [Student, Czech Republic]

A good practice is to show success stories, not just to 'inform' by the formal slide-showing, as some officials often do. [Academic, Ukraine]

[...] 2. Present complex information and statistics in a visually engaging manner using infographics and data visualization tools. This can help stakeholders grasp key points more effectively. [HEI management or administration, Poland]

Bi monthly meeting for ECHE holders [Higher education institution (HEI) leadership, Malta]

Our University organizes meetings for academics, students, and staff about current information on the Bologne system twice a year. During the meeting, we discussed how we may apply new approaches and enhance the learning process. We invite entrepreneurs for such meetings. The last event was devoted to challenges in education in relocation during the War condition. [HEI management or administration, Ukraine]

- Austrian EHEA Implementation Report in German and Englisch (https://www.bmbwf.gv.at/Themen/HS-Uni/Europ %C3%A4ischer-Hochschulraum/Bologna-Prozess/EHR-UB.html) - Website of the Austrian Ministry of Science, Education and Research (https://www.bmbwf.gv.at/Themen/HS-Uni/Europ%C3%A4ischer-Hochschulraum.html) - Austrian Bologna follow-up Group (https://www.bmbwf.gv.at/Themen/HS-Uni/Europ%C3%A4ischer-Hochschulraum/Bologna-Prozess/Stakeholder.html) - ministerial newsletter (https://www.bmbwf.gv.at/Themen/HS- Uni/Europ%C3%A4ischer-Hochschulraum/EHR-update.html) - EHEA policy support project coordinated by the OeAD (https://oead.at/de/expertise/europaeischer-hochschulraum/3-in-at-plus-2022-2024) - Bologna Service point at the OeAD and Bologna coordinators at each higher Education institution: https://oead.at/en/expertise/european-higher- education-area/guidance-and-implementation - national Team of EHEA Experts (https://oead.at/de/expertise/europaeischer-hochschulraum/3-in-at-plus-2022-2024/ehr-experts-2022-2024) [Agency/organisation for internationalisation or international promotion, Austria]

https://eu.daad.de/programme-und-hochschulpolitik/bologna/bologna-hub/de/ https://eu.daad.de/programme-und-hochschulpolitik/bologna/bologna-hub-peer-support/ [Agency/organisation for internationalisation or international promotion, Germany]

Sapienza QuID Teaching Enhancement Work Group https://www.uniroma1.it/it/node/24369 [Academic, Italy]

https://www.msmt.cz/vzdelavani/vysoke-skolstvi/bolonsky-proces-2 https://www.csvs.cz/aulawiki/bolonsky-proces/ [Student, Czech Republic]

https://oead.at/de/expertise/europaeischer-hochschulraum/bologna-prozess [HEI management or administration, Austria]

QAA continues to support the UK sector's engagement with the Bologna process overall. For example, QAA supports the development of the Bologna Scoreboard every two years, by providing the latest information on quality assurance and enhancement practices across the UK nations. [...] [Quality assurance (QA) agency, United Kingdom]

DEQAR CONNECT Microcredentials linked to the Bologna Key Commitments (Microbol) Quality Assurance Fit for the Future (QA-FIT) [Other non-governmental and not-for-profit organisation, Latvia]

https://lehr-studienservices.uni-graz.at/de/lehrservices/ https://international.uni-graz.at/de/internationales-profil/ https://arqus-alliance.eu/ [HEI management or administration, Austria]

Explicative texts when adapting a specific law in this context. Website of the ministry or the rector's conference with easily accessible information. [Ministry responsible for higher education, Switzerland]

https://uefiscdi.gov.ro/chestionar-cdi [Higher education institution (HEI) leadership, Romania]

Internationales Zentrum Clausthal (IZC), https://www.izc.tu-clausthal.de/ und https://dokumente.ub.tu- clausthal.de/servlets/MCRFileNodeServlet/import_derivate_00000270/imw-34-26.pdf [Academic, Romania]

Being also active in the Italian Professional Association of Credential Evaluators, we have devoted a section of the reserved area for our members to resources related to the EHEA and the Bologna Process (https://www.apice- italia.it/EN/pagina-fonti) [National recognition information centre (ENIC-NARIC), Italy]

https://www.vlor.be/adviezen https://www.vlaamsehogescholenraad.be/nl/ https://www.chain5.net/ https://www.arteveldehogeschool.be/nl/bij-ons-studeren/tijdens-je-opleiding/internationaal [HEI management or administration, Belgium (Flemish Community)]

[...] 1. The launch of a publication series called "My Erasmus+ Story," where students, teaching, and administrative staff could share their experiences to share their experiences upon returning from a mobility program. 2. Regular Bologna Information Days for university staff and students, where we discussed updates on the Bologna Process, our university's Erasmus+ programs, and potential mobility opportunities. 3. The development and implementation of internal university procedures on student mobility, approved by the Academic Council. These procedures covered all aspects of mobility, including provisions for incoming and outgoing students and the process for recognizing study periods abroad and transferring credits. [Higher education institution (HEI) leadership, Armenia]

https://www.bmbwf.gv.at/en/Topics/Higher-education---universities/European-Higher-Education-Area/Bologna-Process/Stakeholders.html [HEI management or administration, Austria - individual]

A joint Brussels office together with five other universities. The coordinators provide seminars and a weekly newsletter "Seen, Happened and Heard in Brussels". At our university people working with internationalisation gather and go through it at Friday- afternoon coffee but a lot of employee also just have it as a weekly news e-mail. https://larosatensyd.se/bryssel/ [Higher education institution (HEI) leadership]

Resolution on the National Agenda for Higher Education 2030 https://www.gov.si/zbirke/projekti-in-programi/resolucija-o-nacionalnem-programu-visokega-solstva-do-leta-2030/ [Higher education institution (HEI) leadership, Slovenia]

- Eurograduate project: https://www.gov.si/zbirke/projekti-in-programi/evropska-pobuda-spremljanja-diplomantov/
- The preparation of the Slovenian Higher Education Strategy in cooperation with other Slovenian HEI and the Ministry - The involvement of our HEI in the Slovenian National Strategy fot the Internationalization. [Higher education institution (HEI) leadership]

Bologna experts and Bologna promoters made the difference during the first stage (first 10 years) of the Bologna Process. I think the work undertaken at interministerial level is somehow less known in the last few years, from Yerevan up until now [HEI management or administration, Italy]

https://www.edu.ro/cadrul_european [Academic, Romania]

geo.uniud.it [Higher education institution (HEI) leadership, Italy]

https://www.vlor.be/about-the-vlor [HEI management or administration, Belgium (Flemish Community)]

http://www.nefmi.gov.hu/felsooktatas/tudastar/europai-felsooktatasi (outdated) [HEI management or administration, Hungary]

www.priorlearning.ie Learning Outcomes NFQs [Higher education institution (HEI) leadership, Ireland]

https://tka.hu/ https://www.nefmi.gov.hu/ [Academic, Hungary]

https://www.mab.hu/mab-nemzetkozi-kapcsolatok/, https://eua.eu/118-uncategorised/836-bwse-for2030-peer- learning-activity-%E2%80%9Ctowards-an-inclusive-ehea-by-2030%E2%80%9D.html [Academic, Hungary]

https://profformance.eu/ Professionalism and high performance in Higher Education - Enhanced PROFFORMANCE toolkit for 21st century teachers - PROFFORMANCE+ project (2022 – 2025) [...] [Agency/organisation for internationalisation or international promotion, Hungary]

The Eurydice publications are very useful. [Ministry responsible for higher education, Ireland]

http://real.mtak.hu/57864/1/11_EPA00011_iskolakultura_2010-09.pdf https://mek.oszk.hu/19800/19821/19821.pdf https://education.ec.europa.eu/hu/education-levels/higher-education/inclusive-and-connected-higher-education/ bologna-process

https://mta.hu/data/dokumentumok/egyeb_dokumentumok/2021/BolognaiFolyamat_Keszei_2020.marcius16.pdf
https://mek.oszk.hu/19800/19820/19820.pdf [Academic, Hungary]

https://eitrawmaterials.eu/project/proskill/ https://eurogeologists.eu/proskill-be-an-engineer-of-the-present-with- the-most-prized-skills-of-the-future/ [Academic, Hungary]

[...] Since that year, the University has been concerned with the meaning of the Bologna process and with the transmission of these meanings to the interested stakeholders - students, teaching staff, employers. So that every year meetings are organized with representatives of the business environment : https://www.feaa.uaic.ro/intalnire- cu-angajatorii/ Also, a series of projects aimed at increasing the relationship between UAIC and the business environment were implemented : https://www.uaic.ro/competentele-viitorului-pe-piata-muncii-skills-up/ , https://corp.finante.ro/ [HEI management or administration, Romania]

The European Student Union collects data from each National Union of Students for its own publication, Bologna with Student Eyes. This has been a working practice to engage national student stakeholders into the subject. [Student, Finland]

https://www.haaga-helia.fi/en/ects-system-and-diploma-supplement [HEI management or administration, Finland]

https://tka.hu/nemzetkozi/9920/europai-szinten-harmonizalt-felsooktatas http://www.kreativnyelvicoaching.hu/nemzetkozi-projekt-a-minosegi-nyelvtanulasert/ https://vialto.hu/nemzetkozi- projektek-vezetese/ https://pk.kre.hu/index.php/1911-lezarult-a-nemzetkozi-quill-projekt EIT KIC RAW MATERIALS PROJEKTEK AMIR-RIS - Master on Advanced Materials Innovative Recycling extended by a RIS OpESEE - Open ESEE- Region Master for Maintenance Engineering REEBAUX - Prospects of REE recovery from bauxite and bauxite residue in the ESEE region ESEE Education - ESEE Education initiatives DIM ESEE - Dubrovnik International ESEE Mining school MineTALC - Backfill Mining Optimisation for Low- and Medium- Strength Deposits ProSkill Development of a Skill Ecosystem in the Visegrád Four countries RM@Schools - ESEE TrainESEEv.2 - Training trainers in East and Souteastern Europe UNEXUP - UNEXMIN Upscaling MOBI-US - Structured mobilities for ESEE raw materials master programs ENGIE - Encouraging Girls to Study Geosciences and Engineering https://mfk.uni-miskolc.hu/nemzetkozi-projektek [Student, Hungary]

"Strengthening of Higher Education in BiH III", (2009 - 2011) "EU Support for Higher Education Reforms in BiH", (2009 – 2011) "Building Institutional Capacities in the Process of Recognition of Foreign Diplomas in Bosnia and Herzegovina", (2009-2010) "Strategic Development of Higher Education and Qualification Standards" (2012-2014) Building ENIC Capacity (2012-2014) "Strengthening the Capacity for the Development of Human Resources in Bosnia and Herzegovina" (2011 - 2013) Twinning Project "Building Institutions and Capacities for the Implementation of the EU Directive on Regulated Professions" (2013-2015) JOINEU-SEE>PENTA (2013 - 2017) Tempus Project "BiH Qualification Framework for Higher Education (BHQFHE)" (2014 - 2017). Strengthening Internationalization at Higher Education Institutions in Bosnia and Herzegovina " (STINT PROJECT) (2015 - 2018), Twinning Project "Strengthening of Institutional Capacities for the Recognition of Higher Education Qualifications in Bosnia and Herzegovina", (2018- 2019), EPER Project –Effective Partnership for Improved Recognition (2019-2021) OCTRA – Online Availability of Study Program Catalogs and Databases for Transparency and Recognition (2020 - 2022), PARTISH – Development of Part- time and Short-cycle Studies at Higher Education Institutions in Bosnia and Herzegovina (2021-2024). TST Project – Support and Increasing the Role of ENIC/NARIC Centers [National recognition information centre (ENIC-NARIC), Bosnia and Herzegovina]

Milestone Conference: One- or two-days conference organized by DOSZ (Association of Hungarian PhD and DLA Candidates), every year, traditionally in November. [...] The conference provides an opportunity for participants to give their views on current issues also related to the Bologna process, scholarships and different programs, while also contributes to the development of leadership and communication skills. [...] DOSZFest – Free University: Three- days professional event organized by DOSZ (Association of Hungarian PhD and DLA Candidates), every year, traditionally in August or September. [...] [Other non-governmental and not-for-profit organisation, Hungary]

activities of the Hungarian Rector's Conference RECOVERY AND RESILIENCE TOOL (RRF) https://www.palyazat.gov.hu/evaluation thematic conferences on project results (e.g. MICROBOL) EU-OECD collaboration projects (e.g. on digitalization in Hungarian HE) [HEI management or administration, Hungary]

szocialismunka.hu was a good source, but unfortunately it ceased to exist at the end of 2022 [Academic, Hungary]

[...] 2. Present complex information and statistics in a visually engaging manner using infographics and data visualization tools. This can help stakeholders grasp key points more effectively. [HEI management or administration, Poland]

Bi monthly meeting for ECHE holders [Higher education institution (HEI) leadership, Malta]

Our University organizes meetings for academics, students, and staff about current information on the Bologne system twice a year. During the meeting, we discussed how we may apply new approaches and enhance the learning process. We invite entrepreneurs for such meetings. The last event was devoted to challenges in education in relocation during the War condition. [HEI management or administration, Ukraine]

https://mon.gov.ua/ua/news/prioritetami-bolonskogo-procesu-do-2030-roku-mayut-stati-zbalansovana-akademichna-mobilnist-ta-posilena-rol-vishoyi-osviti-u-dosyagnenni-cilej-stalogo-rozvitku-yegor-stadnij [HEI management or administration, Ukraine]

http://dig2eco.eu/ https://inter.kpnu.edu.ua/uk/project-hub/ https://www.instagram.com/kpnu_international/ [HEI management or administration, Ukraine]

https://khai.edu/ua/university/normativna-baza/polozheniya1/polozhennya-yaki-regulyuyut-poryadok-zdijsnennya- osvitnogo-procesu/polozhennya-pro-organizaciyu-osvitnogo-procesu/ [Academic, Ukraine]

UTS - https://ukrteenscience.com.ua [Student, Ukraine]

http://vnz.org.ua/bolonskyj-protses [Ministry responsible for higher education, Ukraine]

https://ksada.org/pdf1/Presentation_%20Programa%20mobilnosty_2k%20DS_%20Yampolska%20P..pdf
https://ksada.org/pdf1/Presentation_Programa-mobilnosty_2k-DS_Sambul%20M...pdf
https://ksada.org/pdf1/A- GLASS_Ugoda%20pro%20spivrobitnytstvo_2022.pdf [Academic, Ukraine]

A good practice is to show success stories, not just to 'inform' by the formal slide-showing, as some officials often do. [Academic, Ukraine]

Round Table on the topic: "Implementation of European Standards and Guidelines for Quality Assurance in Higher Education of Montenegro" was organized by the Agency for Control and Quality Assurance of Higher Education in April 2019. On this occasion, all the key stakeholders in the system of quality assurance for higher education, in Montenegro, as implementers of European standards and guidelines, gathered in one place. [...] https://akokvo.me/en/support-of-european-institutions-in-the-process-of-improving-the-quality-of-higher-education- in-montenegro/ https://www.enqa.eu/projects/supporting-european-qa-agencies-in-meeting-the-esg-seqa-esg/ http://www.iesp.ucg.ac.me/ [Quality assurance (QA) agency, Montenegro]

https://mon.gov.ua/ua/news/prioritetami-bolonskogo-procesu-do-2030-roku-mayut-stati-zbalansovana-akademichna-mobilnist-ta-posilena-rol-vishoyi-osviti-u-dosyagnenni-cilej-stalogo-rozvitku-yegor-stadnij [Higher education institution (HEI) leadership, Ukraine]

https://erasmusplus.org.ua/news/znajomtes-proyekt-yes-erazmus-mastis-stvorennya-suchasnoyi-magisterska-pidgotovka-z-informaczijnyh-system-establishing-modern-master-level-studies-in-information-systems/ [Academic, Ukraine]

https://erasmusplus.org.ua/wp-content/uploads/2020/11/Bologna%20ProcessBy%20Experts.pdf [Academic, Ukraine]

https://erasmusplus.org.ua/ [Academic, Ukraine]

e.g. Simulation Centre ART3 - Academy of Arts Banska Bystrica https://www.aku.sk/sk/univerzita-au/simulacne-centrum.html [Academic, Slovakia]

Diia Osvita (Ukraine): https://osvita.diia.gov.ua/ [Student, Ukraine]

https://www.aneca.es/participacion-en-el-espacio-europeo-de-educacion-superior
https://www.crue.org/2022/05/conferencia-final-del-proyecto-bologna-hub-peer-support-resultados-y-futuras- lineas-de-colaboracion/ [Ministry responsible for higher education, Spain]

Annual Ukrainian conference on Bologna process run in collaboration by multiple stakeholder (Ministry of Education and Science of Ukraine, National Erasmus plus Office, Academy of Educational Sciences of Ukraine, universities etc) [Ministry responsible for higher education, Ukraine]

Frontex agency platform Virtual Aula [Academic, Ukraine]

Comments: consultation and involvement

Please apply care when opening any links, they have not been checked against possible malicious ones.

Many times most staff are not involved / made aware of opportunities. it would be up to the individual to find and take initiative. [...] [Academic, Malta]

I appreciate that you ask such questions - more questions should be included in the survey which also allow for views and solutions that are alternative or contrary to Bologna process [Ministry responsible for higher education, Slovenia]

I am very happy that students and their teachers can often participate in various professional activities at several universities in the countries of the European Union, during which they can gain a lot of useful experience. [Academic, Hungary]

I am an EHEA expert, so not fully appropriate. Otherwise, there is much space for improvement for establishing direct links with scholars and HEIs. [Academic, Austria]

We don't have any cooperation with BFUG of BiH. Some cooperation exists with Higher Education Reform Expert group (HERE) BiH through our representative but they are not so active in a recent few year. [Ministry responsible for higher education, Bosnia and Herzegovina]

Improved contact with students and academics [Higher education institution (HEI) leadership, Romania]

Lots of opportunities, but not time to participate - the workload heavy enough without conferences and meetings with no/poor results [Academic, Finland]

Awareness of the importance of the Bologna Process is not adequately shared by Italian academics, therefore we lack a consultive body or a similar follow-up group. If consulted, only a minority of the academics respond, the majority has no interest in these matters. [Academic, Italy]

I am working at the international office for the development of joint programmes, but I don't know the national follow-up and implementation team of the Bologna Process. The gap between international and the academic affairs offices is too large. [HEI management or administration, France]

In Hungary, only the NER has a say in education policy [Student, Hungary]

There are national consultations, but participation is limited to a group of 'experts'. [HEI management or administration, Austria]

HEIs are not involved and informed as well as they could be [Higher education institution (HEI) leadership,

Austria] There is a lack of information both in academia and in the society (families, etc.) about this process.

[Academic, Italy]

My knowledge of the Bologna Process is based on my personal research for information about it. More involvment of and information for stackeholders would help to improve knowledge in handling the practices/tools offered by this Process. [Academic, Italy]

The level of consultation with quality agencies can be variable. QAA is keen to ensure it contributes to policy discussions affecting quality and standards. [Quality assurance (QA) agency, United Kingdom]

I don't know about a national follow-up group or similar regarding the implementation of the Bologna Process. For this, in the country where I am working, the Process is misunderstood; for example, the 4 years' system implemented before the Bologna Process, evolved in a 3 years' system most than in a 3+2 years' system [HEI management or administration, Romania]

The procedure of information lack on specific administration procedure. It is not the same everywhere and nobody informs us about it. It works very well in Germany, but it is very unfair in Italy. [Academic, Albania]

Bologna Process is imposed and not way to chose. [Academic, Romania]

German as a language of the EU is not regularly used for information and as well here. That is not acceptable. [HEI management or administration, Germany]

Not enough staff for internationalization to be more involved. [Higher education institution (HEI) leadership, Germany]

All members of the teaching staff of the medical university must be part of these consultations. Those consultation need to be more often for all stakeholder of the university. [Academic, Albania]

There should be more structural coordination for the implementation of Bologna on national level, ie via Bologna teams [National recognition information centre (ENIC-NARIC), Netherlands]

There are few, though important, activities (co-)organized by the Ministry of Education, in which participation is only possible through select few representatives, usually one or two. Yet, fairly little, if anything at all, is organised at an institutional level to disseminate information. [Higher education institution (HEI) leadership, Albania]

While consultation with private universities has improved, private universities feel less heard in comparison with public universities. [HEI management or administration, Austria]

The Flemish Education Council had a working group dedicated to international follow-up, which included a representative from the Ministry of Education specializing in internationalization. However, this position is no longer being filled, and the working group on internationalization at the Flemish Education Council has ceased to convene. [HEI management or administration, Belgium (Flemish Community)]

Armenia lacks a national follow-up group or any similar consultative body dedicated to the Bologna Process. Over the past five years, universities have received some consultation from the National Erasmus+ Office. Before this, the Ministry of Education and Science also organized regular consultation meetings and workshops with National HERE experts' participation. [Higher education institution (HEI) leadership, Armenia]

As an Arts University there is not always enough room for our special needs within the national processes. On an European level though there is a stronger advocacy through AEC and ELIA. [HEI management or administration, Austria]

dedicated associations on ULLL should be directly involved in the EHEA [Other non-governmental and not-for-profit organisation, Spain]

I honestly cannot tell at what level we are consulted as higher institution because I am not aware. [HEI management or administration, Italy]

There has been a change last years from supporting Higher education with excellent tools to improve in our own pace, to steering Higher education. As a vice chancellor I think the administrators and politicians have not listened enough to academia. In the long run this threatens Academic integrity and Academic freedom. All countries are not the same and there is a great risk that we loose bottom-up creativity - the essence for excellence. The EUI creates new, but in some parts forced upon, cooperation while long lasting and well working alliances are seen as less important and now risk to be scattered when individual members need to prioritise their resources towards their EUI [Higher education institution (HEI) leadership, nan]

no such group or body at the national level at the moment, I am consulted though when it comes to issues involving ministry [HEI management or administration, Slovenia]

It would be great if the NA DAAD could share the most important things to know with the HEIs e.g. via Erasmus- Forum. [HEI management or administration, Germany]

The Bologna reform was, at least in my country, a highly directive process. We had no voice and could not continue with some practices that were working well prior to the reform. Comparing the previous system and what we have today, it did not go in the direction of increasing the quality of higher-education system, not at all. [Academic, Slovenia]

There was absolutely no information provided regarding the Process, it was only available to select few who knew the right people and only told the people they wanted furthered. [Student, Slovenia]

The Agency is not always directly informed about the EHEA initiatives [Quality assurance (QA) agency, Italy] the institution I work in does not involve us - or a selected few [Academic, Malta]

We don't know enough about the Bologna process. Also, our country or at least University of Ljubljana does not allow us to change between programmes freely (eg. Studying biotechnology i cannot do masters od molecular biology without some differential subjects, which would cost me at least 700 €) [Student, Slovenia]

Often lack of time for national and HEI:s feedback/comments, because of processes and planning on European level. [Higher education institution (HEI) leadership, Sweden]

mostly through the Hungarian Rectors' Conference [HEI management or administration, Hungary]

Since we are one of the German organisations involved in BFUG working groups, and are also member of the national working group on the Bologna Process, we are adequately consulted and we do adequately consult. [Agency/organisation for internationalisation or international promotion, Germany]

I knew about the changes of higher education and the Bolognese convention but never had the chance to familiarise with it or even get acquainted on any level. I completed my first degree before that came about and when I lived in the UK I completed higher ed courses through my employment. [Student, Hungary]

It has been imposed on the Universites as a bureocratic measure, without any relevant consultation. [Academic, Hungary]

I think the state does not provide enough information on this, considering that most higher education institutions in Hungary are in the hands of the government (I think its the biggest problem for the autonomy of these Institutions) [Student, Hungary]

They tell us to research it, they do not give us the means to, and also most of our educators and the leaders of the university are not familiar with the system. Although we have to take into consideration that our university focuses on arts, therefore many aspects of the system cannot be entirely followed. [Student, Hungary]

At our university, the Bologna process not as widely known, as this questionnaire indicates, based by the questions. In my opinion, awareness and promotion should be a higher priority. [Student, Hungary]

Some consultation is available, but only at the minimum level. [Academic, Hungary]

We are regularly informed on the current issues of Staff and Student mobility Programmes. [Academic, Hungary]

I'm not sure where in the hiearchy is the blame but i often feel inadequate and afraid to ask, but if i do people above me most of the time have no information to give me but will just not phrase it that way...causing me to keep pulling out half-informations from them by a flippin towtruck :D [Student, Hungary]

There is a team that is new to the service and has not followed up on previous consultations. [National recognition information centre (ENIC-NARIC), Portugal]

More Information and Discussion on these Topics are neccessary - esp. for the non teaching staff. [HEI management or administration, Germany]

Always room for improvement - dialogue is creative [Higher education institution (HEI) leadership, Malta]

The war situation in Ukraine makes the University agile to changes in the educational process. It is essential for us to know more about how to follow the Bologna Process in relocation. Some methodological guidelines would be very helpful for us. [HEI management or administration, Ukraine]

The number of surveys conducted has decreased in recent years, and their results do not affect anything. [Student, Ukraine]

the national observation group is interested in identifying learning deficiencies and providing recommendations for their elimination [Academic, Ukraine]

We felt adequately consulted before the war time. Still we can receive the information from the EHEA sites or consult the national representative. [Academic, Ukraine]

We need more consultation on up-to-date information [Higher education institution (HEI) leadership, Ukraine]

Ministry of education is not using sufficiently the possibilities that there are to make the ownership of Bologna process common also for the academic community as a whole. [Other non-governmental and not-for-profit organisation, Slovakia]

Nothing has been explained to me through all my years of education. [Student, Ukraine]

Consultation is in place but individuals influencing decisions being taken do not necessarily own a wide experience that covers Higher Education institutions beyond those governmentally funded, hence private institutions are often at a disadvantage when it comes to fair competition to access the education market. [Higher education institution (HEI) leadership, Malta]

We obey the respective documents of our Education Ministry. [Academic, Ukraine]

Ministry organises periodical meetings with all the persons involved in the Bologna working groups and peer groups [Quality assurance (QA) agency, Netherlands]

Comments: future priorities

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Since the Sorbonne Declaration, Bologna has been very much a top-down process (ministers, civil servants, university leaders) that has a long way to go before it reaches the lecture halls. It is time to start an additional bottom-up process: many local initiatives of practitioners (incl. stakeholders, especially students) who are internationally networked, learn from each other and develop new ideas. There is so much happening locally at the universities, but hardly anyone knows about it (often not even their own rectors), so a lot of work is done locally based on trial and error. An international platform would be helpful here. BUT the biggest shortcoming of all is that there is virtually no impact research on almost all Bologna topics. What really works? What contributes to real improvements? The whole EHEA is quite blind here and therefore often just stumbles along. [Other non-governmental and not-for-profit organisation, Austria]

The Bologna Process needs to be revitalised at both European and national levels, as it is losing relevance at European level and national higher education systems are increasingly revising the basic Bologna principles. The following suggested methods of work should be enhanced again like they were in the first decade of the Bologna process:. · Europe-wide conferences or dialogues at policy maker level · Europe-wide conferences, workshops, trainings for practitioners from HEIs · Europe-wide online trainings and webinars · Conferences, workshops, trainings (in your local language) · Peer-learning activities [HEI management or administration, Slovenia]

Engagement with countries outside the European Higher Education Area to build comparable systems [Agency/organisation for internationalisation or international promotion, Kazakhstan]

Corruption in HE, Diploma Mills, Plagiarism, Ghost Writing, Falsified Research Results Didactics for a Post-AI World: What and especially how should be learned at universities when AI takes over more and more (routine) activities? Creativity, critical thinking, innovative teaching and learning concepts - nice buzzwords, but how to implement them? How to implement these across the whole EHEA, given the many schooled "universities" and the prevailing model of

one person talking and all the others are only supposed to memorise what is said? [Other non-governmental and not-for-profit organisation, Austria]

And social mobility is still a big issue in many countries: only the financially advantaged can afford to attend higher education (in fact, in such family backgrounds, the diploma is a kind of null hypothesis, an automatic requirement) while in families where there's no tradition of schooling, even the very idea that their children could target secondary and then tertiary education cannot arise. Education is not part of the thinking, the mindset in such social contexts. I think this social issue should be addressed more emphatically, esp. in terms of the education of young women. [Academic, Slovakia]

Early career scholars, their working conditions and employability. [Academic, Austria]

Joint quality assurance reviews that could enhance international collaboration and trust towards national HE systems across EHEA, along with enhancing independence and objectivity of QA systems. [Quality assurance (QA) agency, Georgia]

In my opinion the joint degree and double diploma need more attention at the level of European policy because there are major differences between HEI systems in EU countries, mostly regarding the necessity of achieving 180/240/360 ECTS for each specialization. [Academic, Romania]

Accreditation of transnational joint programmes [Other ministry or governmental agency/organisation, BEL]

How Higher education contributes to a sustainable development [Ministry responsible for higher education, Belgium (French Community)]

reversal of brain drain [Ministry responsible for higher education, Greece]

Using of artificial intelligence in Higher Education. [Ministry responsible for higher education, Bosnia and Herzegovina]

Internationalisation at home and Internationalisation of the curricula please do not forget about the very roots of the Bologna Process: Mobility (and all its factes including blended/ virtual mobility) and recognition what is the EHEA in a nutshell after 25 years? [Agency/organisation for internationalisation or international promotion, Austria]

Impact of artificial intelligence [Agency/organisation for internationalisation or international promotion, Germany]

strategies for designing cost-neutral / efficiency curricula (with interdisciplinary possibilities, with integration of technology, with active student participation), focus on the implementation, updates in the tools with new insights designing curricula (high quality level and cost-efficient) [Higher education institution (HEI) leadership, Belgium (Flemish Community)]

Better interconnection with the European Research Area and the European Education Area (both EU). [Other non- governmental and not-for-profit organisation, Belgium]

Let´s encourage networks such as RUN to further merge and compee againts US/AUS/Asian universities, but at the same time allow small, efficient units (that are experts in their field) to continue on their path. [Academic, Finland]

Cheating the system and ways to prevent it. European Projects written only to receive the grants while the content of it is useless. [HEI management or administration, Finland]

Diploma Supplement, especially digital Diploma Supplement, and other documentation of studies and (study) mobility [National recognition information centre (ENIC-NARIC), Finland]

Inclusion of minorities [Academic, Finland]

Standardization of degrees has been incredibly beneficial for the portability of degrees to other labor markets. This is good. But competition is the key long-term driver of high quality at the top (as in the 50 or so leading universities of the world). Bologna's greatest contribution has been to raise competition for faculty and students in Europe. The positive effects of this competition will be most felt in the leading schools. But comparing to the U.S., mobility is much lower, and hence competition remains lower. This is especially true for BSc level degree programs. Measures to increase mobility could include: advancing English as language of instruction; make tuition rules similar across

Europe (e.g. require each country to allow universities to charge tuition). [Higher education institution (HEI) leadership, Sweden]

Another important issue is faculty development, i.e. the continuous improvement of the quality of teaching and the professional skills of European academics. The adequate use of learning outcomes in the design and delivery of study programmes as well as student-centred learning are possible only through the enhancement of teaching skills. Academics must achieve a sense of their role as educators. [Academic, Italy]

Education for Climate and Sustainable Environment. [Academic, Romania]

How to overcome the differences in the organisation of an academic year between countries in Europe ? [HEI management or administration, France]

Research [Quality assurance (QA) agency, Spain]

Embracing artificial intelligence for learning, role of data analytics for employment , funding issues [National recognition information centre (ENIC-NARIC), Armenia]

Removal of obstacles to participation in higher education (as student, academic, researcher, or management) [HEI management or administration, Austria]

I think there are too many activities & policies initiated by the EU thereby weakening their impact - less would be more and the funding streams could be better focused - the documentation tends to be too verbose, this puts people off. The peer learning cross-EU activities are very valuable, but should switch to online (at least in 50% of the cases) as it contradicts the EU green policy when you add up the air miles - the main focus should be on the synergy & collaboration between EU institutions at teaching & research & innovation/commerzialisation & third mission [HEI management or administration, Austria]

Increase the meaning and value of the international experience of students during their studies. How beneficial the knowledge collected from different countries and partner universities can be for the companies, when graduates starts to work in them. The meaning of international academic cooperation, [HEI management or administration, Finland]

financing the HE sector by public authorities/government/European Union what can be done by the national governmental bodies to support HEIs financially more that they can fulfil their missions better [Higher education institution (HEI) leadership, Austria]

Working conditions for academic staff as key to high quality teaching and learning [Other non-governmental and not-for-profit organisation, Norway]

legal entity for European Universities; more support for European Universities to set up a joint administration in view of different legal frameworks [HEI management or administration, Austria]

Differences in the requirements of doctoral degrees [HEI management or administration, Finland]

More awareness, training, guidelines and templates on Quality Assurance areas and measures: Quality Management Systems, Standards, Accreditation and Reporting, in line with ESG, EQAVET, etc., as well as ISO 21001 requirements and implementation. [Higher education institution (HEI) leadership, Malta]

Flexible learning pathways should be understood more broadly than just micro-credentials and small units of leaning. IIEP-UNESCO has carried out a comprehensive study on that topic : https://www.iiep.unesco.org/en/international-policy-forum-flexible-learning-pathways-higher-education-13759#:~:text=What%20are%20flexible%20learning%20pathways,the%20needs%20of%20diverse%20students. [Quality assurance (QA) agency, France]

Concerning the aspects of inclusion in the Alliances, in order to encourage mobility more widely: transform the Erasmus+ mobility fund into an additional Erasmus+ fund adapted to the specific needs of students within European university alliances. It would be possible to consider a grant for short periods of mobility (currently a minimum of 2 months' mobility to receive an Erasmus+ grant). This does not correspond to the activities of the Alliances. -Closer dialogue between DG EAC and RTD. Encourage co-supervision of theses, by means of a financial incentive mechanism to supplement the flat-rate salary paid in the Member States concerned by the co-supervision (for the

benefit of the PhD students). -On the funding of Alliances: closer dialogue between DG EAC, RTD and REGIO. The creation of the innovation ecosystems proposed by DG REGIO via its "smart specialisation" are encouraged via the ERDF. Couldn't these DGs work together more closely? Couldn't the Alliances benefit from ERDF funds as long as they maintain links with their economic and social fabric? -Dialogue between the European Commission and BFUG. -Role of evaluation and evaluation of the Alliances, joint and co study-programmes (Discussion at EU level : BFUG, Commission, Ministries and Evaluation / QA agencies). [Quality assurance (QA) agency, France]

The internationalization of the curricula, of course, being adapted according to the needs of the population of the respective countries. Training and information regarding the changes of all interested parties. [Academic, Albania]

The huge number of different study programmes and options overwhelms people who want to study. In Germany alone, there are 9,863 registered Bachelor's programmes. see here: https://www.hochschulkompass.de/studium/studiengangsuche/erweiterte-studiengangsuche.html? tx_szhrksearch_pi1%5Bsearch%5D=1&tx_szhrksearch_pi1%5Bstudtyp%5D=3&tx_szhrksearch_pi1%5BQUICK %5D=1&tx_szhrksearch_pi1%5Bfach%5D=&tx_szhrksearch_pi1%5Babschluss%5D%5B%5D=24 I really don't know how my teenage daughter is supposed to navigate her way through this chaos. I hope that the universities' addiction to profiling by an over-diversification of study programmeswill be limited . Clarity helps in the choice of studies and promotes interest in mobility. In my opinion, over-diversification has also led to (1) too many undersubscribed study programmes and (2) basic skills that promote mobility are no longer taught adequately. [HEI management or administration, Germany]

Encourage mobility more widely with an additional Erasmus+ fund adapted to short mobility periods (less than two months) [Quality assurance (QA) agency, France]

Sustainability! [HEI management or administration, Germany]

Innovation potential of different study programs on European level [Academic, Romania]

I think that time and efforts need to be spent on defining what European higher education is, how it is linked to the European identity and heritage and what should be done for the Europeanization of higher education. [Higher education institution (HEI) leadership, Albania]

Raise of awareness on Bologna Process/EHEA real aims, goals and tools among the teaching staff. Mainly the limited number of "internationalized" professors have good knowledge and understanding of EHEA policy. [HEI management or administration, Georgia]

More involvement of employers of graduates [HEI management or administration,

Netherlands] fair science and evidence based practices [Academic, Romania]

Agility & Resilience of HE Management, Transformation Tools, Change Management [HEI management or administration, Germany]

expectations posed on the teachers in terms of work overload and quality of work opportunities [Academic, Croatia]

- Cost-Aware curriculum design (practice of considering the financial implications of designing educational programs, particularly in relation to flexible and open pathways) (carefully assessing and minimizing the costs associated with curriculum development while ensuring high-quality learning outcomes) - More recognition of the short cycle, also known as level five. focus on vocational training and practical skills, it can promote a more inclusive and flexible educational landscape that caters to the diverse needs of learners and contributes to the development of a skilled workforce in various professional domains. (creating a four-cycle structure). With possibilities to realise the short cycle within the first cycle - no waste of talent - Promote more peer counselling, efforts can be made to establish and enhance peer support systems [HEI management or administration, Belgium (Flemish Community)]

Financing of universities [Higher education institution (HEI) leadership, Armenia]

There are some study directions that should not be divided into bachelors, then masters. Only full masters makes sense (i.e. Biotechnology or Medicine) [Higher education institution (HEI) leadership, Poland]

University lifelong learning as a tool to offer flexible learning and a second chance to non-traditional students [Other non-governmental and not-for-profit organisation, Spain]

National educational agencies should be controlled by EU specialists. [Academic, Slovenia]

A unified European system of habilitation of academic staff. [Higher education institution (HEI) leadership, Slovenia]

Yes: knowledge. Why do we discuss everything but knowledge? We seem to be focusing on everything except the fundamental question: do students know (how to do, think, reflect, seek information, etc.)? [Academic, Slovenia]

Connections between colleges and business owners and economists [Student, Slovenia]

Languages learning to enhance mobility [Academic, Slovenia]

addressing the increasing social inequalities the impact of secondary school system and its achievements on HE [Academic, Slovenia]

Closer cooperation between HEI and businesses, practically oriented teaching [Higher education institution (HEI) leadership, Slovenia]

Stricter checkups for universities involved, as many are not up to par when it comes to providing international exchange students actual learning material in english, or at all. [Student, Slovenia]

Every university should provide detailed module and exam descriptions as common base for fair recognition procedures and quality assurance. [HEI management or administration, Germany]

The reproduction of social inequality by current higher education systems The role of the Bologna Process in actively stimulating inequality with its neoliberal outlook [Student, Netherlands]

To minimise the obstacles in changing between programmes in Slovenia [Student, Slovenia]

State financing of higher education [HEI management or administration, Hungary]

- Erasmus (+) financing: releasing mobility financing barriers due the direct impacts of political struggles b EU and countries like Hungary (mobility ban would have major long-term negative impacts on youth and research collabs) - Increase awareness of obstacles of credit transfer at institutional leadership level - Study the negative impacts of te B system in quality of student intake (eg 4-year colleges of applied sci turned to 3+2 universities, with no real entrance exams, resulting in a drop in quality--complex problem, national contexts may vary) and work out some alternative - Enabling institutional representatives to participate EHEA related events with more support on participation costs [HEI management or administration, Hungary]

Teaching competencies development [Academic, Serbia]

Education focused more on skills required by emloyers. [Student, Hungary]

It would be worth exploring in more depth the interpretations of quality linked to the cultural values of each country. Diversity and inclusiveness are based on acceptance based on an understanding of the different values of different countries. [Academic, Hungary]

Increase of mobility grant fees with respect to inflation; possibility to apply for grants to support international conferences in addition to staff mobility [Academic, Hungary]

In my opinion, the autonomy, and freedom of universities of countries should be spectated, and regulated much more, for avoiding the govern-oriented shaping of education in countries of EU (like in Hungary) [Student, Hungary]

Corruption prevention [Student, Hungary]

University-Business/Stakeholders-Research-Innovation cooperation [Agency/organisation for internationalisation or international promotion, Hungary]

Bringing together the disparate aspects of the post-compulsory tertiary system - VET, Higher Education and Research
- to deliver a more coherent and diverse system to meet the motivations and talents of learners and researchers [Ministry responsible for higher education, Ireland]

These policies are overwhelming. For once they should stop. For once, some space should be reserved for everyone to think whether this constant counterrevolution in higher education which is called Bologna reform makes sense or not

and whether we really want higher education to be the tool of European integration and not a goal onto itself. [Ministry responsible for higher education, Slovenia]

academic/scientific integrity; citizen/social competencies in curriculum [Academic,

Poland] Involving NGO-s into higher education [Academic, Hungary]

Enhancement of industry and corporate collaboration, and practically oriented higher education [HEI management or administration, Finland]

Gender discrimination policies need to be made more clearly [Student, Romania]

Reflective Skills for understanding the world we live in Climate education Less bureaucracy Health of students and staff Stress reduction Possibility of individual pathways (inclusiveness) [Student, Germany]

Ensuring participation in international mobility programmes for students, young people and researchers from all nations. Recent developments have raised the possibility that Hungarian students, doctoral candidates and researchers may be excluded from certain mobility grants due to no fault of their own. The issues surrounding this topic could undermine the perception of the stability of mobility programmes for the target group. The issue of mental health is becoming more visible in academia and affects young researchers in a more complex way (workload, financial security, early life crisis, etc.). Keeping this issue on the agenda and developing joint European answers, and being implemented in programs, could be important in the future. The communication between the governmental organisations and other stakeholders and associations should be improved. The communication happens on one channel most of the time. [Other non-governmental and not-for-profit organisation, Hungary]

The use of artificial intelligence [Quality assurance (QA) agency, Belgium (French Community)]

Make itpossible to study if someone has to work as well to make it in the month, universities are incredibly unflexible for people who have to have jobs; university teachers are underpaid, hence many young people dont want to pursue an academic career, leading to the majority of teachers being generations older than their students; quality of education is vastly different in western and eastern european countries; vast differences between curricula between countries for the same degree programmes [Student, Hungary]

International students at Hungarian Universities do not receive adequate student support or information. [Student, Hungary]

Use of digital technologies in learning and teaching [Student, Hungary]

Actually hold the agreed goals. The Hungarian government massacred the autonomy of 2 universities that held western values. (see CEU and SZFE). Require universities to provide the links to your website on their's so that students can have access to it. [Student, Hungary]

Quality Assurance should focus more on faculty development. In my home country, this is an individual, "private" responsibility. Also, the lecturers transitioning from practice to academia have little chances for a well-established academic career. Further, the situation of women in academia should be studied and, as far as I have experienced, new policies to promote equity are needed. [Academic, Hungary]

apprenticeship in HE, Financial autonomy of HEIs, HE and labor market, competitive competences [Ministry responsible for higher education, Ukraine]

Differences between countries such as economic, social, geographical should be taken into account and decisions or actions should be made accordingly. [Ministry responsible for higher education, Turkey]

LGBT rights [Higher education institution (HEI) leadership, Spain]

sufficient salary for academic and non-academic staff, motivating working enviroment, respect for the profession. [HEI management or administration, Slovakia]

Livelong learning and the possibility to use Microcredentials for these field. Possibilities for staff to exchange for more than one week abroard. [HEI management or administration, Germany]

Legal status for European Universities European/cross-country funding schemes for joint activities, joint degrees [Higher education institution (HEI) leadership, Austria]

European Universities and European Degrees Sustainable funding for sustainable cooperation [HEI management or administration, France]

Teaching staff academic mobility [Higher education institution (HEI) leadership, Ukraine]

Assessment for/as/of learning Realistic programme and module aims and objectives   [Higher education institution (HEI) leadership, Malta]

Cooperation in the incubating of student startups [Higher education institution (HEI) leadership, Ukraine]

The opportunity to study anywhere and at any convenient time. The opportunity for students to independently choose in which direction they want to study a specialty (for example, they want to be programmers, testers, technical support specialists or network equipment installers). [Student, Ukraine]

- funding of academic staff and students from less developed countries - policies on academic refugee recognition, management and sustainability [Academic, Ukraine]

in my opinion, the main problem remains the inclusiveness of both the educational environment and the provision of educational services [Academic, Ukraine]

It is necessary to accommodate European standard list of directions of education to some national specific features of definite country. I propose to supplement the existing list by an additional list, developed in every country (in the case of necessity). Otherwise some traditional branches of education will died. [Academic, Ukraine]

Removal of useless bureaucratic procedures [Higher education institution (HEI) leadership, Ukraine]

Sustainability AI Global cooperation [Student, nan]

Travel grants for students and academic from developing countries joint research projects education in the period of war actions [Academic, Ukraine]

Living conditions for students and consideration of inflation [Student, Hungary]

Staff payment categorization for university projects in the EU by country is absolutely scandalous, with Poland being placed in the lowest group. Our work is underpaid in comparison to countries like Germany, Austria, and Italy! It seems like they always want us to be the poorest relative. [Academic, Poland]

we dont have enough technical devices for efficient studying [Higher education institution (HEI) leadership, Ukraine]

The self-reflection Bologna process can have towards itself (at BFUGs level, but also at country level) in order to draw the next priorities [Ministry responsible for higher education, Belgium (French Community)]

Training for QA agencies aimed at fulfilling ESG standards. Especially oriented to the agencies which are not full members of European quality assurance associations. [Quality assurance (QA) agency, Montenegro]

Financial support of teachers academic mobility [Academic, Ukraine]

Better communication between Enic Narics. The creation of a European Enic Naric organisation is proposed. [National recognition information centre (ENIC-NARIC), Greece]

Integrated management of borders [Academic, Ukraine]

Acceptance of sexual and gender orientation. Prohibition of homophobic behaviour. [Student, Ukraine]

Development of academic connections during the war. [Academic, Ukraine]

Corruption in higher education, such as hiding available rooms in dorms in official documents and giving them only to students who bring presents or money or have connections. [Student, Ukraine]

Popularization of professions, industries and support of this popularization. I emphasize that, starting from primary education, the state should be engaged in popularization and sub-team of popularization (from people to people) of both cultural fields and all other fields (from narrowly specialized to generally understandable and accessible).

Modern people should have an "information base" from childhood, thanks to which many more people will understand things that are not paid enough attention now (for example, architecture, cinema, art, sculpture or music
- and do not be surprised by these positions, because very many people do not know how to use it) and will be able to take a much more responsible approach to choosing their profession. Which, in turn, will have a positive impact on state-building processes in the future, because the more people are aware of certain aspects of life, the more their responsibility increases. P.s. I understand that this problem is not pronounced in all countries, but, in my opinion, it will benefit the whole society. [Student, Ukraine]

Anticorruption actions [Higher education institution (HEI) leadership]

We would like to add the European University Alliances and the European degree label. [Ministry responsible for higher education, Spain]

Tempus Public Foundation: - It may be worthwhile to continue to focus on University-Business/Stakeholder cooperation topics as much as in the past. Educational Authority - students as third country nationals/migrants (their inclusion, accessibility, recognition issues incl. assessment of their informal and non-formal learning DOSZ (Association of Hungarian PhD and DLA Candidates) - Ensuring participation in international mobility programmes for students, young people and researchers from all nations. The issue of mental health is becoming more visible in academia and affects young researchers in a more complex way (workload, financial security, early life crisis, etc.). Keeping this issue on the agenda and developing joint European answers to be implemented in programs, could be important in the future. [Ministry responsible for higher education, Hungary]

University financial management in the context of University autonomy [HEI management or administration, Ukraine]

Global and regional impact of higher education (security, social and economic development, etc.) [Higher education institution (HEI) leadership, Ukraine]

Personally, I would like to be trained by someone that is more experienced than me in Innovative Approaches to Teaching and Learning and the Development of Qualification Framework and Writing of Learning Outcomes. I have experience in those topics but it is a little bit outdated and needs to be refreshed. [Ministry responsible for higher education, Bosnia and Herzegovina]

The Bologna process should be continued or the Bologna Process Part II has to be launched as the higher education system still has many challenges and areas to improve. Digitalization, new technologies, and a new generation of learners need the higher education system to reset and update the concept of education. [Higher education institution (HEI) leadership, Malta]

Training opportunities to enhance digital skills for older educators to cope with the augmented use of technology. [Higher education institution (HEI) leadership, Albania]

Multilingualism should be made one of the priorities of the EHEA as it will support many of the existing and future goals of the humanity in the 21st century. [Academic, Slovenia]

Bologna Process has proved to work and focus now should be on digital learning and skills needed in 2023 workplace [Higher education institution (HEI) leadership, Malta]

Changes in higher education in Ukraine still have a non-systemic nature, so it is necessary to develop typical strategic maps of mastering the goals and tools of the Bologna system for two levels - the Ministry of Education and universities. the last level needs active support in terms of top management and middle management training [Higher education institution (HEI) leadership, Ukraine]

About the EHEA website : all relevant documents should be available in main languages, and to start with, ministerial Communiqués .. When nothing much is available in this respect since 2010 Vienna Declaration : why for example the latest 2020 Rome Communiqué is only in EN still, 3 years after Rome ? .. Besides translations should be seen at one glance for each Communiqué, and not in a remoted page online, with a link at the very bottom of a page. Besides, why isn't the EA approach not available except in EN ? About newsletters : the ACA newsletter is very informative about ongoing talks and conferences both in the EHEA and in the EU (and also in international conferences). A newsletter bridging EU developments with ongoing Bologna talks and works (such as

ScienceBusiness newsletters) is missing .. Conferences, seminars, webinars, peer learning events, (on top of regular podcasts or EUA newsletters or online brochures) open to HEIs and all staff working there would be very valuable to always exchange, learn and discuss .. as EHEA & European Universities are always moving ahead :) [HEI management or administration, France]

Various other comments [E02]

Please apply care when opening any links, they have not been checked against possible malicious ones.

Bologna is a great European innovation. The standardization and homogenization is fantastic. Perhaps accreditation of higher learning institutions should also be an EU competence (rather than member countries). [Higher education institution (HEI) leadership, Sweden]

Nowadays, peer respect and responsibility for a job well done should be at the forefront of any regulation for education [Academic, Romania]

Very interesting approach and congratulations for trying to sensitize academic field by such activities for the significance of a unified valuable educational system all over Europe with the goal of assuring accumulation of fair know-how and relevant competencies of future graduates of diverse study programs all over Europe. [Academic, Romania]

When making surveys, please remember to add a progress indicator, and the estimate for the expected time needed to complete it. Otherwise, people will give up filling it in after 3 screens... [Academic, Ukraine]

I admire your idea!!! That sounds so exciting!! [Student, Ukraine]

Thanks for asking my opinion on this important topic. The role of EUI in this context should be further analyzed in depth. [Higher education institution (HEI) leadership, Italy]

Consider the end of the Bologna Process and concentrate on other activieties as European Education Area and European Universities Initiative. [Other non-governmental and not-for-profit organisation, Slovakia]