Politics and Policies of Higher Education:

Policy Transfer and the Bologna Process

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June 30th, 2017

What is the Bologna Process/ EHEA?

- *A voluntary agreed, collective and intergovernmental effort to strengthen the competitiveness and attractiveness of European higher education by helping diverse higher education systems to converge towards more transparent systems and to create a harmonized European higher education area*

(Garben, 2010)

- *Aspects: intergovernmentalism* and *supranationalism* (Majone, 2010)

Policy coordination and levels

Bologna Process levels	Stages
Supranational level	Decision-making
Country level	Adoption
	Transposition
	Implementation
System wide	Outcome / Convergence

Bologna Process Policy Design:

Policy/Model

       → **Adoption**

             → **Transposition**

                   → **Implementation**

                         → **Outcome/ Convergence**

Outline

- A policy model to be transferred
  - Why engage in transfer?
  - What is transferred?
  - Through what mechanisms?
  - What facilitates or obstructs transfer?
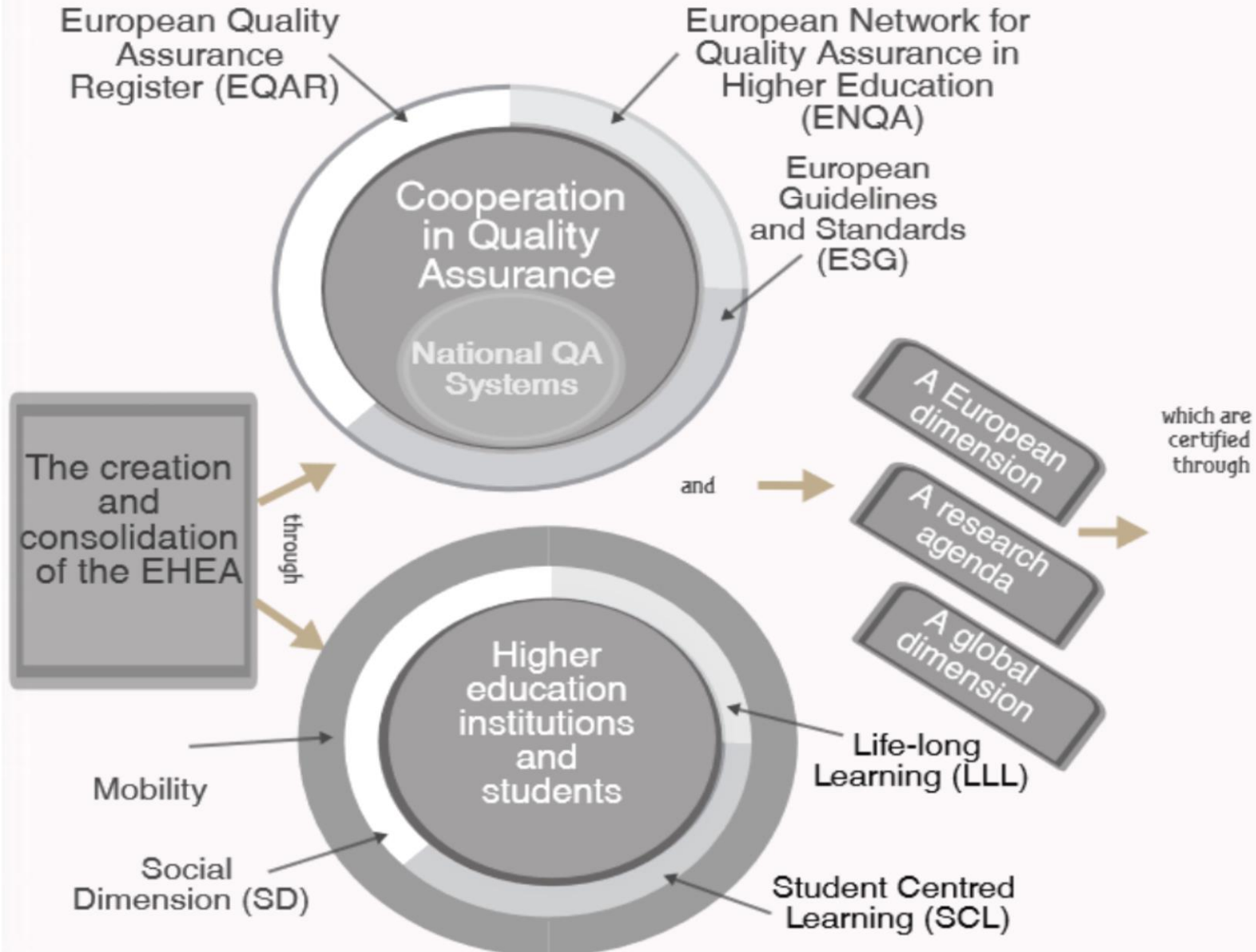 - How can this be researched?
- Conclusion

Why engage in policy transfer?

- Coercive transfer

- Direct
    One institution forces a policy on another

    Supra-institutional body forces a policy

- Indirect
    Interdependence

    Technological change

    International or supra-institutional influence

    Fear of 'being left behind'

- Voluntary transfer
    Dissatisfaction with status quo

    Extraneous factors e.g. elections

What is transferred?

- *Policy goals*

- *Policy instruments*

- *Administrative techniques*

- *Institutions*

- *Ideas, attitudes, concepts*

- *Negative lessons (Dolowitz & Marsh, 1996)*

A focus on learners

European Quality Assurance Register (EQAR)

European Network for Quality Assurance in Higher Education (ENQA)

European Guidelines and Standards (ESG)

Cooperation in Quality Assurance

National QA Systems

The creation and consolidation of the EHEA

through

and

A European dimension

A research agenda

A global dimension

which are certified through

Higher education institutions and students

Mobility

Social Dimension (SD)

Life-long Learning (LLL)

Student Centred Learning (SCL)

A focus on learning outcomes

European Credit Transfer and Accumulation System (ECTS)

Qualifications Frameworks (QFs)

Diploma Supplement (DS)

Readable and comparable degrees (BA, MA, PhD)

and subject to

ENIC - NARIC Networks

Recognition

Lisbon Recognition Convention (LRC)

in order to foster

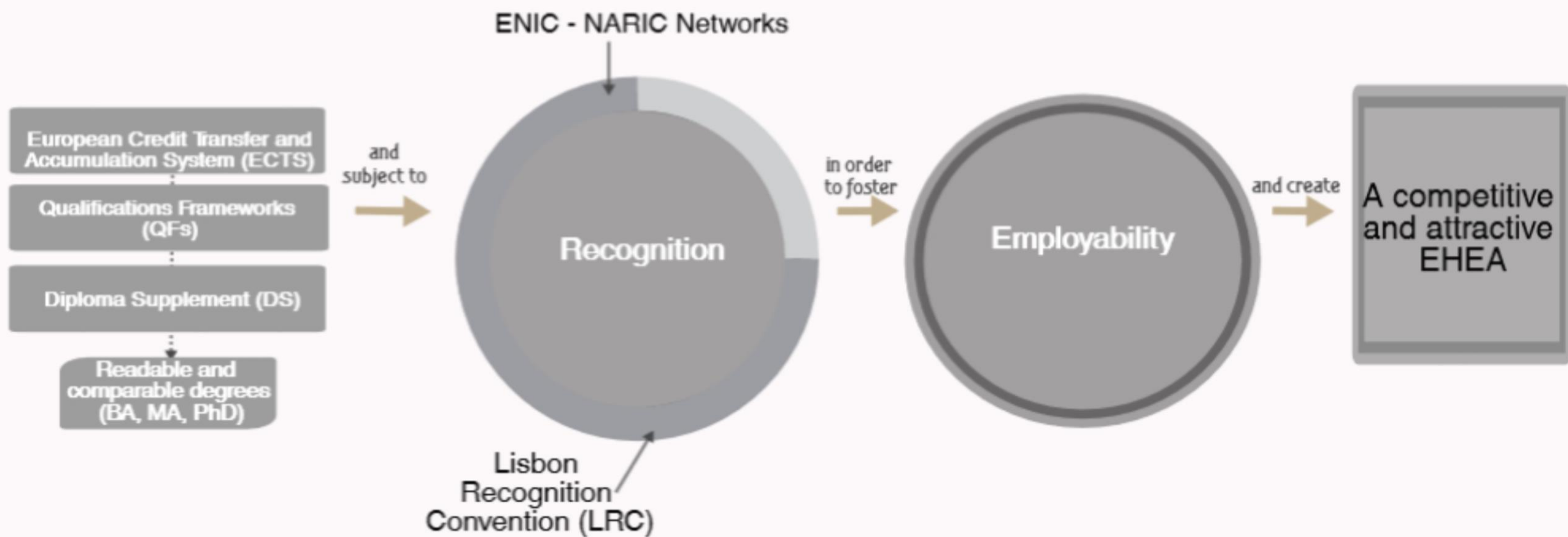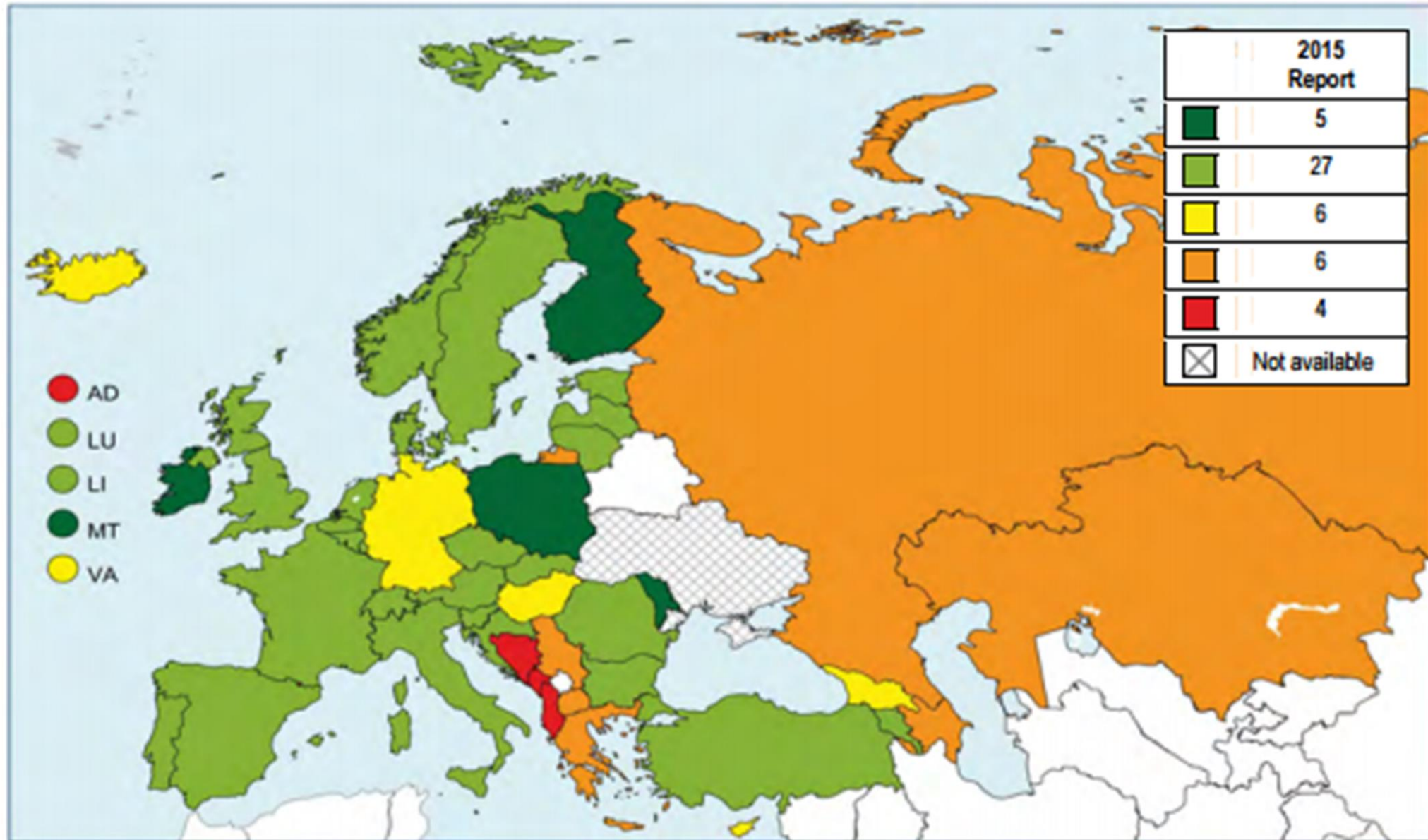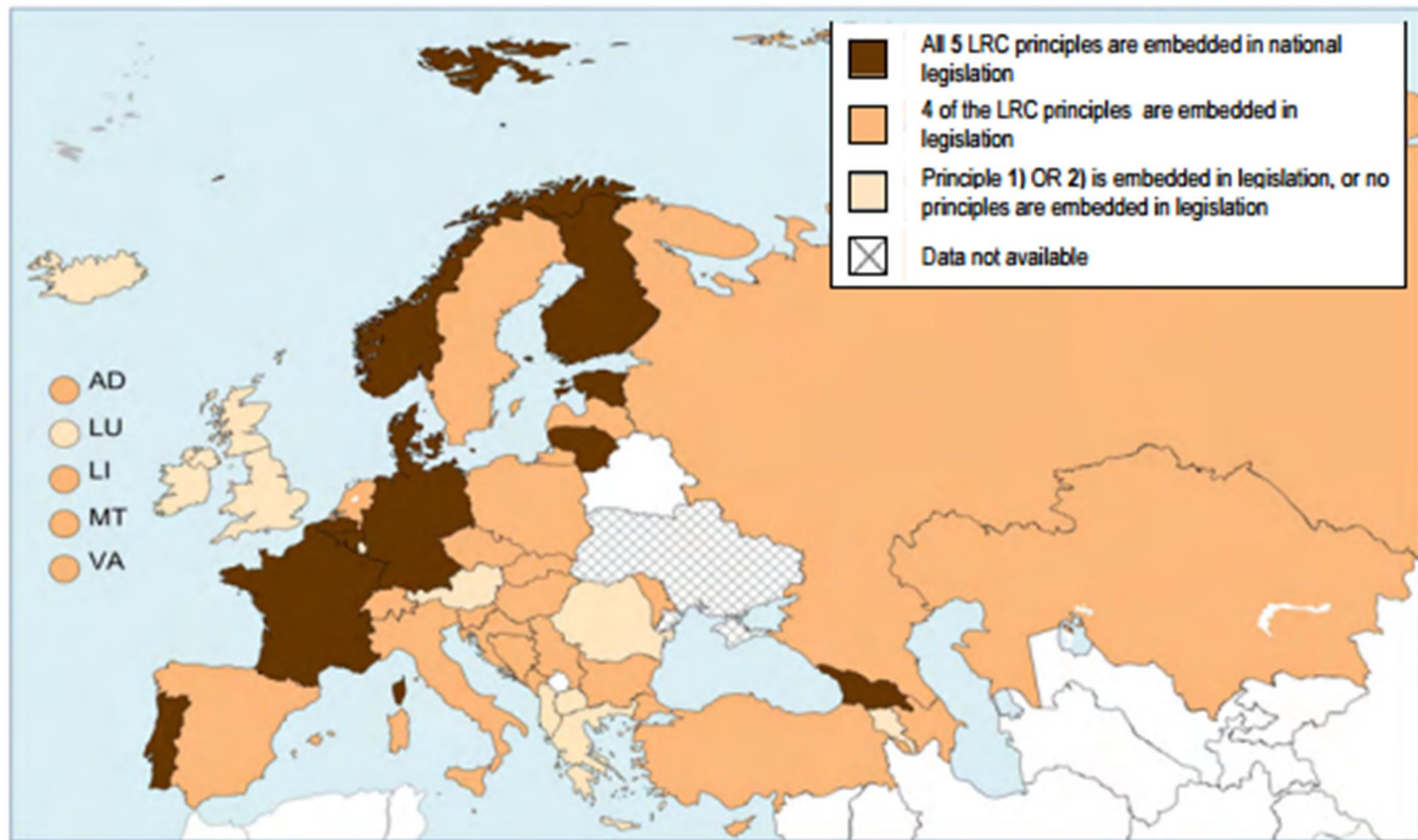Employability

and create

A competitive and attractive EHEA

Figure 4.10: Scorecard indicator n°10: Measures to support the participation of disadvantaged students, 2013/14

|	2015 Report
	5
	27
	6
	6
	4
⊠	Not available

AD
LU
LI
MT
VA

Source: BFUG questionnaire.

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Figure 2.30: Principles of the Lisbon Recognition Convention in national legislation, 2013/14

Legend:
- All 5 LRC principles are embedded in national legislation
- 4 of the LRC principles are embedded in legislation
- Principle 1) OR 2) is embedded in legislation, or no principles are embedded in legislation
- Data not available

AD
LU
LI
MT
VA

Source: BFUG questionnaire.

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Figure 3.8: Scorecard indicator n°7: Stage of development of external quality assurance system, 2013/14

	2015 Report	2012 Report
	23	18
	2	6
	17	17
	6	6
	0	0
Not available		

AD
LU
LI
MT
VA
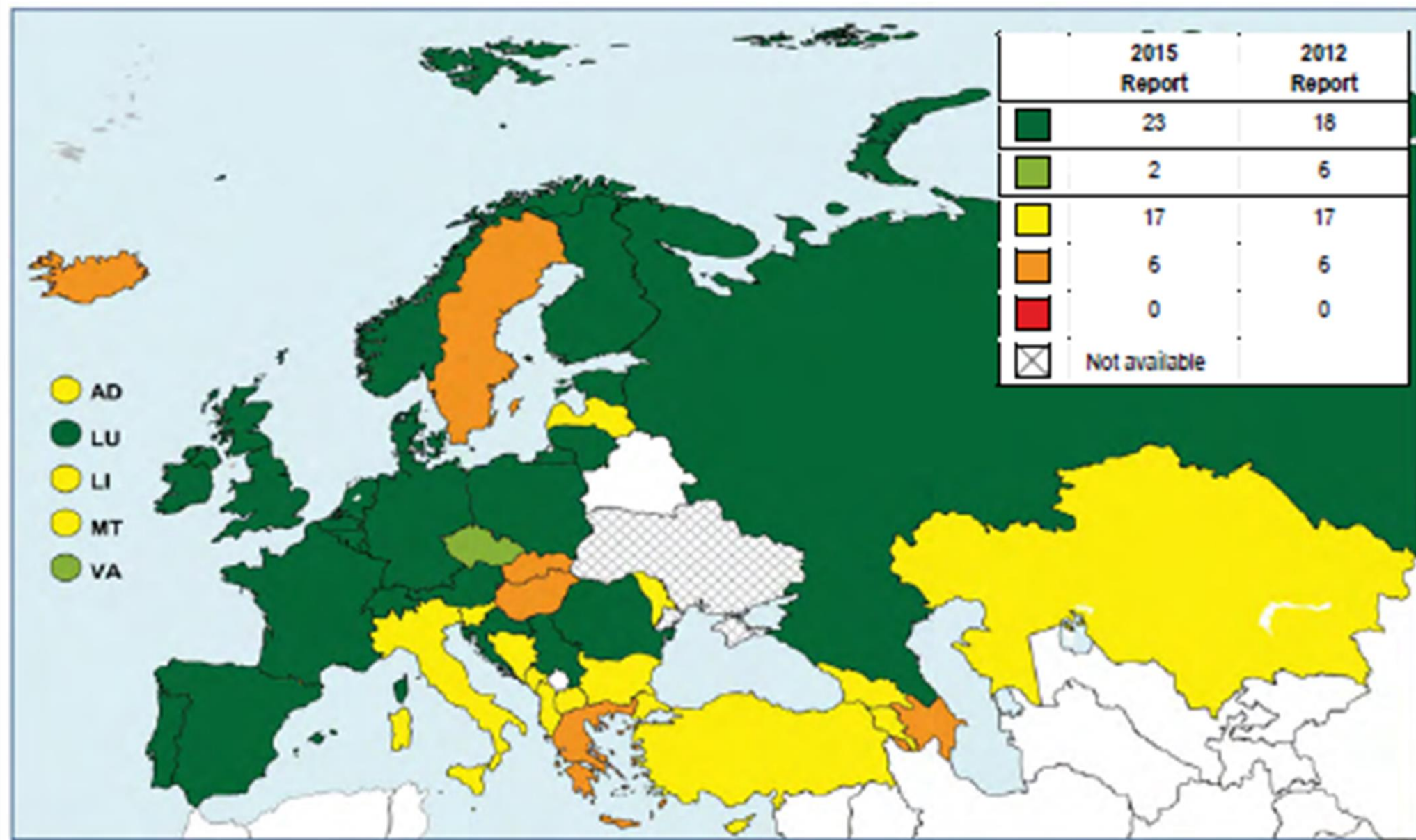
Source: BFUG questionnaire.

What are the mechanisms for transfer?

- *Policy tools & instruments*
  - Agencies:

    e.g. European Network for Quality Assurance in Higher Education
  - Guidelines:

    e.g. European Standards and Guidelines
  - Seminars:

    e.g. European Quality Assurance Forum
  - Publications:

    e.g. Key considerations for cross-border quality assurance in the EHEA
  - EU Funding:

    e.g. Project- Assessment of Higher Education Learning Outcomes
  - Peer learning:

    e.g. Peer Learning Activity on the European Approach for Quality Assurance of Joint Programmes

What facilitates or obstructs transfer?

Support:	Administrative competencies and capacities:
Academic	Actors coordination and communication
Institutional	The style of policy implementation
Interest groups	Type of higher education system
Legislative	Involved costs
Governmental	Public-private interactions
Incentives:	**Domestic politics:**
National Funding	Policy-specific problem pressure
European Funding	Domestic demand for change
EU pressure	National governments preferences
Monitoring and enforcement	National priorities and interests
	Politics/polity misfit
	Sociopolitical conditions
The decision-making process:	**The policy itself:**
Clear and logically consistent objectives	Complexity of the policy
Complex decision-making process	Degree of policy-specific pressure
Parliament involved in transposition	Policy misfit
	Policy legitimacy
	Pre-existing policy similarity

How this can be researched in practice?

Bologna Process	Implementation stages	Responsible parties	Factors
Supranational level	Decision-making	Bologna structures	Sociopolitical conditions, consensus, policy clarity and interdependence, norm internalization, mode of governance, EU institutions, funding, monitoring and enforcement
Country level	Adoption	Central level	Legislation- Parliament ministerial orders, governmental decisions, supranational pressure, sociopolitical conditions, coordination and communication
	Transposition	Administrative level	Ministry, HE institutions, agencies and bodies, experts and professionals, interest groups, policy legitimacy/fit, national priorities and interests, cooperation, policy instruments
	Implementation	Institutional level	HE institutions discretion& autonomy, faculty, academics, staff support, funding, demand for change
System wide	Outcome / Convergence	Participating countries	Adoption, Transposition, Implementation (?)

Conclusions

- *The Bologna Process is a complex setting, with a lot of actors involved and different aspects to be considered, such as country specificities (form of government, type of higher education system, etc.).*

- *For the Bologna Process to be studied as a policy movement process requires a multilevel approach, including looking at the micro level and a detailed assessment of each stage in the implementation process.*

Thank You For Your Attention!
Questions & Comments?