# Priorities for development of Higher Education Why and How?

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# Outline of the presentation

- **Bologna process and National Higher Education systems development**

- **A few words about the notion of priority**

- **A few words about the notion of evidence**

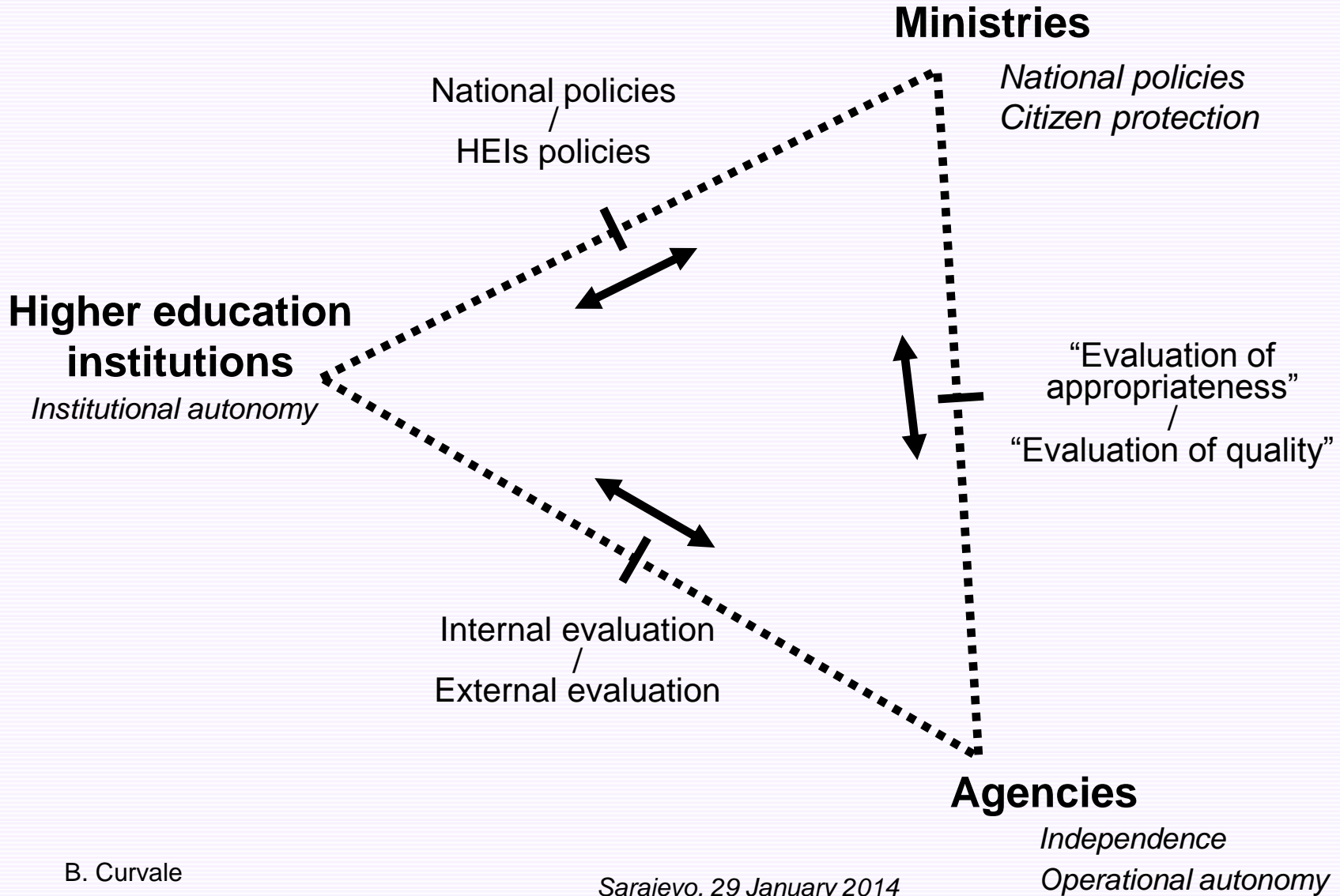- **Conclusion**

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# I. The Bologna Process

- **A process of change**

- **A process largely driven by the actors of the field**

- **A process that conveys a governance model for HE**

*Source : AERES 2010*

# Higher education governance and national QA systems



**Ministries**

National policies
/
HEIs policies

*National policies*
*Citizen protection*

**Higher education institutions**

*Institutional autonomy*

"Evaluation of appropriateness"
/
"Evaluation of quality"

Internal evaluation
/
External evaluation

**Agencies**

*Independence*
*Operational autonomy*

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# II. Priorities

- **Eight keys areas as a framework for further activities**
  - Consistency of legislation, good governance and management, Resources, Services to society, Qualification Standards, Student experience and participation, Internationalisation, Statistics
  - 6 areas should be analysed in details

- **Why promoting an analysis?**
  - Lack of a full picture doesn't help the definition of priorities
  - Avoiding potential loss of information and experience might be important

- **Defining priorities should help at:**
  - making good use of resources
  - facilitating coherence of action and synergies between all actors and stakeholders involved

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# III. Evidences

- **Evidences are needed to help direct actors, stakeholders and society at large to build:**

  – A comprehensive and realistic vision of what should change and what is already done well or on the way to improving

- **It is important to have good quality information about performance, outcomes and trends**

  – In order to have better decision-making processes

- **Information systems should help shared assessment of the situation of HE**

  – Assessment questions, judgment criteria, indicators are interesting topics to discuss in order to create the conditions for shared vision and to give coherence to action

# Conclusion

- **To be used and useful information systems require multiple agreements between users on references which situations are compared.**

- **The assessment questions, the judgment criteria (the standards), the indicators are topics for discussion**

- **They are at the core of what are fundamental elements of a shared vision of higher education with its capacities, successes and margins for improvement.**

Thank you for your attention

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