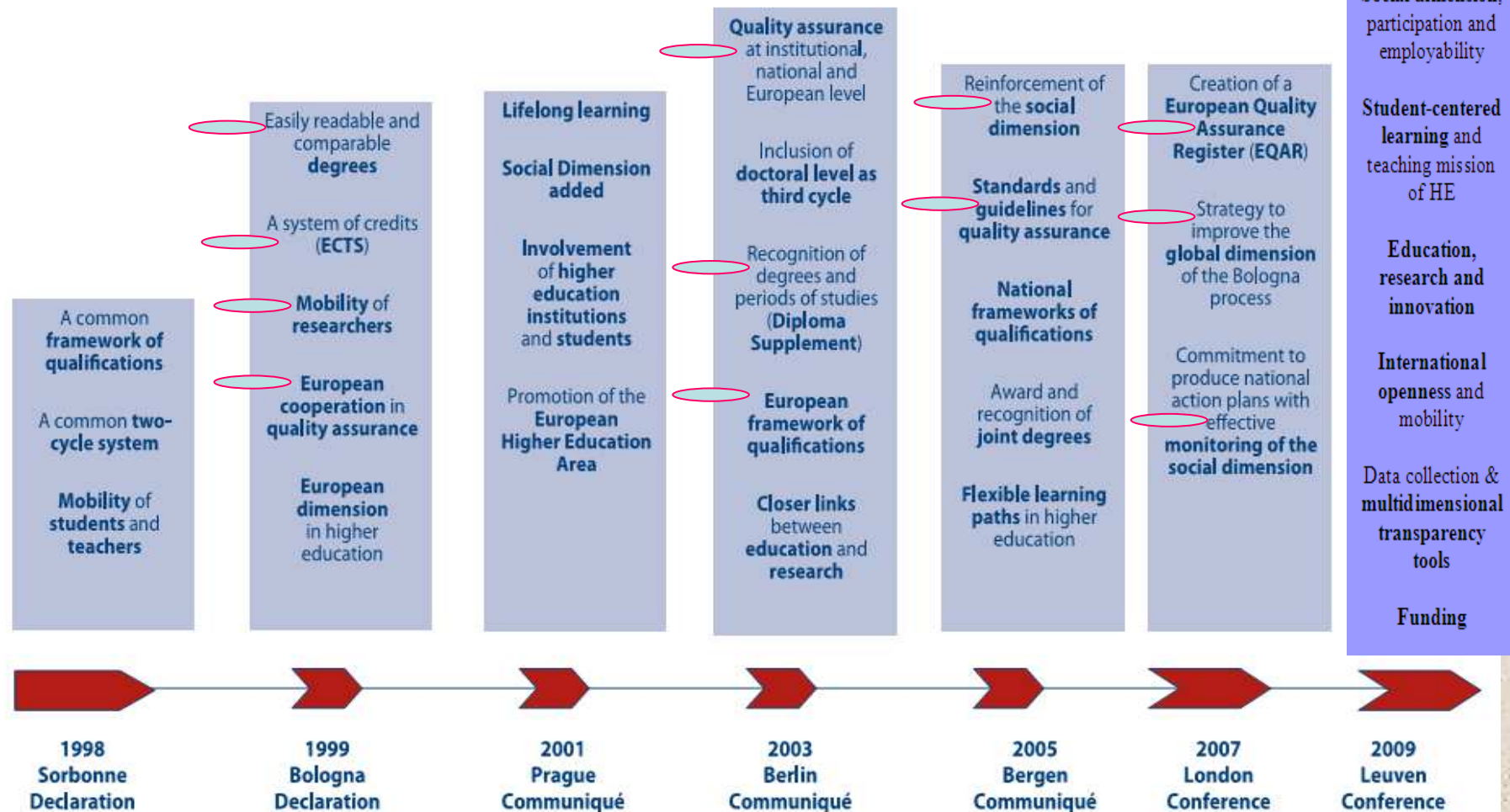


The Bologna process: status quo analysis of issues and challenges

Raimonda Markeviciene,
National Bologna Expert,
Berlin, May 5-7, 2010

Political will of Bologna in a nutshell

Timeline of the Bologna Process



Bologna process - 2020

Implementation:

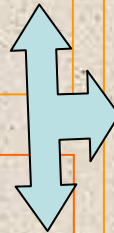
1. Degree system and Qualification Frameworks
2. QA
3. Recognition
4. Study programmes and LO

Policy areas:

1. Global competition and international cooperation
2. Demographic challenge -Roles and responsibilities; funding, institutional diversity

Priorities after 2010:

1. Pursuit for excellence in all aspects of HE
2. Social dimension
3. LLL
4. Employability
5. Student centered learning
6. Development, research innovation
7. International openness and cooperation
8. Mobility
9. Transparency and data collection
10. Resourcing



Bologna process 1999-2009

Coordination tools

- EQF for EHEA (2005)
- Standards and guidelines for QA (2005)
- EQF for lifelong learning (2007)
- EQAR (European quality assurance register) (2007)
- EHEA strategy in global setting (2007)

Implementation

- Ministers' conferences 1999, 2001, 2003, 2005, 2007, 2009
- BFUG and its board – consultative members EC, ET, UNESCO/CEPES, UNICE, E4 (EUA, EURASHE, ENQA, ESU); in coordination with OECD
- Chair rotating with EU Presidency, Secretariat
- Stocktaking reports
- *Ad hoc* groups and experts

Is that all???

Bologna Ministerial Anniversary conference, March 2010

“Ten years after the birth of the Bologna process, we are now ready to launch the European Higher Education Area”

Androulla Vassiliou – Education, Culture, Multilingualism and
Your Commissioner, Opening speech

The Bologna Process Independent Assessment

The first decade of working on the European Higher Education Area

Commissioned by:

European Commission

Bologna Follow-up Group (BFUG)

Carried out by:

1. CHEPS (Centre for Higher education policy studies)
2. INCHER-Kassel (International Centre for Higher education Research Kassel)
3. ECOTEC (ECORYS group)

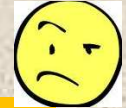
Assessment of degree and curriculum reform - degree



- All countries introduced two-cycle system;
- All countries adopted credit range of 180-240 for the 1st and 60-90-120 for the 2nd degree;
- Below 50% of students study in the first two cycles in 7 systems;
- Short cycle included in 26 systems;
- More structured doctoral degrees (3-4 y.)



- No standard for - the 1st and 2nd degrees – consequence for comparability and compatibility
- Two cycle structure not suitable for certain areas (except the Netherland and Switzerland)



EUA comments (TRENDS):

- Changes represent a real move towards student centered learning;
- Employability is still a problem at the bachelor level;
- 45% of u-ties expect their Bachelor to continue directly to Master.

EURASHE Comments:

- By 2020 – linked progressive cycles which permit enter and exit HE irrespective of age and educational profile.

Assessment of degree and curriculum reform – curriculum reform



All HEI systems use ECTS (28 systems) or compatible systems to different degree;



- Only 12 HEI systems use workload and LO;
- Only in 13 systems 90% of programmes modularized;
- 21 system has less than 25% of electives - flexibility?



- Systems struggle with “text-book concepts” - workload and LO;
- Not clear whether modularization led to increased mobility and flexibility of learning paths;
- **EURASHE comments:**
All study programmes with the possibility of at least one semester abroad.

Assessment of cooperation in QA



- Promotion of European cooperation in QA (1999)
- European Standards and guidelines (ESG) established (2005);
- European register of QA (EQAR) (17 agencies in 2009);
- All countries apply internal and external QA.



- National agendas strongly on board;
- Did not lead to increase of trust ;
- So far only 16 systems use QA in line with ESG;
- Top-down approach may lead to negative reaction instead of quality culture.



- Applying compatible QA does not guarantee compatible QA of programmes;

- **EUA comments (TRENDS):**

A focus on the external QA leaves little room for the responsibility of a HEI; Accreditation generally emphasizes conformity rather than the capacity of a HEI

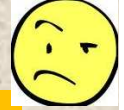
Assessment of implementation of Qualification frameworks



- QF-EHEA has been established (2005);
- QF-EHEA is coordinated with EQF-LLL;
- QF – at crossroads of degree structures, QA, recognition and social dimension.



- Only 8 HE systems have self-certified NQFs – more efforts are needed – deadline 2012;
- The impact of the tools (ESG, QF and NQF) will depend on curriculum reform.



- Thoroughness of approach is more important than meeting deadlines;
- Commitment of academic, curriculum and quality officers – critical factor;

Assessment of recognition policies



- ECTS introduced and used;
- Diploma Supplement (DS) used 30 out of 46 countries;
- Lisbon Recognition convention ratified in all but 2 countries;
- National legislation complies with Convention.



- DS issues need attention in other 16 countries;
- Lack of awareness on DS among learners and employers;
- Quality of ECTS system used (LO);
- Different interpretations of “substantial differences”.



- So far this speak only of formal implementation of Bologna requirements;
- **ESU comments:**
Subjectivity of recognition procedures at the institutional level – most feared aspect of credit mobility

Assessment of flexibility and widened participation policies



- Explicit identification of underrepresented groups;
- Provision of guidance and counseling;
- Provision of financial support.



- No extensive and reliable data; Part-time and distance studies do not mean improved inclusion;
- In 33 HE systems financial aid for learners is very low;
- 39 out of 49 systems report underrepresentation (lower socio-economic backgrounds; females in science programmes)



- Links between Bologna process and widening access, increasing participation and completion of studies is not evident;
- Social dimension is not a high priority on national agendas;
- Definition of underrepresented groups varies across countries;
- Regular collection of data on socio-economic conditions of learners is needed;
- **EUA comments (TRENDS):**
Career guidance is the fastest growing area

Assessment of mobility



- Increase of absolute mobility numbers
- Diploma mobility – 2% of EHEA learners studied for the degree in another EHEA country;
- 30% of the world's foreign learners by 2007;
- 38 out of 46 countries have portability of grants and loans.



- Reliable credit mobility data not available;
- 29 countries had a growth in learners from other EHEA countries;
- 11 countries – numbers decreased;
- 6 countries did not have data;
- East- to- west mobility imbalance;



- Data on staff mobility is very poor;
- Definite shift from credit mobility to degree mobility;
- Learners from outside EHEA choose “old” EU countries;
- Participation in Erasmus is smaller than “free-moving” mobility;
- **EUA comments (TRENDS):**

Obstacles to mobility: visa, language requirements, compressed degree, recognition, funding, academic calendars.

- **ESU comments:**

Discrimination of EEA mobile students compared to non-EU

Assessment of global dimension



Europe's HE is becoming more attractive;



Bologna process as an inspiration for the development of HE cooperation policies all around the world (Tuning – UAS, Latin America; Asian-Pacific Brisbane communiqué, regional cooperation)



- Learners look at individual countries while choosing study destination;
- EHEA is not perceived as area providing uniform level of HE degrees;
- USA remains the most popular destination.

Assessment of Bologna process management



Follow-up structure is intergovernmental and adequately involves stakeholder representatives;

- Involvement of stakeholders ensure dissemination;
- Open to individual country initiatives;
- Good platform for strategic decisions;
- Establishment of Bologna Secretariat in the host country of the ministerial meeting ensures continuity of discussion.



- Is not able adequately address implementation challenges;
- Desired outcomes are not precisely defined;
- They are not well communicated nationally;
- Increased bureaucracy;
- BFUG and its Board are not equally used by all Bologna Process members;
- No clear division between BFUG and the Board;
- In some countries no communication between BFUG and national HE actors;
- BFUG Secretariat under influence of hosting countries;
- No effective support mechanism for new countries

General conclusions of assessment

- EHEA countries look substantially different than 10 years ago;
- National policy is considered in the light of European framework;
- Most countries adopted new HE legislation;
- Big difference in speed of implementation;
- The goals of comparability and compatibility are not fully achieved;
- Student mobility within EHEA has not increased substantially;
- Mobility towards EHEA has increased substantially;
- Staff mobility needs better attention;
- Data gathering needs attention;
- In some cases national reforms/agendas are being passed as Bologna Process

Budapest-Vienna Declaration

March 12, 2010

Step up efforts to accomplish reforms:

- Urge to finish NQF by 2012;
- Increase mobility to 20% by 2010 (recommendations of some countries to 50%);
- Increase efforts on social dimension;
- Enhance employability;
- Foster student-centered learning;
- Academic freedom, autonomy, accountability;
- Inclusion of HEI staff and students in further development of EHEA

EC – policy priorities in HE

Modernization agenda for U-ties:

1. Curricular reform
2. Governance reform (autonomy and accountability)
3. Funding reform (public and private)

New skills for new Jobs:

1. Jobs in 10 years;
2. Skills of today for tomorrows jobs
3. Change of skills and Jobs in EU

Learning mobility:

1. Green paper and public consultation
2. Pr. Barroso's "Youth on the move"

Bologna process (46) and Lisbon strategy for Growth and Jobs (27 EU)

Important initiatives to know:

1. Classifying European Higher Education Institutions:
<http://www.u-map.eu/>
2. Design and testing the feasibility of a Multi-dimensional Global University ranking: <http://www.u-multirank.eu/>
3. Feasibility study for creating European University Data collection
4. Assessment of HE Learning outcomes (AHELO)
http://www.oecd.org/document/22/0,3343,en_2649_35961291_40624662_1_1_1_1,00.html
5. QA (EQAR, Qrossroads
<http://www.grossroads.eu/home>)
6. Benchmarking (ESMU) <http://www.education-benchmarking.org/>

“The Black Swan”

“Before the discovery of Australia, people of the old world were convinced that all swans were white...”



“It illustrates a severe limitation to our learning from observation or experience and fragility of our knowledge.”

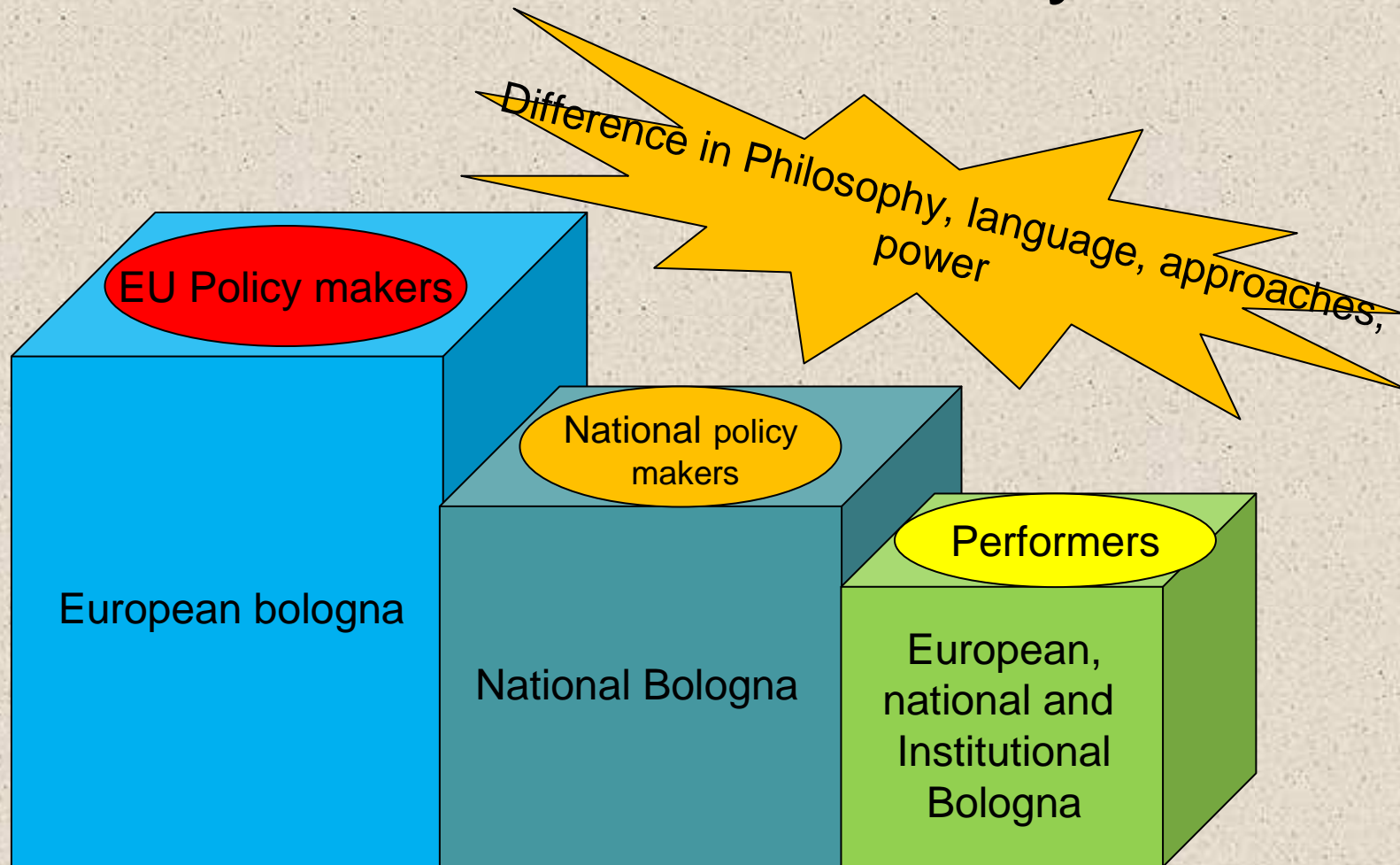
“... governments are great at telling you what they did, but not what they did not do.”

Nassim Nicolas Taleb, *The Black Swan* (The Impact of Highly Improbable)



Actors vs performers

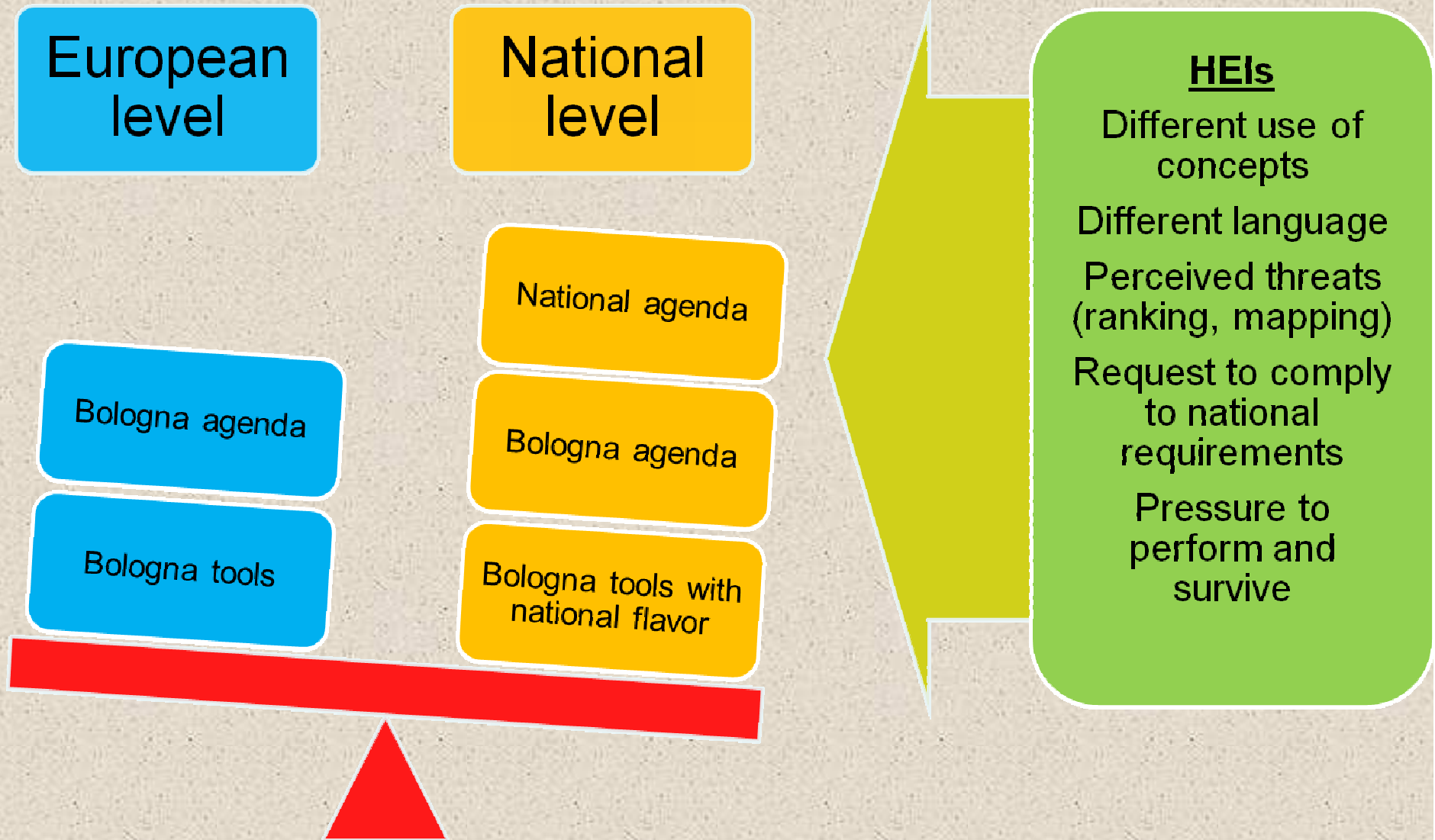
Documents vs reality



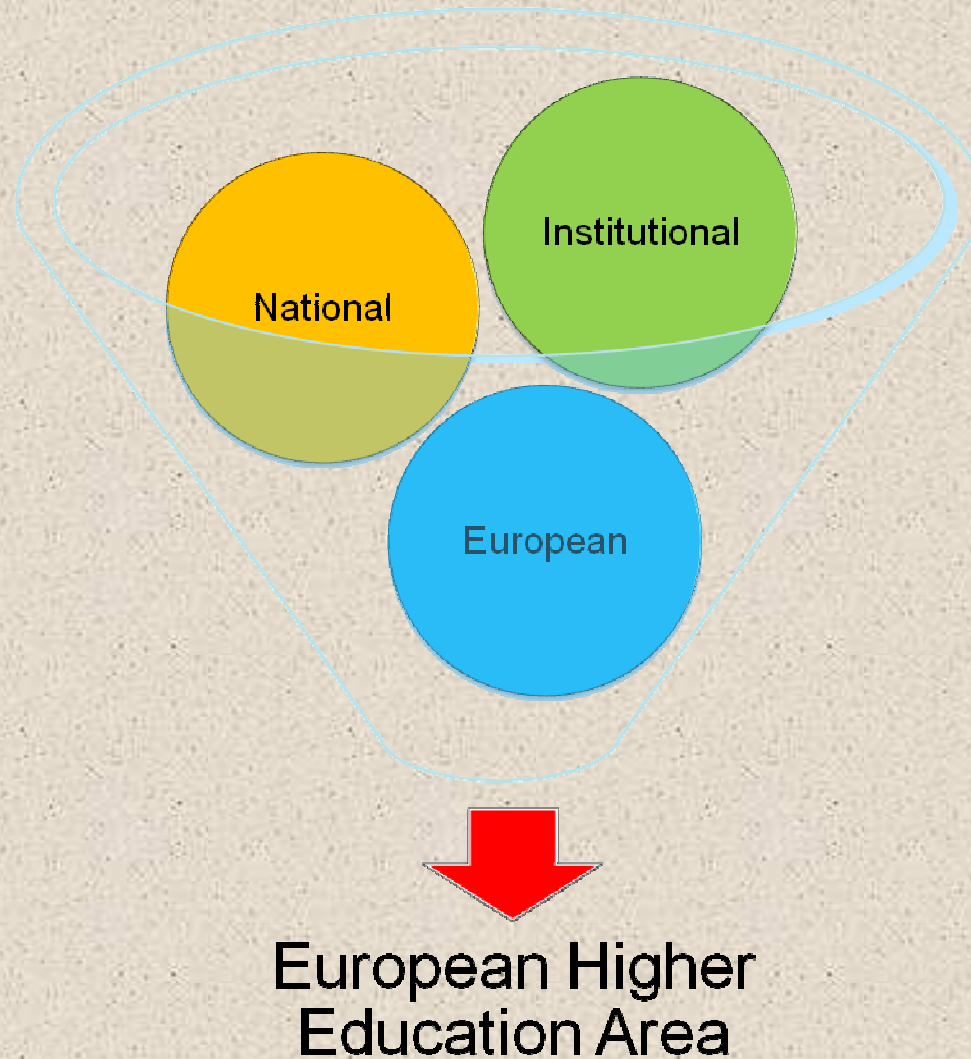
EUA - Trends 2010

“...when the national rectors’ conferences were asked whether the Bologna process is presented as a national or European policy change process in their countries, only a slight majority stated that it is presented as a European one...”

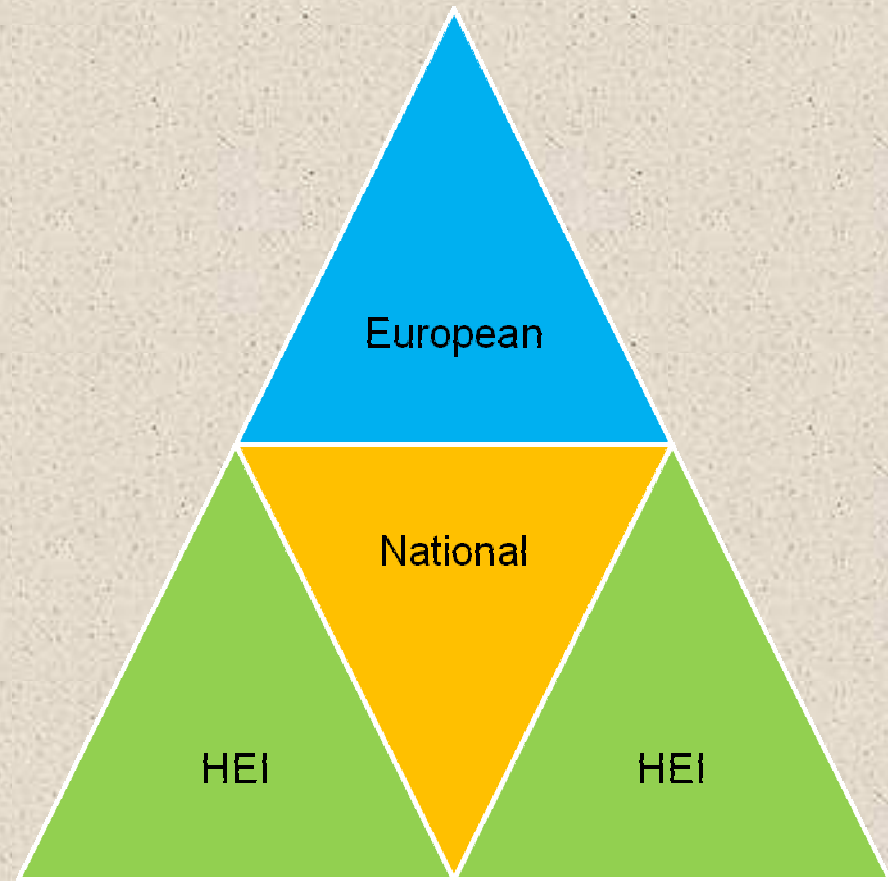
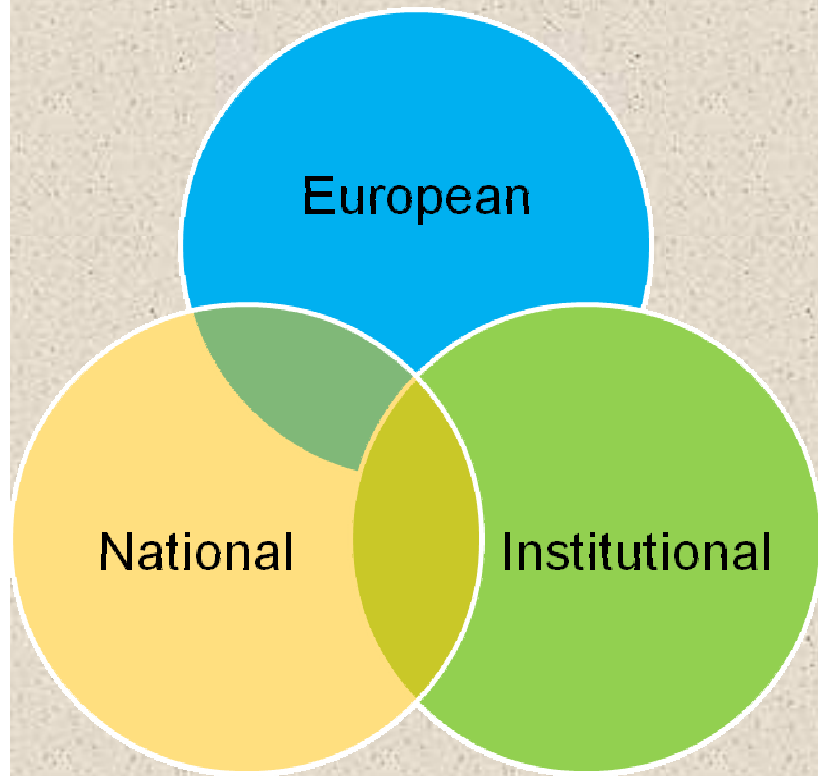
Autonomy or what is left of it?



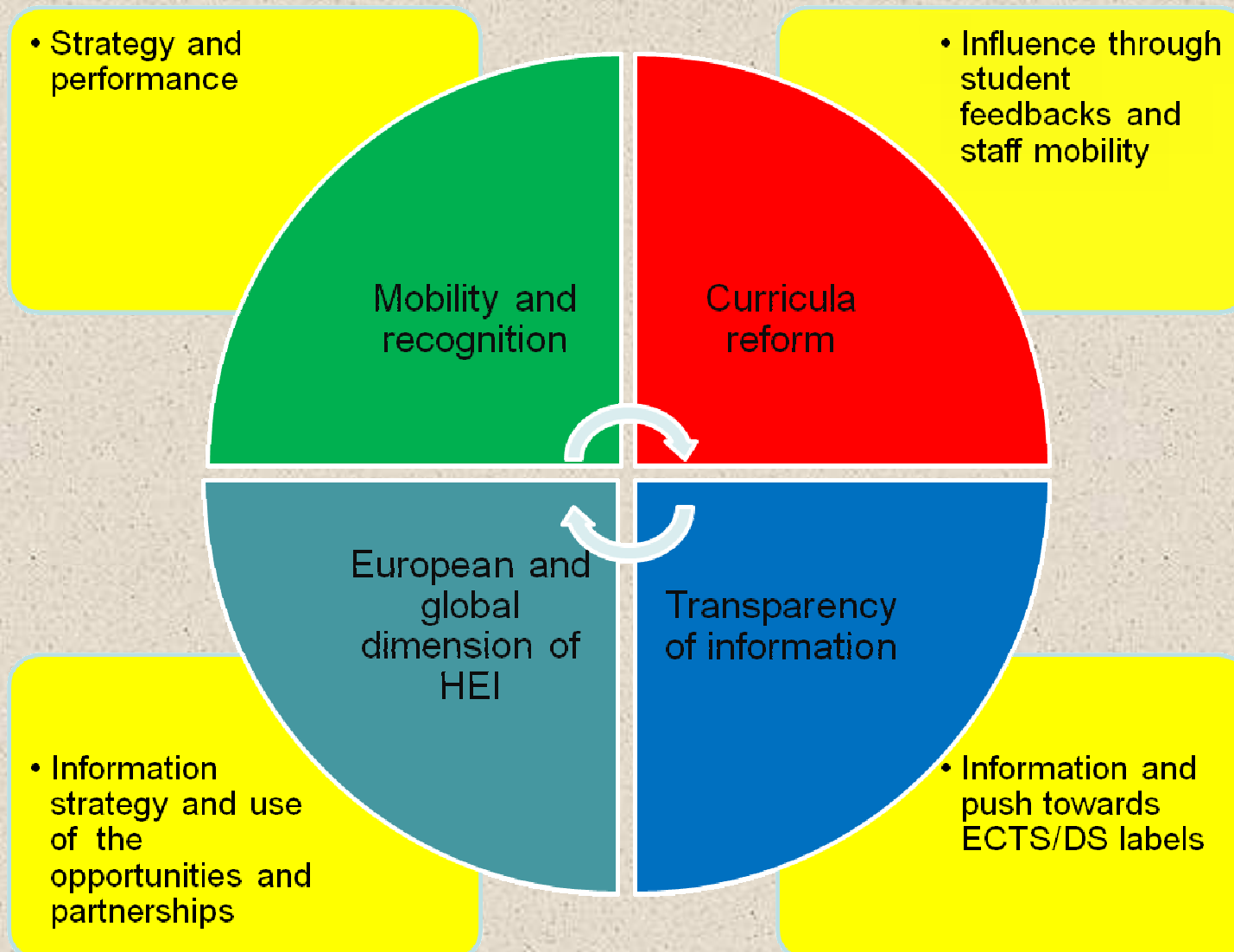
Bologna now... we fall!



Bologna of 2020?... We build?



IRO role – strategic or purely performance unit within HEI?



Nice as they are let us try to
avoid them!



Thank you for your attention!