

UNICA EduLab

New Developments in Teaching and Learning

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**15 years since the Bologna Declaration:
expectations, achievements and prospects**

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Introduction

The context of higher education in the 1990's and the way leading to the Bologna Conference.

The Bologna Declaration: the issues, the aims, the text and the expectations.

The Bologna Process: the beginnings, difficulties and corrections, new players and issues, and adjustments to the organisation.

From the Process to the European Higher Education Area: assessing achievements, shortcomings and interpretations.

The changing global context for higher education.

European challenges and prospects for the future of the European Higher Education Area.

Topics

- Pre-Bologna situation
- The Bologna Conference
- The Bologna Declaration
- A change in geometry
- Bologna Milestones
- Development of some topics:
 - Qualifications
 - Quality Assurance
 - Institutional cooperation
- Present action lines
- Role of the Commission
- Prospects for HE
- Challenges for the EHEA/EU
- Conclusion

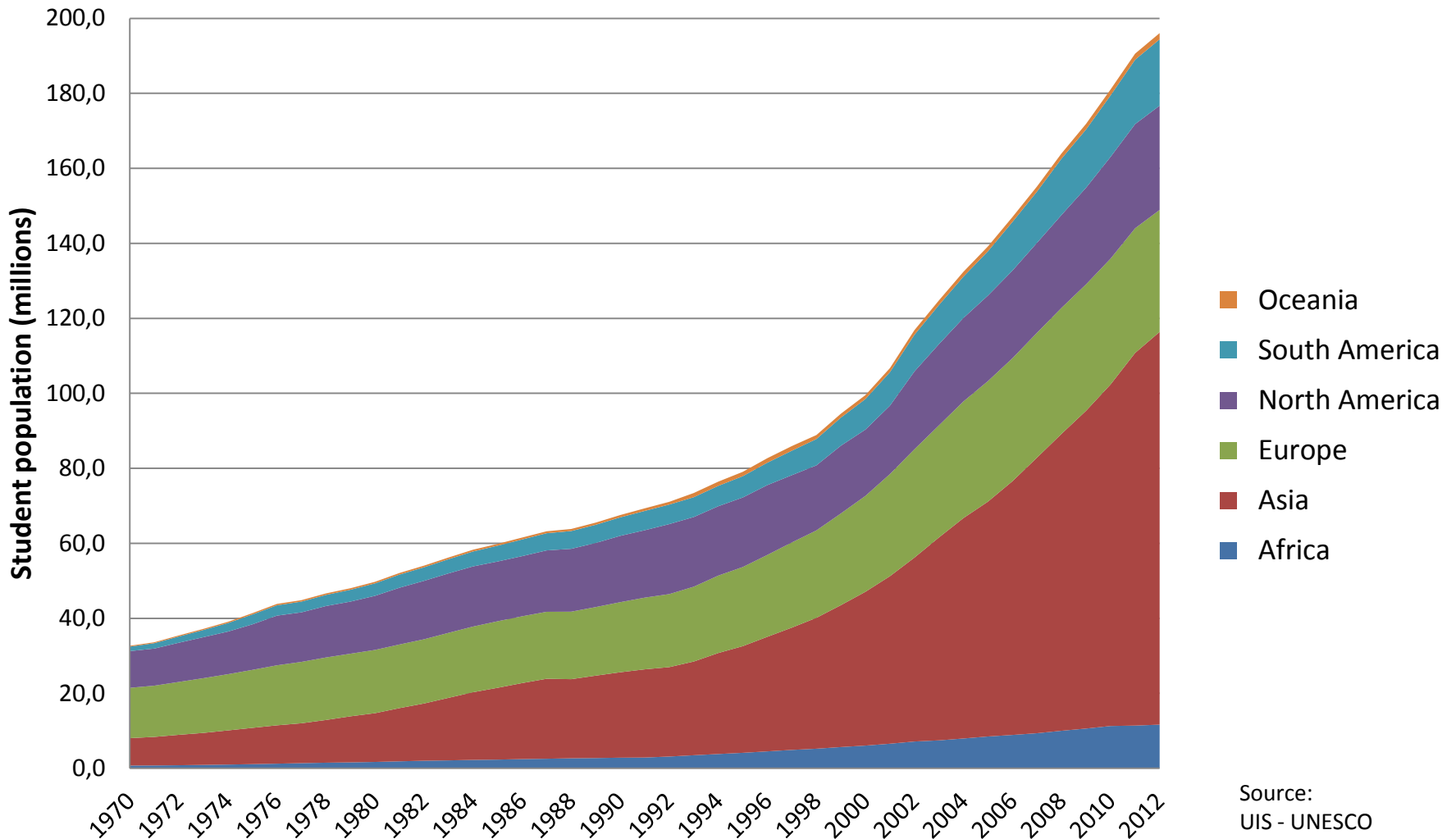
Pre-Bologna – 1

- Dutch Presidency:
 - Warsaw Conference, April 1997
 - “Common European Home for Education”
- University of Paris 800th anniversary
 - Sorbonne Declaration: “Joint declaration on harmonisation of the architecture of the European higher education system”
 - Signed by France, Germany, Italy and the UK
- The Attali report and the 3-5-8 (“modèle européen d’enseignement supérieur”)

Pre-Bologna – 2

- European higher education in 1999:
 - Confusing diversity of degree systems, compromising mutual recognition, mobility and external readability
 - Degree systems complex and misaligned with the “international” (Anglo-Saxon) pattern (e.g. Fr, De)
 - Programmes too academic/not qualifying (e.g. It, Fr)
 - Low or declining (e.g. Fr) attractiveness:
 - (1990’s: US overtaking Europe as destination)
 - Quality assurance systems developed in the 1990’s
 - (1998: EU recommendation on QA)

Pre-Bologna – 3



The Bologna Conference

- New conference due to lack of consensus
- Two days (june1999): academic + political
- Participants :
 - Ministers of the EU (15 countries) and associated countries (14 countries) + Commission
 - Academic day: University representatives (CRE – Association of European Universities and CRUE – Confederation of European Union Rectors' Conferences)
 - Uninvited participants: ESIB (National Unions of Students in Europe)

The Bologna Declaration – 1

- The main objectives:
 - Improve competitiveness and attractiveness of European HE
 - Reduce confusion due to high diversity of programmes and degrees
 - Facilitate recognition of qualifications and mobility
 - Promote employability of graduates
- The writing of the declaration (day 1 to day 2)
- The final text and the role of the Commission

The Bologna Declaration – 2

- Tampere (September 1999): the management of the process
- The main action lines:
 - Easily readable and comparable degrees and two-cycle system
 - Credit system: ECTS
 - Promotion of mobility
 - Cooperation in Quality Assurance
 - European dimensions in Higher Education

The Bologna Declaration – 3

- (My) expectations:
 - European HE System identified as one from the outside
 - Automatic recognition at European level:
 - Degrees: similarity of programmes
 - Periods of study: use of ECTS
 - Eliminating (!) the need for the Lisbon Convention (1997)
 - Relevance of the first cycle programmes:
 - Some, leading to (regulated) professions
 - All, developing the competences for employability

The Bologna Declaration – 4

- Other expectations / “accusations”:
 - Reduce number of years of study, and
 - Reduce costs / budget burden
 - More competitive European higher education, or
 - More competition in European higher education
 - Graduates better prepared for the economy
 - ...

A change in geometry

- From 1999 to 2001:
 - Full members: Countries, Commission and Rectors
 - Observers (2000): CoE, ESIB (ESU), EURASHE
- Prague and the changing roles:
 - Full members: countries and Commission
 - Consultative members: Rectors + “observers”
- Qualifications alternative approaches:
 - Political: degree systems/programme duration
 - Academic: subject area at European level

Bologna Milestones

1998 Sorbonne Declaration	1999 Bologna Declaration	2001 Prague Communiqué	2003 Berlin Communiqué	2005 Bergen Communiqué	2007 London Communiqué	2009 Leuven/Louvain-la- Neuve Communiqué	2012 Bucharest Communiqué
Mobility of students and teachers.	Mobility of students, teachers, researchers and administrative staff.	Social dimension of mobility.	Portability of loans and grants. Improvement of mobility data.	Attention to visa and work permits.	Challenges of visa and work permits, pension systems and recognition.	Benchmark of 20% by 2020 for student mobility.	Strategy “Mobility for better learning”.
A common two-cycle degree system.	Easily readable and comparable degrees.	Fair recognition. Development of recognised joint degrees.	Inclusion of doctoral level as third cycle.	QF-EHEA adopted. National Qualifications Frameworks launched.	National Qualifications Frameworks by 2010.	National Qualifications Framework by 2012.	Take account of short cycle. Achieve automatic recognition. Use of EAR manual.
		Social dimension.	Equal access.	Reinforcement of social dimension.	Commitment to produce national action plans with effective monitoring.	National targets for the social dimension to be measured by 2020.	Peer learning by 2013 on the social dimension. Increase participation and completion rates.
		Lifelong learning (LLL).	Alignment of national LLL policies. Recognition of Prior Learning (RPL).	Flexible learning paths in higher education.	Role of higher education in LLL. Partnerships to improve employability.	LLL as a public responsibility requiring strong partnerships. Call to work on employability.	Enhance employability, lifelong learning, and skills. Foster student-centred learning.
Use of credits.	A system of credits (ECTS).	ECTS and Diploma Supplement (DS).	ECTS for credit accumulation.		Need for coherent use of tools and recognition practices.	Continuing implementation of Bologna tools.	Ensure QF, ECTS and DS are based on learning outcomes.
	European cooperation in quality assurance.	Cooperation between quality assurance and recognition professionals.	Quality assurance at institutional, national and European levels.	European Standards and Guidelines for quality assurance (ESG) adopted.	Creation of the European Quality Assurance Register (EQAR).	Quality as an overarching focus for EHEA.	Revision of the ESG. Allow EQAR-registered agencies to work across EHEA.
Europe of knowledge.	European dimensions in higher education.	Attractiveness of the European Higher Education Area.	Links between higher education and research areas.	International cooperation on the basis of values and sustainable development.	Strategy to improve the global dimension of the Bologna Process adopted.	Enhance global policy dialogue through Bologna Policy Forum.	Evaluate implementation of “EHEA in a Global Setting” strategy.

Sources: 1998-2009: The European Higher Education area in 2012: Bologna Process Implementation Report; Education, Audiovisual and Culture Executive Agency, 2012; 2012: Bucharest Communiqué.

Development of topics

- Focus on three topics:
 - Qualifications – central to the Declaration
 - Quality Assurance – became central in the Process
 - Institutional cooperation – one of the European dimensions
- Identify:
 - Expectations
 - Achievements
 - Prospects

Qualifications – 1

- Issues:
 - Three-cycle structure
 - Use of ECTS
 - Learning outcomes
 - Recognition
 - Employability
- 2005:
 - Framework for Qualifications of the European Higher Education Area

Qualifications – 2

- Three-cycle structure:
 - Differences among countries
 - First cycle: 180, 240 ECTS or mixed
 - Short-cycle not generalised
 - Programmes outside the structure
- Use of ECTS
 - Diverse ways of defining the number of ECTS
 - Assessing real workload?
- Learning outcomes
 - Concept not consolidated and misinterpreted

Qualifications – 3

- Recognition:
 - Some automatic recognition procedures
 - Lisbon Recognition Convention required, still not fully applied
- Employability:
 - Employability (competences) vs. Employment (rate)
 - Indicator? No employability data
 - Employment: dependent on labour market and economic situation

Qualifications – 4

- Achievements:
 - Far from expectations
 - Some convergence
 - Divergences due to national interests, traditions or policies
- Externalities:
 - Increased institutional cooperation
 - More joint/dual degrees
 - Thematic networks

Qualifications – 5

- Prospects:
 - Focus on student learning and learning outcomes
 - Convergence (slow?) in the use of the Bologna tools
 - ECTS / learning outcomes
 - Student centred learning approaches
 - Diploma Supplements
 - Convergence of programmes (within the limits of national policies)
 - Convergence in data gathering (comparable)

Quality Assurance – 1

- From cooperation to the European Quality Assurance Register
- 2005:
 - Standards and Guidelines for Quality Assurance in the European Higher Education Area
- Issues:
 - Focus on institutions and programmes
 - Internal and external quality assurance
 - Agencies' requirements and Register

Quality Assurance – 2

- Evaluation of institutions and programmes:
 - External institutional
 - Internal programmatic
 - Cost of external programmatic evaluation
 - Audit of internal quality assurance systems
- Bureaucratic burden vs. effectiveness
- Evaluation of evaluation...
 - Evaluation of institutions/programmes by agencies
 - Agency adequacy assessment by EQAR
 - External evaluation of EQAR

Quality Assurance – 3

- European Standards and Guidelines under revision
- Achievements:
 - Surpassed the original cooperation objective
 - Fairly consolidated systems
 - Limited stakeholder involvement?
- Prospects:
 - Further consolidation of the systems
 - Issues:
 - Control vs. bureaucracy
 - Quality vs. creativity

Institutional cooperation

- Mentioned as a European dimension in the Bologna Declaration
- The most important externality of the Process
 - Extended to large number of countries
 - Networks
 - Joint/dual degrees and research projects
 - Other, e.g. merger of CRE and CRUE in EUA
- An important role in the convergence of the Bologna/EHEA objectives

Present action lines

- Social Dimension
- Mobility
- Lifelong learning
- Employability
- Qualification frameworks/ Degree structures
- Education, research and innovation
- International openness
- Data Collection/Reporting on the Bologna Process Implementation
- Financing and Governance of Higher Education
- Quality assurance
- Recognition
- Transparency tools
- Student Centred Learning

Role of the Commission

- In 1999/Declaration:
 - Attempt to control the process and overcome the treaties limits
 - Exclusion from the text of the Declaration
- During the Process:
 - Financial support to the work plans
 - Justification for the definition of EU policies
 - Importance of the other EHEA countries for the EU
 - Increasing EU initiative:
 - A result of the consolidation of the process (after 2005?)
 - Need for EU financial support

Prospects for HE

- Global HE:
 - Growing demand for HE (Asia, Africa?, ...)
 - Growing cross-border/transnational education
 - More international academic research
 - MOOCs?
 - Disruptive?
 - Here to stay?
 - In what form?

Challenges of MOOCs

- Challenge to traditional approaches?
- The role of diplomas vs. knowledge and competences
 - Regulated vs. other professions
 - Recognition of competences (prior learning)
- Quality of the courses
 - Regulated? Recognised?
 - Or institution reputation based?
- Selling testing services?
- Incorporating open courses in formal courses?
- Implications for the funding of HE?

Challenges for the EHEA/EU

- Internationalisation/transnational education:
 - Coopetition at national and EHEA/EU levels
 - Partnerships: HEI, other public and private institutions, ...
- EHEA convergence by subject area
- Common use of Bologna instruments
- Comparable data
- The approach to funding
- Cooperation with other regions (policy fora?)

Conclusion

- The original expectations were not totally fulfilled
- The present process is broader than the original Bologna Declaration action lines
- The role of the Commission changed; the process is growing closer to EU action
- There are still challenges to build a European Higher Education Area

Obrigado pela atenção!
(Thank you for your attention!)