

Stocktaking of the Bologna process 1999-2010

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EURASHE Convention "Implementation of the Bologna Process
in Professional Higher Education", 10 March 2010

European Higher Education Area goals (Bologna declaration)

- promote citizens' mobility
- promote citizens' employability
- increasing the international competitiveness of the European of higher education

- Bologna declaration signed on 19 June 1999 by 29 countries -
EU, EEA and candidate countries of that time



THE EUROPEAN SPACE FOR HIGHER EDUCATION

JUNE 18-19, 1999 - BOLOGNA - ITALY

Aula Magna S. Lucia

Bologna action lines

Set in 1999

- Degree system
- Quality assurance
- Transparency
- Credit systems
- Recognition
- Employability
- Mobility of students and staff

Added later

- Social dimension
- Global dimension

- **Establishing European and national qualifications frameworks**
- **Moving towards student-centred, outcomes-based learning**

Between 1999 and 2010:

19 more countries have joined

Process has become pan-European

New tasks/ aspects not foreseen in 1999:

- moving towards student-centred, outcomes-based learning
- establishing overarching and national qualifications frameworks
- global dimension – intensive cooperation with other World regions
- social dimension of the process

Degree structure

In 41 of countries all or almost all students are enrolled in the Bologna two-cycles (71% in 2007)

- Low actual proportion of students in the 3 cycle system in some countries, but it just takes time
- Real re-working of curricula after shift to two cycles is often not done, in several countries poor implementation discredits the reform
- In some countries professional fields are not included
- qualification levels of in the EU directive 2005/36/EEC are not compatible with the Bologna cycles (or EQF)

Degree structure

Issues:

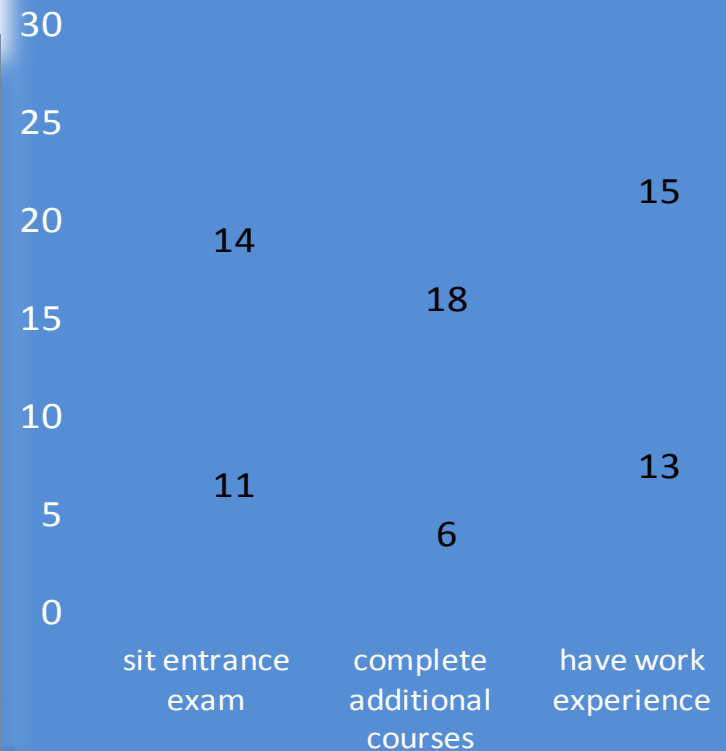
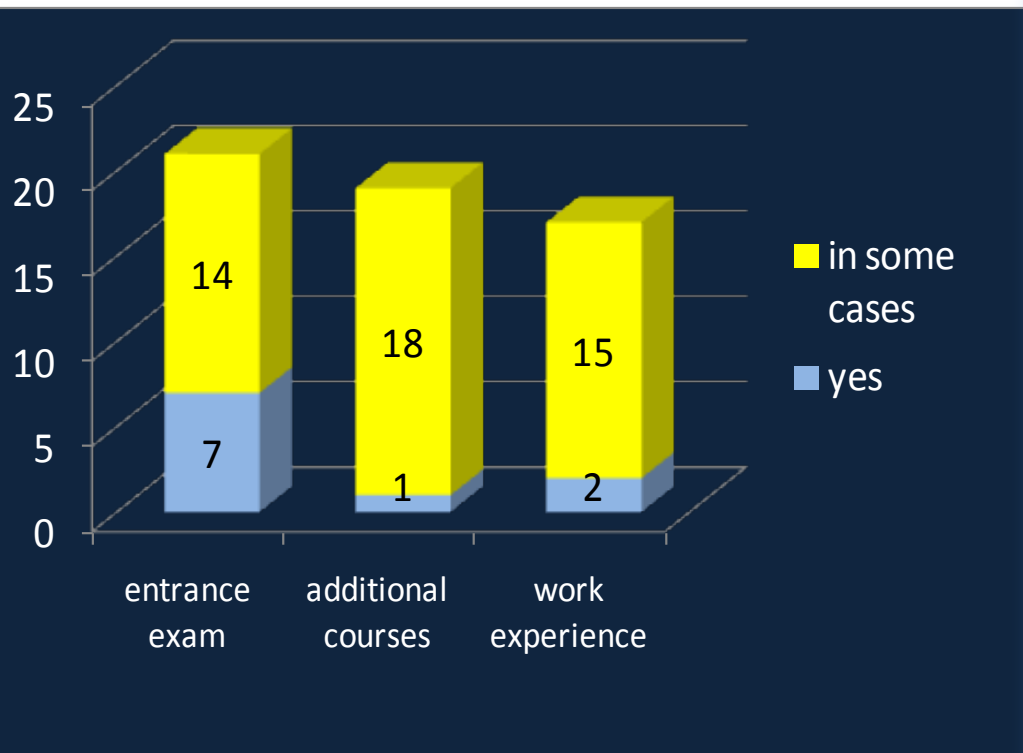
- Low actual proportion of students in three cycle studies in some countries
- Real reworking of programmes is still questionable
- In some countries certain regulated professions are not included and the levels of qualification in the EU directive 2005/36/EEC is not compatible with the Bologna cycles

Access to the next cycle

- 90% of the countries report that access to the next cycle is established but actual admission to the next cycle studies may include additional measures

other field of studies

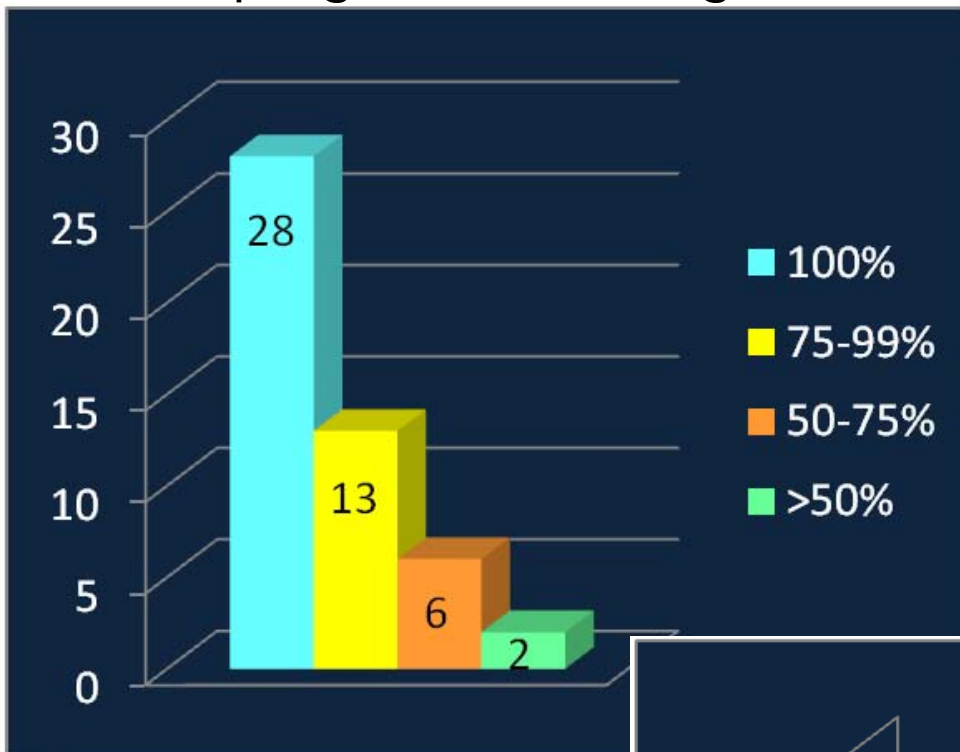
same field of studies



Employability

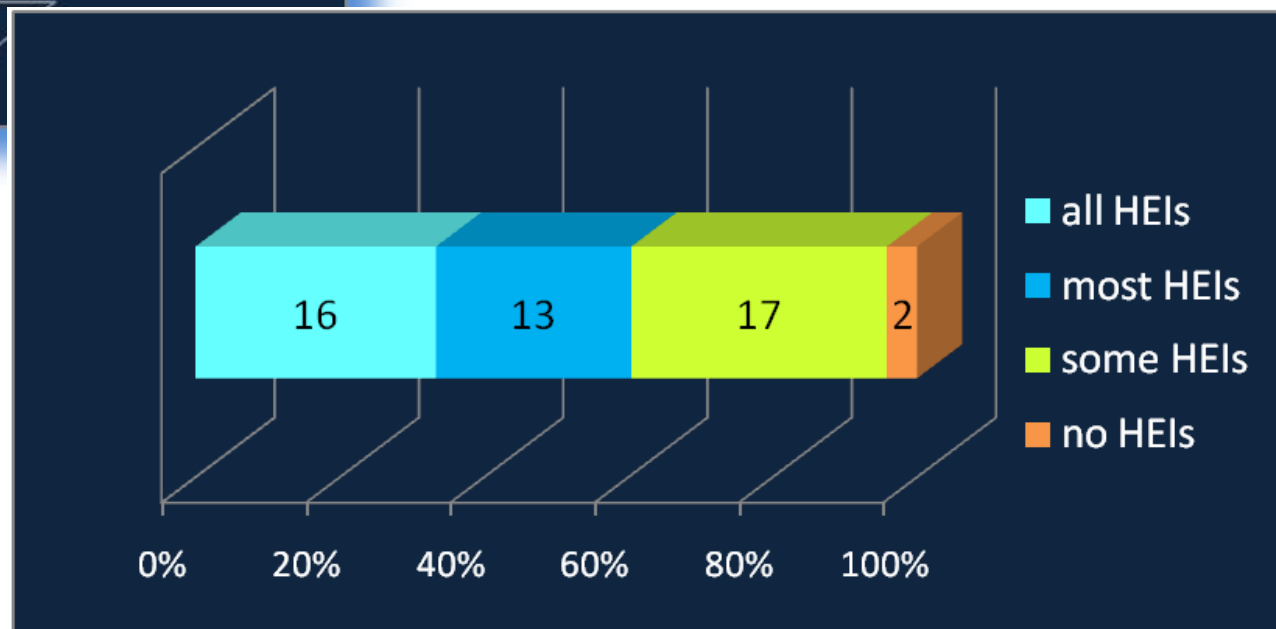
- countries still don't have sufficient data,
- Bachelor – acceptance and employability
- in some countries employability bachelor graduates is still a problem, in others it improves
- too little involvement of employers:
 - relatively stronger in curriculum design
 - less in quality assurance and governance

% of programmes using ECTS



ECTS

Credits are linked with learning outcomes



ECTS

- Use of credits for accumulation and transfer is +/- implemented

Issues:

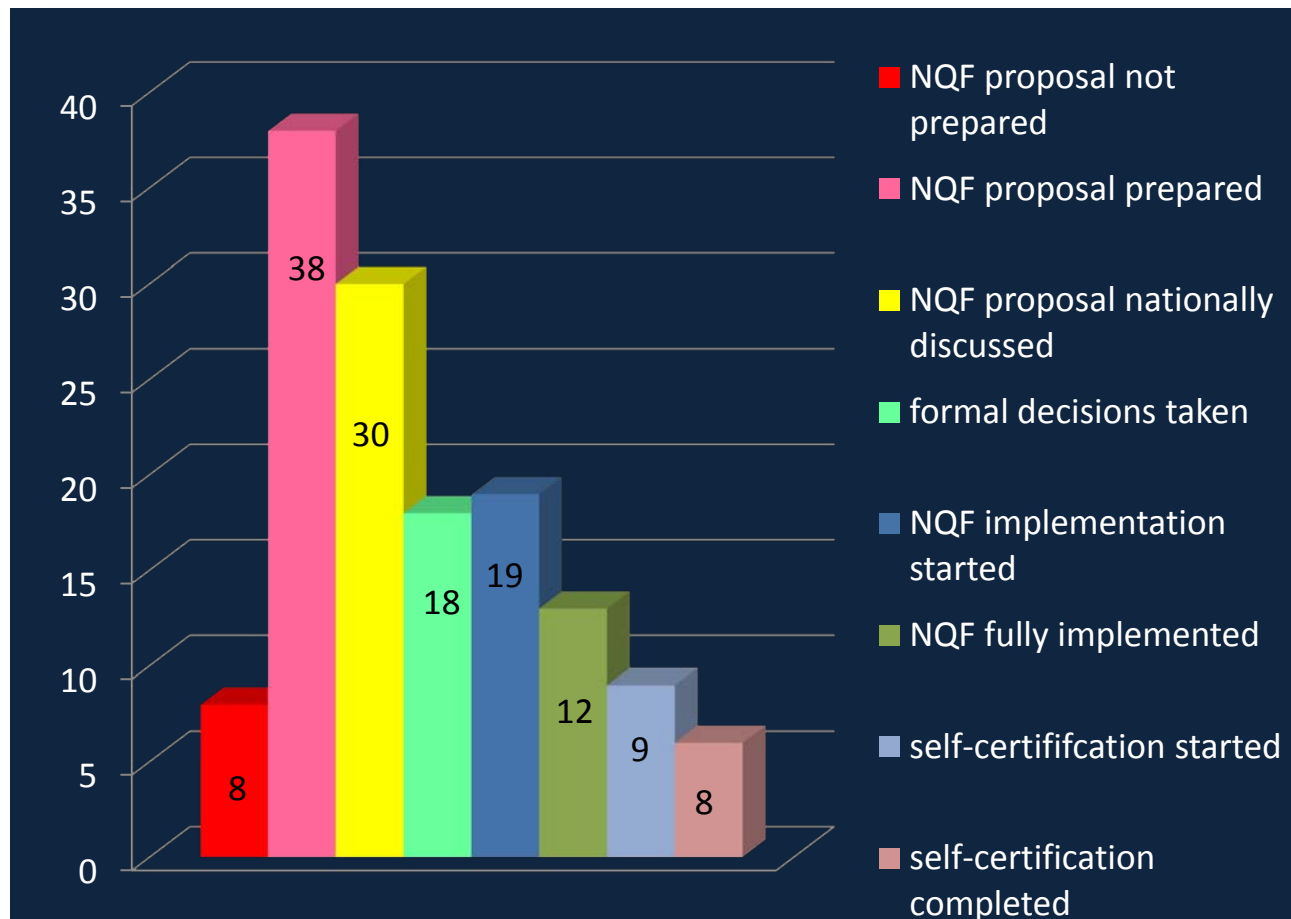
- linkage with learning outcomes :
 - far not everywhere,
 - not always properly
- problems to measure workload correctly

Will take time for proper implementation

- **Proposal** of QF **prepared**- 38 countries
- NQF proposal nationally discussed and **approved** - 18
- NQFs implemented and certified with the EHEA-QF: IE, UK-Sc, UK-EWNI, DE, NL, Be_nl, DK, (NO)

Issues:

- Superficial implementation,
- Starting self-certification too early



Implementation of European Standards and Guidelines for Quality Assurance

External QA

Practically all countries follow the pattern self-assessment/peer review/ publication of review results/ follow-up procedures

- Only 16 countries have evaluated their QA Agencies
- Half the countries are members of ENQA
- European QA Register has started admitting first QA agencies
- foreign participation in expert teams – almost everywhere

Could be completed in relatively near future

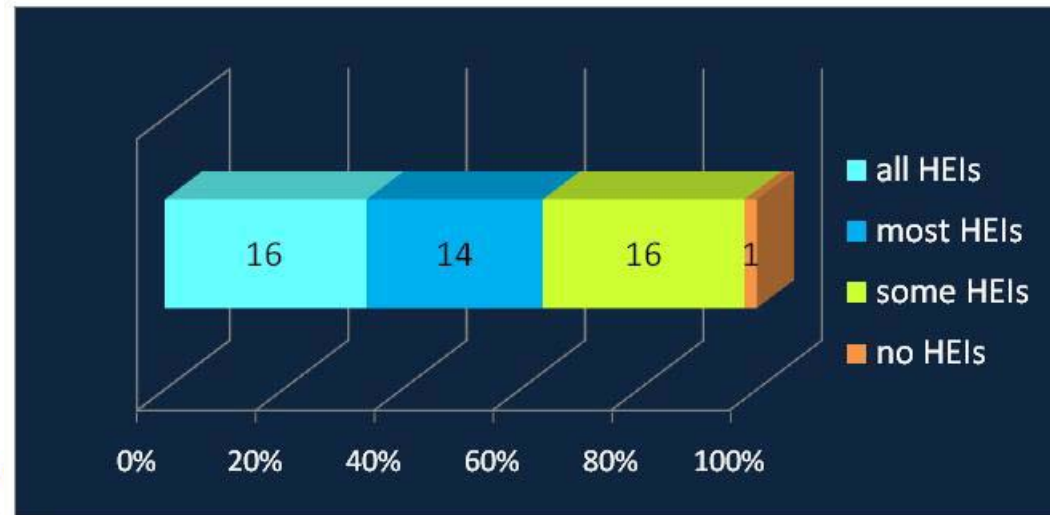
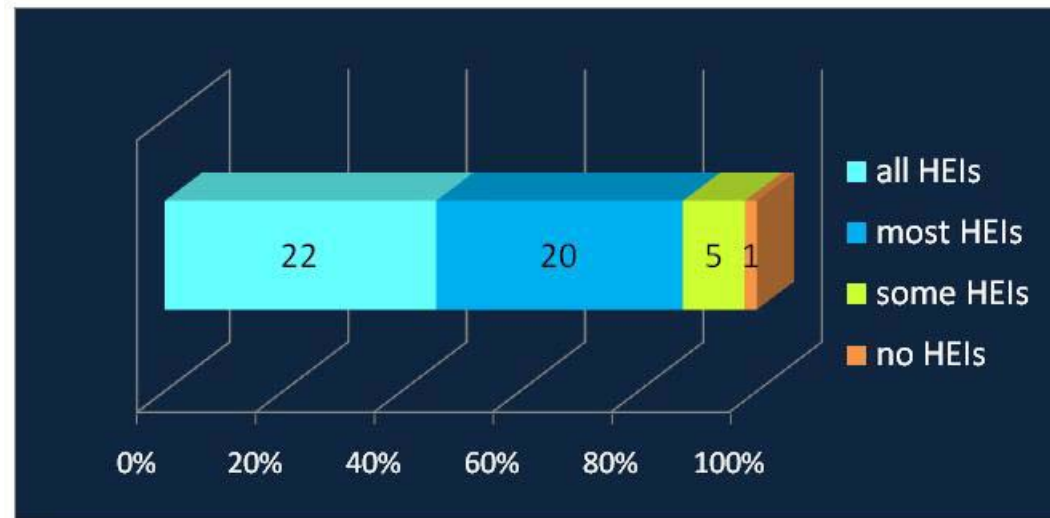
Internal QA

issues more or less
in place:

- internal approval of programmes,

- quality assurance of staff

- QA strategy

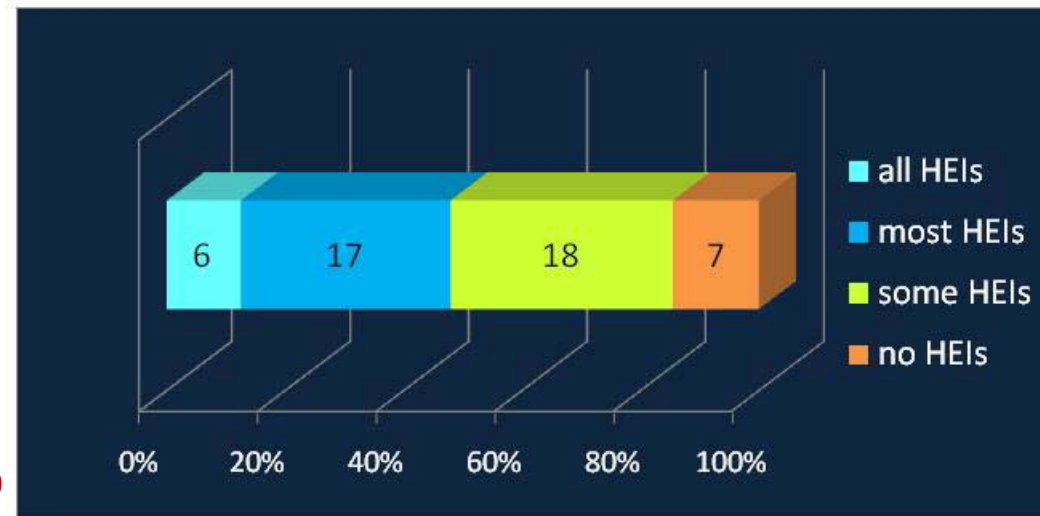
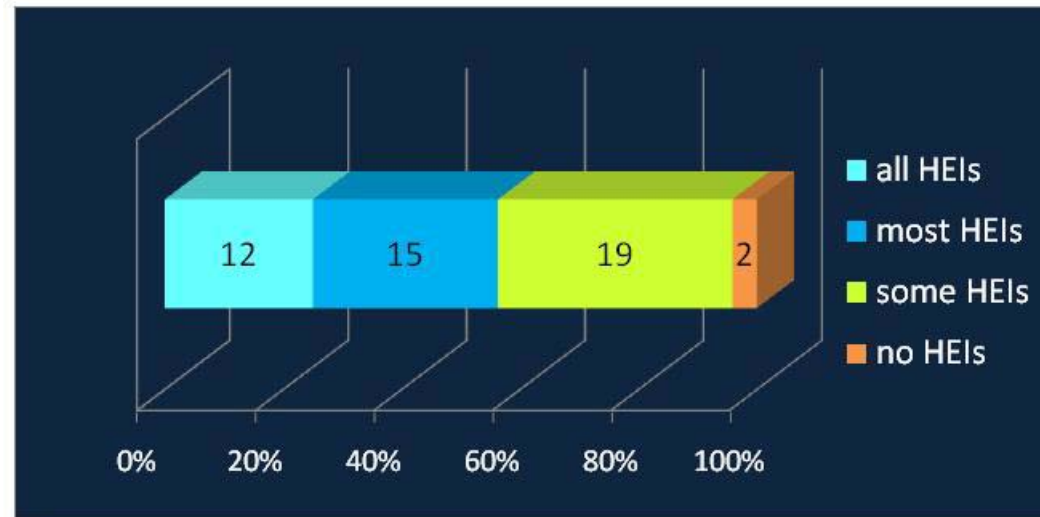


Internal QA

Issues with less achievements:

- linking programmes with learning outcomes
- linking student assessment with learning outcomes

The need of change is not always understood



Progress in introduction of Learning Outcomes approach

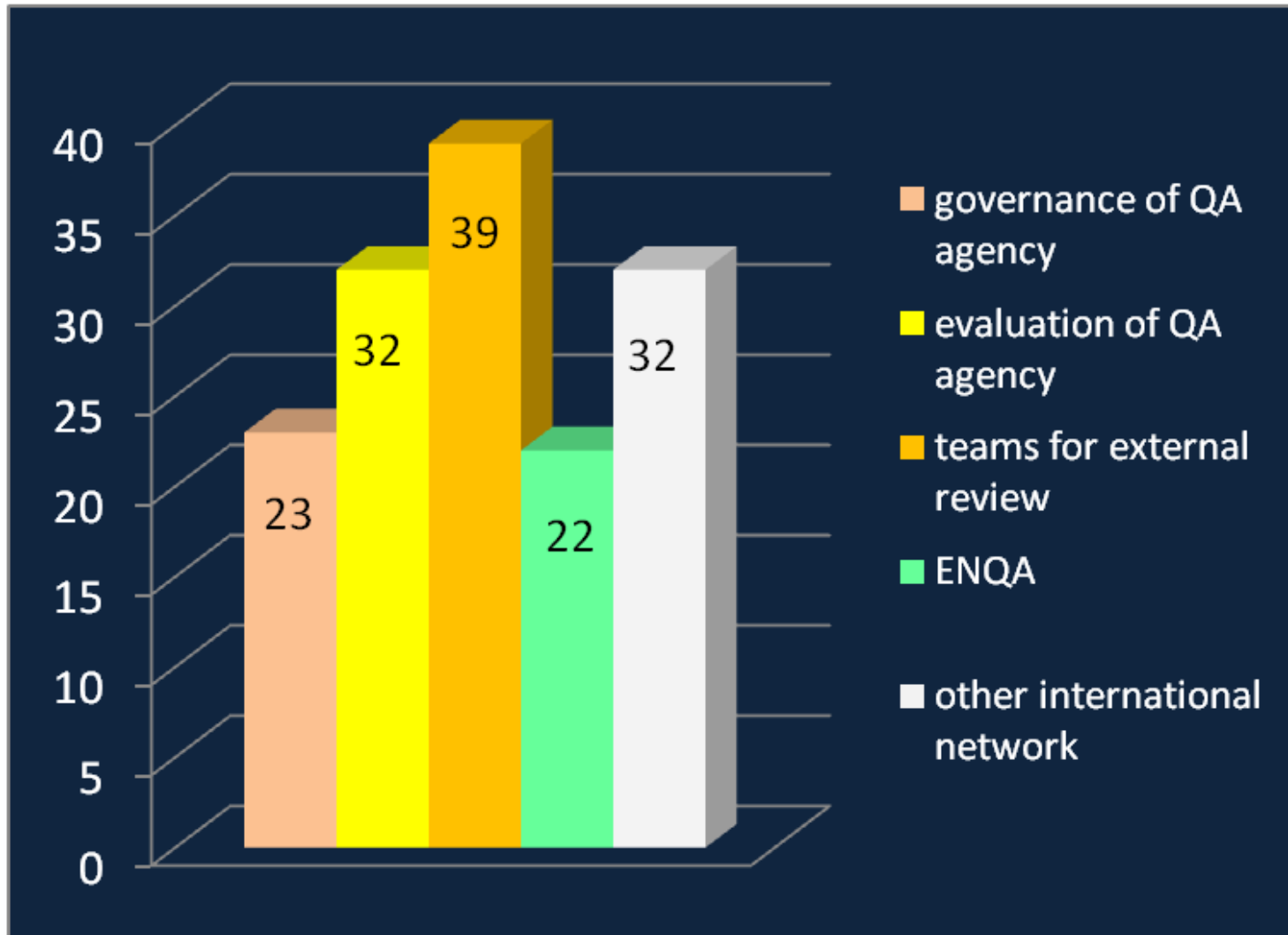
Learning outcomes are understood as important priority underpinning progress several other action lines – qualifications frameworks, student-centred learning, ECTS, recognition including recognition of prior learning, i.e. success of lifelong learning

Issues:

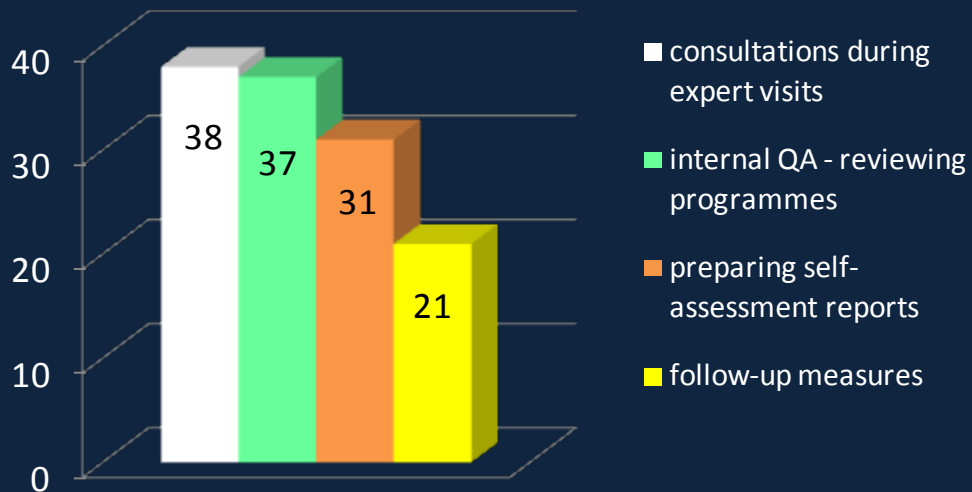
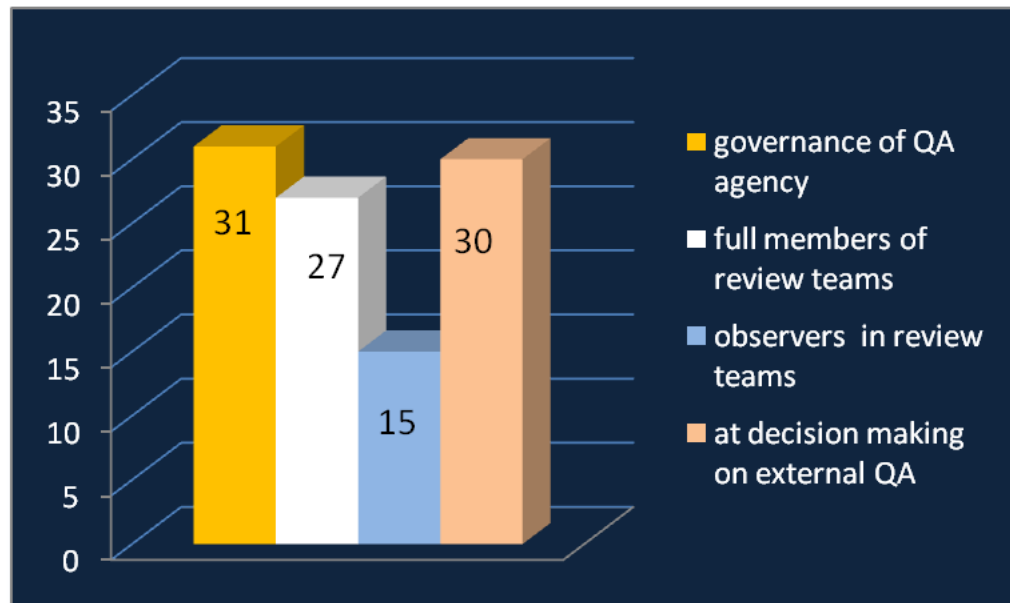
- LOs culture is new to many countries
- LOs are sometimes confused with overall goals of subject courses and programs
- LO's are often seen as a separate task and not in an integrated way with other actions

Fully-fledged introduction of outcomes-based quality culture will take time after 2010

International involvement in QA



Student involvement in QA



Recognition - implementation of the Lisbon Recognition Convention (LRC)

- LRC principles are not always transposed in national legislation
- Outdated approaches such as “nostrification” and “equivalence” are still alive
- Recognition procedures vary greatly between and within countries
- Credits are often formally “recognised” but not properly transferred
- Fair & coherent recognition across the EHEA is not yet there
- Need to improve procedures is not always understood

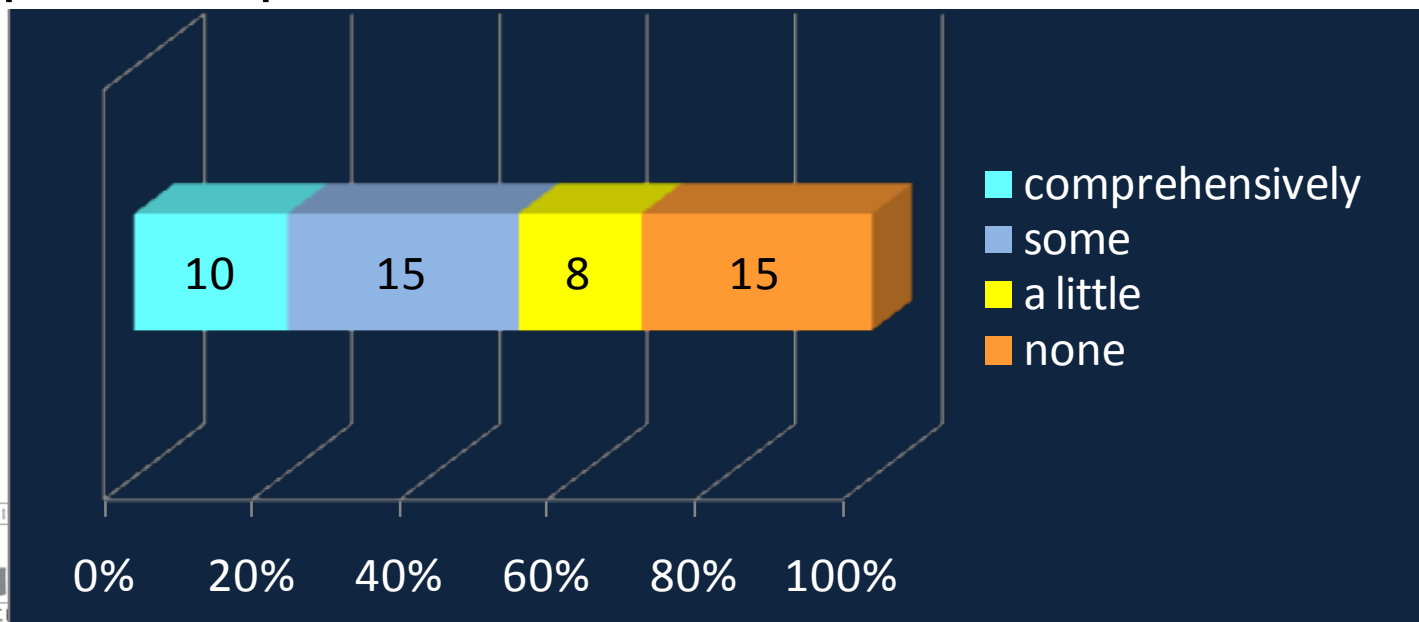
Tools for improve recognition

- revise national legislation
- find an appropriate solution to the 'triangle' of the international legislation, national legislation and autonomy
- include recognition procedures among the issues assessed within both internal and external quality assurance.
- carry discussion about recognition and terminology
- reach consensus on the understanding of "substantial differences"

**Involves change of attitude/culture –
will take time after 2010**

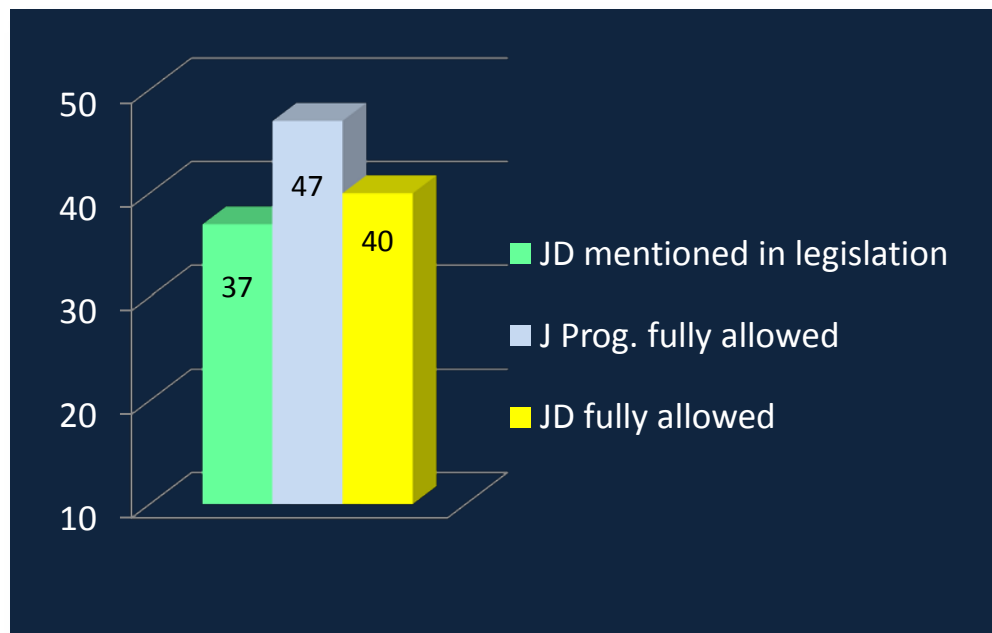
Recognition of prior learning

- In a small group of countries RPL already works well
- RPL is more often used for admission to HE rather than for allocation of credits
- Difficulties for some countries in understanding the concept of RPL, need of staff training
- RPL may be included in national policy but not applied in practice



Joint degrees

- in $\frac{3}{4}$ of the countries JDs are now legally possible
- Estimated number of joint programmes in Europe is over 2,300
- JD's are mainly at master's level
- Issues: joint quality assurance, issuing degree certificate jointly, sustainability, funding, registration

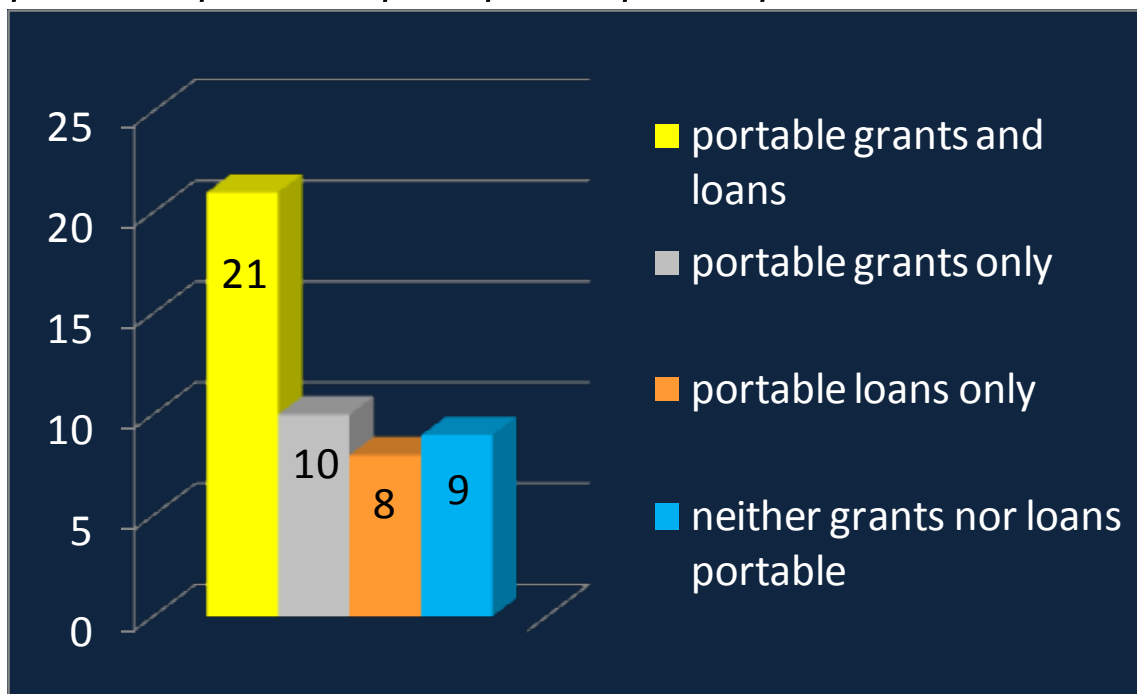


Mobility

- the spectrum is very wide – couple of hundred mobile students to many thousands
- two-thirds of the countries report they have managed to ease visa/work permit arrangements
- countries stimulate the development of programmes taught in a foreign language (mainly English), providing English or host country's language support
- funding is not the only hindrance to mobility
 - some countries complain that students are not interested
 - students highlighted the lack of information available in their home country.

Portability of grants and loans

- portable grants AND loans:
Nordics, AT, Befl, D, CH, FR, Pl, Pt a.o..
- neither grants nor loans portable:
ALB, ARM, BeFr, IT, RU, UK, UKR



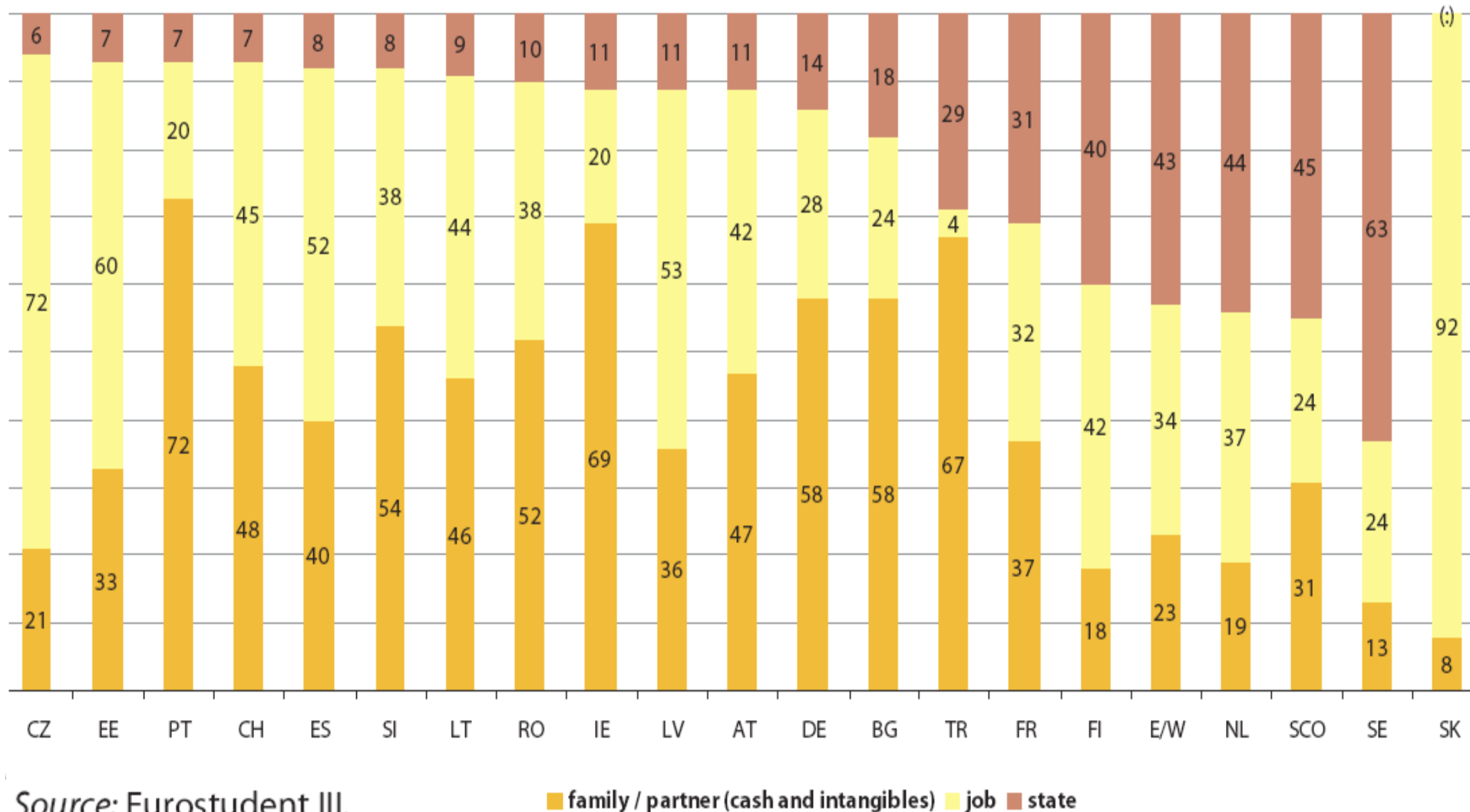
Student mobility data (Eurostat/UOE)

- percentage of students enrolled abroad **in Europe** is quite low - 2.3 % of students with EU citizenship
- outbound mobility rate in the Bologna Area is increasing +5 % annually since 2000
- Inbound mobility rates in Europe are 7 %, with around half being non-citizens of EHEA
- while the incoming students number is growing, proportion those coming from the EHEA has dropped

Student mobility data (Eurostat/UOE)

- students from highly educated backgrounds more often have a study period abroad (3 times more in some countries, but nearly equal CH and AT)
- students from low-educated backgrounds consider funding issue as the main obstacle.
- Staff Erasmus mobility remains limited, (EU average 2%) but it is growing since 2001 (+7 % annually)

Structure of income sources – students living away from parents



Social dimension of the EHEA

- A dozen of countries carefully describe the situation, a clear explanation of policy and strategies for the future,
- others provided hardly any information or even stated that they have no under-represented groups
- striking discrepancy between optimistic description by countries vs. the data provided by Eurostat & Eurostudent
- in spite of efforts, social background has a strong impact on entry to, and successful completion of, higher education

Social Dimension of the EHEA*

- In some countries, less than 10 % of those whose parents have low education graduate from HE
- In average more than 50 % of those whose parents achieved higher education also completed higher education, in some countries it is over 75 %
- Share of part-time students is growing, especially among the 30+ age group where it has grown from 37% to 48% since 2000.

* *numerical data from Eurostat/Eurostudent*

Eurashe's 10 Commitments

- I. The social dimension
- II. National qualifications frameworks (NQFs)
- III. The employability of graduates
- IV. Lifelong learning (LLL)
- V. Student-centred learning and the teaching mission of HEIs
- VI. Education, research and innovation
- VII. International openness
- VIII. Mobility
- IX. Multidimensional transparency tools.
- X. Funding

So, where do we stand?

- Structural reforms are relatively close to completion
- Success in internal quality assurance, system of credits, qualifications frameworks, lifelong learning and recognition depend much on the success in understanding and implementing learning outcomes
- Social dimension of the Bologna process remains unsolved – (serious) national strategies and evidence-based decisions are needed
- Should we go on?

**Of course we
must go on!**

Thanks for your attention!