

***OVERVIEW OF RECENT BOLOGNA
DEVELOPMENTS:
IMPLEMENTATION REPORT & PARIS
COMMUNIQUE***

TAM EVENT: EUROPEAN INTEGRATION OF UKRAINE'S HIGHER EDUCATION. 27 Nov 2018

Michael Gaebel, SPHERE, EUA

About HERE and SPHERE

HERE - Higher Education Reform Experts in Partner countries

- Initiative of the European Commission – implemented through the EACEA Agency
- Former TEMPUS countries: Albania, Algeria, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Egypt, Georgia, Israel, Jordan, Kazakhstan, Kyrgyzstan, Lebanon, Moldova, Montenegro, Morocco, Palestine, Russia, Serbia, Tajikistan, Tunisia, Turkmenistan, Ukraine, Uzbekistan and Kosovo.
- Close collaboration with HERE Teams and NEOs at national Erasmus+ Offices

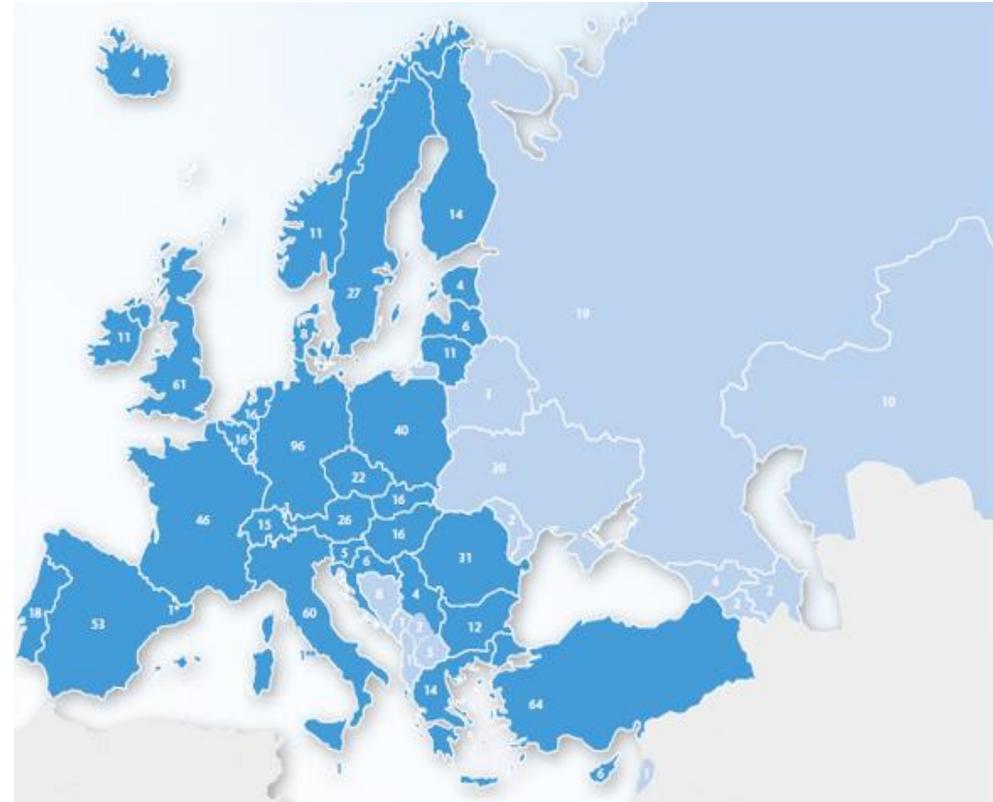
SPHERE – Support and Promotion for HERE

- Annual activities:
 - 1 conference, 1 thematic seminars, 3 study visits to universities,
 - around 50-60 technical assistance missions (TAM)
- SPHERE Consortium: University Barcelona & European University Association (EUA)

<https://supportthere.org/>

European University Association

- Non-governmental, independent
- 800 member universities in 48 countries
- 24 Ukrainian members
- Represents the interests of the higher education sector at European levels
- Membership services & policy making
- “consultative member of the Bologna Process”



EUA Trends 2018: Data on developments in the EHEA

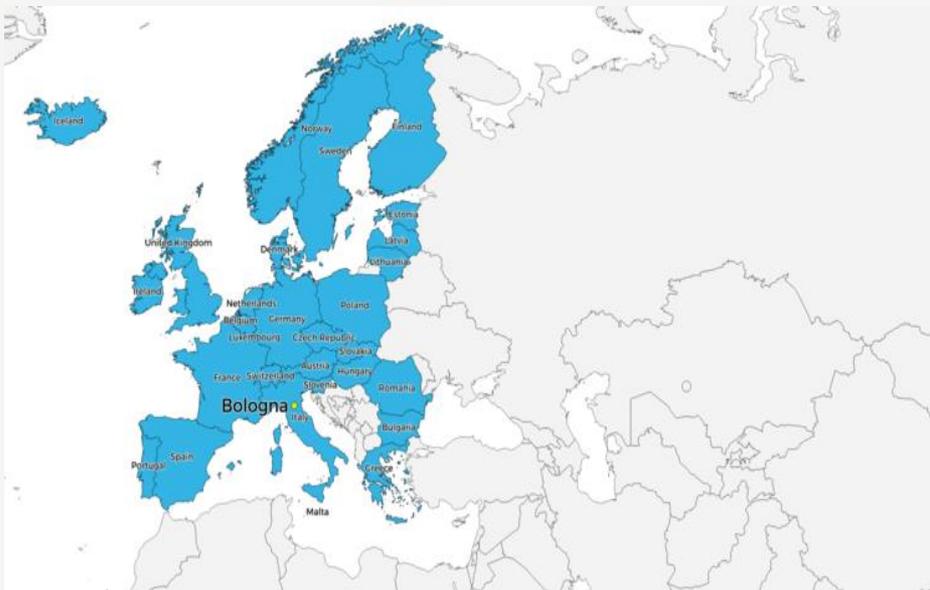
TRENDS 2018

- Follow-up on TRENDS 2015 – longitudinal data
- Institutional developments in learning and teaching
- 303 responses – 43 European higher education systems
- **6 responses from Ukraine**
- Institutional leadership (for the entire institution)



1998/9 – the vision of Bologna

- The Bologna Process vision



European Higher Education Area

- building a cultural Europe
- international competitiveness

comparable degrees

credit system

Mobility for students and staff

European dimension for QA

29 countries

Your say

Has Bologna achieved its goals?

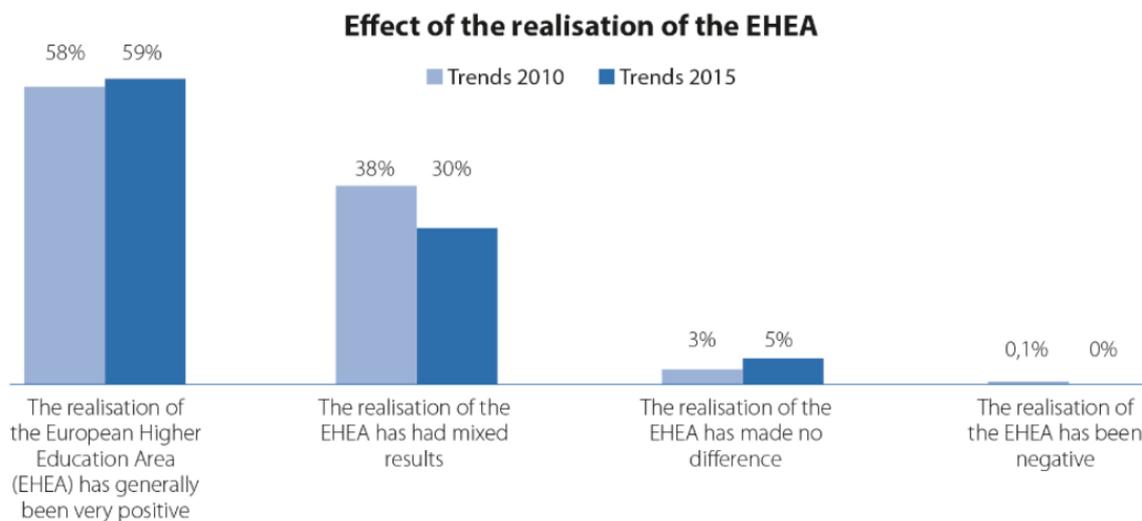
- a) The EHEA has been positive
- b) The EHEA has mixed results
- c) The EHEA made no difference
- d) The EHEA is negative.



European University leaders say

...

Which statement best describes the situation at your institution?



Trends 2010, Q6: N= 769
Trends 2015, Q8: N= 420

European Ministers say ...



EMPOWERING
EHEA Paris 2018
EUROPE'S YOUTH

Conférence ministérielle européenne
pour l'enseignement supérieur



PARIS COMMUNIQUÉ
Paris, May 25th 2018

“progress has been made while implementation remains uneven, both between policy areas and between countries”

- **Key commitments**

- Recognition – Lisbon Recognition Convention
- 3 study cycles/ qualification frameworks
- Quality Assurance – Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG)

Supporting individual systems in implementation of longstanding reform commitments

Thematic Peer Learning Group (TPG)

on “key commitments”:
recognition, quality assurance, qualification frameworks

3 groups: Recognition, Qualifications Frameworks, M

Bologna Implementation Coordination Group (BICG)

Funding support

High participation in the (between 28-45 countries per group)

3 chairs per group

Erasmus programme countries: E+ restricted call - project applications

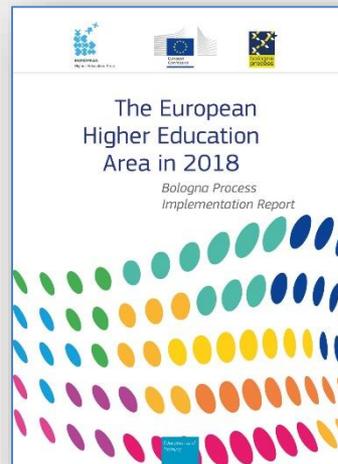
EU Neighbourhood: HERE funding, TAM, and capacity building projects

Organisation

- BFUG Working Group 1 (Monitoring)
- co-chaired by Norway and Eurydice
- involving countries and stakeholders (EUA, EQAR, ESU, EI)

Data:

- Statistical data: Eurostat/national statistics agencies / data collections
- Qualitative data: survey to Ministries
- reports and surveys from Eurostudent, EUA, ESU, EQAR





Bologna Scorecard indicators

- Indicator 1: Degree structure implementation
- Indicator 2: National Qualifications Frameworks
- Indicator 3: ECTS
- Indicator 4: Lisbon Recognition Convention
- Indicator 5: Diploma Supplement
- Indicator 6: Quality Assurance



Key indicators

Key commitments:
not yet all green



3 cycle degree structure: comparable but different

Use of cycles

50% of EHEA countries:
most first-cycle
graduates continue to
study in a second-cycle
programme

25% of EHEA countries:
less than 25 % that
move directly into the
second cycle

ECTS

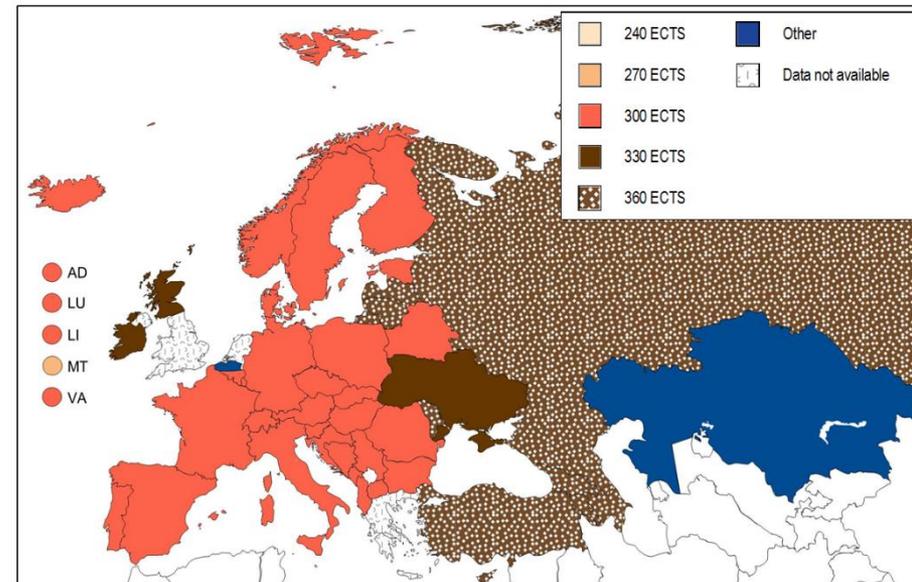
1st cycle

• 180 - 240 ECTS

2nd cycle

• 60 - 120 ECTS

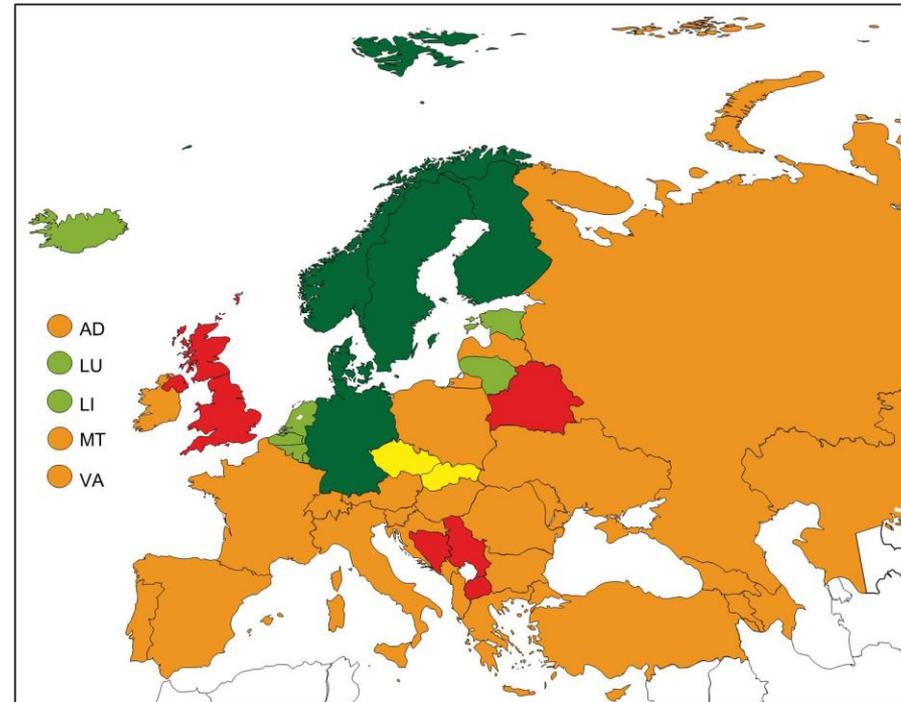
Most common total workload of first- and second-cycle programmes, 2016/17



Recognition

- Lisbon Recognition Convention principles well embedded in national legislation
- But recognition practice is far from "automatic"
- problems at the level of HEI

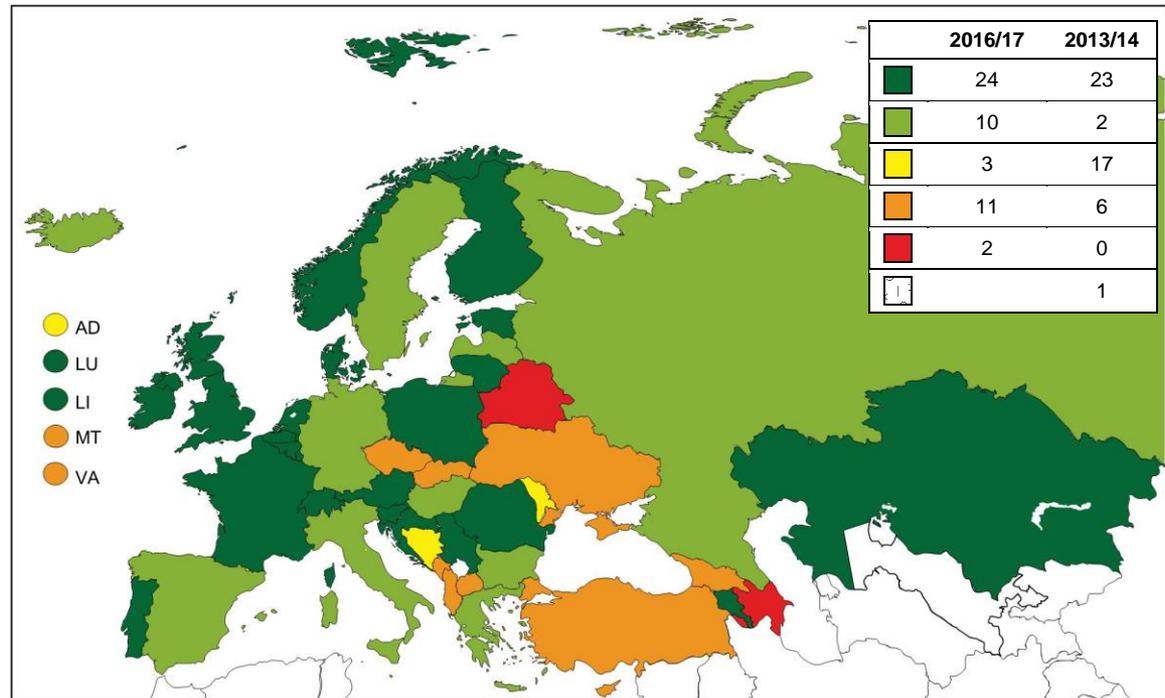
Scorecard indicator n°8:
System level (automatic) recognition for academic purposes



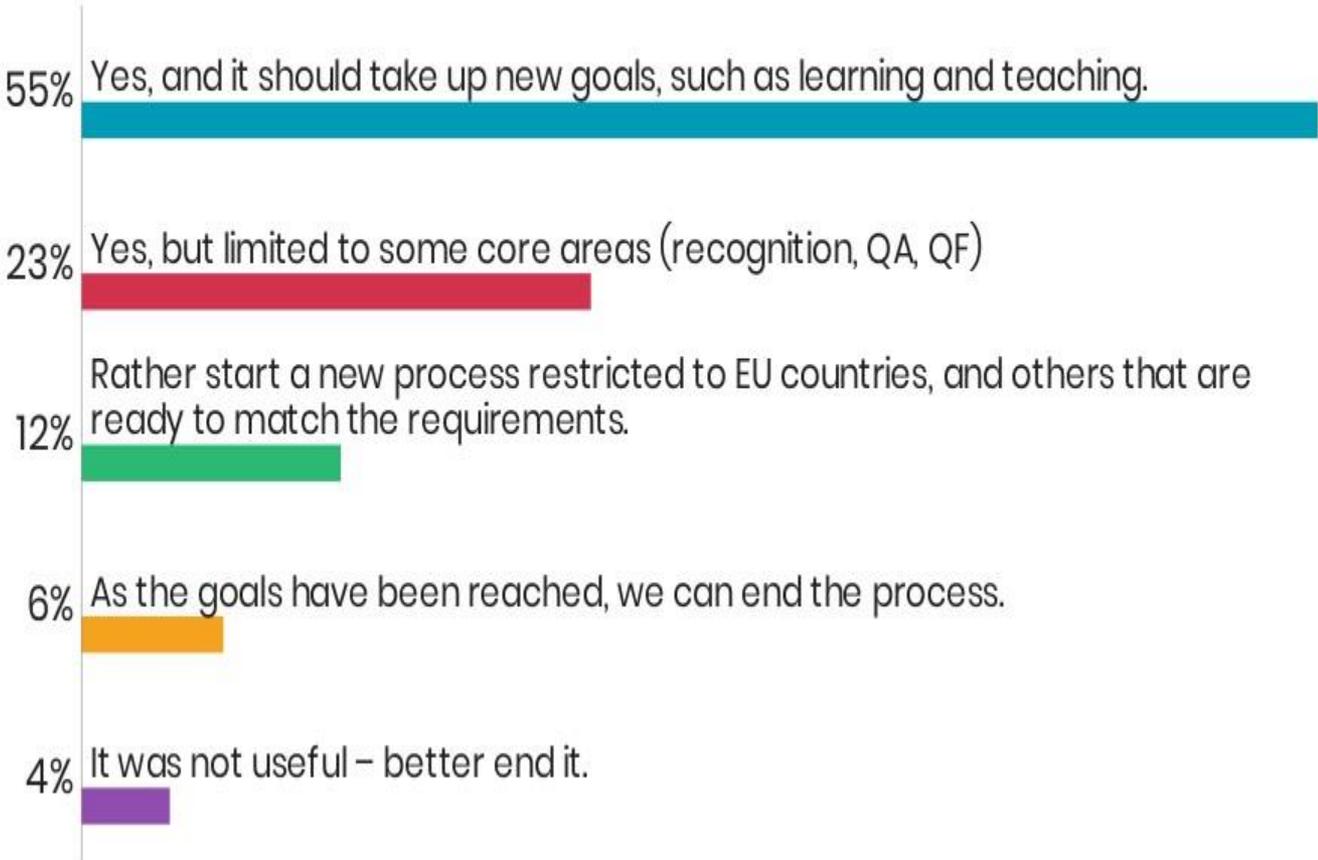
Quality Assurance

- Positive development since 2015
- ESG well-respected
- HEI restricted to national QA agencies
- European approach for QA of joint programmes not permitted in many countries

Scorecard indicator n°6:
Stage of development of external quality assurance system,



Should the Bologna Process continue?



Participants at the 2017 European Quality Assurance Forum (EQAF)



EMPOWERING
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EUROPE'S YOUTH

Conférence ministérielle européenne
pour l'enseignement supérieur



PARIS COMMUNIQUÉ

Paris, May 25th 2018

Meeting in Paris on 24 and 25 May 2018, twenty years after the Sorbonne Declaration was signed, we, the Ministers responsible for higher education, wish not only to celebrate the progress made in building the European Higher Education Area over the past two decades, but also to make strong and ambitious commitments for its further development.

- University values
- Learning and teaching

Thank you for your attention

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@euatweets
#EUALearnTeach

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Bologna Process Implementation Report

CHAPTER 1: THE EHEA LANDSCAPE

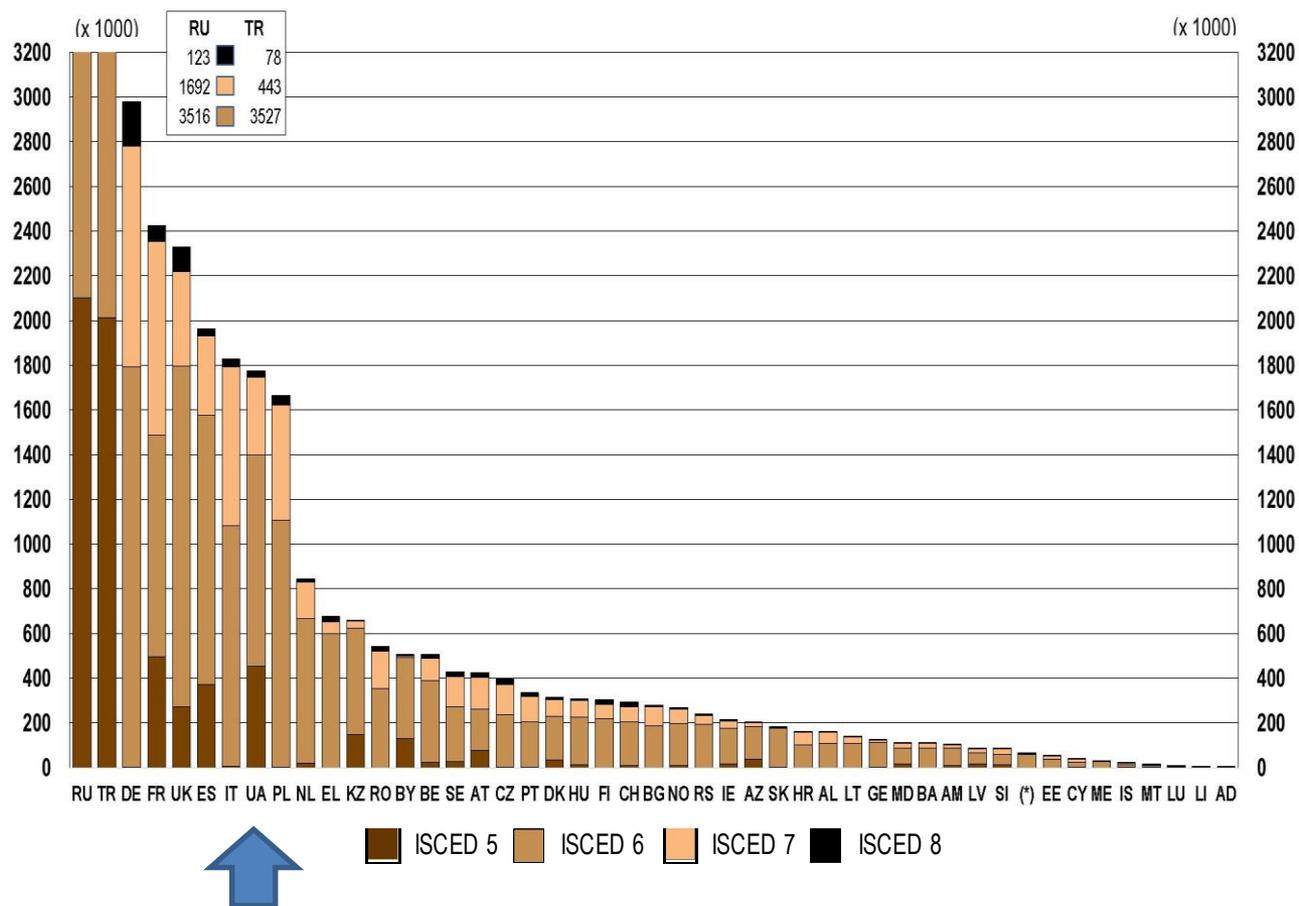
CHAPTER 2: LEARNING & TEACHING

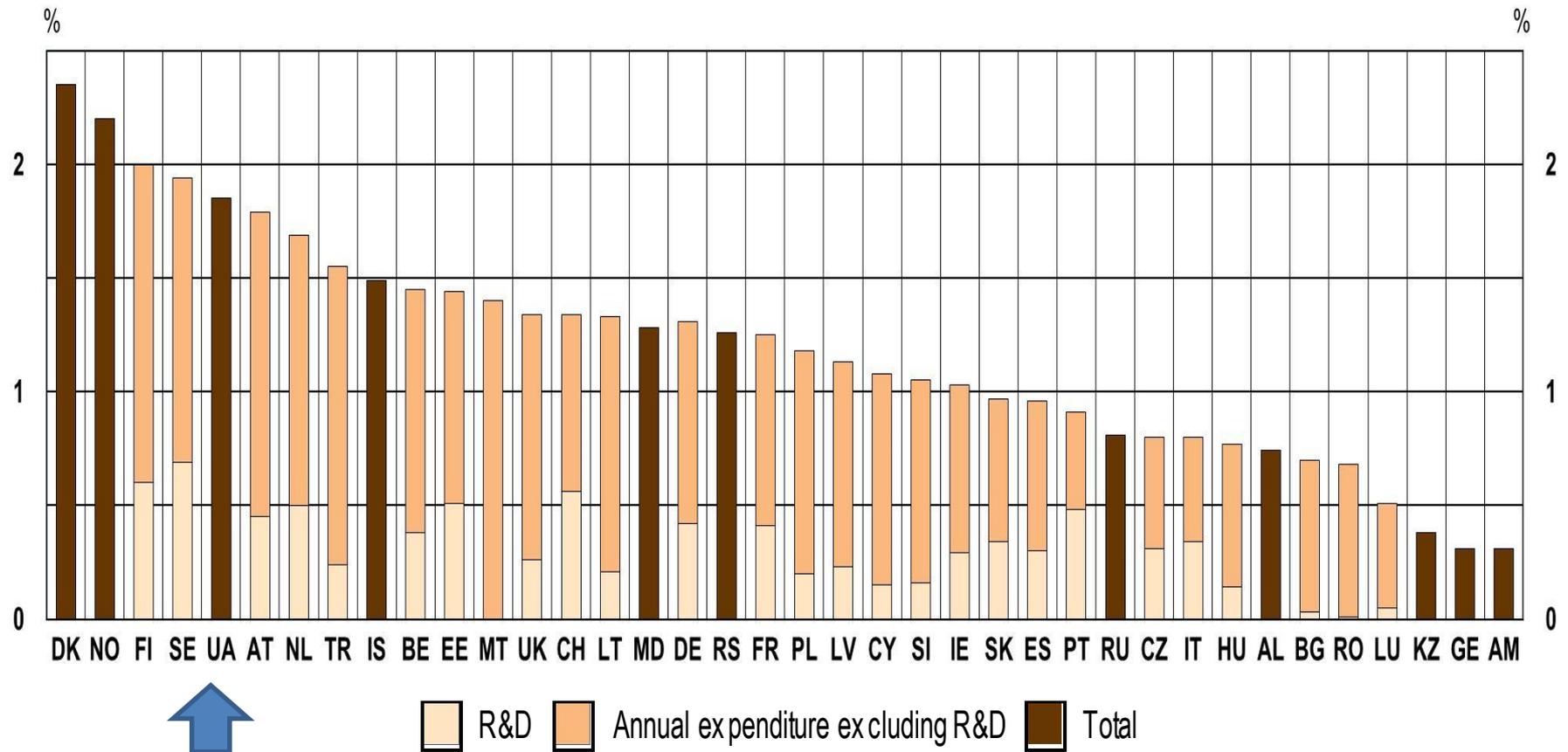
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CHAPTER 1: THE EHEA LANDSCAPE

Student Enrolment rates

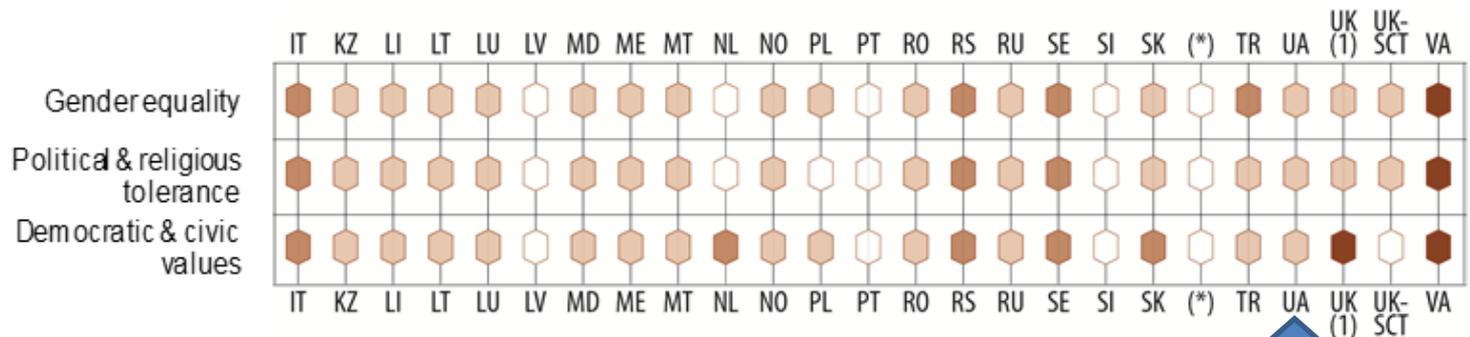
- first-cycle - 58.8 %
- second-cycle - 21.7 %
- third-cycle programmes - 3 %
- short-cycle tertiary education - 16.8 %
- System sizes: 7 million in Russia – 450 in Andora
- Russia, Turkey, Germany, France and the United Kingdom = 56.3 % of the total students
- Spain, Italy, Ukraine and Poland – 1.5 Mill students each





“Academic freedom and integrity, institutional autonomy, participation of students and staff in higher education governance, and public responsibility for and of higher education form the backbone of the EHEA.”

- Difficult to assess (self reporting has limits)
- Different models of governance are not directly & causally linked to problems
- Legal protection of academic freedom and institutional autonomy is important, but not sufficient



(*): the former Yugoslav Republic of Macedonia; UK (1): UK-ENG/WLS/NIR

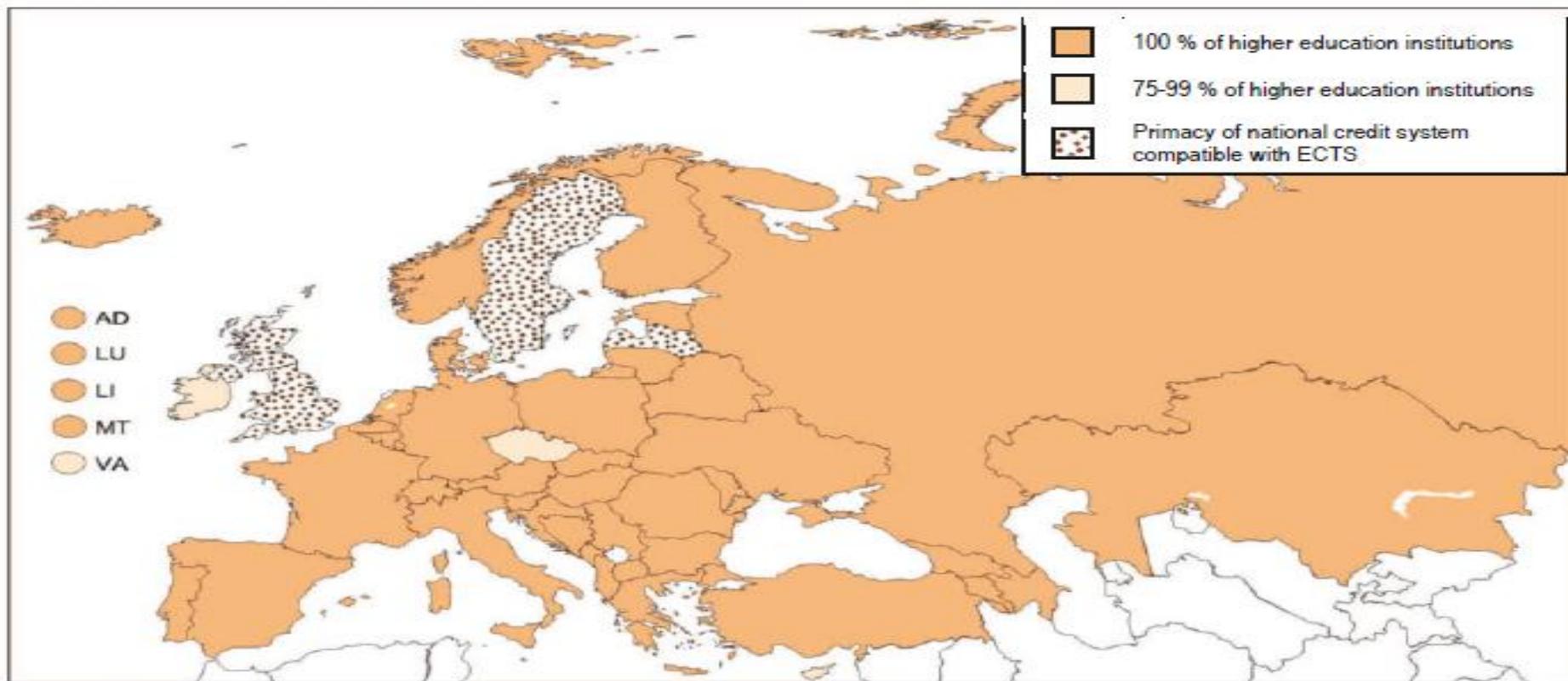


Top level legislation
 Specific HE legislation
 Other forms of support
 HEIs decide on their own

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CHAPTER 2: LEARNING & TEACHING

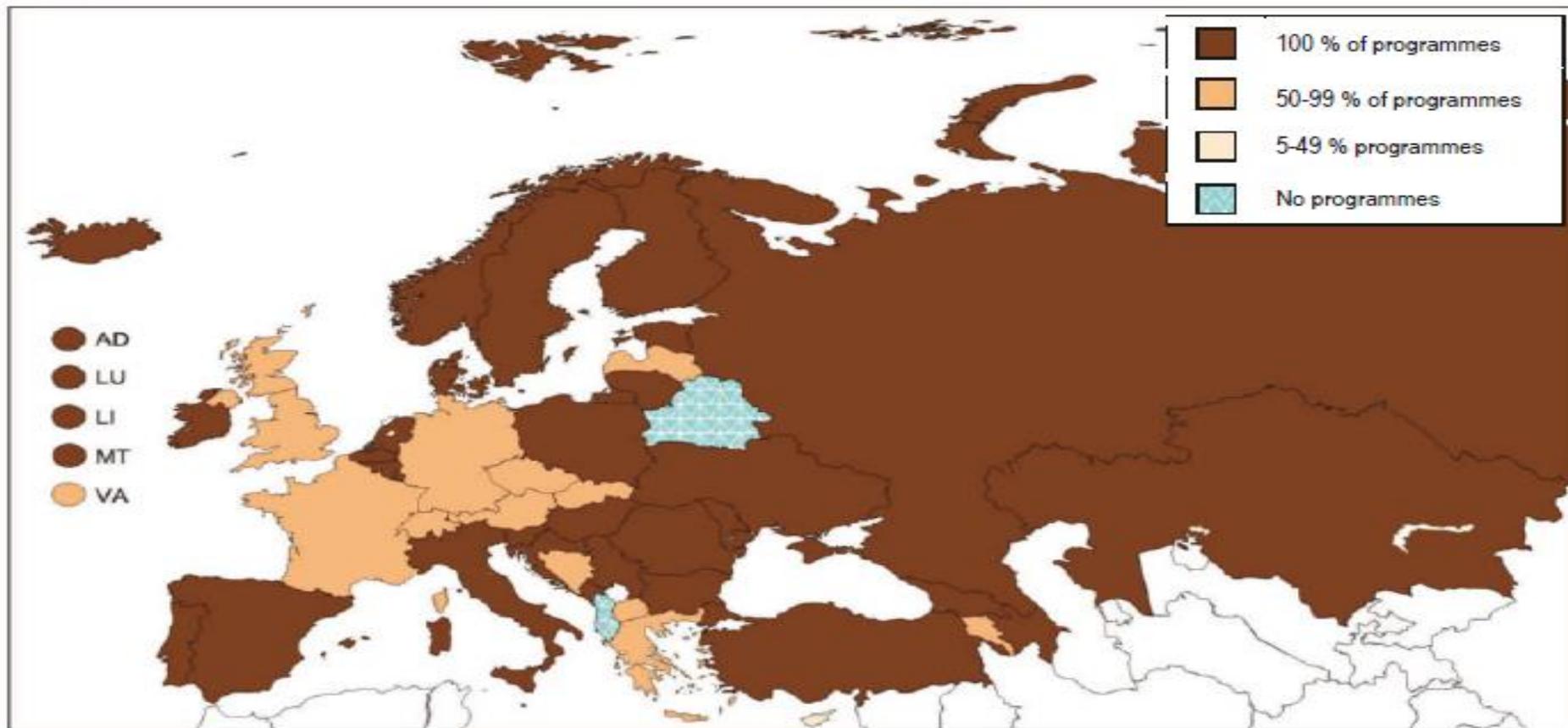
Figure 2.4: Share of higher education institutions using ECTS credits for accumulation and transfer, first- and second-cycle programmes, 2016/17



Source: BFUG data collection.

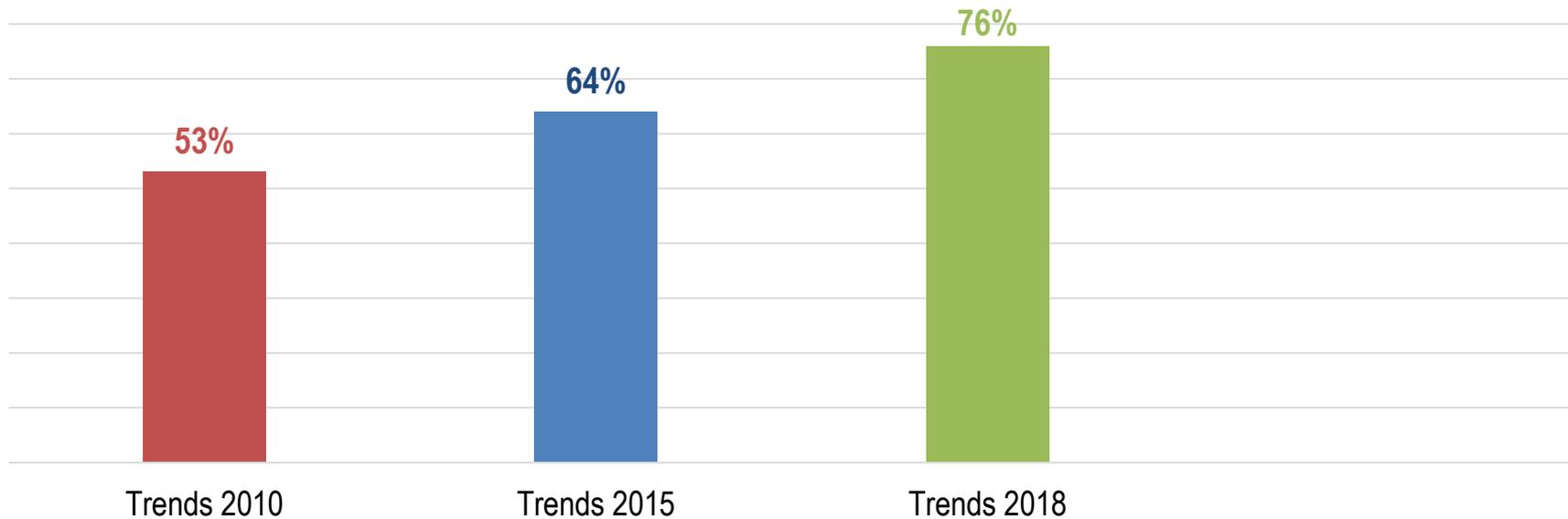
ECTS and learning outcomes

Figure 2.6: Extent to which ECTS credits are linked with learning outcomes in higher education programmes, 2016/17



Institutions

Learning outcomes for all courses

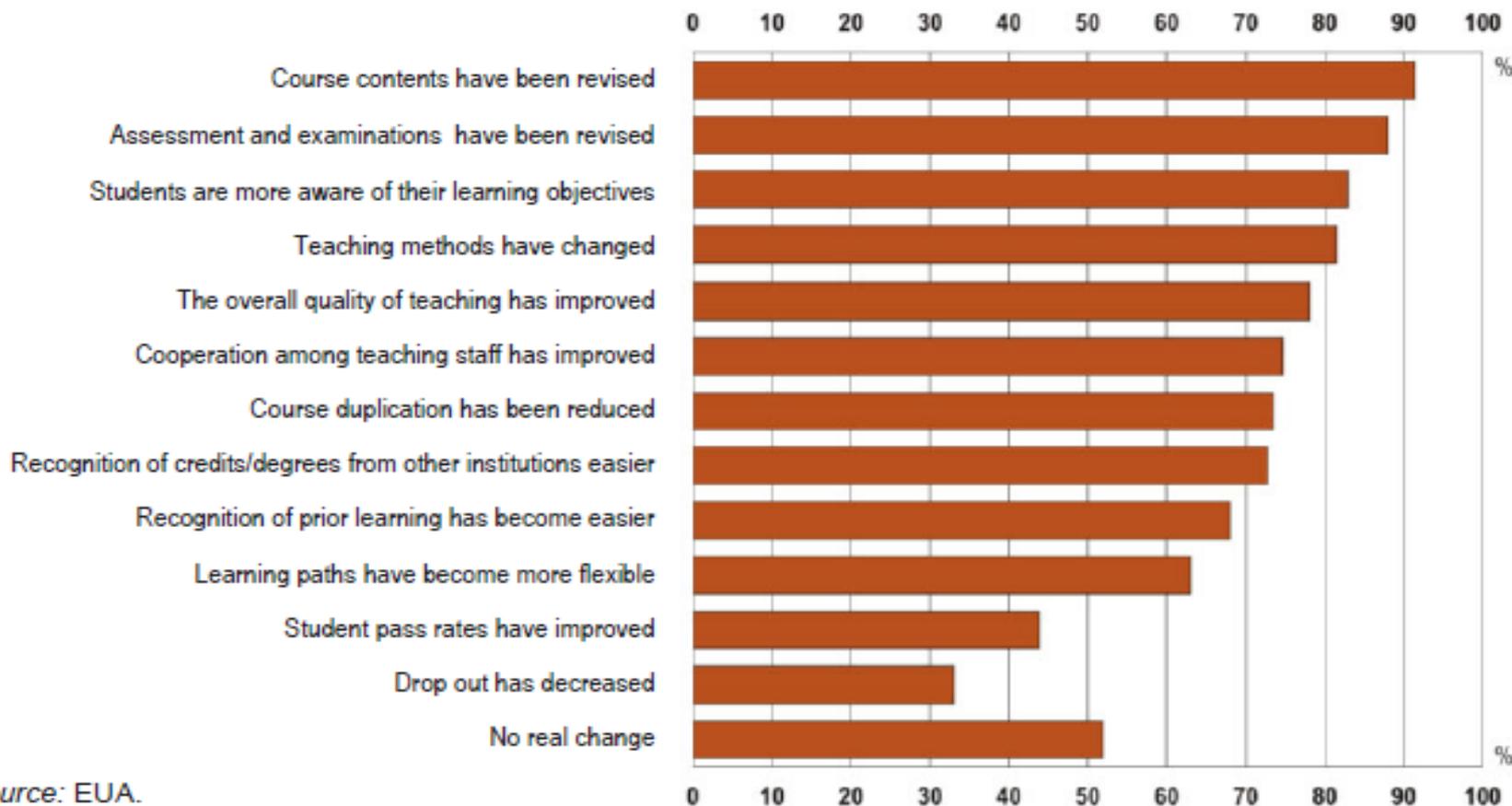


Trends 2010. Q. 19

Trends 2015. Q. 36

Trends 2018. Q. 22

Figure 2.8: Impact of the learning outcomes approach in higher education institutions (% of institutions), 2017



Source: EUA.

Institutions

STAFF ENHANCEMENT

Training on learning outcomes

- **39%** on request only
- **25%** for all teaching staff
- **12%** for new teaching staff only

Voluntary courses

- **77%** in place
- **13%** planned

Compulsory courses

- **37%** in place
- **17%** planned

• Trends 2018. Q38, Q39

Institutions

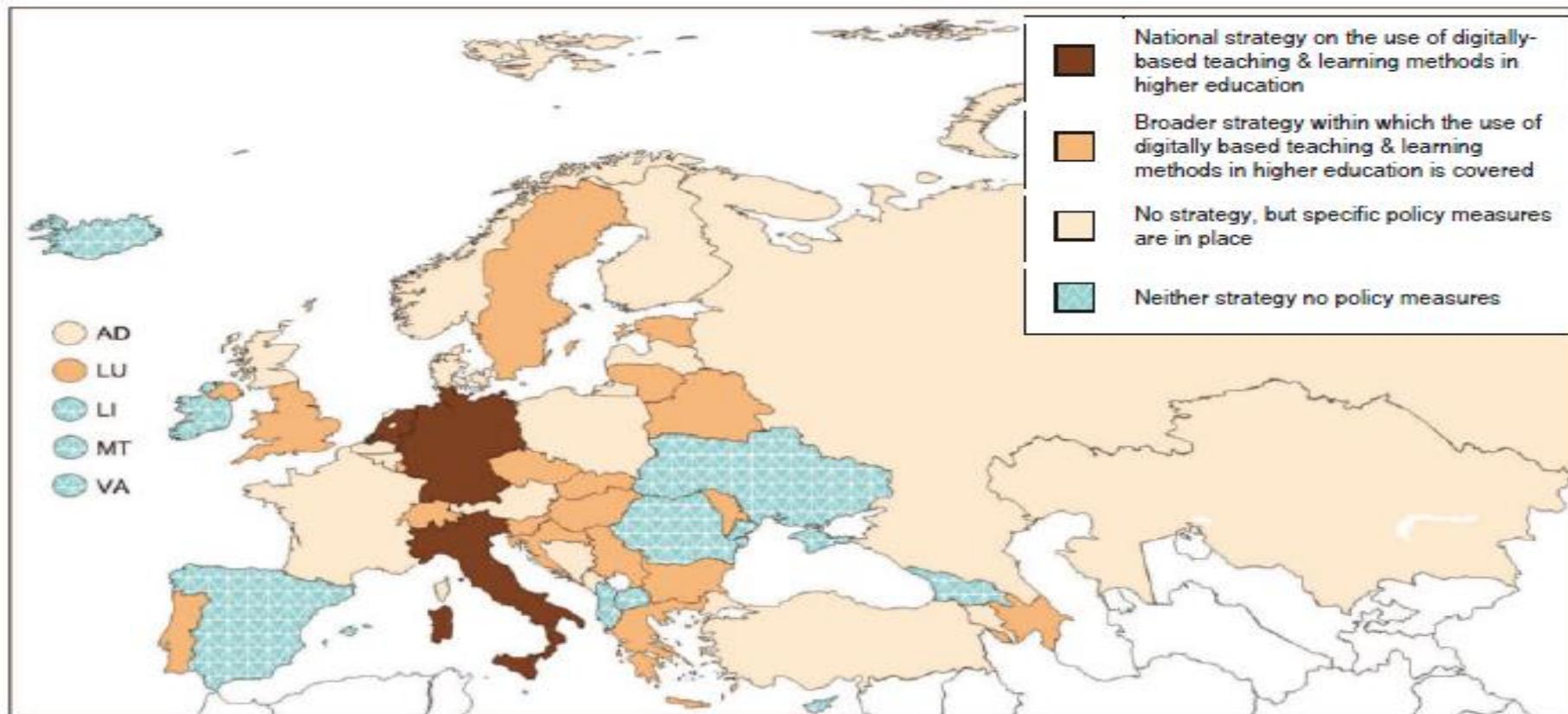
DIGITAL LEARNING

Increased acceptance/more strategic approaches to e-learning	87%
Boosted education provision through e-learning	74%
Blended learning used in regular teaching	36% fully 51% to some extent

Trends 2018. Q25, Q29

LEARNING IN DIGITAL ENVIRONMENTS

Figure 2.26: National strategies on the use of new technologies in teaching and learning in higher education, 2016/17



Source: BFUG data collection.

Changing approaches in L&T

Flipped classrooms

- 15% very useful
- 39% to some extent
- 13% does not work

Problem-based learning

- 43% works well
- 44% to some extent
- 4% no use

Research on L&T

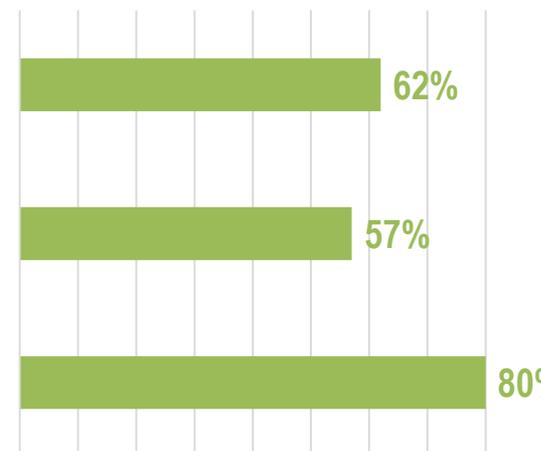
- 67%
- 27% Central structure
- 13% Learning analytics

- Trends 2018. Q9, Q24, Q25, Q42

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Increased demand for flexible provision

Growing demand for short-term (non-degree) learning opportunities, with a certificate upon course completion.



Enrolment to flexible courses or programmes has increased in the past 3 years.

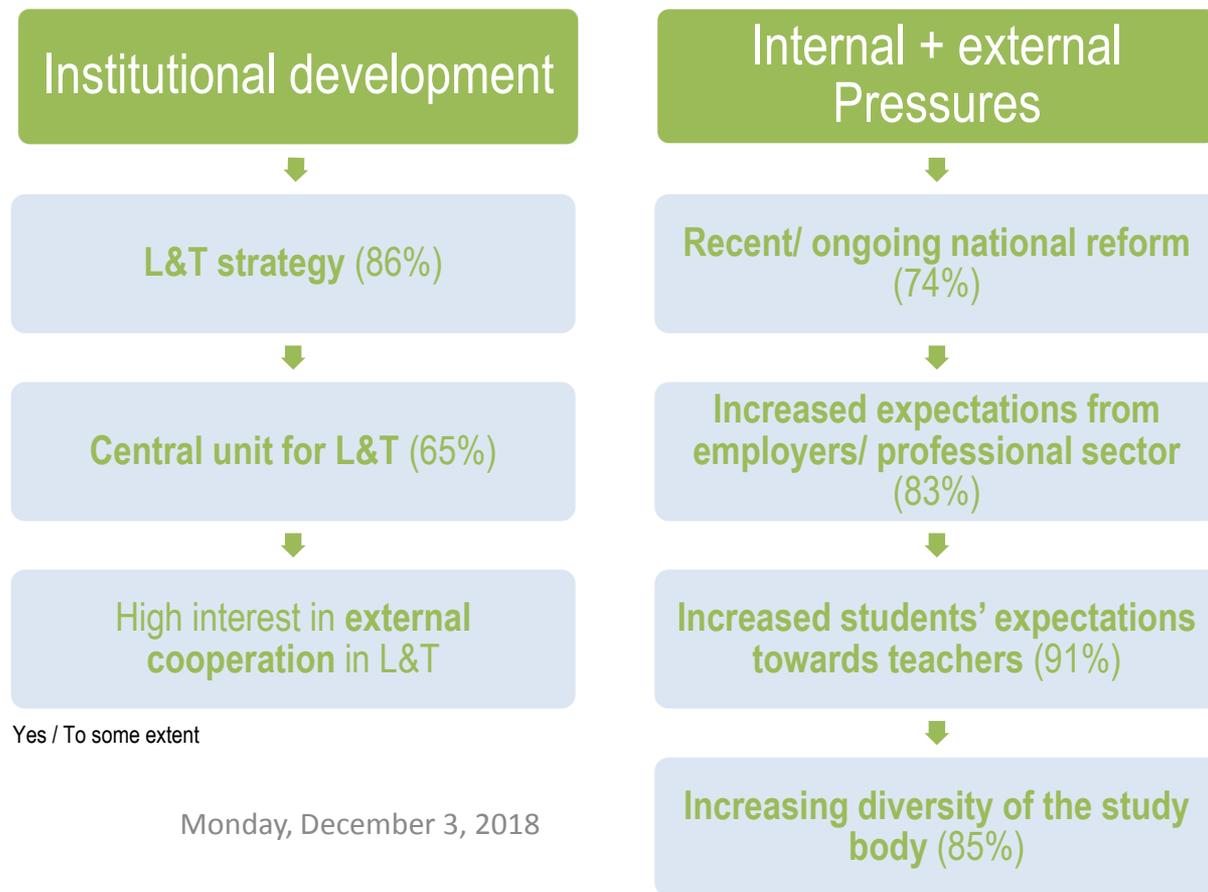
Growing demand for degree programmes provided under flexible arrangements.

- Trends 2018. Q29

■ Yes / To some extent

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High levels of convergence:
Increased attention to L&T throughout the institution (92%)



• Trends 2018. Q9, Q12, Q18

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Strong emphasis on external collaboration

On teaching enhancement

- None (10%)
- National initiatives (55%)
- International initiatives (53%)
- University networks (43%)
- Individual partner institutions (43%)
- Commercial providers (13%)

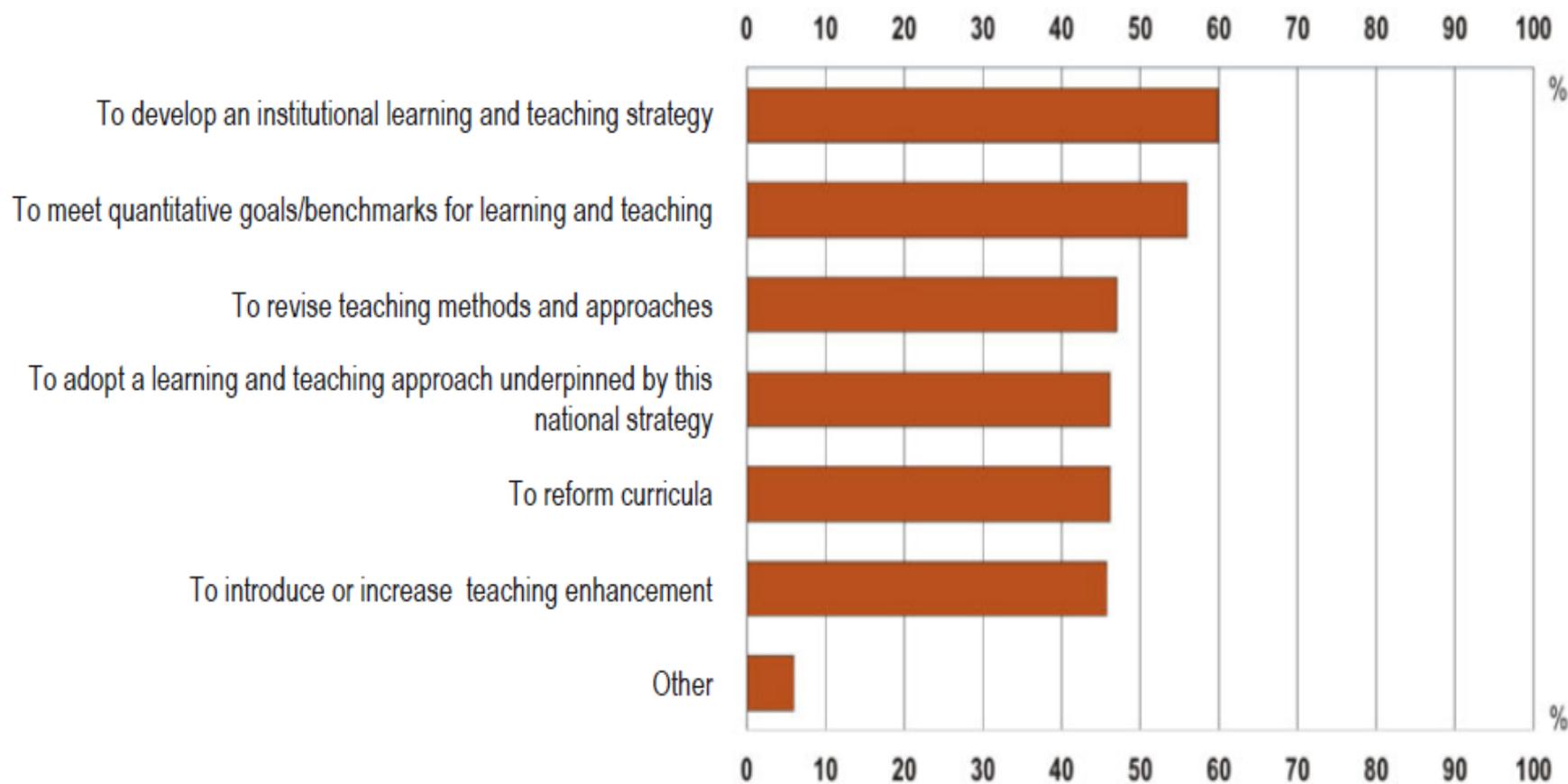
On L&T in general

- Employers (94%)
- Local community (88%)
- Primary and secondary schools (86%)
- Vocational institutions (73%)
- International staff and student exchanges (96%)

Trends 2018. Q27,
Q41

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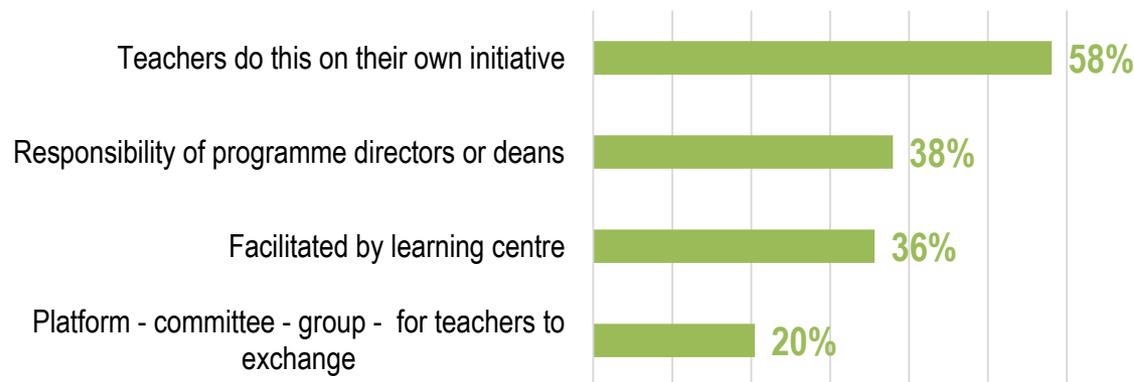
Figure 2.1: Expectations towards higher education institutions specified in national learning and teaching strategies (% of institutions reporting that there is a national strategy in place), 2017



Source: EUA.

Collaboration on L&T within the institution

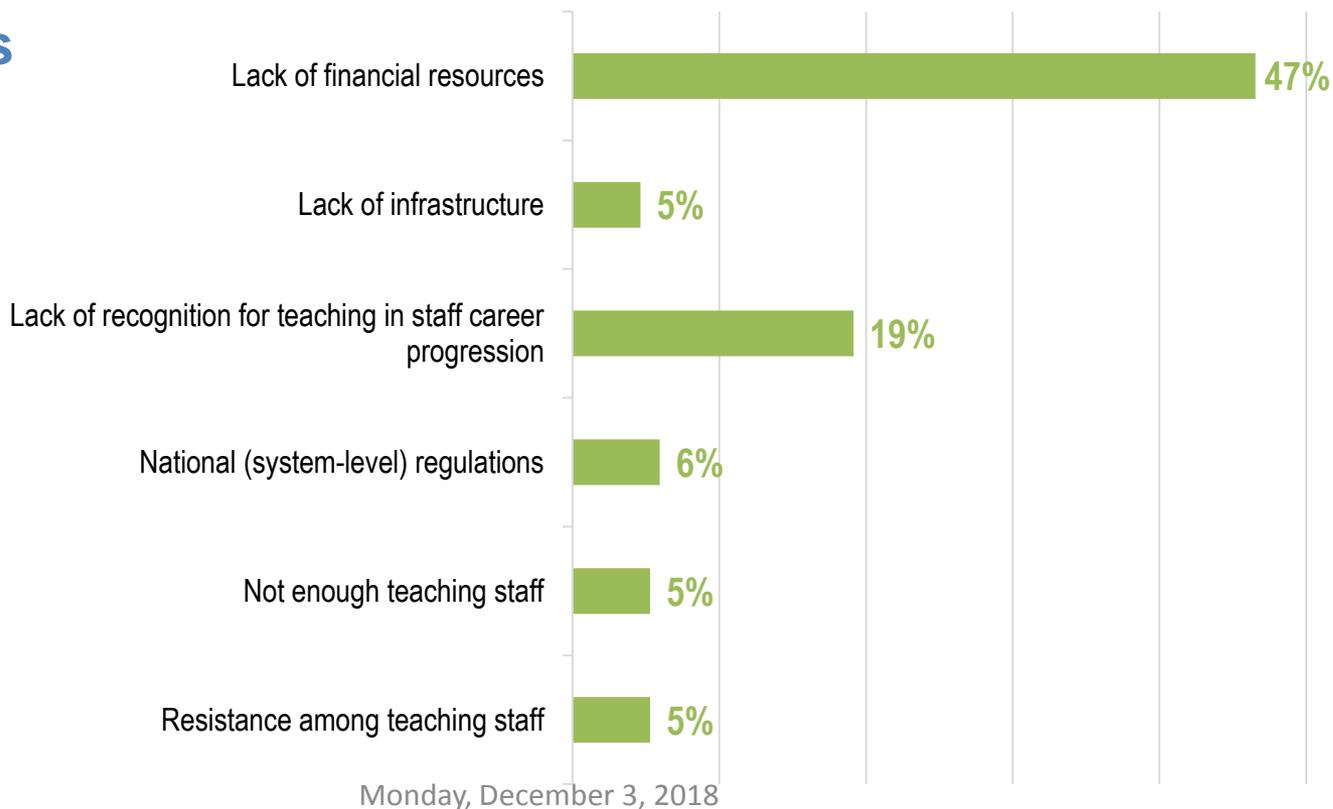
Encouraging and supporting exchange and collaboration among teachers on pedagogical practices



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Number one obstacle (out of top 3)

Top obstacles for L&T



Concluding points

- Data & research on L&T – institutional developments
 - Convergence trends & gaps: social inclusion/engagement, flexible learning offer, digital learning, teaching enhancement
 - Research on L&T
- Key challenge
 - Funding
 - Career development
 - Institutional & policy attention to the education mission
- Institutional level: capacity for change
 - Collaboration within the institution: role of leadership, organisation
 - New and changing roles of staff
 - Overall implications for the institution and its mission
- Exchange & collaboration crucial for L&T development
 - exchanges/projects among institutions
 - national initiatives
 - Europe: Erasmus+, Bologna Process, university associations

2nd European Learning & Teaching Forum

14–15 February 2019, Warsaw, Poland

Call for
Thematic
Peer Groups
2019



Thank you for your attention

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Unit

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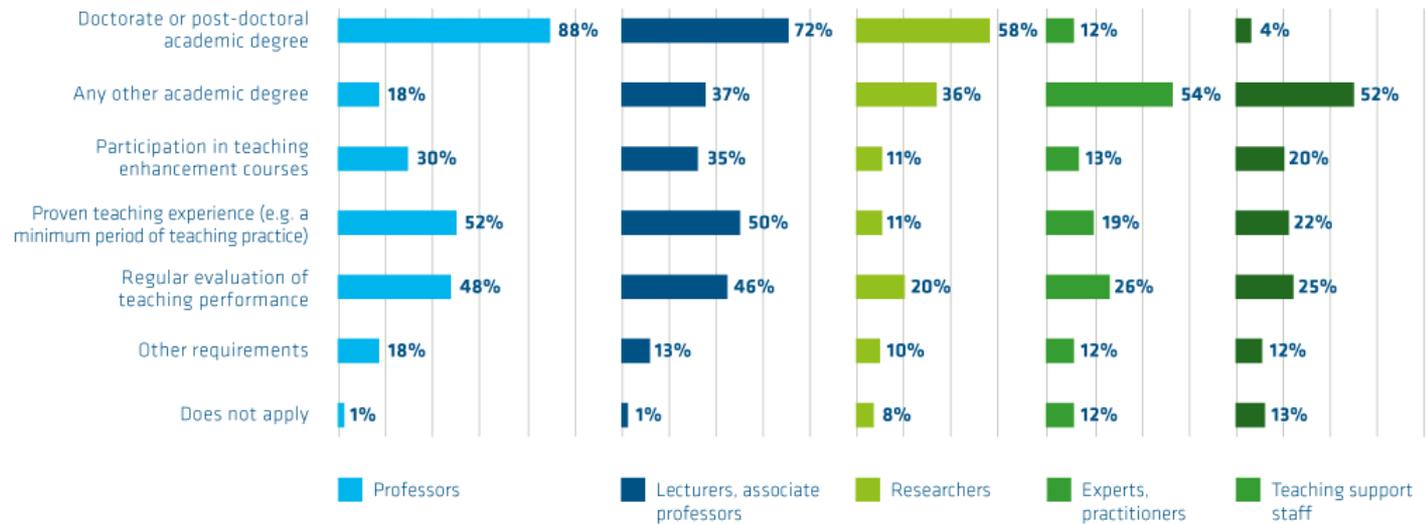
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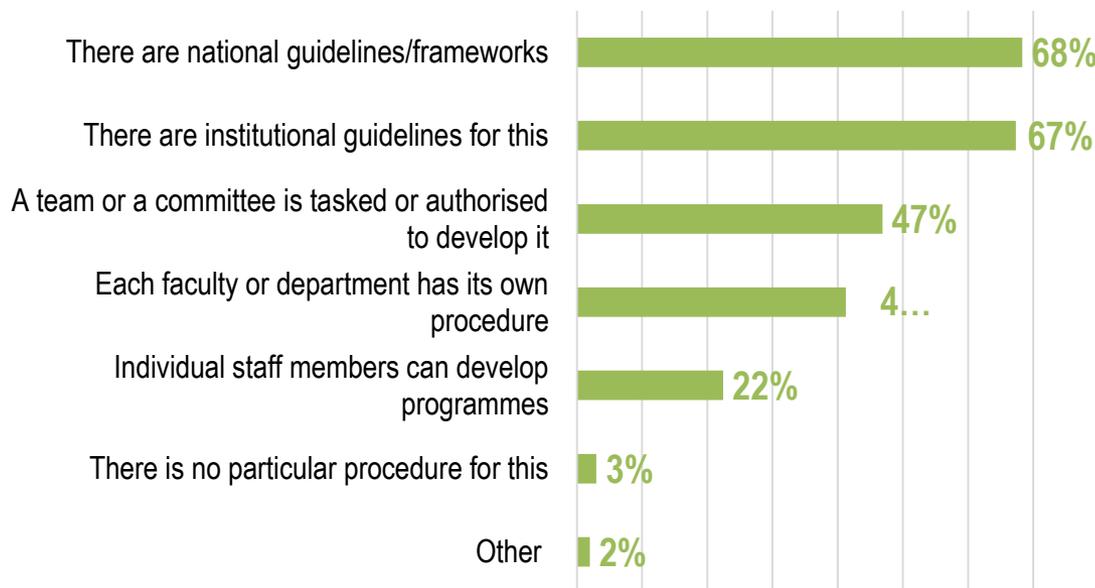


- **FORMAL REQUIREMENTS FOR TEACHING**

Fig. 29 Formal or most common requirements needed for holding a position with teaching responsibilities



Programme curricula development



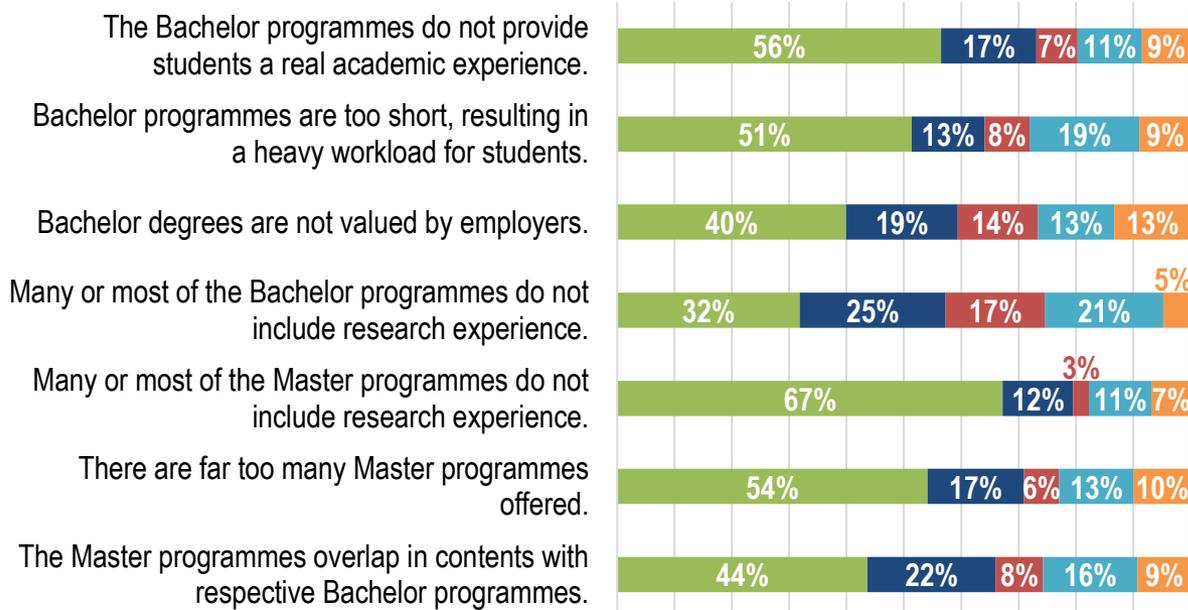
- Trends 2018. Q. 21

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Issues regarding Bachelor and Masters programmes

- This has never been the case
- This has been the case, but has been changed / is changing
- Continues to be the case
- Continues to be the case in some disciplines or parts of the institution
- Information unavailable / Not applicable

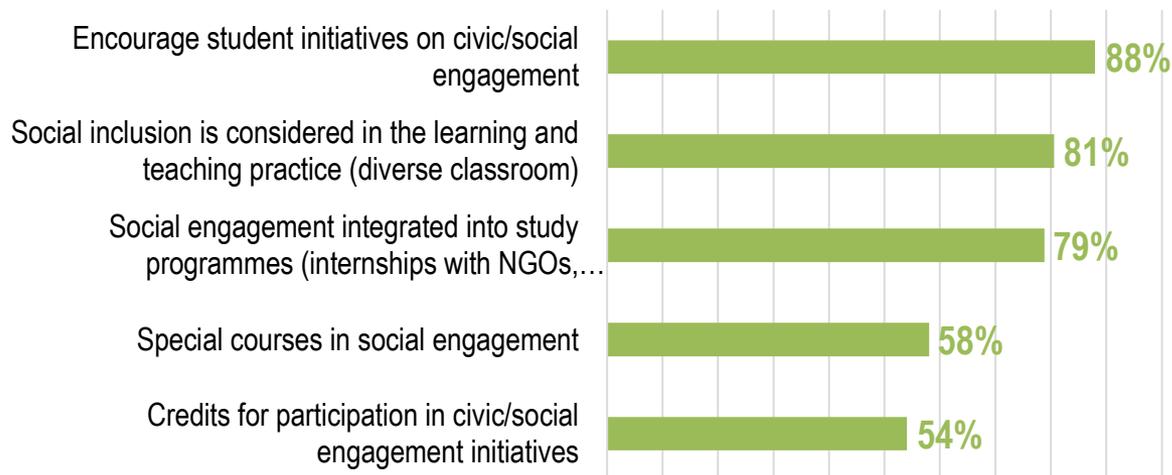
- Trends 2018. Q. 19



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Social inclusion & engagement

Impact of inclusiveness and social engagement on learning and teaching



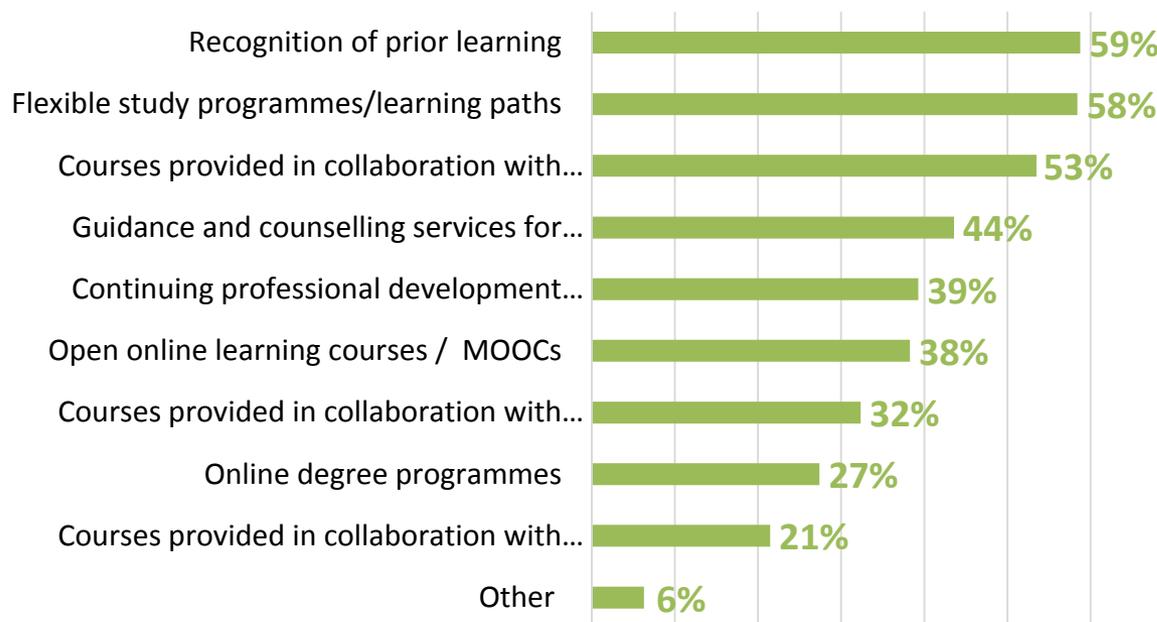
■ Yes / To some extent, or in parts of the institution

- Trends 2018. Q28

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Enhancing Learning and Teaching at European Higher Education Institutions

Measures offered for lifelong learners



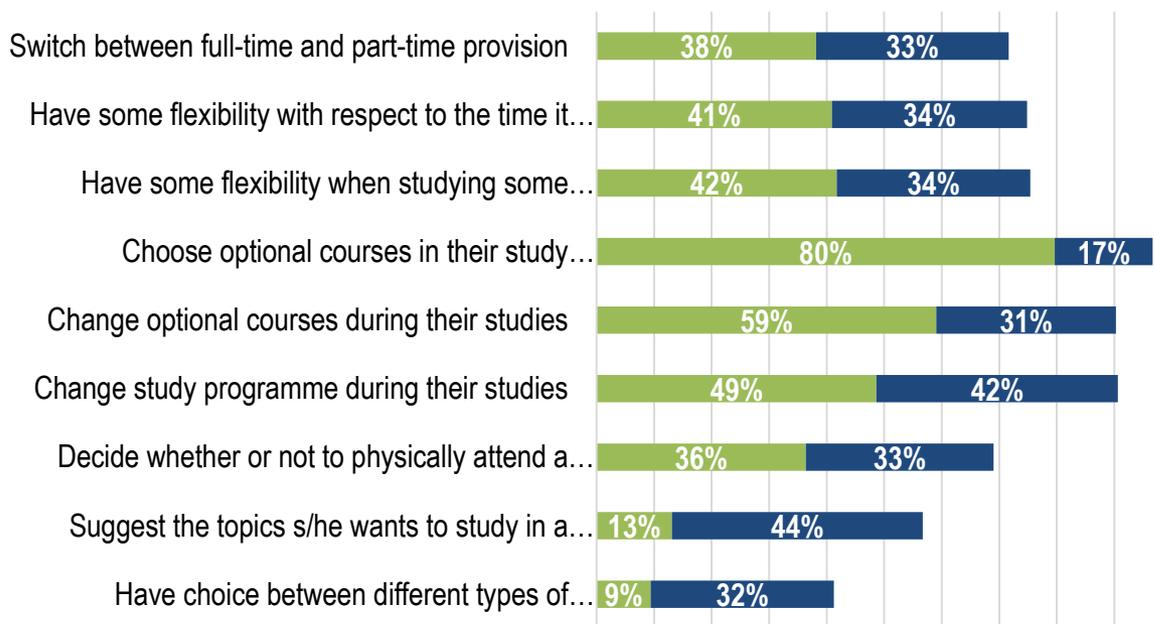
- Trends 2018. Q. 30

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Students can...

- Yes it is commonly done across the institution
- Yes, but very limited across the institution

- Trends 2018. Q. 16

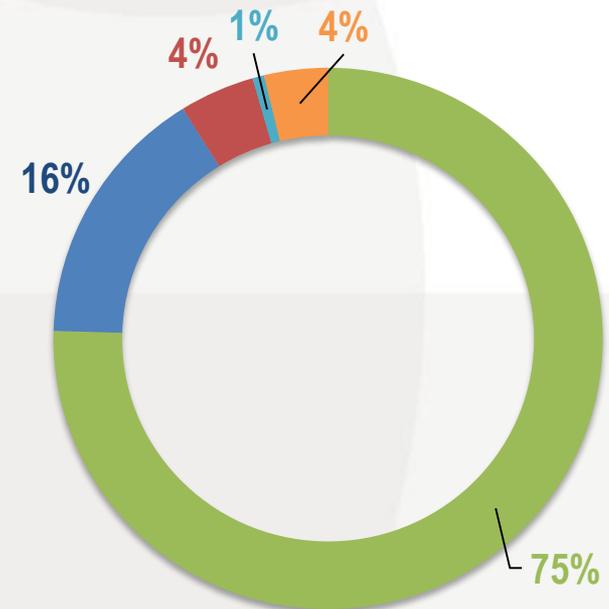


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Response from institutions

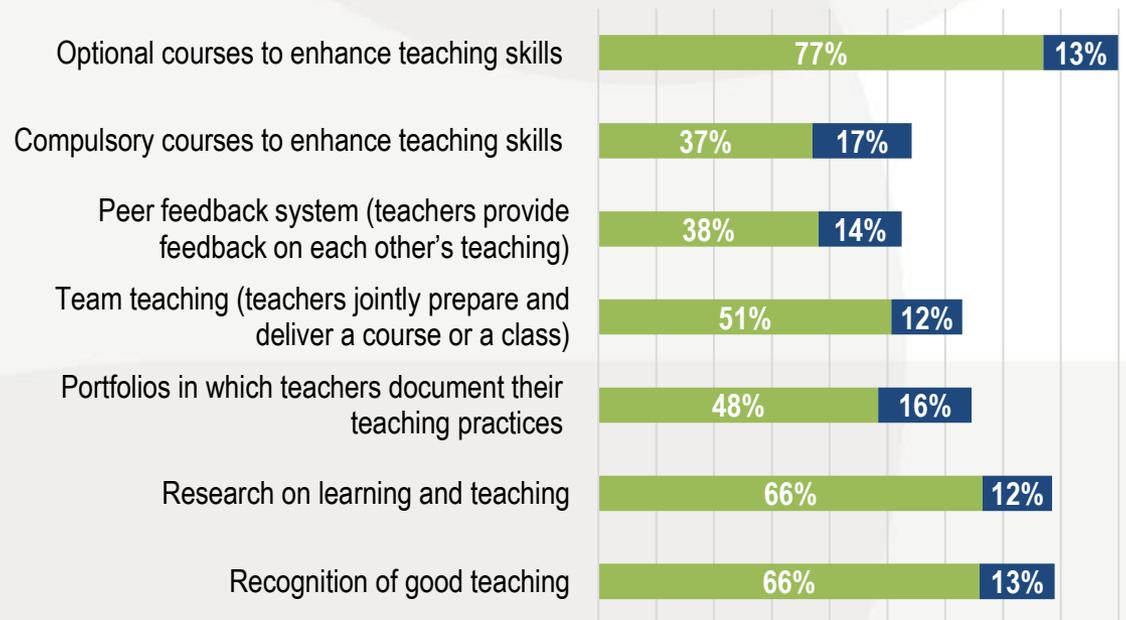
- Learning outcomes developed

- Yes, for all courses (across the institution)
- Yes, for some courses
- No, but we intend to develop them
- No
- Information unavailable



- Trends 2018. Q. 22

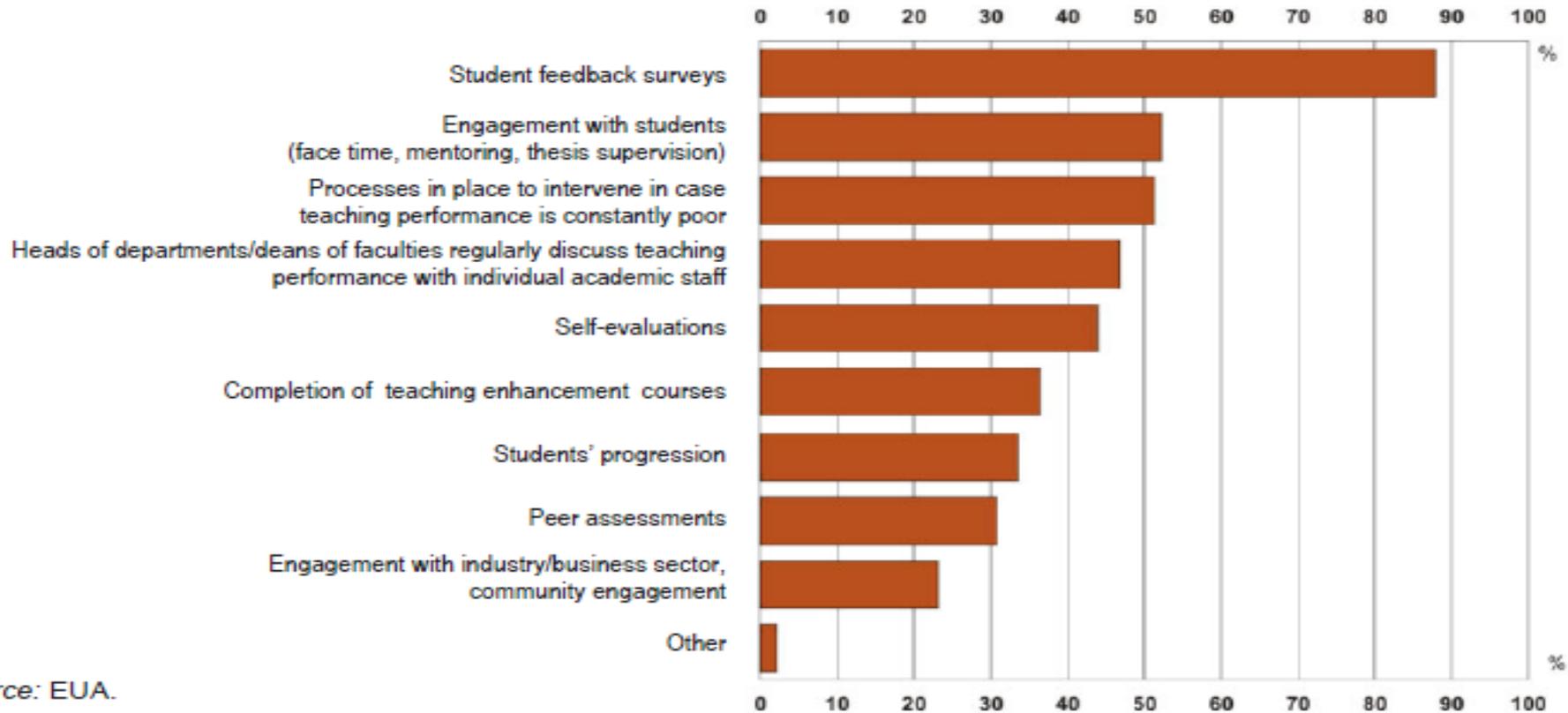
- **SYSTEMATIC EFFORT TO ESTABLISH...**



■ Yes
■ No, but we are planning this

- Trends 2018.
Q. 38

Figure 2.37: Means of assessment/enhancement of teaching in place throughout the institution (% of institutions), 2017



Source: EUA.