Comparability and equivalence of Higher Education: Bologna as an example

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Outlines

• The European Higher Education Area (EHEA): a reality and not a chimera
• But a diverse reality
• At the crossroads: consolidation or new deal?
1. A reality and not a chimera

- Initiated by a regional starting point and a political willingness of the Ministers of HE
  From La Sorbonne (4) to Bologna (29) and from Budapest-Vienna (47)
- Implemented by a participative organisation BFUG, E4 (EUA-ESU-ENQA-EURASHE) and others...
- Benchmarked all over the world
From 4 to 29 and 47 national HE systems put together

Arab-Euro Conference on Higher Education, Barcelona 30-31 May 2013
To build a “European common house of higher education” (P. Zgaga, 2012)

<table>
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<tr>
<th>(11) Partnership</th>
<th>(8) the social dimension</th>
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<tbody>
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<td>“THE SECOND FLOOR”</td>
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<td>(7) higher education structures (the EHEA technical condition sine qua non, principles and tools): the comparability and compatibility of systems (3 cycle structure, ECTS, DS), quality assurance (ESG-EQAR), recognition of qualifications (QF) etc.</td>
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<td>“THE FIRST FLOOR”</td>
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<td>(4) higher education as a public good; public responsibility for HE</td>
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<td>(5) the responsibility of HE; accountability; responsiveness to society</td>
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<td>(6) the full range of purposes of HE</td>
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<td>“THE BASEMENT”</td>
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<td>(1) democracy and democratic values</td>
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<td>(2) academic values</td>
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<td>(university autonomy and academic freedom)</td>
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<td>(3) international co-operation (mobility)</td>
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(9) the European dimension
2. But a diverse reality

- Based on national differences
  • Because of structural features (nb of students, type of system and profile of institutions, participation rate, public expenditure, historical international attractivity..)
  • Reforms more focused on national considerations of governance or research than EHEA principles
- Leading to unbalanced and debated results
  • Different cycles (180-240 ECTS / 60-90-120 ECTS)
  • Student workload, mobility, employability (bachelor)
The implementation of the two-cycle structure

Scorecard categories

- At least 90% of all students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles.
- 70-89% of all students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles.
- 50-69% of all students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles.
- 25-49% of all students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles.
- Less than 25% students are enrolled in a two-cycle degree system that is in accordance with the Bologna principles.

* Sources: Eurostat and BFUG questionnaire, 2011.
** Source: Rauhvargers, Deane & Pauwels, 2009.
2.17: Extent to which ECTS credits are linked with learning outcomes in higher education programmes.
Joint programmes

Figure 2.11: Estimated percentage of institutions that participate in joint programmes, 2010/11

Source: BFUG questionnaire.
Time for consolidation (BFUG) or for a new deal? (ESU)

Global competition

2000
Lisbon strategy

1998-99
La Sorbonne
Bologna

2010
Vienna
Budapest

2012
Bucharest

2015
Erevan

2018

The EU 2020 Strategy

Smart
Sustainable
Inclusive growth

40% graduates

More cooperation for a creative diversity

National strategies of HE & R

2020
ERA+EHEA

Most competitive knowledge economy by 2010

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Acronyms

- EHEA: European Higher Education Area
- HE&R : Higher Education and Research
- BFUG : Bologna Follow Up Group
- ESU : European Student Union
- EUA: European University Association
- ENQA: European Network for Quality Assurance
- EURASHE: European Association for Short Cycle Education
- ECTS: European credit transfer system
- DS: Diploma supplement
- ESG : European standards and guidelines
- EQAR: European quality agency register
- QF: Qualification framework

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References

- www.ehea.info
- Report on the implementation of the Bologna process (2011)
- Bologna with student eyes 2012, ESU.
- The Bologna process at the crossroads, A. Curaj, P. Scott, L.Vlasceanu, L. Wilson, Editors, Springer, 2012