

Nacionalni posvet "Visoko šolstvo po letu 2010"  
Ljubljana, 4. februar 2009

# Po desetletju uresničevanja bolonjskega procesa

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CENTER ZA ŠTUDIJ  
EDUKACIJSKIH STRATEGIJ

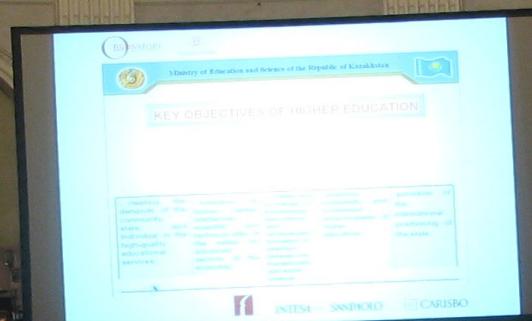
# **1. Uvod**

2. Pogled nazaj

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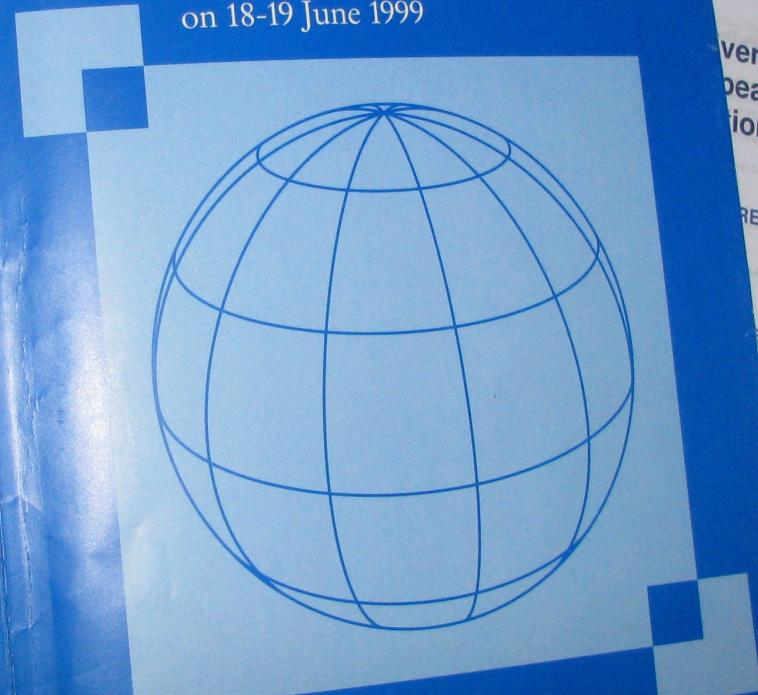




Alma Mater Studiorum  
A.D. 1088

# Trends in Learning Structures in Higher Education

Project Report  
prepared for  
the Bologna Conference  
on 18-19 June 1999



August 1999



Trends IV:  
Imp...

ETHESSO TO BOLGAT  
Universities shaping  
European Higher  
Education Area  
REPORT  
SCHER, LEWIS PURSER &  
WIDT  
Education and Culture  
Socrates

## (1) A phenomenon of long real duration of studies in Europe

Possible explanations:	Negative consequences:
<ul style="list-style-type: none"><li>- encyclopaedic programmes;</li><li>- graduate unemployment;</li><li>- free education / low motivation;</li><li>- part time work.</li></ul>	<ul style="list-style-type: none"><li>- high drop-out rates;</li><li>- late entry on the labour market;</li><li>- lack of attractiveness for foreign students;</li><li>- unnecessarily high costs for students/families and public resources;</li><li>- undemocratic aspect (length of studies may discourage students from less favoured social backgrounds); a formidable obstacle for lifelong learners;</li><li>- additional difficulties to attract students to such areas as science and technology, resulting in skill shortages in key economic sectors.</li></ul>

**Policy recommendation:** a push towards the reduction of the real duration of studies.

## **(2) Analysing trends in learning structures and higher education systems in the EU/EEA countries**

### **(2.1) A growing wave of new bachelor/master courses in Europe**

Traditional in UK and Ireland; Denmark in 1988; Finland in 1994, Germany in 1998 etc., etc.

### **(2.2) Blurring boundaries between the university and non-university sectors**

Growth in the non-university sector is stronger

New laws covering the whole of higher education

The possibilities to transfer credits; recognition; access for foreign degree holders

Small specialised colleges merged into more comprehensive institutions

### **(2.3) Credit system gain ground around ECTS**

Two thirds of EU/EEA countries apply credit systems [in 1999]

### **(2.4) More autonomy, more evaluation**

Procedures for quality assurance and evaluation; accreditation systems

### **(2.5) Mounting challenge from overseas**

Foreign universities increasingly recruit paying students from Europe

Branch campuses, franchising agreements; transnational education

### (3) Possible ways into the future

*Four main avenues for combined action are suggested:*

#### (3.1) A generalised European credit system

→ credit transfer & credit accumulation; applicable to all sectors; all forms of learning; across the whole of Europe, recognition given for equivalent abroad, etc.

#### (3.2) A common but flexible frame of qualifications

→ a rigid, uniform model (like the 3-5-8 model) is *neither desirable nor feasible*  
→ the length of studies *not in years* but as number of *academic credits*  
→ *main levels*: first degree (180-240); second degree (300 in total)  
→ *meaningful first degrees*: not re-packing of existent programmes but development of new curricula; qualitative improvement; lower dropout; employability...

#### (3.3) An enhanced European dimension in quality assurance and evaluation

→ quality assurance agencies, either governmental or independent  
→ European dimension: convergence in QA standards and procedures  
→ quality standards for transnational education

#### (3.4) Empowering Europeans to use the new learning opportunities in Europe

→ student mobility programmes need to be further developed  
→ mobility for teachers and administrative staff  
→ short master courses; joint degrees; Diploma Supplement

## (4) What kind of European higher education space?

**(4.1) quality:** reforms concerning credit systems or degree structures cannot substitute efforts *to improve and guarantee quality in curricula, teaching and learning;*

**(4.2) mobility:** the most powerful engine for change and improvement in higher education in Europe has come, and will come from growing *awareness of alternative approaches and best practice in other countries;*

**(4.3) diversity:** measures not respecting *the fundamental cultural, linguistic and educational diversity in Europe* could jeopardise not only the progress already made, but the perspective of continuing convergence in the future;

**(4.4) openness:** European higher education can only fulfil its missions within *a worldwide perspective* based on competition and cooperation with other regions in the world.

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# Inventura – Slovenija, 31. 12. 2008

- NI nacionalne agencije za kakovost
- NI nacionalnega ogrodja kvalifikacij
- z vstopom v Erasmus JE pomembno porasla mobilnost študentov in učiteljev
- naš visokošolski prostor v svetu NI prepoznan kot atraktiven

PS:

- NI nacionalne skupine za nadaljevanje bolonjskega procesa

# Trends Report, 2007

- »[...] the Bologna process has sometimes become a focus of tension, with institutions perceiving their government as being more interested in the rhetoric of reform than in providing genuine support to institutions. Many academics questioned how they could be expected to make a radical change [...], while the overall level of financial support from government was decreasing.«
- » [...] the shift to a three-cycle system seems to have taken place largely in isolation from a debate on the reasons for doing it.«
- »In some institutions and parts of Europe, implementation of the three cycles seems to have become a task which is considered as a goal in itself, rather than a means to achieve other objectives. The focus has been on changing structures before attention is paid to the real substance of reform.«

# Prva avenija: Kreditni sistem (ECTS)

## FQ EHEA, Bergen 2005

»[...] credits and qualifications are described in terms of learning outcomes, levels and associated workloads. Workload is defined [...] as *a quantitative measure of all learning activities that may feasibly be required for the achievement of the learning outcomes (e.g. lectures, seminars, practical work, private study, information retrieval, research, examinations).* [...] The feasibility of attaining the learning outcomes required for credit within programmes is important for the credibility of the framework and its helpfulness to learners.«

## Navodila ... (2008)

»4.5 *Predmetnik s kreditnim ovrednotenjem študijskih obveznosti [...]* Upoštevati je treba [...] predvsem naslednje: 1 KT pomeni 25 – 30 ur obremenitve študenta; letna obremenitev študenta je 1500-1800 ur; posamezni letnik obsega 60 KT [itd.].«

»4.11 [...] Pri izrednem študiju navedite, v kolikšnem deležu (glede na redni študij) bodo izvedene organizirane oblike pedagoškega dela.«

**[iz sugestij v postopku]**

»4.11. *Podatki o načinu in oblikah izvajanja študija:* program ne more trajati več kot tri leta, tudi izredni študij ne!«

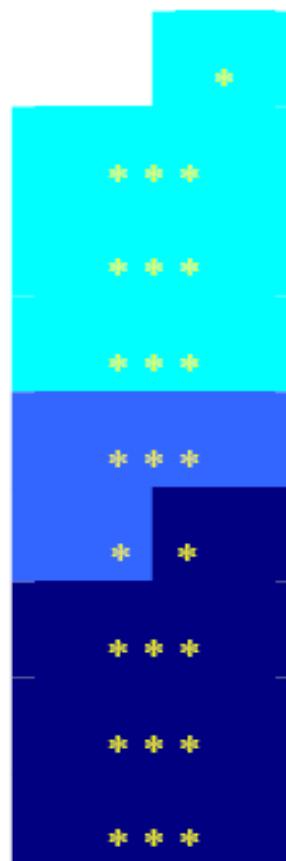
Kaj je naš »izredni študij«: »part time study« - ali morda »extraordinary study«?!  
Kako spraviti redni in izredni študij v sklad z »duhom« (in ne zgolj formo) ECTS?!

## Druga avenija: Zagotavljanje kakovosti v EVP

SGQA EHEA – Bergen, 2005

Tradicionalni SI model(i)

SI »bolonja« 2006



Cycles and levels

Descriptors of learning outcomes

Credit and workload

Profile

Namesto da bi preoblikovali stari sistem v nov sistem, kompatibilen z evropskim ogrodjem kvalifikacij, je forma evropskega ogrodja »prevedena« v stari sistem.

# Tretja avenija: Zagotavljanje kakovosti v EVP

## SGQA EHEA – Bergen, 2005

**3.2 Official status:** Agencies should be formally recognised by competent public authorities in the EHEA as agencies with responsibilities for external quality assurance and should have an established legal basis.

**3.6 Independence:** Agencies should be independent to the extent both that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries or other stakeholders.

## Novela ZVis – Ljubljana, 2006

**Čl. 48:** Vlada RS ustanovi Svet RS za VŠ [...] kot posvetovalni, akreditacijski, evalvacijski in habilitacijski organ RS. Svet [...] je pri opravljanju svojih nalog in odločanju samostojen. Vse odločitve sprejema neodvisno, strokovno in nepristransko.

**Čl. 50:** Strokovne, organizacijske in administrativne naloge za Svet [...] opravlja organ v sestavi ministrstva, pristojnega za visoko šolstvo. Posamezne naloge se lahko oddajo zunanjim izvajalcem.

**Ustavno sodišče (jan. 2008):** osmi odst. 50. člena se razveljavi...

# Nagnjenost postati Erasmus gost oz. gostitelj

**Table 6: Top 10 Erasmus Teacher Mobility Movers and Hosts by Propensity to Undertake or Host Visits 2004/05**

Top 10 Movers		Top 10 Hosts	
Malta	5.65	Malta	5.85
Slovenia	4.13	Finland	3.86
Finland	3.15	Slovenia	3.32
Czech Republic	2.94	Cyprus	2.17
Lithuania	2.50	Belgium	1.88
Estonia	2.15	Latvia	1.75
Latvia	2.11	Czech Republic	1.72
Belgium	2.03	Iceland	1.64
Iceland	1.88	Portugal	1.53
Cyprus	1.57	Lithuania	1.52

Vir: C. Cradden, Study for EI (2007)

# Četrta avenija: nove študijske priložnosti

## Mobilnost naših študentov po študijskih področjih (2003)

Študijsko področje	Delež študentov v RS	Delež mobilnih študentov
Izobraževanje, izobraževanje učiteljev	10,1	3,6
Humanistika in umetnost	8,0	22,0
Družbene in poslovne vede, pravo	42,2	47,9
Naravoslovne vede, mat. in računalništvo	5,7	6,7
Tehnika, proizvodne tehnol. in gradbeništvo	16,8	12,3
Kmetijstvo in veterina	3,1	2,6
Zdravstvo in sociala	7,7	3,2
Storitve	6,4	1,6

Vir: CEPS (UL PeF), 2004

# Tuji študenti pri nas in v Evropi

**Table 2.1: Foreign tertiary students in EURODATA countries 2002/03**

EURODATA countries	All tertiary students	All foreign students	Foreign %	EURO DATA countries %	Other European %	Non-European countries %	10 most frequent nation. of students %
AT Austria	229 802	31 101	13.5	74.6	13.3	11.7	97.1
CZ Czech Rep.	287 001	10 338	3.6	77.0	8.9	12.3	82.0
DK Denmark	201 746	18 120	9.0	36.9	6.3	19.9	38.3
EE Estonia	63 625	1 090	1.7	75.1	11.2	13.7	94.8
FI Finland	291 664	7 361	2.5	38.4	17.3	42.4	58.5
GR Greece	561 457	12 456	2.2.	84.9	8.3	6.3	92.5
HU Hungary	390 453	12 226	3.1	63.7	20.9	15.5	84.6
LV Latvia	118 944	2 390	2.0	29.4	15.4	55.2	93.2
NL Netherland	526 767	20 531	3.9	57.8	3.5	38.0	70.0
SE Sweden	414 657	32 469	7.8	53.7	4.6	20.0	44.9
<b>SI Slovenia</b>	<b>101 458</b>	<b>963</b>	<b>0.9</b>	<b>11.2</b>	<b>83.8</b>	<b>3.1</b>	<b>92.9</b>
SK Slovakia	158 089	1 651	1.0	39.4	25.0	35.6	72.0
<b>Total</b>	<b>19 430 382</b>	<b>1 117 735</b>	<b>5.8</b>	<b>42.1</b>	<b>8.0</b>	<b>45.6</b>	<b>56.8</b>

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# “Štiri avenije” – smer jutri

- Čimprejšnja ustanovitev in pričetek delovanja slovenske agencije za kakovost.
- Priprava nacionalnega ogrodja visokošolskih kvalifikacij; “*self-certification report*”; zdravljenje “zlomljene hrbtenice”.
- Spodbujanje in pospeševanje vključevanja v evropske visokošolske razvojne projekte (kot je bil *Tuning*)
- Oblikovati strategijo za spodbujanje »atraktivnosti« slovenskega visokošolskega prostora v Evropi in v svetu.

**Hvala za pozornost!**