

International Forum on HE Reform: Foresight 2020

Higher education in Western Balkans 2020



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Outline



Positive thoughts



EHEA - Where are we
(absolutely and compared
with the others)



Why everything looks (and is) so difficult?



Conclusions (positive)

Good news



HE system in Western Balkans is still running, and will survive till 2020 in spite of

Reluctance to realize that the world is changing



Continuous changes in legislation in order to

▪ to comply (at least on paper) with the agreed policies,



▪ to please academics and students



Official ministries web sites

Albania (AL) - www.mash.gov.al

- (HE Law 2007 - English site under construction)

Bosnia and Herzegovina (BIH)

- Frame HE Law for BiH - 2007, changes in 2009
 - Republic Srpska - July 2010
 - Federation
 - Canton Tuzla- 2008, changes 2009
 - Canton Sarajevo - 2008, changes 2010
 - Canton Zenica-Doboj - 2009
 - Canton Unsko-sanski - 2009
 - Canton West Hercegovina 2009
 - Canton 10 - 2009
 - Canton Posavski 2010

Croatia (HR) - www.mzos.hr

- HE Law 2003 - changes: 2003, 2004, 2007, 2009

Macedonia (MK) - www.mon.gov.mk

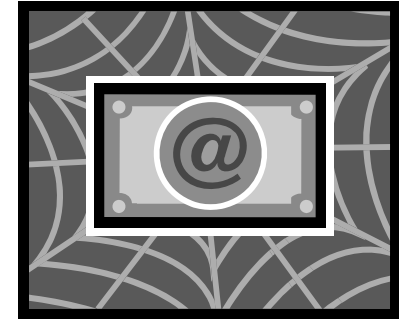
- HE law 2000, changes 2003, New Law 2007, changes 2007,2008

Montenegro (MNE) - www.mpin.me

- HE Law 2003, changes underway

Serbia (SRB) - www.mps.gov.rs

- HE Law 2005, changes 2009, 2010





Positive thoughts



EHEA - Where are we
(absolutely and compared
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EHEA - officially launched in 2010



How would you describe it in brief?

- ❑ Compendium of different NQF's complying with the very, very general EQF
 - *who and how the competencies are verified?*

- ❑ QA - set of standards to be applied with national QA agencies
 - ENQA and EAR as regulating (supervisor) body (*no consequences, yet*)

- ❑ Study system
 - 3 level degree structure with
 - ✓ 1st level lasting for 3, 3.5, or 4 years (differences not only between countries, but within one country as well)
 - ✓ 2nd level lasting for 1, 1.5, 2 years
 - ✓ 3rd level lasting?
 - ECTS as universal measuring stick for student load (and recognition)
 - ✓ academic year comprising 1200 - 1800 class hours

- ❑ LLL - flexible path through study programs, recognition of non-formal and informal competencies

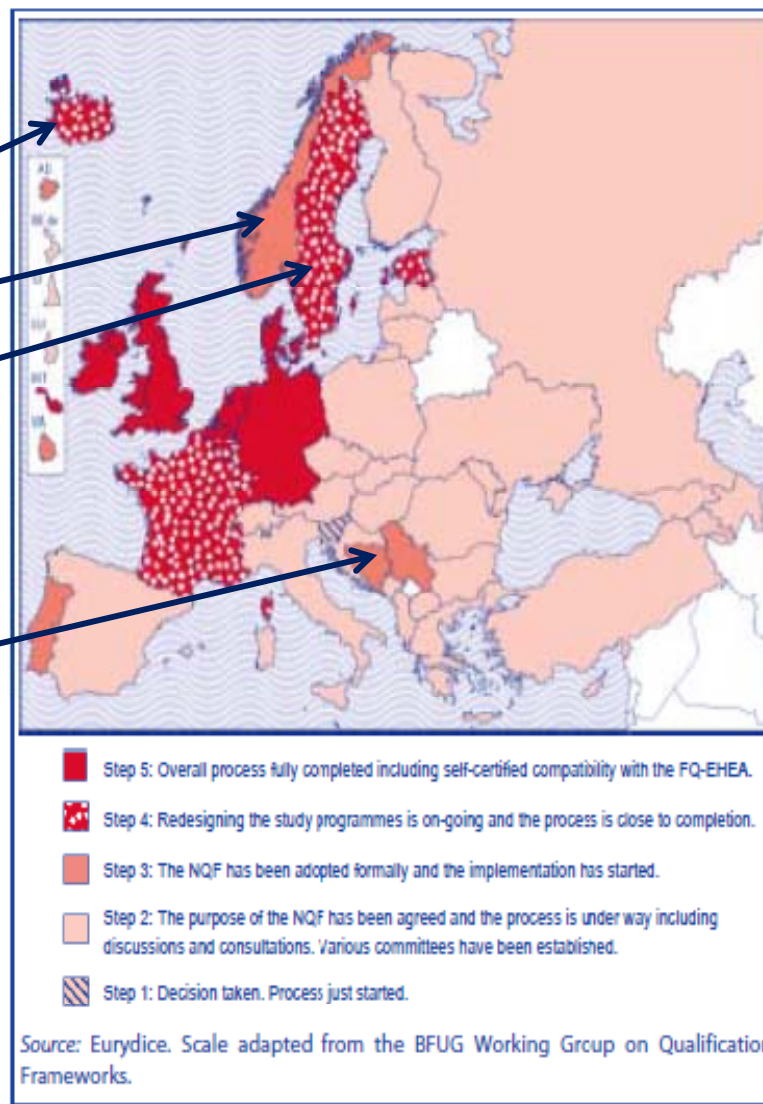


National qualification framework?

The Council of the European Union, Joint report on the implementation of the ET2010 programme, No.5273/08:

4 fully developed and implemented,
23 developing, 6 not started
(Cyprus, Greece, Island,
Lihtenstein, Norway, Sweden)

Figure 6: Stage towards establishing a National Qualification Framework compatible with the FQ-EHEA, 2009/10

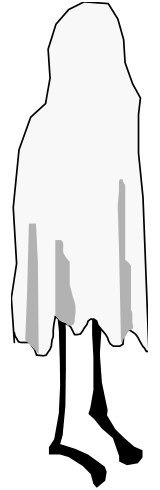


The region?

NQF view from the ministries

AL	
BiH	Republika Srpska: Action plan deadline 2010 - no details
HR	under way - working teams, booklet, reports, etc.
MK	mentioned in minister's speech (2009) as something that should be developed
MNE	under way IPA project, 2nd phase July 2010, report on activities, glossary
SRB	No reference on the web site; (HE Council adopted its framework, CEP booklet, ...)

(Mysterious) Regional NQF network?



SEE regional network - set up on July 9th 2008 (Cetinje, MNE)

Signed by: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Montenegro, Romania, Macedonia, Turkey

Open to: Greece, Serbia and Slovenia

Appointed 3 teams

- plan and conduct comparative analysis of QFs and education systems
- assistance and guidelines in developing national web sites for QFs
- develop project proposals to be submitted for external support

Second meeting - June (29, 30) 2009

Present: Albania, Bosnia and Herzegovina, Croatia, Montenegro, Romania, Serbia, Slovenia, Macedonia and Turkey

"The main objective was to reflect on the establishment of the regional network, aiming to promote and share the experiences on Qualifications frameworks developments in South East Europe against the European qualification framework"

The formerly appointed 3 teams are not mentioned in the report, but one new team was appointed

Third meeting - Septemberr (29, 30) 2010

No report available



QA - who is in charge?

ENQA - European network on quality assurance

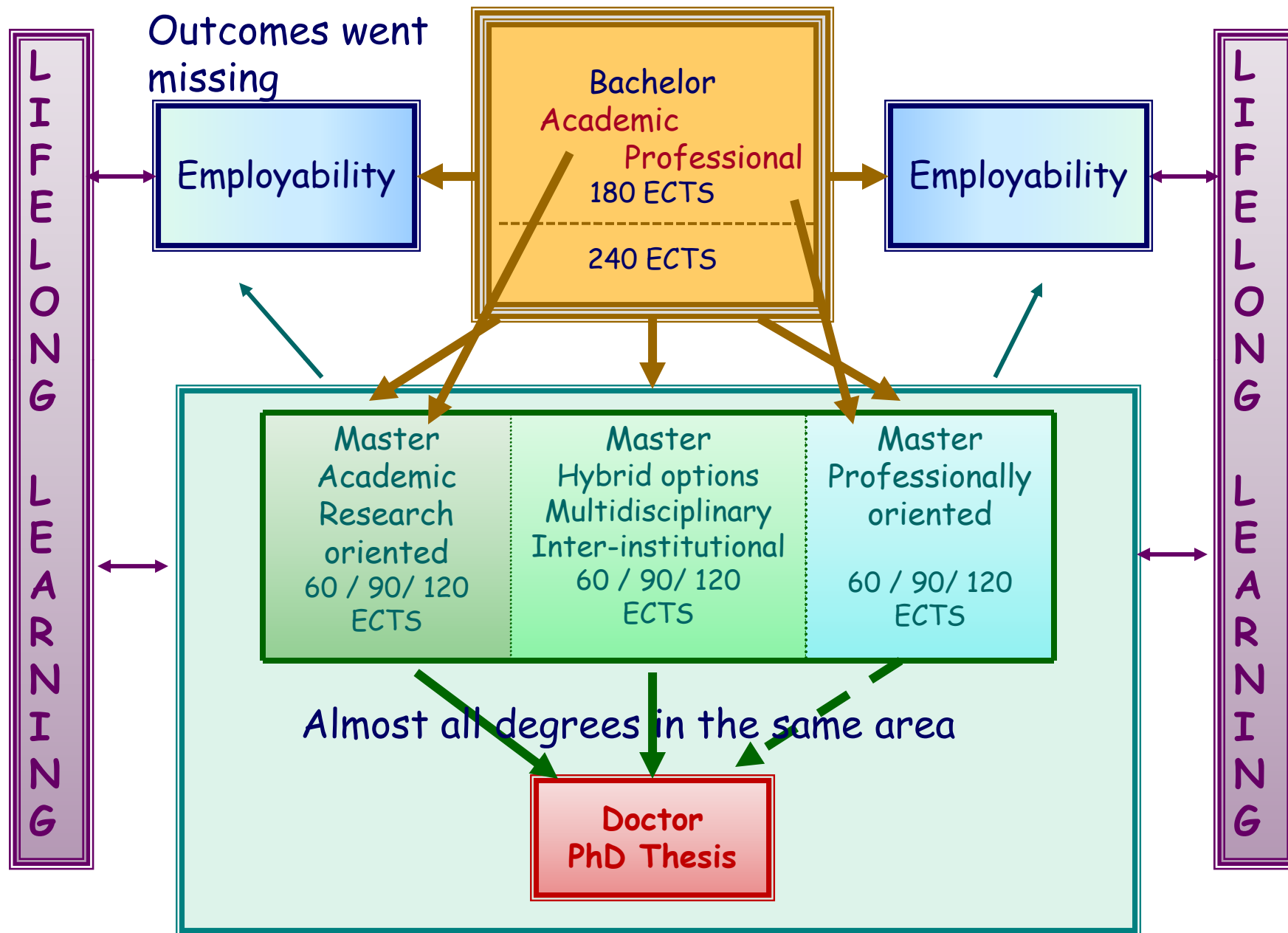
EAR - European register of accreditation agencies

What are the consequences if the agency is not registered?

AL	Accreditation Agency
BiH	National level: standards and monitoring local agencies
HR	AZVO - Agency for science and HE (www.azvo.hr) member of INQAAHE (2006), ENQA (associate from 2007), CEEN (2008)
MK	Committee for Accreditation - independent, appointed by Rectors conference
MNE	National Council for HE in charge of accreditation
SRB	KAPK - (CAQA) Committee for accreditation, task force of the National Council for HE, member of INQAAHE, ENQA (associate from 2007)

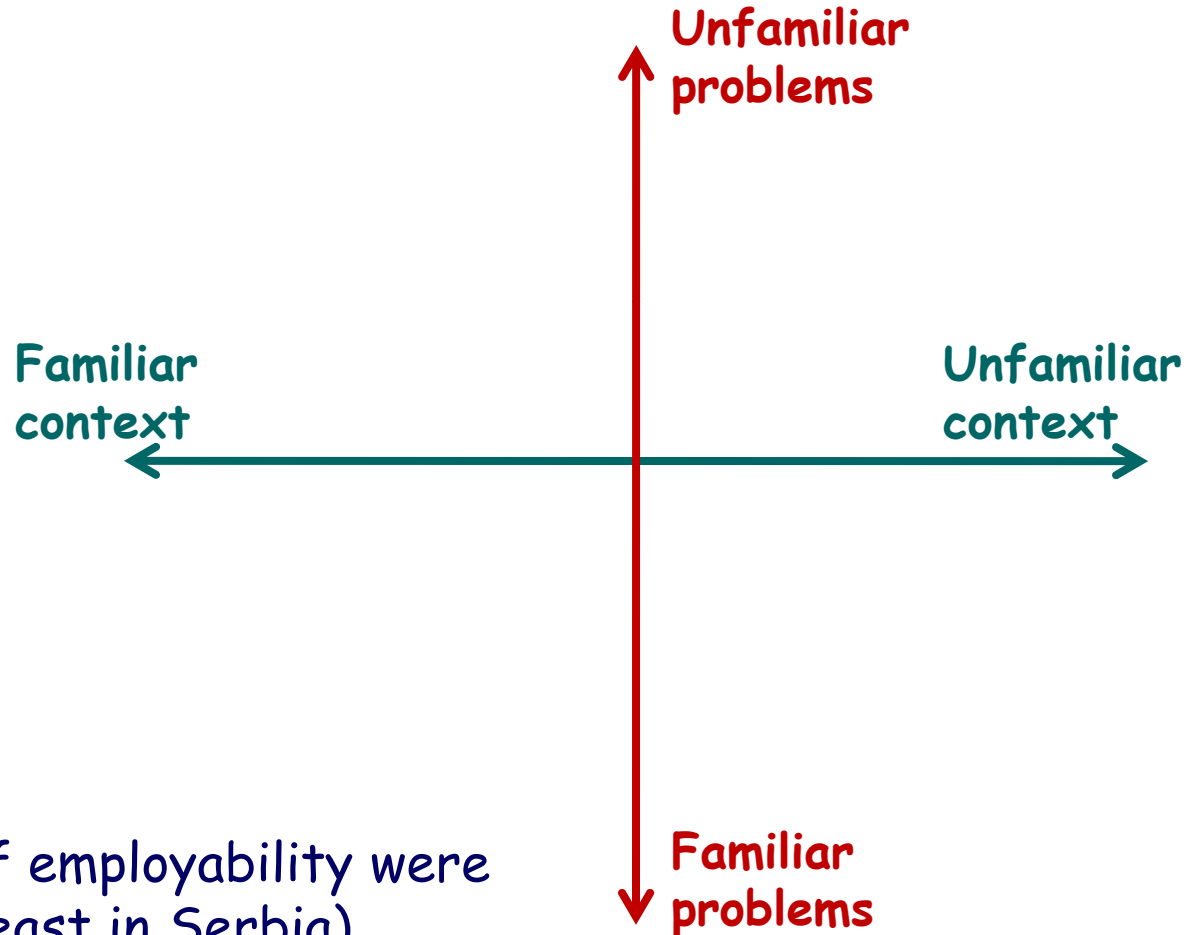


BA - MA - DO à la Western Balkans



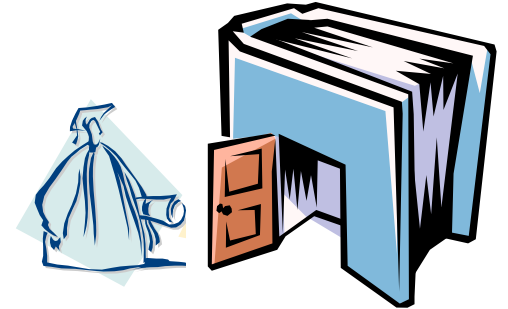
(Perfunctory) complying with the Bologna requirements

3 levels of degree- implementation through traditional optics



Outcomes in terms of employability were never discussed (at least in Serbia)

Western Balkans - study systems?



Legislation specifies the continuous learning process but exams tell different stories

BiH - Framework Law does not mention exams

- Republic Srpska - 3 terms (2 attempts within one term)
Not clear what happens if the exam is not passed

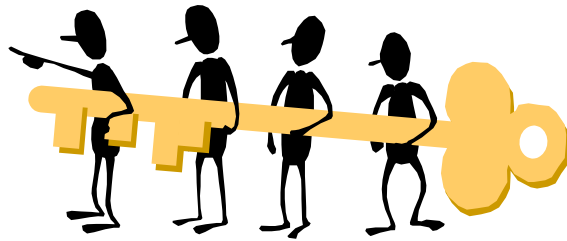
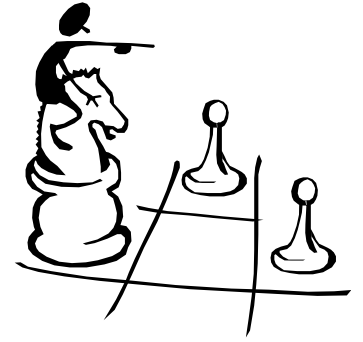
HR, MNE, MK - Left to the institution

- 3 terms (looks like fall term is for "catching up")
- Looks like students have to be reenrolled in the course (?)

SRB - HE Law specify 6 terms (details left to the institution)

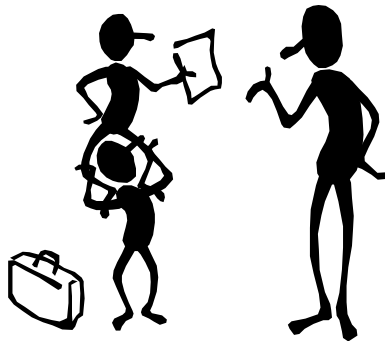
- Not clear whether it has to be reenrolled, since the students are still enrolled in the "year of study"

Organization and management?



Integrated university

Bosnia and Herzegovina,
Macedonia, Montenegro



University as the (loose)
association of faculties

Croatia, Serbia

Self-governance still considered as the only possible
managerial structure

Doctoral studies in Europe and the Region?



Contrary to bachelor and master studies which have been extensively discussed (Tuning project 2 phases, and a number of seminars)

The doctoral study folder is rather slim

"Ten basic principles for Doctoral (PhD) Programmes" (Salzburg, 3-5 February 2005)

The only document that can be found on the EUA Bologna web site

<http://www.eua.be/bologna-universities-reform/bologna-basics/bologna-an-overview-of-the-main-elements/>

ERA documents

Not single reference to universities or doctoral studies (!), moreover

Document (COM(2005) 152) clearly separates

HE aspects and Research aspects

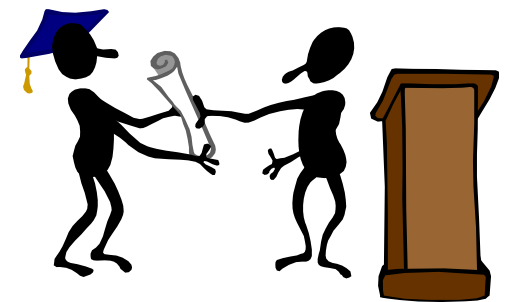
"The forthcoming Action Plan on University-based Research (a twin document to the present Communication) will deal with the research dimension of universities" -

never went beyond forum discussions, but

We got the first list of research universities

Western Balkans

- mostly monodisciplinary
- prevalently part time
- large number of enrolled students (Serbia)

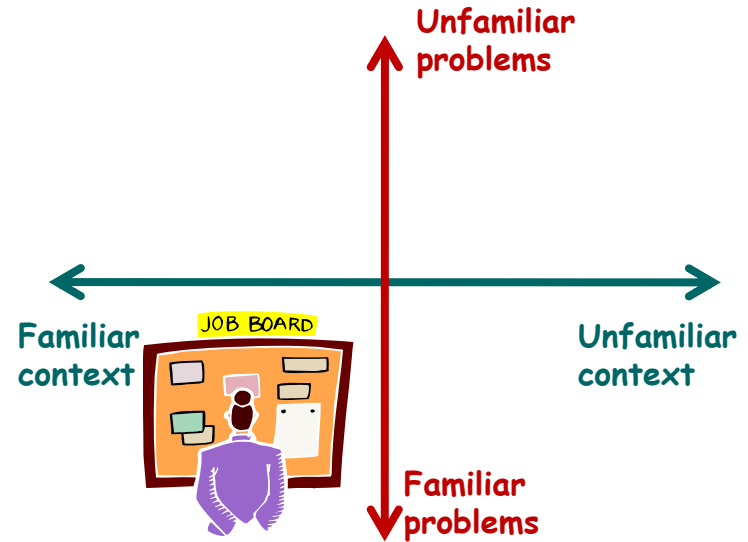


What is LLL



A radical (not yet specified) reform of the education system as the answer to changed circumstances

New and changing technology has no need for specialized knowledge, but for system approach ⇒ Knowledge, skills, abilities and personal attributes (intellect, willingness to learn, self-motivation, develop ideas, take initiative and responsibility) are much more important than subject knowledge

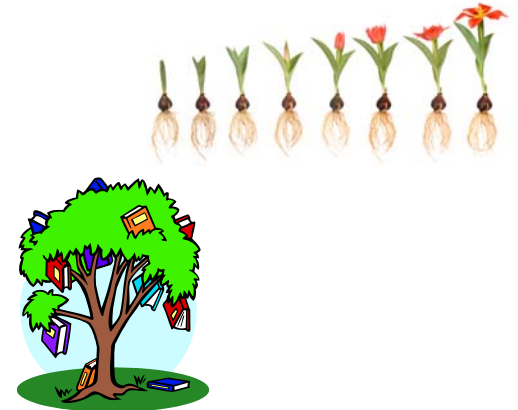


Diversified sources ⇒ Employers do not care where and how the competencies were acquired



LLL - requirements

Optimal range of diversified study programs and flexible path through them



Flexible entry end exit from the system
(practically continuous access to HE)

Procedure to evaluate competencies
and recognize qualifications



LLL benchmarking report - 2008.

4 indicators - 4 categories (fully implemented, policy in place, but no explicit strategy, developing, not started)

- **Explicit national LLL strategi**
 - all countries (33 education system) adopted or developing
- **National qualification framework**
 - 4 fully implemented, 23 developing, 6 not started (Cyprus, Greece, Island, Lichtenstein, Norway, Sweden)
- **System for validation non formal and informal learning**
 - 10 fully implemented, 17 developing, 6 not started (Germany, Croatia, Hungary, Lichtenstein, Malta)
- **National targets set in all or some EU benchmark areas**
 - 22 fully developed, 11 not started



Positive thoughts



EHEA - Where are we
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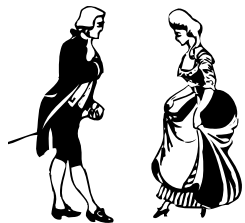


Why everything looks (and is) so difficult?

Challenges faced by University - the ongoing story



University in the middle ages faced *humanism and scientific revolution*



18th century university faced *revolutionary Europe and creation of national states*



19th and 20th century university faced *industrial revolution, massification and totalitarism*



21st century university faces *globalisation*



Reactions - society (states) v.s. academics?

Throughout the entire history of European universities one controversial issue can be tracked



Study programs and methodology - university as a "temple of knowledge" or as a service to society

Up to the end of the 19th century university successfully resisted to give in, while the society reacted by establishing alternative educational institutions (academies, polytechnics, ...)

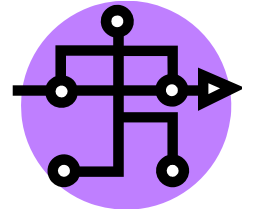


End of the 19th and the 20th century: period of "cohabitation" or "agreed dependence" -

Serving professional and ideological needs of the national states, in every other sense university is autonomous and untouchable



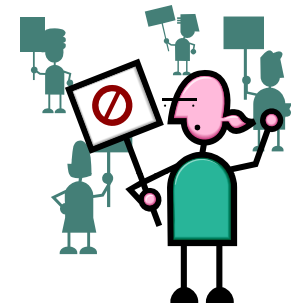
21st century - Coup d'etat(s)



The Bologna process is first attempt in the history of European universities to impose changes instead of creating alternative institutions

On June 18th 1999, 29 countries signed Bologna Declaration

The most intriguing fact about the Bologna Declaration
Upheaval of protests from the united academic community around Europe

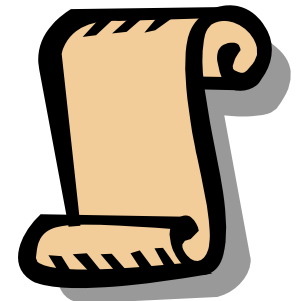


Yet,

even a cursory glance at the Bologna Declaration reveals that it is a rather "empty" paper

It points out

- Governments dissatisfaction with the undergraduate HE system
- Absence of clear concept what should be done (and how)



Selective (different) focuses?

Original Bologna (1999) declaration keyword: UNDERGRADUATE

Massification especially at the undergraduate level combined with the excessively long average study time ⇒

2 cycle system, with request for clear competencies (employability) after the first one

Employability within the enlarging EU ⇒

ECTS as the common currency, transparency of the degrees

Prague (2001) keywords: EHEA - BACHELOR & MASTER

- Extensive discussions on Master degree
- No mention of research (!) -

Was it really forgotten or the existing university system in Europe was not perceived as transforming (as a whole) to the "research university system"?

Berlin (2003) keywords: , QA, QUALIFICATION FRAMEWORK

- Initiating the system (?)

AND (FINALLY) DOCTORAL DEGREE (3RD LEVEL)



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Why everything looks (and is) so difficult?



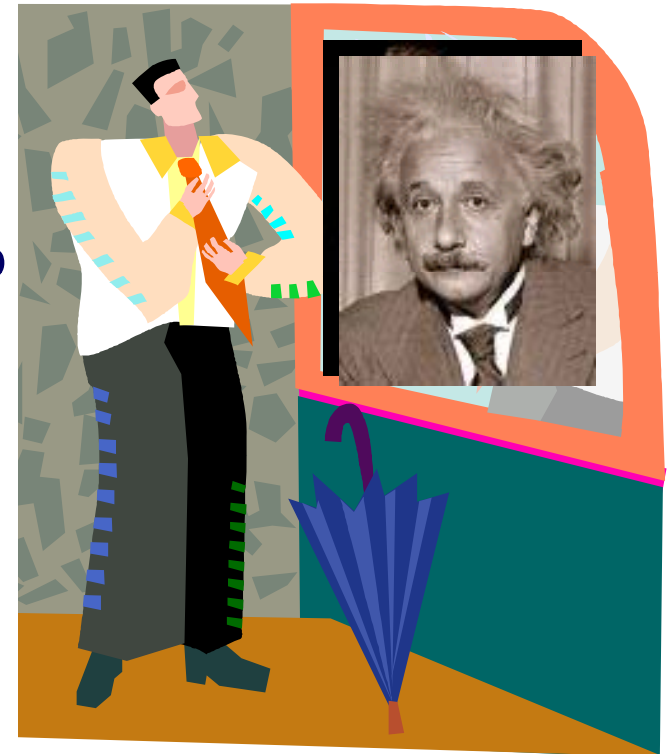
Conclusions (positive)

Targeting 2020

- Each individual gets capacity to be effective in its personal, social and working life
 - Flexible expert -
 - ✓ professional expertise tied with creativity and innovation,
 - ✓ flexible functionality - responsive to diverse challenges and acquire new knowledge
 - ✓ knowledge management
 - ✓ mobilisation of human resources - take responsibility for change

⇒

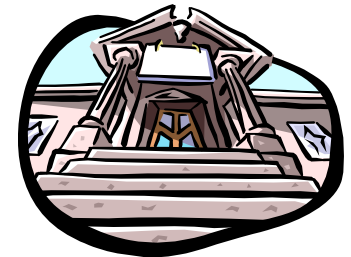
Looks more like Bill Gates than Albert Einstein



Possible strategies



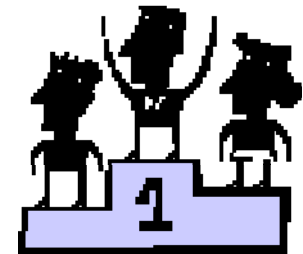
- Strict QA regulations with clear distinction between professional (vocational) and research academic institution, and strong emphasis on outcomes in terms of employability ⇒



IMPLIES GOVERNMENT DETERMINATION TO IMPOSE RULES

- Competition with alternative institutions - corporate universities , ... ⇒

IMPLIES DEVELOPED MARKET AND ECONOMY



- Instigate direct stakeholders (employers and students) involvement ... ⇒

IMPLIES MOTIVATION AND SUSTAINABILITY



Conclusion (semi) positive



EHEA seems to be reality

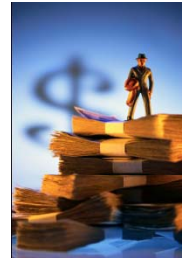


Regional cooperation on QA, NQF and LLL might help us to establish a prominent place in it



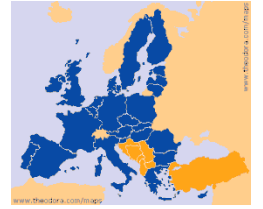
How much time is left for seminars and general discussions?

Where should we be and why?



2% Earth surface, 6.8% Land area, 12% population
48 countries, 46 languages (3 main group), 5 major religions

If Europe wants to remain at the center of the world



European path to Knowledge-based society

Lisbon Agenda (EU):

to become by 2010 the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion

Action plan

ET2010 replaced by ET2020

EHEA - European Higher Education Area (Bologna Process)

ERA - European Research Area