EUROPEAN INTEGRATION AND

HIGHER EDUCATION IN CROATIA

XX the Jubilar Croatian Meeting of Chemists and Chemical Engineers 2007

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20th Meeting Croatian CCE, 2007
EUROPEAN INTEGRATION

Besides the exchange of goods, services, technology and finances it became clear that exchange of knowledge and highly educated people is the most important condition for the success of integration in Europe.

Applied to Higher Education

The terms which have been used in Croatia since 1996 describing the process of adaptation of Croatian HE to the European educational reform in the frame of overall European integration.

- Implementation of ECTS (European Credit Transfer System),
- Harmonization of higher education (HE) study programmes,
- Bologna process (BP),
Development

- 1997 Lisbon Recognition Convention
- 1998 Sorbonne Declaration
- 1999 Bologna Declaration
- 2001 Prag Communiqué of Ministers
  - Student Göteborg declaration
  - Salamanca Message of Universities
- 2003 Berlin Communiqué of Ministers
  - Graz Declaration of European Universities Association
- 2005 Bergen Communiqué of Ministers
- 2007 London (Ministers’ conference)
- + number of meetings of Council of Europe
LISBON document

Convention on the recognition of qualifications concerning higher education in the European region

(The European Treaty Series, n°165, Council of Europe - UNESCO joint Convention)

Lisbon, 11 April 1997

The Parties to this Convention, Conscious of the fact that the right to education is a human right, and that higher education, which is instrumental in the pursuit and advancement of knowledge, constitutes an exceptionally rich cultural and scientific asset for both individuals and society;

(23 pages....)
Sorbonne Joint Declaration

Joint declaration on harmonisation of the architecture of the European higher education system

by the four Ministers in charge for France, Germany, Italy and the United Kingdom
Paris, the Sorbonne, May 25 1998

The European process has very recently moved some extremely important steps ahead. Relevant as they are, they should not make one forget that Europe is not only that of the Euro, of the banks and the economy: it must be a Europe of knowledge as well. We must strengthen and build upon the intellectual, cultural, social and technical dimensions of our continent. These have to a large extent been shaped by its universities, which continue to play a pivotal role for their development.
Sorbonne Joint Declaration

- May 1998
- France, Germany, Italy and UK
- Creating an European Higher Education Area
- Promotion of student, graduate, teaching and administration staff mobility
- Promotion of qualifications with regard to the job market

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Bologna document

THE EUROPEAN HIGHER EDUCATION AREA

The Bologna Declaration of 19 June 1999

Joint declaration of the European Ministers of Education

The European process, thanks to the extraordinary achievements of the last few years, has become an increasingly concrete and relevant reality for the Union and its citizens. Enlargement prospects together with deepening relations with other European countries, provide even wider dimensions to that reality. Meanwhile, we are witnessing a growing awareness in large parts of the political and academic world and in public opinion of the need to establish a more complete and far-reaching Europe, in particular building upon and strengthening its intellectual, cultural, social and scientific and technological dimensions.

(6 pages...)
Bologna Declaration, June 1999

- 29 signatory states
- Enhancing competitiveness of European Higher Education Area (America, Asia)
- Emphasis on independence and autonomy of HE institutions
- Voluntary harmonisation, no binding contracts (but signed agreements)
- Increased transparency (Diploma supplement)
- Increased mobility (students, teachers, personnel)
- A reform of degree system (three cycles)
- Improved recognition of qualifications (Enic/Naric offices)
Towards the European Higher Education Area

Communiqué of the meeting of European Ministers in charge of Higher Education in Prague

on May 19th 2001.

Two years after signing the Bologna Declaration and three years after the Sorbonne Declaration, European Ministers in charge of higher education, representing 32 signatories, met in Prague in order to review the progress achieved and to set directions and priorities for the coming years of the process. Ministers reaffirmed their commitment to the objective of establishing the European Higher Education Area by 2010. The choice of Prague to hold this meeting is a symbol of their will to involve the whole of Europe in the process in the light of enlargement of the European Union.

(4 pages...
Prague Communiqué

- May 2001
- Participants from 32 countries
- What has been achieved so far
- Expansion of objectives:
  - Lifelong learning
  - Involving students as active partners
  - Enhancing attractiveness and competitiveness of the European HE Area
- Further development of quality assurance
- Lifelong learning as an important element of HE that as to be taken into consideration when building up new systems
“Realising the European Higher Education Area”
Communiqué of the Conference of Ministers responsible for Higher Education in Berlin on 19 September 2003

Preamble
On 19 June 1999, one year after the Sorbonne Declaration, Ministers responsible for higher education from 29 European countries signed the Bologna Declaration. They agreed on important joint objectives for the development of a coherent and cohesive European Higher Education Area by 2010. In the first follow-up conference held in Prague on 19 May 2001, they increased the number of the objectives and reaffirmed their commitment to establish the European Higher Education Area by 2010. On 19 September 2003, Ministers responsible for higher education from 33 European countries met in Berlin in order to review the progress achieved and to set priorities and new objectives for the coming years, with a view to speeding up the realisation of the European Higher Education Area. They agreed on the following considerations, principles and priorities:
(9 pages...)
Berlin Communiqué

- September 2003
- Participants from 33 countries
- What has been achieved so far
- Understanding of need for even closer relationship between participating countries
- Stocktacking
- Expansion of objectives:
  - Promotion of linking European HE Area to European Research Area
- Continuation of Bologna process: new members, follow up groups for each participating country
The European Higher Education Area - Achieving the Goals
Communiqué of the Conference of
European Ministers Responsible for Higher Education,
Bergen, 19-20 May 2005

We, Ministers responsible for higher education in the participating countries of the Bologna Process, have met for a mid-term review and for setting goals and priorities towards 2010. At this conference, we have welcomed Armenia, Azerbaijan, Georgia, Moldova and Ukraine as new participating countries in the Bologna Process. We all share the common understanding of the principles, objectives and commitments of the Process as expressed in the Bologna Declaration and in the subsequent communiqués from the Ministerial Conferences in Prague and Berlin. We confirm our commitment to coordinating our policies through the Bologna Process to establish the European Higher Education Area (EHEA) by 2010, and we commit ourselves to assisting the new participating countries to implement the goals of the Process.

(6 pages.....)
Bergen Communiqué

- May 2005
- Participants from 45 countries
- Stocktacking and evaluation of goals (study programmes, quality assurance, recognition of degrees and study periods)
- Taking stock on progress for 2007/2010
- Underline importance of partnership: higher institutions, social partners, business etc.
- Further enhancing of research, especially in regard to third cycle (doctoral programmes)
- HE must be accessible to all
- European HE Area must be attractive to other parts of the world
London Ministers’ conference

- 2007
- Stocktaking: What has been achieved so far
- Stocktaking of progress made (quality assurance, national framework for qualification, joint degrees, flexible learning paths – LLL)
- 2010: establishment of a European HE
- Follow up Group: comparable data on mobility of staff and students, social and economic situation of students in participating countries.
Akreditacija ovlaštene agencije za studijske programe, dokaz je da je transformacija studijskog programa dobro provedena i diploma priznata u Europi.
Accreditation?

- A framework for qualifications of the EHEA
- Standards and guidelines for quality assurance in the EHEA
- Tuning (for a discipline)
- Selfevaluation
- Monitoring by European Universities Association
- Accreditation
- Contacts and agreements with other universities in order to make mobility alive
Are we ready to be integrated into European HE Area?

- Croatian universities from 1996-2006
- Croatian Government from 2001-2006
Croatian universities from 1996-2006

- Committees established (for ECTS implementation, for quality assurance etc.)
- Selfevaluation (universities and faculties)
- University Bulletin (Sveučilišni glasnik), Univ. in Zagreb, special issue 2000:
  - Mobility documents drawn up
  - Diploma Supplement drawn up and accepted by Rectors’ Council
  - HE Structure proposed to the Ministry (three cycles of study—undergraduate/preddiplomski, graduate/diplomski, doctoral/doktorski)
  - Structure of academic degrees proposed to the Ministry (baccalaures, master, doctor)
- TEMPUS projects concerning quality assurance
- New Act on Science and Higher Education drawn up
Croatian Government from 2001-2006

- Before 2001 no interest shown
- Prague Communiqué at Ministers’ conference signed when understood as a part of EU integration
- Uncomplete working proposal from U. of Zagreb about academic degrees accepted uncritically
- Transformation according to BP ordered for 2005/2006, but neither additional finances nor professional crew ensured
- Agency for Science, Education and Sport established
What to do to get the accreditation for study programmes and to “mobile” mobility?

We should ask

- Ourselves as teachers (do we care about students?)
- University and faculty management (do they offer logistics, consultancy and solutions for unclear situations?)
- Government and Ministry (do they offer adequate financial and organisational support in the biggest educational reform in the last 150 years?)
Do we care about students?

- Why is the same course assigned different ECTS values in different study programmes?
- Why are some study programmes duplicated at the same university?
- Why are some study programmes just revised instead reformed?
- Why are some study programmes taught as integrated (undergraduate and graduate courses in a unified study programme) and is that justified?
- Why are the students at some study programmes still overloaded?
- What are results of 3 semesters of BP in Croatia?
More questions to the University management

- Why are Books of regulations not ready before the beginning of academic year?
- Why are the rules regulating the entry to the second year not always precise?
- Why are the study rules being changed during the academic year?
- Why we didn’t apply for mobility programmes like SOCRATES and ERASMUS (EU membership not required)
- When and how “periods of study” would be recognised to “failed” students who completed 3 or more years of study?
From the Lisabon convention (1997)

- Period of study

Any component of a higher education programme which has been evaluated and documented and, while not a complete programme of study in itself, represents a significant acquisition of knowledge or skill.
Questions demanding research (when supported financially)

- Is the quality maintenance and control in HE really ensured?
- Is the structure of academic year adequate to new methods of teaching and verifying?
- Was it necessary to implement the BP to the whole student population of Croatia at the same moment and without any prior analysis on a small sample?
Bologna progress

- Who is wellcome to the EHEA?
- Any university which is ready to agree with EHEA rules

But some more work has to be done!
POST SCRIPTUM

Latest news from local newspaper
Jutarnji list, Feb.24, 2007
Najnovije vijesti (Jutarnji list 24.02.07)

- Univ. of Rijeka is introducing LLL study for systematic education in Europe
- Komentirajući novi Zakon o akademskim nazivima i stupnju obrazovanja prof. dr.sc.Slobodan Uzelac u vezi naziva baccalareus izjavljuje da
  - “BP ne poznaje višu stručnu spremu, te je iz tog razloga trebalo pronaći termin za razinu obrazovanja koja je viša od srednjeg a NIŽA OD VISOKOG”.
- Točno je da BP ne poznaje višu stručnu spremu, ali ovaj članak također pokazuje još nešto:

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Do we really care about students?

- članak pokazuje naše opće nerazumijevanje termina HIGH(srednje) / HIGHER(visoko: 3 ili više godina!!!) EDUCATION

- u skladu je s akademskom podvalom koja nam je nametnuta još ranih 60-tih godina kada je izmišljen stupanj magistra znanosti i naše tzv. 4 godišnje obrazovanje (zapravo 4 godišnju nastavu) od nas samih o malovaženo na stupanj 3 godišnjeg baccalaureusa!

- 8 do 10 godina obrazovanja našeg studenta tijekom kojeg dobiva naziv magistra znanosti o malovaženo i izjednačeno s 5 godina obrazovanja i stupnjem Master of Science (sada kod nas magistar struke)!

- o budućem formalnom izjednačavanju starog doktorata za koji je trebalo 10-15 godina studija s novim za koji će trebati 8 godina, nitko niti ne razmišlja!