



Achievements and remarkable changes due to the Bologna Process: The case of Latin America

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OUTLINE

- **Overview of Higher Education in Latin America**
- Remarkable achievements: from Bologna to Latin America
- New debates within the Latin American Higher Education System: The European Contribution

HIGHER EDUCATION IN LATIN AMERICA HAS EXPERIENCED

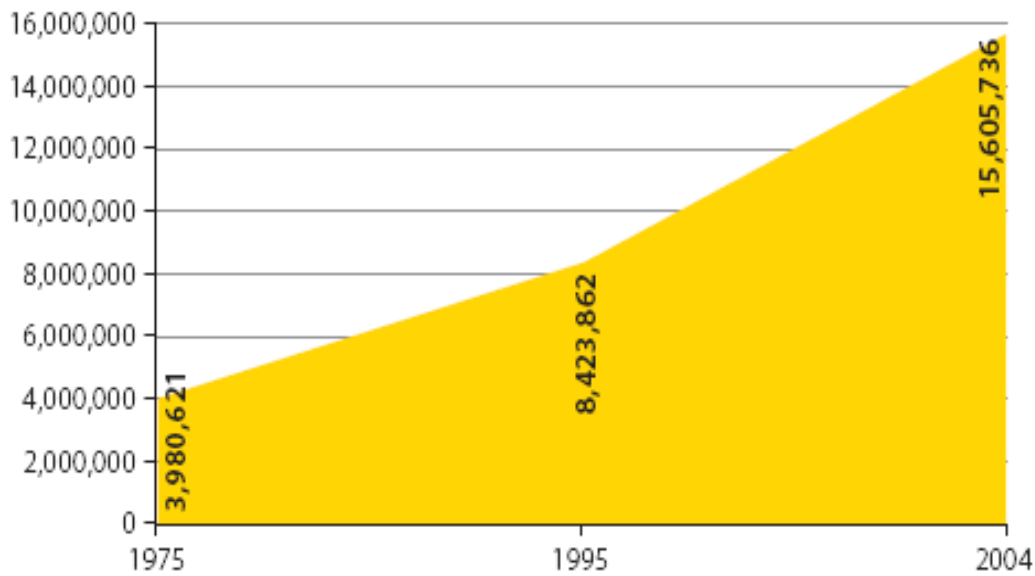
- Growth and diversification in Higher Education
- Progress in Evaluation and Accreditation
- Changes in government attitudes towards HE
- Impact of Globalisation, IT, Science & Technology, Labor Market shifts and other international forces.

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**Enrolments have grown
Institutions have multiplied
Private HE increases much faster than public
Very differentiated system in terms of: size,
relations with government, access rates,
private vs public HEIs proportions, etc**

Evolution of the number of students enrolled in higher education in Latin America and Spain 1975-2005



Fuente: Tabla C.2.

Source: CINDA project, 2007

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- Growth and diversification in Higher Education
- **Progress in Evaluation and Accreditation**
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Self evaluation processes- Part of the Culture
External Peer review
Programme Accreditation systems
Institutional Accreditation systems
Standardized external exit examinations

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Supervisory rather than regulatory
Financial constraints
Funding mechanisms associated with outcomes, goals, targets, projects (result oriented mechanisms)

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Free Trade Agreements, NAFTA, MERCOSUR, Andean Pact
Increased use and access to computers and internet
Competitive presence of cross border education

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Why Bologna is opening new perspectives?

Is widely observed, documented and analysed due to

- **The economic and political importance of the region**
- **It springs from the birth place of all universities**
- **The many and diverse HE systems involved**
- **It is taking place without major conflicts**

Why Bologna is opening new perspectives?

- **Universities from Continental Europe were the model historically followed in LAC by many HEIs**
- **Europe's globalisation is perceived as less menacing than that of the USA, Asia or Australia >> and "Bologna" is a "work in progress"**
- **Traditional and historical ties between Europe and LAC**

What have we learned from Bologna?

THE KEY LESSONS:

1. **Regional awareness about the need to consolidate an Iberoamerican and Latin American and Caribbean space of higher education (although with difficulties)**

INTERNATIONAL MEETINGS OR AGREEMENTS

Guadalajara 1991, Bariloche 1995, Río Janeiro 1999, Lima 2001, Cartagena 2002, Sao Paulo 2004, Salamanca 2005, Panamá 2008, Cartagena 2008, México 2009.....

2. **Learning about how to promote changes in the Regional Higher Education Sector by using consensual agreements, far away from mandatory positions. Based on these agreements it has been possible to build policies, strategies, forms of open and democratic participation and, most importantly, respecting institutional autonomy**

What else have we learned from Bologna?

1. The concept of lifelong learning in higher education (APEL, APL...)
2. The need to organize higher education in cycles interconnected and coherently structured (Bachelor-Master- Doctorate)
3. The need to move from an encyclopaedic model of education (based on contents) to a model of education based on competencies and learning.

What else have we learned from Bologna?

4. The need to implement a credit system
5. The importance and need to improve student and professor mobility.
6. And finally how to improve competitiveness in the higher education system

Examples of regional achievements

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Profile

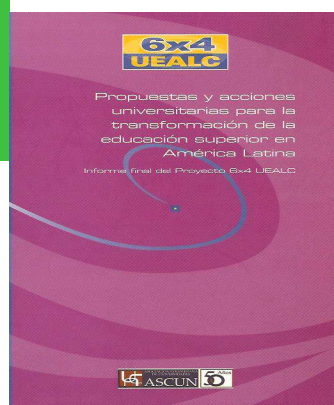
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RELEVANT ACHIEVEMENTS!!!

1. New conceptual, operational and instrumental frameworks related with credits, competencies, learning evaluation and training in innovation and research (SICA (Latin American system of credits) and CAT (Diploma Supplement fo Latin American higher education)
2. Identification of generic and subject specific competencies for qualifications in Latin America.
3. Full diagnostic of higher education in Latin America dealing with the duration of courses for qualifications, system of credits, type of credits, methods of teaching and learning.
4. Important higher education networks of European and Latin American universities.



Profile



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Bologna has become a catalyst for LA's HE Change

Latin America's HE has benefited from the Bologna Process in:

- Your decision to change
- Your careful, respectful and systematic approach to change
- Your non extreme exclusion of previous views and practices
- Your decision to follow declarations (words) with Actions ("You have walked the walk")

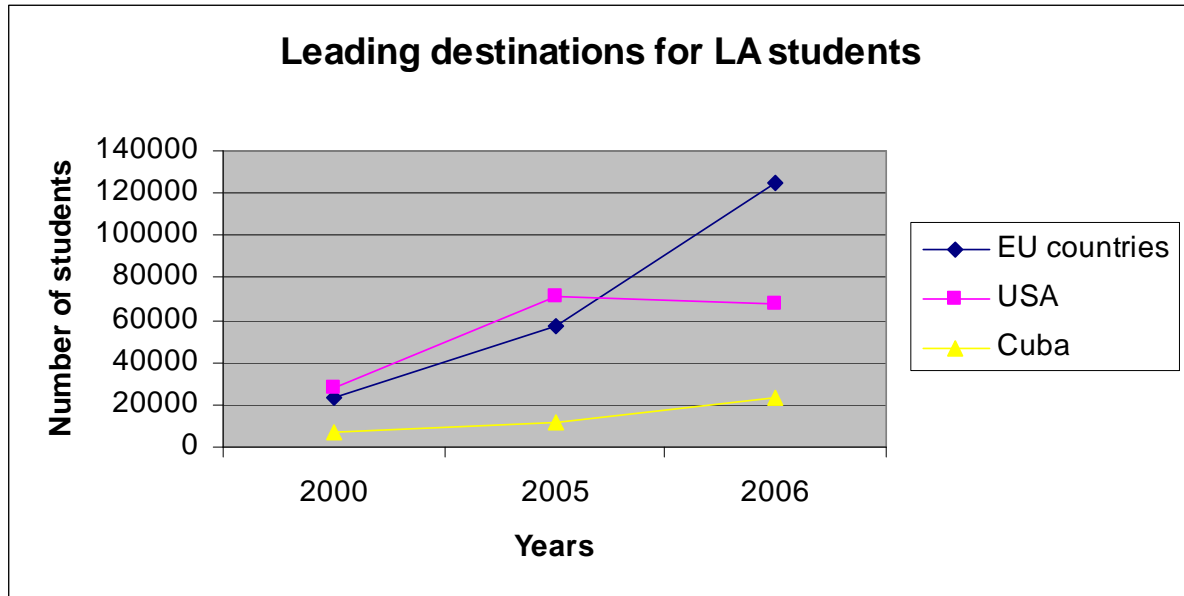
How? Moving slowly and promoting

- **Commitment to the learned professions**
 - Moving towards flexibility rather than rigid study programmes model (Credit systems)
 - Attention given to competencies in addition to knowledge when building the curricular structure.
 - From a teacher-centred education to a student-centred model.
 - Interest in learning outcomes and learning evaluation processes (Ex. CENEVAL-México)
- **Institutional and managerial restructuring processes (CINDA, ALFA III)**
- **Openness to other forms of tertiary education**

And ...

- **Learning, studies and reflections from European quality assurance standards in higher education**
- **Building blocks in the creation of Doctoral Schools and more links between undergraduate and postgraduate programmes.**
- **Start thinking about how to build a regional system of higher education (Iberoamerican Space of Higher Education, CESAL (Higher Education community in Latin America))**
- **Accelerated process of internationalization of the Latin American higher education system**

Student Mobility - Main destinations for LA



Source: UNESCO – Global Education Digest 2003, 2007, 2008

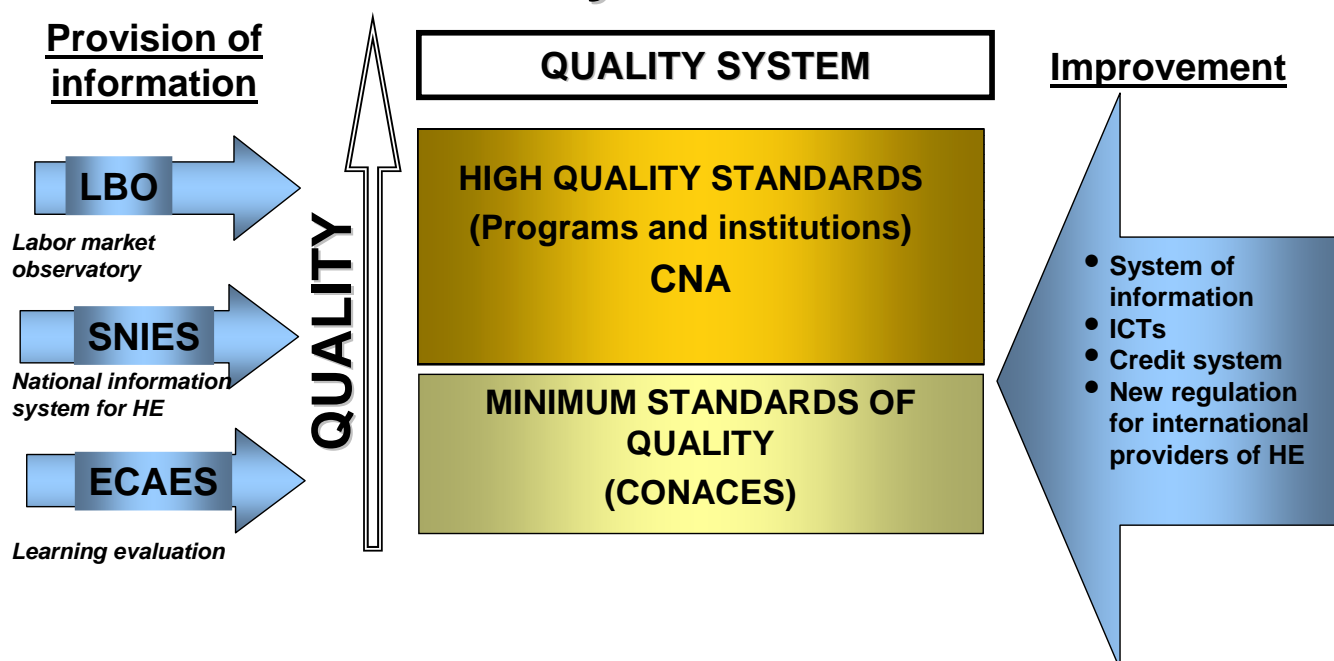
And, in the Case of Colombia



In the Case of Colombia

- **Flexibility in the curriculum (Credit systems, curriculum transformations, links between undergraduate and postgraduate programs)**
- **Interest in stakeholders opinions about the programmes.**
- **Interest in Double degrees**
- **Competencies rather than contents as a quality reference.**
- **New and increasing number of cooperation networks**
- **Discussion about the reduction in length of the undergraduate programs (Less superficiality and more depth).**

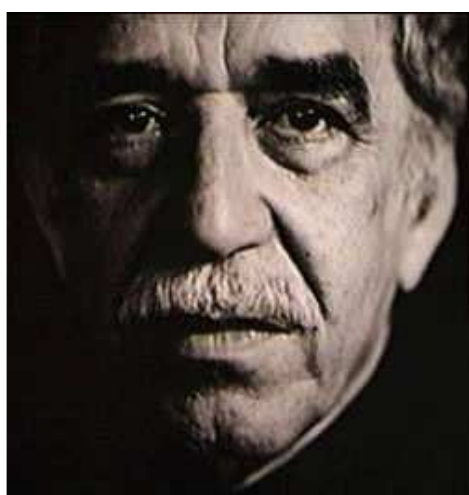
Quality assurance and flexibility in the Colombian Higher Education system



Finally, this is not a one way cooperation. Europe can also benefit from us

The realisation that Europe can also benefit has led to

A declaration by the heads of state and government of the two regions –EU/LAC- to work together to create the largest higher education space in the world (RIO JANEIRO 1999, PARIS 2000, MADRID 2002, MEXICO 2004, SALAMANCA 2001, 2005.....)



“So many things I have learned of you, mankind... I have learned that all wish to live atop the mountain, without realizing that true happiness is found in how the peak is attained. I have learned that when a newborn child tightens their tiny fist around the finger of their parent, the parent is forever trapped. I have learned that one only has the right to look down upon others when we intend to help them raise themselves up”

Gabriel García Márquez

**EUROPE – LATIN AMERICA
(EUALC): THE BOLOGNA PROCESS**

Defining peaks and reaching them, Learning together, Being “different” but understanding differences in terms of possible help rather than a knowledge-ignorance relationship.