



European context (Bologna) of Higher Education in SW

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European context of Higher Education in SW

1. Content of SW Education in Europe
2. SW Education developing in a European context
 1. Converging developments
 2. Diverging developments
 3. Bologna Declaration 1999
3. Some effects of the Bologna Process on Higher Education in Europe
4. Conclusions





Content SW Education in Europe (1)

- ◆ European Social Work or Social Work in Europe?
- ◆ Discussions about:
 - Generic versus specific
 - Voluntarism and professionalism
 - Managerialism and value-based social work



Content SW Educaton in Europe (2)

Various programmes in Europe:

- ◆ Social Work
- ◆ Social Pedagogy
- ◆ Community Work
- ◆ Social Education (Denmark)
- ◆ Special Education (Poland)
- ◆ Advocacy/legal Work



Content SW Education in Europe (3)


Various levels:

- ◆ Vocational training
- ◆ (University)
Colleges/Polytechnics
- ◆ Universities



Content SW Education in Europe (4)

- ◆ European Associations:
 - EASSW
 - FESET
 - European Region of IFSW
 - AIEJI (social educators)
 - European Region of ICSW
- ◆ Thematic Network Socrates:
 - European Social Work: commonalities and differences
 - Publication: Campanini, A. en Frost, E. ed.(2004) European Social Work. Roma, Carocci Editore. ISBN: 88-430-2967-3



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SW Education in a European context (1)

Converging developments:

- Documentation of IASSW:
 - International definition of SW
 - Global standards for social work education and training
- Bologna Declaration and process
- ECTS
- European dimension and mobility
 - Erasmus, Comenius and LdV under LLL
- Diploma supplement



SW Education in a European context (2)

Diverging developments:

- SW in many countries protected profession by law
- Professional practice is many times local, regional, national
- Professional bodies redefine professional identity
- Academisation splits the education into social work and social sciences and teacher education (Hu, It, Es)
- In spite of Bologna, education is still nationally defined



SW Education in a European context (3)

Bologna Declaration 1999
a Europe of Knowledge

“the most competitive knowledge based society in the world” ...

“capable of giving its citizens the necessary competencies to face the challenges of the new millennium”

45 signatures



SW Education in a European context (4)

Bologna Action Lines

1. Adaptation of a system of easily readable and comparable degrees
2. Adoption of a system essentially based on two cycles
3. Establishment of a system of credits
4. Promotion of mobility
5. Promotion of European co-operation in quality assurance
6. Promotion of the European dimension in higher education



SW Education in a European context (4)

Bologna Action Lines

7. Lifelong learning (LLL)

Prague Communiqué (2001)

8. Promoting the attractiveness of the European Higher Education Area (EHEA)

9. European Higher Education Area and European Research Area – two pillars of the knowledge based society

“Degrees should have different defined outcomes”


Berlin Communiqué (2003)



SW Education in a European context (5)

Bologna Process in concrete measures

- ◆ competences & learning outcomes as a reference
 - transparency
 - benchmarks for quality assurance & accreditation
 - *employability*; better communication stakeholders
- BaMa structure
 - Ba = 180 – 240 credits
 - Ma = 90 – 180 credits
- Ba has to give access to the labor market and employment
- Ma = specialization



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Effects of Bologna Process on Higher Education in Europe(1)

Learning Outcomes

◆ ECTS: *credit-system*

- EUA-conference Zürich 2002: ECTS based on *study load*, but also related to *learning outcomes*

◆ *Joint Quality Initiative: Dublin descriptors*

- for ba- en ma-curricula list of generic and subject-specific competences
- Directive for curriculum development quality assurance and accreditation

Effects of Bologna Process on Higher Education in Europe(2)

Aims & objectives

- ◆ Input driven

i.e. what the teacher intends to cover

- ◆ Teacher-centered
- ◆ Subject based

cfr different

disciplines in SW

Learn Outcomes

- ◆ Output driven

i.e. what the student is expected to learn

- ◆ Student centered
- ◆ Competence based
- ◆ Modularization



Effects of Bologna Process on Higher Education in Europe(3)

Competences


- ◆ Integration of knowledge, skills and attitude
- ◆ Key concept in the perspective of lifelong learning
- ◆ A new perspective for professionalization
- ◆ A challenge for ethical discussion
i.e. The social worker can relate authentically to people and groups of people within his function



Effects of Bologna Process on Higher Education in Europe(4)


Modularization

- ◆ Cluster of subjects
- ◆ Built on competences
- ◆ Outcome based
- ◆ Assessment replacing exams
- ◆ Student demonstrates/proves the competences




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Conclusions: Some critical notes and considerations for SW Education (1)

- ◆ Increasing academic focus
 - Relevance of scientific theories
 - Integrating research in teaching
- ◆ Convergence on the contents of SW programs – generalist BA
- ◆ Development/specialization of MA & PhD in SW in many EU-countries
- ◆ Focus on employability in line with lifelong learning



Conclusions: Some critical notes and considerations for SW Education (2)

- ◆ International/European focus
 - Increase of student and teacher exchange in SW
 - Development of international modules
 - Need for international/European quality assurance
 - Need for international/European accreditation



Conclusions: Some critical notes and considerations for SW Education (3)

- ◆ Quality assurance arouse suspicion an anxiety
- ◆ Quality assurance creates competition
- ◆ Accreditation provides better understanding of the own education in the own institution
- ◆ The Bologna Process is increasing dramatically time and investment



Resources

1. Bjornavold J.,(2005) "Learning outcomes" in a European Perspective: towards Common European Framework of Qualifications, European Commission Franshen, M., (2006) Bolognaseminarium Learning Outcomes and Competences
2. Labonté-Roset, C, (2006) Social Work Education and Training in Europe and the Bologna Process
3. Reverda, N., (2005), Presentatie Utrecht
4. Van Damme D.,(2005) *Learning Outcomes* in het Vlaamse hoger onderwijsbeleid

[www.eassw.org/Schools of Social Work/Hungary](http://www.eassw.org/Schools_of_Social_Work/Hungary)