

A Vision of the Bologna Process and its Implementation in Portugal

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European Congress on Physiotherapy Education
Estoril, Portugal, 4-5 November 2004

To say what I am going to say...

Bologna Process - a vision and how it goes

- ① **Understanding the Bologna Process**
 - ① Strategic objectives vs. Instruments for achieving them
- ② **Some Issues about Bologna**
- ③ **Co-operation - still a long way to go**
- ④ **Portugal - changes in progress**
- ⑤ **Some final notes**

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Understanding the Bologna Process

I - European Strategic Goal

- ☞ Last quarter of the 20th Century - Intense search of new routes for Europe and for the World
- ☞ Culminated with the European Council of Heads of State and Governments, March 2000, Lisbon
 - ✓ Competitive positioning relatively to the other blocks of the Planet
 - ✓ Stating of a strategic objective:
“By 2010, making Europe 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” .

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Understanding the Bologna Process

II - The three dimensions of the Strategy

- ☞ The Economy Dimension - where we can identify the movement that converged in the creation of the EURO
- ☞ The Social Dimension - seen on the multiple objectives of social nature set in the “Lisbon Strategy for 2010”
 - ✓ In line with the European culture of humanism, reasoning, freedom and democracy
- ☞ The Knowledge Society Dimension - identified with the Bologna Process
 - ✓ with all the social, human capital and economical implications
- ☞ This knowledge dimension is very special
 - ✓ Because its universe goes well beyond the European Union
 - ✓ By its nature, many key aspects escape political and even economical control

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Understanding the Bologna Process III - Initially an academic movement...

☞ Academic milestones

- ✓ The *Magna Carta Universitatum*, Bologna, 18 September 1988
- ✓ Many other academic meetings

☞ Quickly, the political taking over...

- ✓ The Sorbonne Joint Declaration, Paris, 25 May 1998, signed by 4 Ministers of Education
- ✓ The Bologna Declaration, on June 19, 1999, signed by 29 Ministers of Education of 29 European States

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Understanding the Bologna Process IV - Today, an integrated movement...

☞ In the Bologna Declaration, the **TURNING POINT** of this movement of such a wide dimension.

- ✓ For that reason, Today known as the Bologna Process,

☞ Several other political milestones of this movement can be identified, viz. -

- ✓ The Prague Meeting, on May 19th, 2001
- ✓ The Berlin Meeting, on September 19th, 2003

☞ This is the European dimension of the *Bologna Process*:

- ✓ 29 Countries in Bologna, 32 in Prague, 33 in Berlin, 40 in Bergen, 2005
- ✓ A dimension significantly wider than that of the European Union

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Understanding the Bologna Process V - The European Higher Education Area

- ☞ Establishing till 2010, the European Higher Education Area, coherent, compatible, competitive and attractive for european students and for students from third countries
- ☞ A Space that promotes European cohesion through knowledge, through mobility and employability of graduates
- ☞ A Space that promotes the development of new paradigms of education

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Understanding the Bologna Process VI - Detailing strategic objectives (I)

- ☞ The building of new European awareness and dimension in higher education, research and innovation:
 - ✓ For what cultural interchange through the mobility of young (and not so young) people plays a major role.
- ☞ The increase of European cohesion:
 - ✓ Again through mobility and always through knowledge, this being considered as the only way for strengthening the role of Europe in the World.

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Understanding the Bologna Process

VI - Detailing strategic objectives (II)

☞ The re-structuring of the higher education system:

- ✓ in order to bring higher education nearer to the needs of Society and simultaneously to offer a wider choice to youngsters that may bring them more individual satisfaction.

☞ An evolution of the teaching and learning paradigms:

- ✓ adapting this learning process to the prevailing views and concepts of modern societies and to the available pedagogical means,
- ✓ projecting in particular the education for the adult stages of life, in this way adapting to the evolution of knowledge and to the evolution of individual and collective interests.

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VII - Instruments for change - As of Berlin 2003 (I)

☞ *Quality Assurance*

By 2005 national quality assurance systems should include:

- ✓ A definition of the responsibilities
- ✓ Evaluation of programmes or institutions
- ✓ A system of accreditation, certification or comparable procedures.
- ✓ International participation, co-operation and networking.

☞ *Degree structure:*

- ✓ Adoption of a system essentially based on two main cycles

☞ *Promotion of mobility*

- ✓ Establishment of a system of credits - also an accumulation system, to be applied consistently
- ✓ Recognition of degrees: Adoption of a system of easily readable and comparable degrees, through descriptors of competences

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VII - Instruments for change - As of Berlin 2003 (II)

- ☞ *Higher education institutions and students*
The commitment of Higher Education Institutions and students
- ☞ *Promotion of the European dimension in higher education*
 - ✓ Modules, courses and curricula with European content, orientation or organisation are being developed.
 - ✓ Promote the development of integrated study programmes and joint degrees at first, second and third level.
- ☞ *Promoting the attractiveness of the European Higher Education Area*
 - ✓ Readiness to further develop scholarship programmes for students from third countries.
 - ✓ co-operation with regions in other parts of the world by opening Bologna seminars and conferences to representatives of these regions.

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Understanding the Bologna Process

VII - Instruments for change - As of Berlin 2003 (III)

- ☞ *Lifelong learning*
 - ✓ stressing the need to improve opportunities for all citizens, in accordance with their aspirations and abilities, to follow the lifelong learning paths into and within higher education.
- ☞ *European Higher Education Area and European Research Area- two pillars of the knowledge based society*
 - ✓ To increase the role and relevance of research to technological, social and cultural evolution and to the needs of society.
- ☞ *Stocktaking*
 - ✓ to take stock of progress achieved in the Bologna Process.

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Understanding the Bologna Process

VII - Instruments for change - As of Berlin 2003 (IV)

☞ *New members -*

- ✓ Countries party to the European Cultural Convention shall be eligible for membership of the European Higher Education Area provided that they at the same time declare their willingness to pursue and implement the objectives of the Bologna Process in their own systems of higher education.

☞ *Follow-up structure*

- ✓ Composed of the representatives of all members of the Bologna Process and the European Commission, with the Council of Europe, the EUA, EURASHE, ESIB and UNESCO/CEPES as consultative members.
- ✓ Follow-up Group to report on the progress and implementation of the intermediate priorities set for the next two years:
 - quality assurance
 - two-cycle system
 - recognition of degrees and periods of studies

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Issues about Bologna

I - What is relevant for the individual countries?

- ☞ For sure a smooth transition, BUT:
- ☞ To understand the change of development paradigm ...linked to opportunities of co-operation, which indeed includes also financing of transnational projects
- ☞ To understand the evolution of the Society in requirements and opportunities
 - ✓ New competences
 - ✓ New paradigms of education
 - Learning more centred on the students work
 - Continuous education
 - ✓ New markets of learning and for jobs

☞ **Answer the question - What... If I do not change?**

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Issues about Bologna

II - Understanding the new generations

- ☞ Understanding their intuition thinking, using that to catalyse their development of holistic perception
- ☞ Understanding that the evolution of concepts and ideals from generation to generation can only be achieved by having them participating and influencing the discussion of the issues
- ☞ Adapt the offer of higher education to attract young people
- ☞ A major issue in Portugal - review the links and coordination between secondary education and higher education

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Issues about Bologna

III - One single system or binary system?

- ☞ Much to do with the history of education in one's country, but to me the indication is that European countries favour the binary system
- ☞ Two professional formation frameworks
 - ✓ More applied oriented vs. more theoretically oriented
- ☞ Short courses vs. Long courses
- ☞ More applied oriented is not necessarily short
- ☞ More theoretically oriented is not necessarily long
- ☞ Always with bi-directional conversion

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Co-operation, still a long way to go...

I - The need of sorting out some difficulties - Descriptors for first cycles

☞ What do we mean by 'Professional'?

- ✓ In terms of first cycle formation, often it should be understood in the broadest sense, relating to attributes to undertaking work and not with regard to specific requirements of regulated professions.

☞ What do we mean by 'Competence'?

- ✓ Similarly, it should be used in the broadest sense, allowing for gradation of abilities and skills, i.e.
- ✓ Should not be used on the basis of a yes/no assessment.

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Co-operation, still a long way to go...

II - But on its way...



The Chemistry "Eurobachelor"

Version 2004

Last revised 11.5.2004

Towards shared descriptors for Bachelors and Masters

A report from a Joint Quality Initiative informal group (contributors to the discussions and drafting of the BaMa descriptors include those listed in Annex A)

Annex A

Those who have contributed to the discussions and drafting of the shared BaMa descriptors include:

Marlies Leegwater (MinOCW; Netherlands)	Bryan Maguire (NOAI; Ireland)
Dirk Van Damme (Flemish Inter-universities Council)	Jose-Gines Mora (Council of Universities; Spain)
Mark Frederiks (HBO-raad; Netherlands)	Ulf Ohlund (HSV; Sweden)
Josep Grifoll (Agenqua; Catalunya)	Seamus Puirseil (HETAC; Ireland)
Nick Harris QAA; UK)	Hermann Reulke (ZEA; Germany)
Linda de Kock (Min. Flemish Community)	Sverre Rustad (NNR; Norway)
Wolfgang Kosmer (MfW Niedersachsen; Germany)	Gemma Reurat (Agenqua; Catalunya)
Cees Karssen (Trailblazer Committee, Netherlands)	Ko Scheele (Insp. Onderwijs; Netherlands)
Dorte Kristoffersen (EVA; Denmark)	Christian Thune (EVA; Denmark)
Tobias Lindeberg (EVA; Denmark)	Noel Vercauysse (Min. Flemish Community)
Ton Vroegjensijn (VSRU; Netherlands)	Inge de Wolf (Insp. Onderwijs; Netherlands)

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Co-operation, is being enforced...

III - Recommendations for Bergen, 2005

(Stockholm, meeting on joint degrees, 2004)

- ☞ Change national legislation, paving the way for joint degrees
- ☞ Equally, the form of the Diploma Supplement should be adapted to facilitate the description of joint degrees
- ☞ Incentives should be awarded for higher education institutions to participate in joint programmes leading to joint degrees.

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Portugal - How it goes... Reaching boiling point... (I)

- ☞ The Minister of Science, Innovation and Higher Education has promoted a nationwide discussion on the most adequate re-shapping of our system of higher education
- ☞ An on-going open discussion with academics, professional associations and students
- ☞ Extremely relevant action is required and is being taken to widen the offer of education and change of education paradigms
- ☞ To a very large extent the success of new paradigms of education is in our (academics) hands
- ☞ The formal framework will be ready by 2005.
- ☞ The new system will start (not in all areas) in 2005-2006

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Portugal - How it goes... Reaching boiling point... (II)

- ☞ Legislation concerning the regulating instruments for the creation of the European Area of Higher Education is ready
- ☞ The issue of cycle structure per scientific area and associated (professional) competences is at its peak of discussion prior to decision by the end of this year
- ☞ It is clear that the decision should include a clear view of the European strategy and preserve the strategic capacity of Portugal being an equal partner in future co-operation in joint courses and degrees.
- ☞ As such, and much in line with the European trend, Portugal will favour, with few exceptions a structure with a first cycle of 180 ECTS, with the required complementary formation for full competences varying from area to area

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Portugal - Our System of Education

I - Today and ... Tomorrow...

- ☞ **Today - Limited offer and flexibility, four main degrees**
 - ✓ Bacharel (Bachelor)
 - ✓ Licenciado (Licenciate)
 - ✓ Mestre (Master)
 - ✓ Doutor (Ph.D.)
- ☞ **Tomorrow - wider offer and flexibility, three main degrees**
 - ✓ First cycle degree (designation?)
 - ✓ Second Cycle Degree - Mestre (Master)
 - ✓ Third cycle degree - Doutor (Ph.D)

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Some final key notes - I

- ☞ **The increase of European cohesion, within diversity, is vital for strengthening the role of Europe in the World, and there is no doubt of how such is relevant for the Planet**
- ☞ **Transparency, readability, comparability, accreditation are the requirements for trust, basis for mobility**
- ☞ **Student and staff mobility represent a major policy for ensuring the construction of the EHEA**

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Some final key notes - II

- ☞ **Knowledge is the driving force and the basis for sustainable progress**
- ☞ **Knowledge will more and more be developed through international participation and co-operation - networking, joint degrees...**
- ☞ **We are all in the same boat - let's row in the same direction, towards the future.**

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