

The Bologna Process and the ALBAN Programme State of the Art of the Bologna Process Implementation

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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 **Stocktaking (referred to early 2005)**
- ③ **Priorities for the next future**
- ④ **Further challenges**
- ⑤ **Some specific issues concerning changes in progress**
- ⑥ **Concluding remarks**

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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
 - the **TURNING POINT** of this movement, for that reason, Today known as the Bologna Process

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

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

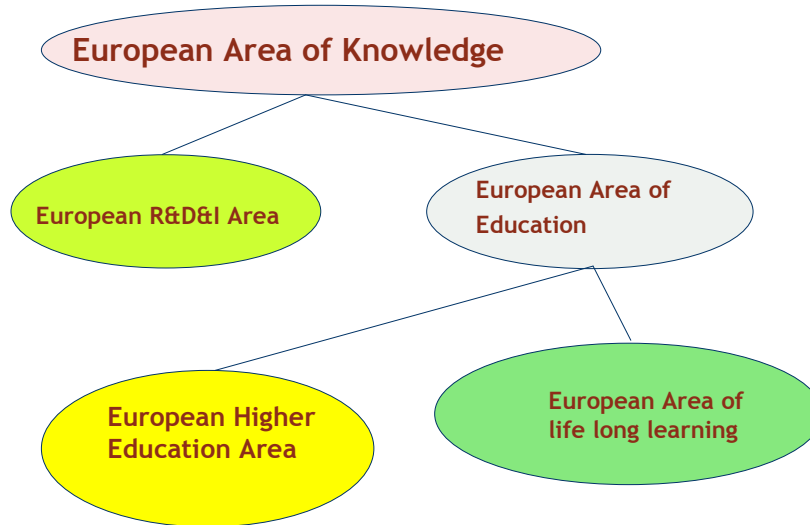
- ✓ The Prague Meeting, on May 19th, 2001
- ✓ The Berlin Meeting, on September 19th, 2003
- ✓ The Bergen Conference, on May 19-20, 2005

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

- ✓ 29 Countries in Bologna-1999, 32 in Prague-2001, 33 in Berlin-2003, 40 in Bergen-2005, 45 after Bergen
- ✓ A dimension significantly wider than that of the European Union

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Understanding the Bologna Process V - Building the European Higher Education Area (I)



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Understanding the Bologna Process V - The European Higher Education Area (II)

- ☞ 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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Understanding the Bologna Process VII - Instruments for change - As of Berlin 2003 (I)

☞ *Degree structure:*

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

☞ *Quality Assurance*

Creation of national quality assurance systems that 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.

☞ *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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Understanding the Bologna Process VII - Instruments for change - As of Berlin 2003 (II)

☞ *Promotion of the European dimension in higher education*

- ✓ Through modules, courses and curricula with European content, orientation or organisation are being developed.
- ✓ Promoting the development of integrated study programmes and joint degrees at first, second and third level.

☞ *Promotion of the attractiveness of the European Higher Education Area*

- ✓ More flexible structures for acquisition of competences
- ✓ 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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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*

- ✓ Taking measures to increase the role and relevance of research to technological, social and cultural evolution and to the needs of society.

☞ *Stocktaking*

- ✓ Taking stock of progress achieved in the Bologna Process.

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

☞ *Accepting 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.

☞ *Creation of follow-up structure - BFUG- Bologna Follow-up Group*

- ✓ 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
 - > three-cycle system (two main cycles + third cycle for Ph.D.)
 - > recognition of degrees and periods of studies

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Stocktaking

I - Criteria and Benchmarks for the Bologna Scorecard (I)

- ☞ **Focus - take account of the position in relation to the main action lines (at early 2005)**
- ☞ **43 countries included**
- ☞ **Criteria for the Bologna scorecard**
 - Quality Assurance
 - The two-cycle degree system
 - Recognition of degrees and periods of study

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Stocktaking

I - Criteria and Benchmarks for the Bologna Scorecard (II)

- ☞ **Quality Assurance**
 1. Stage of development of quality assurance system
 2. Key elements of evaluation systems
 3. Level of participation of students
 4. Level of international participation, co-operation and networking

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Stocktaking

I - Criteria and Benchmarks for the Bologna Scorecard (III)



The two-cycle degree system

5. Stage of implementation of two-cycle system
6. Level of student enrolment in two-cycle system
7. Access from first cycle to second cycle

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Stocktaking

I - Criteria and Benchmarks for the Bologna Scorecard (IV)



Recognition of degrees and periods of study

8. Stage of implementation of diploma supplement
9. Ratification of Lisbon Recognition Convention
10. Stage of implementation of ECTS

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Stocktaking

I - Criteria and Benchmarks for the Bologna Scorecard (V)



BENCHMARKS

- For each of the above items five classes were defined for characterising level of development
- Level expressed in marks of 5 (full compliance) to 1 (no compliance at all)

Level 5	Dark Green
Level 4	Bright Green
Level 3	Yellow
Level 2	Orange
Level 1	Red

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Stocktaking

II - Percent distribution of classes (I)



Quality assurance

Pie diagram - page 23

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Stocktaking II - Percent distribution of classes (II)

☞ The two-cycle degree system

Pie diagram of page 29

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Stocktaking II - Percent distribution of classes (III)

☞ Recognition of degrees and period of studies

Pie diagram of page 34

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Stocktaking III - Overview of scores

Table of pages 15-16

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Priorities for the next future - Strong Trends I - The degree system

- ☞ Adopt a framework for qualifications in the EHEA, comprising:
 - Three cycles, including the possibility of shorter higher education linked to the first cycle
 - Generic descriptors for each cycle based on learning outcomes and competences, and
 - Credit ranges in the first and second cycles.
- ☞ Ensure complementarity between this framework and the broader framework for lifelong learning, encompassing general education as well as vocational education and training
- ☞ Promote the increase of employability of graduates with bachelor qualifications, including in appropriate posts in the public service

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Priorities for the next future - Strong Trends II - Quality assurance in the EHEA

- ☞ Introduce a model for peer review of quality assurance agencies on a national basis.
- ☞ Welcome the principle of a European register of quality assurance agencies based on national review.
- ☞ Promote co-operation between nationally recognised agencies with a view to enhancing the mutual recognition of accreditation or quality assurance decisions.

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Priorities for the next future - Strong Trends III - Recognition of degrees and periods of studies

- ☞ Promote the ratification of the Lisbon Recognition Convention by all countries
- ☞ Improve at national level the quality of the process associated with the recognition of foreign qualifications
- ☞ Push forward the recognition of joint degrees
- ☞ Improve the recognition of prior learning including non-formal and informal learning for access to, and as elements in, higher education programmes.

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Further challenges and priorities

I - Higher education and research

- ☞ Research and research training are key in maintaining and improving the quality of and enhancing the competitiveness and attractiveness of the EHEA.
- **HENCE**, efforts to introduce structural change and improve the quality of teaching should not detract from the effort to strengthen research and innovation.
- ☞ Efforts must be made to improve the synergy between the EHEA and the European Research Area.
- An overall increase in the numbers of doctoral candidates taking up research careers within the EHEA must be achieved

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Further challenges and priorities

II- Doctoral qualifications and doctoral programmes

- ☞ Doctoral level qualifications need to be fully aligned with the EHEA framework for qualifications, using the outcomes-based approach
- ☞ The normal workload of the third cycle in most countries would correspond to 3-4 years full time
- ☞ The core component of doctoral training is the advancement of knowledge through original research
- ☞ Doctoral programmes should promote interdisciplinary training and the development of transferable skills
- ☞ Participants in doctoral programmes are seen as both students and early stage researchers

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Further challenges and priorities II - Mobility and the Social Dimension

- ☞ **Mobility is still a key issue**
- ☞ **Countries must facilitate the portability of grants and loans**
- ☞ **Obstacles must be lifted to mobility by facilitating the delivery of visa and work permits and by encouraging participation in mobility programmes.**
- ☞ **Work for full recognition of study periods abroad within mobility programmes,**
- ☞ **The social dimension of the Bologna Process is a necessary condition for the attractiveness and competitiveness of the EHEA.**
- ☞ **Commitment to making quality higher education equally accessible to all**
- ☞ **Appropriate conditions given for studies to be completed without obstacles related to social and economic background.**

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Further challenges and priorities III - Attractiveness of the EHEA and co-operation

- ☞ **Flexible structures for differentiated competences**
- ☞ **An EHEA open and attractive to other parts of the world.**
 - **enhancing the understanding of the Bologna Process in other continents by sharing our experiences of reform processes with neighbouring regions.**
- ☞ **Hence, Education for All:**
 - **based on the principle of sustainable development**
 - **within a framework of quality provision of cross-border education.**
 - **with academic values prevailing in international co-operation**
 - **with balanced student and staff exchange**
 - **with intercultural understanding and respect**
 - **with dialogue in subjects of mutual interest**

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Some 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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Some 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 many countries - review the links and co-ordination between secondary education and higher education

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Some issues about Bologna

III - One single system or binary system?

- ☞ Much to do with the history of education in one's country, but the indication is that European countries favour the binary system
- ☞ Professional formation frameworks should include:
 - ✓ More applied oriented vs. more theoretically oriented
 - ✓ Short courses vs. Long courses
- ☞ Typically:
 - ✓ More applied oriented tendentially shorter
 - ✓ More theoretically oriented tendentially longer
- ☞ Keeping in mind that
 - ✓ Always with bi-directional conversion

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Some issues about Bologna

IV - Clarifying concepts - 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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Some issues about Bologna V - Co-operation, 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 (NQAI; 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 Genoll (Agenqas; Catalunya)	Seamus Puirseil (HETAC; Ireland)
Nick Harris QAA; UK)	Hermann Rauke (ZEV; Germany)
Linda de Kock (Min. Flemish Community)	Sverre Rustad (NMR; Norway)
Wolfgang Koerner (MikW Niedersachsen; Germany)	Gemma Reurat (Agenqas; Catalunya)
Cees Karszen (Trailblazer Committee; Netherlands)	Ko Scheele (Insp. Onderwijs; Netherlands)
Dorte Kristoffersen (EVA; Denmark)	Christian Thune (EVA; Denmark)
Tobias Lindeberg (EVA; Denmark)	Noel Vercrooyse (Min. Flemish Community)
Ton Vroeljevisjn (VSNU; Netherlands)	Inge de Wolf (Insp. Onderwijs; Netherlands)

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Some issues about Bologna V - Co-operation - trends

- ☞ **Conclusions from the 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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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

- ☞ **Europe is committed to intense international co-operation**
- ☞ **Research is key to development**
- ☞ **The conditions are set for international programmes of research, with a high degree of mobility of students and staff**

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Some final key notes - III

- ☞ **Knowledge is the driving force and the basis for sustainable progress**
- ☞ **Knowledge will more and more be developed through this international participation and co-operation - networking, joint degrees...**
- ☞ **Knowledge has no frontiers, walls or barriers - Knowledge must be the bridge linking nations and the lasting basis for peace and progress**