

The Bologna Process in Portugal Where do we stand? Facts & Figures Some personal views on the Process

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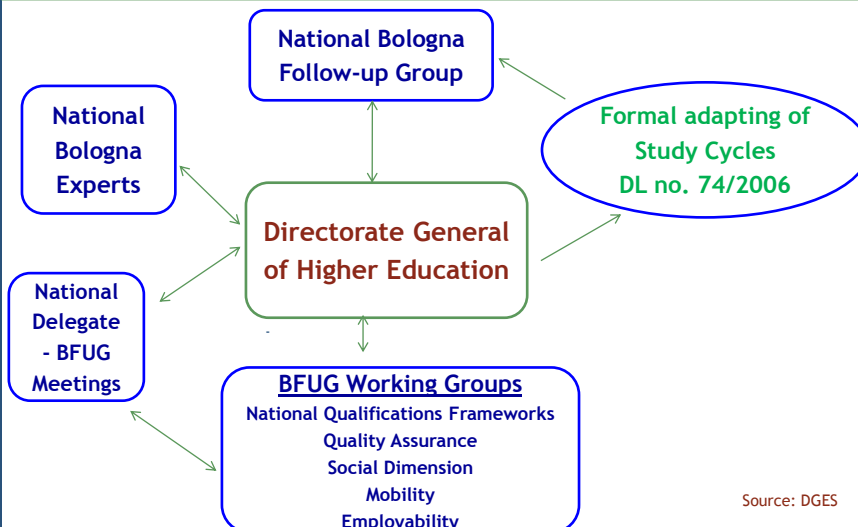
To say what I am going to say...

- ① The reform in Portugal - Structural Issues and main consequences
- ② The reform in Portugal - More Facts and Figures
- ③ Some personal views of the Bologna Process for...
2020

Efforts and structure for promotion and implementation of the Bologna Process I - November 2003 - February 2005

- ☞ Appointment of a National Coordinator of the Bologna Process
- ☞ National discussion
 - With public and private universities and polytechnic institutions
 - Identified 23 areas of knowledge, with appointment of discussion committees to prepare branch proposals
 - Very conservative proposals, resulting from total lack of understanding of the Process and from several cultural barriers
- ☞ Appointment of a (stable) Portuguese Delegate to the BFUG - Bologna Follow-Up Group
- ☞ Approval of the first group of Decree-Laws concerning Bologna

Efforts and structure for promotion and implementation of the Bologna Process II - 2006 - July 2010



Source: DGES

Legal Reforms - I

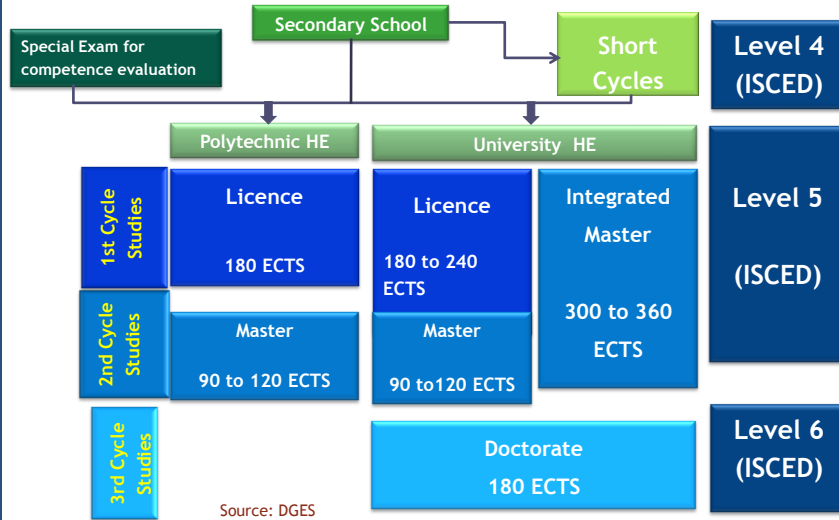
- ☞ Regulatory principles and instruments for the creation of the European Higher Education Area - **ECTS and Diploma Supplement** (Decree-Law no. 42/2005 of 22nd February)
- ☞ Portuguese participation in the **Erasmus Mundus Programme** (Decree-Law no. 67/2005 of 15th March)
- ☞ Amendment of the **Basic Law on the Educational System** (Law no. 49/2005, of 30th August);
- ☞ **Access of new publics (older than 23) to higher education** (Decree-Law no. 64/2006 of 21st March)
- ☞ **the new Legal Framework for Degrees and Diplomas** (Decree-Law no. 74/2006, of 24th March, subsequently amended by Decree-Law no. 107/2008, of 25th June)
- ☞ **the new Legal Framework for Technological Specialisation Courses (CETs)** (Decree-Law no. 88/2006, of 23rd May)

Legal Reforms - II

- ☞ Legal framework for **quality assurance** of higher education (Law no. 38/2007 of 16th August)
- ☞ The **new Agency for Quality Assurance and Accreditation** of higher education (Decree-Law no. 369/2007 of 5th November)
- ☞ **the new Legal Framework for Higher Education Institutions** (Law no. 62/2007, of 10th September);
- ☞ **the new Legal Framework for the Mobility of Students and Graduates** (Decree-Law no.40/2007, of 20th February)
- ☞ **Student loans in higher education** (Decree-Law no. 309-A/2007 of 7th September)
- ☞ **Recognition of foreign degrees** (Decree-Law no. 341/2007 of 12th October)

Academic Degrees in Higher Education as a consequence of the application of Decree Law n°. 74/2006

Organogram of the Portuguese System of Higher Education after the Bologna Process



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The Bologna Process in Portugal - Figures & Facts

Figures - Total of programmes approved within the new legal framework

	First Cycles		Integrated Masters	Second Cycles		Third Cycles	Sum Total
	Univ	Polyt	Univ	Univ	Polyt	Univ	
Public	510	566	91	1.269	316	498	3.250
Private	693		25	474		33	1.225
Military	22		21	0		0	43
Catholic University	97		10	198		47	352
Sum Total	1.888		147	2.257		578	4.870

National higher education qualifications and corresponding cycles of the Bologna Framework and levels of the European Union EQF-LLL

Higher Education Qualifications of the FHEQ-Portugal	Corresponding Bologna Framework Cycles	Corresponding European Union EQF levels
Doctoral degrees	Third cycle qualifications	8
Doctoral course diplomas	-	-
Master's degrees	Second cycle qualifications	7
Integrated Master's degrees		
Master's course diplomas	-	-
Licenciatura degrees	First cycle qualifications	6
Higher education short cycle diplomas / Technological Specialisation Diplomas	Short cycle qualifications (within or linked to the first cycle)	5

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Decree-Law no. 107/2008 Relevant amendments to Decree-Law no. 74/2006

- ☞ Promotion of Lifelong Learning
 - Authorization for registration in individual Units
 - Part-time studies
- ☞ Definition of study programmes in terms of learning outcomes
- ☞ Requirement of annual reports by institutions on all developments and progress in Bologna issues

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Law no. 62/2007, of 10th September the new Legal Framework for Higher Education Institutions

- ☞ Promotion of new management concepts
- ☞ Three Universities became foundations in 2010
 - University of Porto
 - University of Aveiro
 - ISCTE - University Business School
- ☞ Challenge to university culture

Summarizing main changes... and how changes took place... I - Positive aspects(I)

- ☞ Main focus on first cycle studies with 180 ECTS
- ☞ Clearer picture for the binary system
 - First cycles in universities and polytechnics
 - Second cycles mainly (but not exclusively) in universities
- ☞ Positive solution in most areas of the regulated professions
 - health area, architecture, engineering, where first cycles are of 180 ECTS and second cycles are required for the profession
 - Exception are degrees in nursing and other technical degrees in the health area, where first cycles of 240 ECTS are the entry route for the professions

☞ Consolidation of Third Cycle programmes

Summarizing main changes... and how changes took place... I - Positive aspects (II)

- ☞ Reasonably smooth transition from the students' point of view
- ☞ Major steps for positive changes in the management culture
- ☞ Improved mechanisms for recognition of foreign qualifications
- ☞ Globally, improved scenario for promotion of mobility and cooperation
- ☞ Higher Education institutions have understood that times are changing and are actively adapting their structures

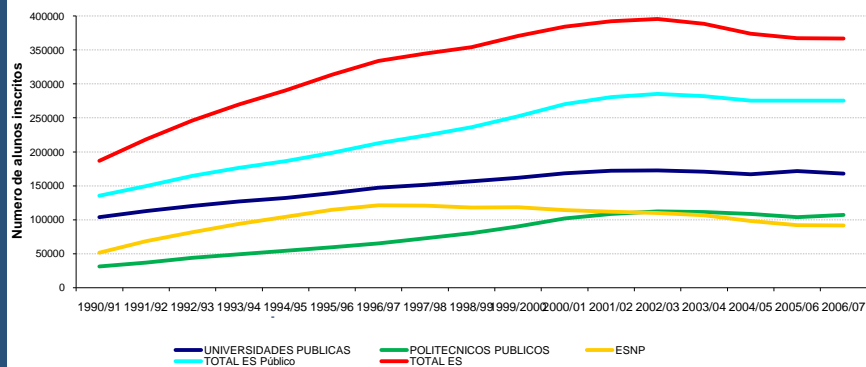
Summarizing main changes... and how changes took place... II - ... Not so positive aspects...

- ☞ Negative influence of economical issues in the original reforms
- ☞ Conservative positioning of academics in the reforms
 - Special difficulties with the professional association in the area of Law, where first cycles with 240 ECTS were implemented
- ☞ So far, limited changes in the substance - methods and curricula
- ☞ Limited success in launching the essential short courses with vocational profiles
- ☞ Limited progress in the implementation of quality assurance policies

To say what I am going to say...

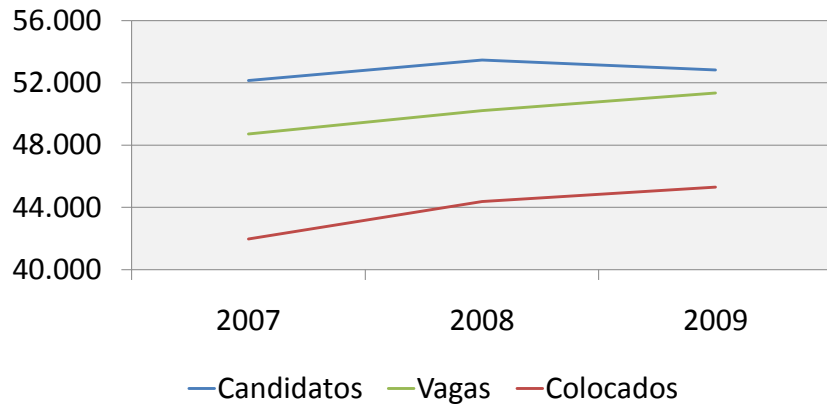
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Democratization of Higher Education No. of Students along the Years



Source: DGES

National Access to Higher Education Candidates, Places available, Admitted



Source: DGES

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10 'Most Wanted' degree programmes (1^a Option)

Curso	2007	2008	2009
Medicine	3.964	3.143	3.170
Nursing	3.376	2.724	2.579
Management	2.477	2.940	2.336
Law	1.855	2.362	2.530
Civil Engineering	1.363	1.704	1.341
Informatics Engineering	1.114	1.714	1.397
Economics	1.303	1.597	1.298
Psychology	1.343	1.117	1.417
Basic Education	1.210	998	1.196
Mechanical Engineering	849	1.286	1.206

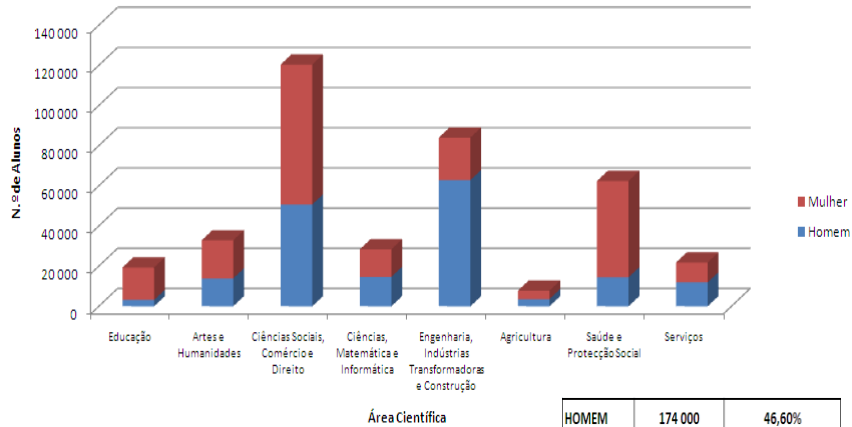
Source: DGES

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Registered students by scientific area and gender 2007-2008



HOMEM	174 000	46,60%
MULHER	199 002	53,40%
TOTAL	373 002	100%

Source: DGES

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Regionalization of Higher Education (Regional Development) Need for rationalization of the network of institutions

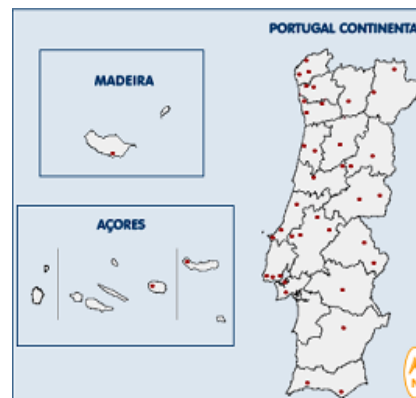
13 Public Universities +

Open University



Fonte: DGES

15 Public Polytechnic Institutes



Fonte: DGES

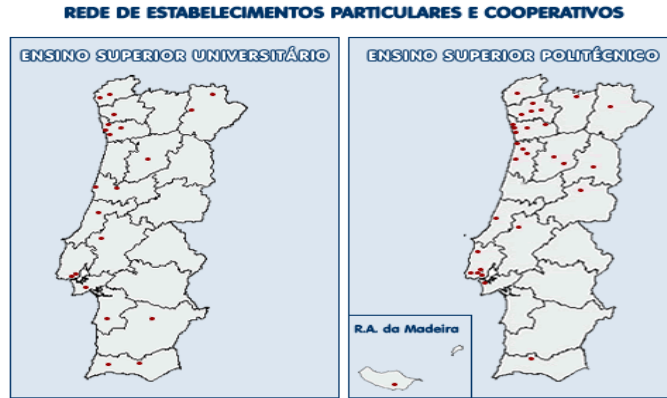
Source: DGES

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Private Institutions 8 large universities and 60 small institutions



Fonte: DGES

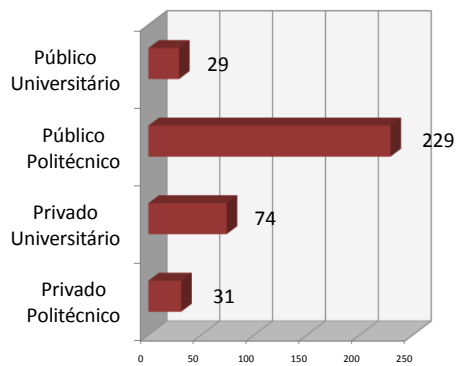
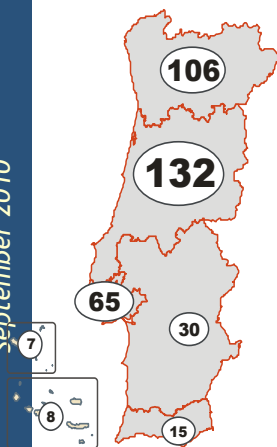
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Geographical distribution of CET (short courses)



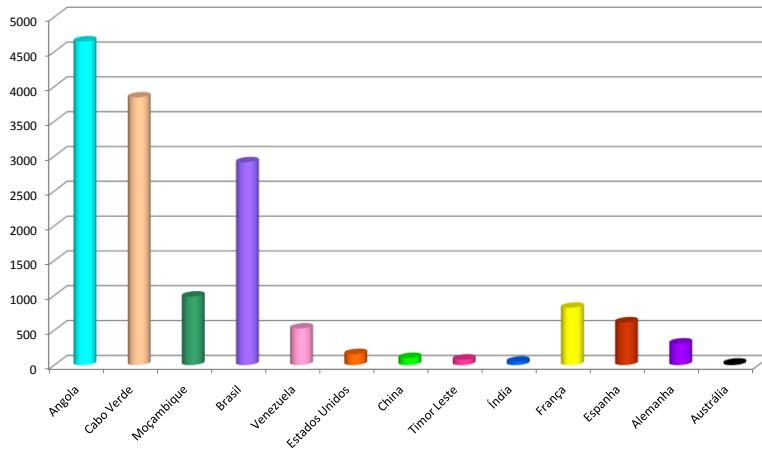
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Internationalization Foreign students, 2007-2008



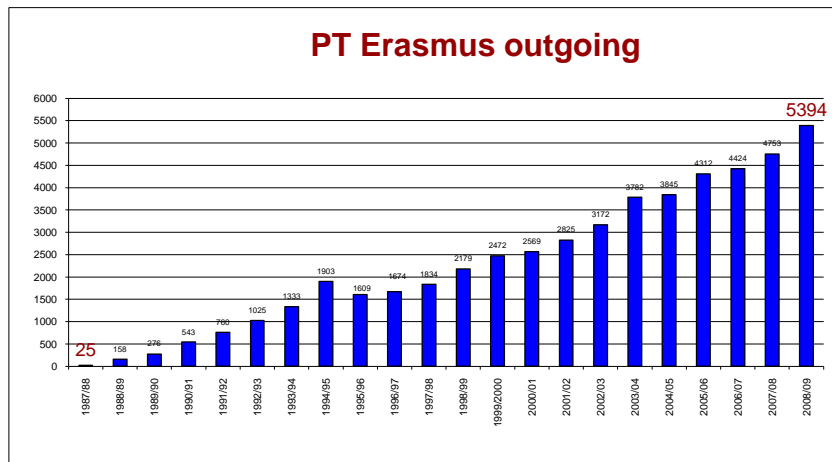
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ERASMUS Mobility - 1987/2009



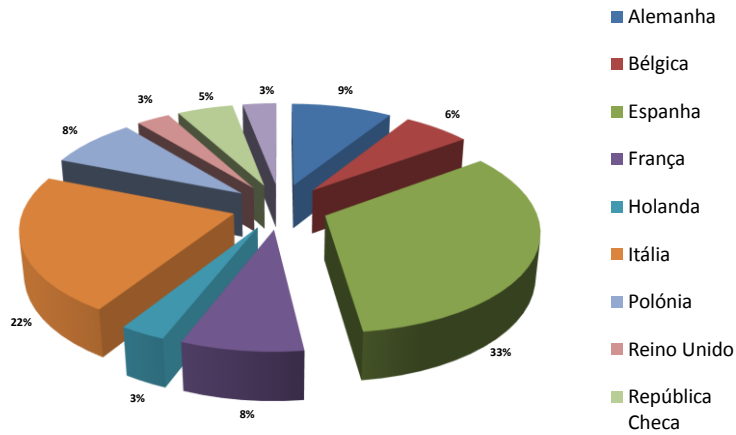
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ERASMUS Mobility 10+ Destination of Portuguese Students (2000-2009)



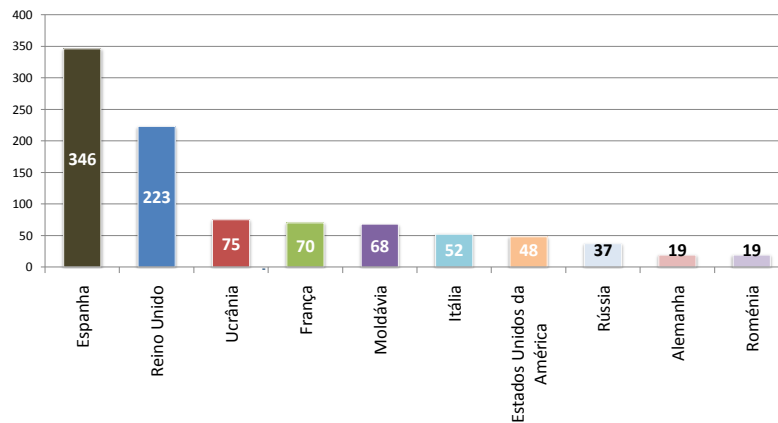
Source: DGES

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Recognition of Foreign Degrees



Source: DGES

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From Bologna to Leuven/Louvain-La-Neuve... and beyond References for analysis

- ☞ **Characterizing the Process Today**
 - **Policy areas**
 - **Structural organization and issues**
 - **The Substance**

From Bologna to Leuven/Louvain-La-Neuve... and beyond Policy Areas - Political objectives and concerns

- ✓ Mobility
- ✓ Social dimension
- ✓ Employability
- ✓ Lifelong Learning
- ✓ Attractiveness or the Process in a global dimension

- ✓ Challenges posed by Global Competition - 'Borderless Higher Education Market'
- ✓ Need for International Cooperation - recognition
- ✓ The demographic challenge - new publics
- ✓ New leading roles and responsibilities
- ✓ Monitoring quality within diversity with multidimensional transparency tools
- ✓ Accessing diverse sources of funding

From Bologna to Leuven/Louvain-La-Neuve... and beyond The Structure - action lines and instruments for action

- ✓ A Degree Structure -
 - Based on recognised QUALIFICATIONS FRAMEWORKS
- ✓ A System to measure work and OUTCOMES
 - The ECTS credit and accumulation system
- ✓ A way of documenting qualifications
 - The DIPLOMA SUPPLEMENT
- ✓ A System to guarantee transparence
 - Building accepted QUALITY ASSURANCE procedures
- ✓ A System for recognition of qualifications
 - OVERCOMING DIFFICULTIES posed by the diversity of 'recognition cultures'

From Bologna to Leuven/Louvain-La-Neuve... and beyond The Substance - the latecomer in the Bologna Process...

- ✓ **Changes to a large extent still to occur**
 - **New contents... closer to more immediate Societal concerns**
 - **New programme structures, linked to a concept of lifelong Learning**
 - **New Methods - change from**
 - ✓ **Teacher-Centred to Student-Centred methodologies**
 - ✓ **Teaching based on Teacher Inputs to Learning Centred in well defined objectives - Learning Outcomes**
 - ✓ **Teaching Times to Student Workloads required to achieve desired Learning Outcomes**

The Core of the Bologna Reforms Keywords characterizing Structural and Political Objectives

- ☞ **MOBILITY, COOPERATION, TRUST, ACCREDITATION**
 - ✓ **MOBILITY AND COOPERATION** require both academic and professional recognition
 - ✓ Academic and Professional recognition require **TRUST**
 - ✓ **TRUST** requires transparency and readability of structures and professional qualifications
- ☞ **All is achieved through:**
 - ✓ **COMPARABLE QUALIFICATIONS FRAMEWORKS**
 - And**
 - ✓ **RECOGNISED QUALITY ASSURANCE PROCEDURES**

The Core of the Bologna Reforms The Substance - The Latecomer or the Ugly Duck? Use of key terms in the Bologna Communiqués

	Learning Outcomes	Student Centred...	Frameworks
Bologna, 1999	0	0	0
Prague, 2001	0	0	2
Berlin, 2003	1	0	6
Bergen, 2005	1	0	10
London, 2007	4	2	15
Leuven/Louvain-La-Neuve, 2009	4	3	8

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The Bologna Process in Portugal - Figures & Facts Facts in short

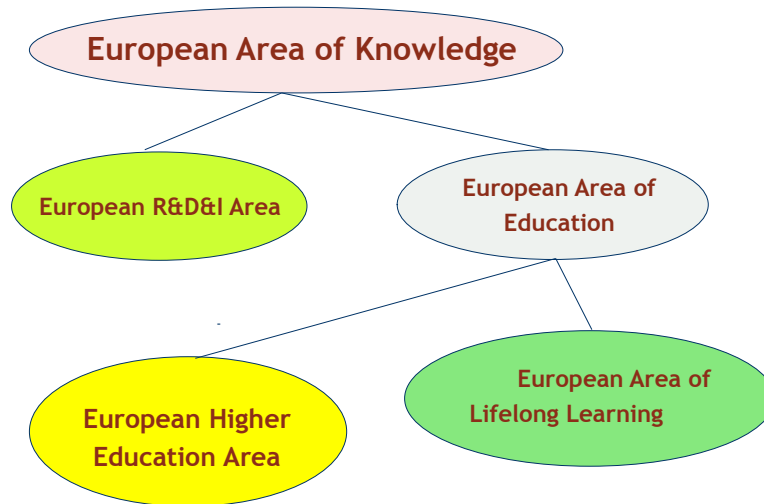
- ☞ We fully share **the European views concerning Policy Areas**
- ☞ **The legal structure is in place**, but in all the five issues identified below we have a long way to go in bringing effectively the law into practice
 - Build or adopt in clear terms sectoral qualifications frameworks
 - Improve the understanding of the concept of ECTS
 - Generalize the issuing of the Diploma Supplement
 - Put in place QA procedures with consequences in the offer of higher Education
 - Put in place effective procedures for recognition of qualifications
- ☞ **The issues concerning the Substance**, identified above, are in **their first steps**

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The Bologna Process, 10 Years on... The European Area of... Knowledge... still under construction till ... 2020 !!!....



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The Bologna Process What indeed needs to be understood

- ☞ Understand the Bologna Process as one of the dimensions of the prevailing strategy for European development and competition in a Global World
- ☞ The Bologna Process is the response to global integration, massification of HE and the accompanying financial resource challenge.

In what it contributes for the increase of cooperation and mutual cultural understanding

Bologna is indeed a MUST for the future of Europe...

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