

THE BOLOGNA PROCESS AND INTERNATIONAL HIGHER EDUCATION NETWORKS

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[FEUP Mobility Network](#)

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To say what I am going to say...

- ① **Notes about the Bologna Process**
 - ① From Paris 1998 and Bologna 1999 to Budapest-Vienna 2010 and beyond
- ② **International Networks for international cooperation**
 - ② How do they meet the Bologna Objectives?
 - ② Networks as major tools to bring Bologna into practice
 - ② In education, in research and in the third mission of universities
- ③ **Concluding Notes**

Life over the past 30 years Driving forces for changes

- ☞ Last quarter of the 20th Century - Intense search of new routes for Europe and for the role of Europe in the World, driven by
 - ✓ Progress observed in Science and Technology, namely
 - in digital systems and communications
 - in health and life sciences
 - ✓ Political changes that took place in Europe
 - ✓ Expectations and demands of Society
 - Education for All
 - Quality requirements - The “Comfort Society”

Life Today Facts

- Economy and market forces - driving force of Today's Societies
- The computer and communications era - dramatic changes of the concepts of time and space - globalisation
- Decreasing demography and the increase of Expectation of Life - Social sustainability
- The need for mass education policies
- Sharp increase in standards and competition - Worldwide and within the European Space
- Significant change in the concepts of individual career management
- Job market and opportunities - a pressure for global

Life Today A new paradigm of coexistence

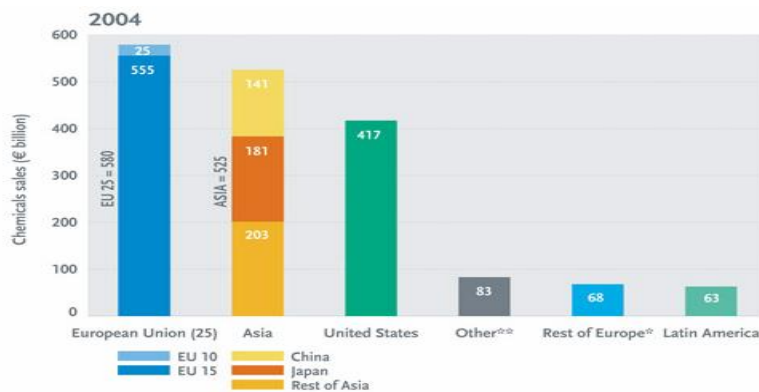
- ☞ A global World living in and with a new paradigm of coexistence
 - ✓ **COOPETITION = COOPERATION + COMPETITION**
- ☞ That requires
 - New management and transnational cooperation policies
 - Mobility of students and professionals
 - A new cultural paradigm of Education - Lifelong Learning
- ☞ Which in turn requires
 - Policies and Instruments for recognition of academic and professional qualifications
 - **POLITICAL WILL**

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Life Today... Just an Example of World Competition Geographic breakdown of World chemicals sales, CEFIC F&F2004



World chemicals sales in 2004 is estimated at € 1736 billion
The EU accounts for 33% of the total

Source: Cefic

Definition: Rest of Europe**= Switzerland, Norway, and other Central & East (excluding the new EU 10 countries)

Other** including Canada, Mexico, Africa & Oceania

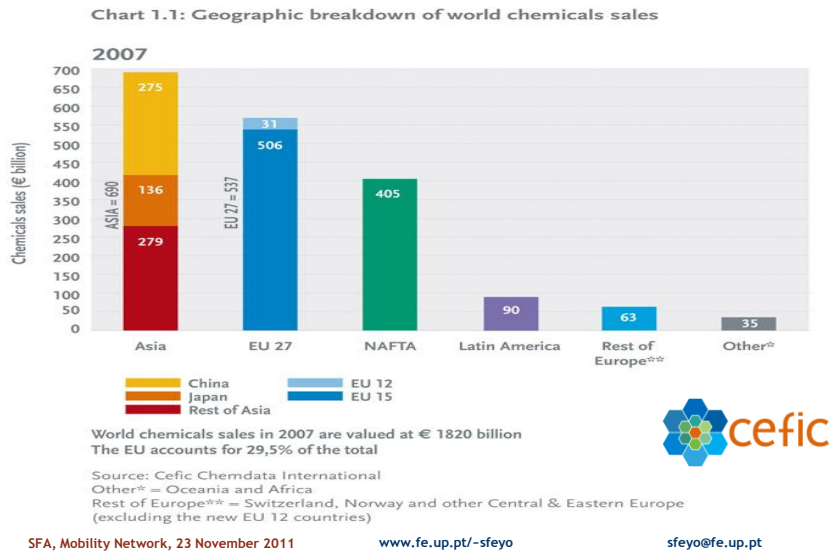


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**Life Today...
Just an Example of World Competition**
Geographic breakdown of World chemicals sales, CEFIC F&F2007



The Treaty of Rome
The Lisbon Treaties 2000.. 2007 (2009)
and the Bologna Process

- ☞ **The Treaty of Rome ,1957 - basis for the European Economic Community**
 - ✓ **Economy**
 - ✓ **Market & Services -**

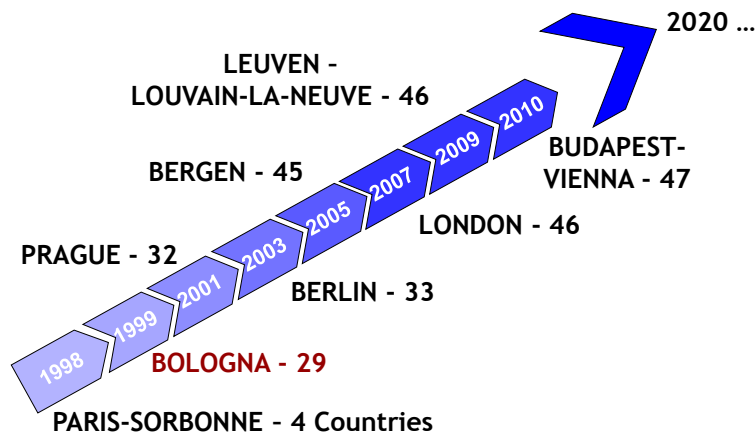
- ☞ **The Lisbon Strategy (2000-2010) sought to make the European Union “the world’s most competitive and dynamic knowledge-based economy in the world, capable of sustaining growth with more and better jobs and greater social cohesion”, by 2010**
 - ✓ **Postponed to 2020... through the 'Europe 2020' Strategy... expectedly still ON...!**

European search for a new, more competitive, model for development, with three visible dimensions

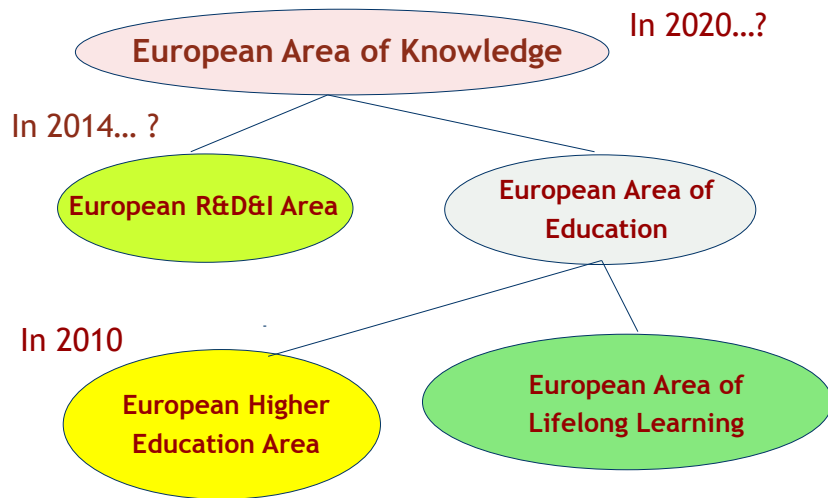
☞ A strategy based on Knowledge and Transnational Cooperation, where we can recognize -

- ✓ **The Economy Dimension -**
 - Including the movement that converged in the creation of the EURO
- ✓ **The Social Dimension -**
 - In line with the European culture of humanism, reasoning, freedom and democracy
- ✓ **The Knowledge Society Dimension -**
 - Identified with the Bologna Process and the creation of the **European Area of Knowledge**

From Paris and Bologna to Budapest-Vienna 2010... And beyond...



The European Area of... Knowledge... Officially launched on 11-12 March 2010, in Budapest-Vienna



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The Bologna Process, 12 Years after What it is not... What it is...

- ☞ **The Bologna Process is not...**
 - ✓ Any criticism or defeating position relatively to the past of Higher Education
 - ✓ A magic solution to improve from night to day the system of Higher Education
- ☞ **The Bologna Process is...**
 - ✓ The perception of the recent past and of the present and the preparation of the future in a Global World of fast and deep changes
- ☞ **The Bologna Process is indeed a major dimension of the European answer to the**
 - ✓ **CHALLENGES OF A CHANGING WORLD**

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The Bologna Process What needs to be understood

- ☞ Understand the Bologna Process as one of the dimensions of the prevailing strategy for European development - based on **KNOWLEDGE AND TRANSNATIONAL CO-OPERATION**
- ☞ Understand the Bologna Process as having two main groups of objectives, naturally interlinked
 - ✓ Objectives of political, social, and economical nature
 - ✓ Objectives of a dominant academic nature
- ☞ Understand that indeed these objectives mean, in many countries, a major reform (... a small revolution...) in Higher Education and in Society

From Bologna to Budapest-Vienna... and beyond Characterizing the Process Today

- ☞ Policy areas
- ☞ Structural organization issues
- ☞ The Substance - academic issues

From Bologna to Budapest-Vienna ... 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 Budapest-Vienna ... 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 transparency
 - 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 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

The Core of the Bologna Reforms Keywords characterizing Structural Issues

- ☞ The name of the game is **BUILDING TRUST**
- ☞ **TRUST GOES WITH MOBILITY, COOPERATION, ACCREDITATION**
 - ✓ **MOBILITY AND COOPERATION** require professional recognition
 - ✓ **Professional recognition** requires **TRUST**
 - ✓ **TRUST** requires transparency and readability of structures and professional qualifications
- ☞ **All is achieved through:**
 - ✓ **COMPARABLE QUALIFICATIONS FRAMEWORKS**
 - And**
 - ✓ **RECOGNISED QUALITY ASSURANCE PROCEDURES**
 - ✓ **AND, through a lot of NETWORKING...!**

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International Networks

I - General notes

- ☞ **Networking aims at**
 - ✓ Raising the productivity and competitiveness of Europe
 - ✓ Promoting mobility and cooperation
 - ✓ Generating new associations

- ☞ **Institutional networks**
- ☞ **Sectoral networks**
- ☞ **Field-specific networks**

- ☞ **Networks for educational purposes**
- ☞ **Networks for research**

- ☞ **Networks to promote activities of the Third Mission**

International Networks

II - Examples of Institutional, Sectoral and Field-specific Networks

- ☞ **Institutional networks**
 - ✓ [Eurydice - Information on Education Systems and Policies in Europe](#)
 - ✓ The Eurydice Network provides information on and analyses of European education systems and policies.

- ☞ **Sectoral networks**
 - ✓ [CESAER -Conference of European Schools for Advanced Engineering Education and Research](#)
 - ✓ Major forum for discussion of European policies in education and research in the engineering sector

- ☞ **Field-specific networks**
 - ✓ [EC2E2N "European Chemistry and Chemical Engineering Education project"](#)
 - ✓ This TN project brings together within a single network all actors in HE in chemistry and chemical engineering in Europe.

International Networks

II - Networks for Education

- ☞ The SOCRATES-ERASMUS Thematic Networks (TNS) have been playing a major role in the development of the European Higher Education Area (EHEA)
 - ✓ **TNs Archipelagos** group experts from TNs working in neighbouring fields and as such represent a further contribution to the goal of TNS
 - ✓ **The first TNs Archipelago “Techno TN”** was initiated by TNs existing in the Science and Engineering orientated fields
- ☞ ENQA - The European Network for Quality Assurance in Higher Education
 - ✓ **Established in 2000 to promote European co-operation in the field of quality assurance**
 - ✓ **Transformed in November 2004 into the European Association for Quality Assurance in Higher Education (ENQA)**

International Networks

III - Networks for Research and for the Third Mission

- ☞ **Networks for research receive strong support from the EU Commission**
 - ✓ <http://ec.europa.eu/research/networks.html>
- ☞ **EIT Knowledge and Innovation Communities (KICs)**
 - ✓ <http://eit.europa.eu/kics1/>
- ☞ **Networks for promoting the Third Mission**
 - ✓ **The Business & Innovation Network (BIN@...) - Porto, Sheffield, UT Austin**
 - ✓ **E3M - a network of eight European institutions (U.Porto among them) aiming at creating indicators on Third Mission activities and providing a new approach on the concept of ranking methodologies.**
 - Conference ‘Universities’ Third Mission - Indicators and Good Practices, 2-3 February 2012, Dublin, Ireland

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We must keep Bologna on track...

- ☞ Though the times are rough and tough, or precisely because they are rough and tough, Bologna must be kept on track
- ☞ There should be no illusion for the need of European cooperation in this global world. There is simply no better solution
- ☞ Networking is one, if not the major tool to consolidate the objectives of the Bologna Process
- ☞ The aim is to increase transparency in order to
 - ✓ throw down barriers of recognition
 - ✓ promote cooperation
 - ✓ increase mobility of students and staff

After All... What counts...

- ☞ **Mobility is a distinctive need of Today's Global World**
- ☞ **Recognition of professional qualifications is a major task ahead...**
- ☞ **Mobility and Recognition of Qualifications are not an illusion, a dream, an objective or a target...**

They are a MUST...

Required for Peace and Progress on Earth