The Bologna Process

Karsten Froberg/Karen Petry

10th - 11th September 2004, Cologne

Early universities were transnational in nature

Students’ mobility was the rule and new universities frequently originated from students migrations
Integration and Cooperation in the European University System

1. European integration and University co-operation programs

2. The Bologna process: Building a coherent European higher education space

3. Steps toward integration: Follow-up structure and implementation of the process

4. Future perspectives

Magna Charta Universitatum

Bologna, September 18th 1988

“Universities ... its constant care is to attain universal knowledge; to fulfil its vocation it transcends geographical and political frontiers, and affirms the vital need for different cultures to know and influence each other.

“Universities ... encourage mobility among teachers and students [and] consider a general policy of equivalent status, titles, examinations and award of scholarships ... essential to the fulfilment of their mission.”
Socrates mobility program

First phase – Socrates I: 1995-1999

- 850 MEuro initial budget
- 275,000 European citizens involved
- 1,500 Universities, 8,500 schools, and 500 transnational programs supported

Second phase – Socrates II: 2000-2006

- 1850 MEuro budget
- 15 UE state members, + EFTA states, UE associate state members of Central and Eastern Europe, Cyprus, Malta, and Turkey

- Reinforcement of previous objectives, namely:
  - Innovation in teaching technologies, distance learning
  - European dimension of education at all levels
  - Mobility, cooperation, curricula integration
  - Increased study of languages

- Emphasis on life-long learning and improvement of working opportunities
Integration and Cooperation in the European University System

1. European integration and University co-operation programs

2. The Bologna process:
   Building a coherent European higher education space

3. Steps toward integration:
   Follow-up structure and implementation of the process

4. Future perspectives
The Sorbonne Declaration
Paris May 25th 1998

Harmonising the Architecture
of the Higher Education System in Europe

Ministers in charge for France, Germany, Italy and the United Kingdom

- Increased students’ and work mobility
- Increased link of education to employability
- Life-long education
- Harmonise two main cycles and common credit system

The Bologna Declaration
Bologna 19th June 1999

signed by Education Ministers of 29 European countries

Austria, Belgium, Bulgaria, Czech Rep., Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovak Rep., Slovenia, Spain, Sweden, Swiss Confn., United Kingdom
Bologna Declaration

Nature of the Declaration

Not just a statement:
A binding commitment

Not an imposition upon national systems:
A commitment undertaken by each country
to reform its own system

Not a path toward standardisation:
Fundamental principles of autonomy and diversity
affirmed and respected

An action program,
with specific objectives and a deadline: 2010

Bologna Declaration

The Declaration’s Objectives

- Adoption of a system of comparable degrees, based on two main cycles. First cycle of at least 3 yr, relevant to labour market.
- Implementation of a European Diploma Supplement, to increase titles transparency and employability.
- Establishment of a system of credits (such as the ECTS, European Credit Transfer System).
- Recognition of credits acquired in other contexts than higher education system.
- Promotion of European dimension in higher education: interinstitutional cooperation, integrated programs of study, etc.
- Elimination of remaining obstacles to free mobility.
- Promotion of European quality-assurance systems.
Integration and Cooperation in the European University System

1. European integration and University cooperation programs
2. The Bologna process: Building a coherent European higher education space
3. Steps toward integration: Follow-up structure and implementation of the process
4. Future perspectives

Implementation of the Bologna Process as acknowledged in Prague May 19th 2001

4 new members: Liechtenstein, Cyprus, Croatia and Turkey

In general, objectives established have received wider acceptance than was possible to anticipate.
Implementation of the Bologna Process as acknowledged in Prague May 19th 2001

Mobility is receiving unanimous support.

Introduction of ECTS is spreading.

Concept of recognising credits acquired in other contexts than HE system increasingly shared.

Awareness of the employability issues is rising.

Professionally oriented programs (mainly Bachelor, but also Master) being implemented.

Objective relating to degree structure is still somewhat controversial

Continuing trend toward two-tier system though some highly specific degrees (typically medicine) remain organised as one cycle leading directly to a Master degree.

Significant trend toward 3-yr duration for Bachelor programs, but many examples of 4-yr programs remain.
Implementation of the Bologna Process as acknowledged in Prague May 19th 2001

- Four specific points emphasised by the Prague Conference.
  
  Focusing on:
  
  - Lifelong learning
  - The involvement of higher education institutions and students as active partners
  - The need to enhance the attractiveness of the European Higher Education Area
  - The commitment to establish the European Higher Education Area by 2010

Implementation of the Bologna Process as acknowledged in Berlin September 19th 2003

- New members:
  Albania, Andorra, Bosnia and Herzegovina, Holy See, Russia, Serbia and Montenegro, “the Former Yugoslav Republic of Macedonia” - expanding the process to 40 European Countries.
Implementation of the Bologna Process as acknowledged in Berlin September 19th 2003

Focusing on:

- The importance of the social dimension.
- The need to enhance the attractiveness of the European Higher Education Area.
- Making Europe "the most competitive and dynamic knowledge-based economy in the world, with more and better jobs and greater social cohesion" (European Councils in Lisbon (2000) and Barcelona (2002)).
- A strengthening of their efforts to promote effective quality assurance systems, and to improve the recognition system of degrees and periods of studies (ENQA through its members, in co-operation with the EUA and EURASHE).

Implementation of the Bologna Process as acknowledged in Berlin September 19th 2003

Focusing on:

- The need to promote closer links between the EHEA and the ERA in a Europe of Knowledge, and of the importance of research as an integral part of higher education across Europe.
- Increased mobility at the doctoral and postdoctoral levels and encourage the institutions to increase their cooperation in doctoral studies and the training of young researchers.
International Standard Classification of Education
ISCED 1997

A marked feature of higher education in the majority of countries is that it is divided into academic programmes of an essentially theoretical nature (ISCED level 5A), which provide direct access to doctoral programmes (ISCED 6), and vocational programmes with a practical emphasis (ISCED 5B), which do not.
Figure 2: Implementation of the two-cycle structure in ISCED 5A and 5B programmes, 2003/04

Source: Eurydice.

Figure 3: Situation regarding the introduction of ECTS. Higher education, 2003/04

Source: Eurydice.
1. European integration and University cooperation programs

2. The Bologna process: Building a coherent European higher education space

3. Steps toward integration: Follow-up structure and implementation of the process

4. Future perspectives
New perspectives
An integrated action programme in the field of lifelong learning

• In March 2004 the Commission adopted a Communication “The new generation of Community Education and Training Programmes after 2006”.

• It indicated the Commission’s intention to propose an integrated lifelong learning programme, incorporating the ensemble of existing internal education and training programmes.

An integrated action programme in the field of lifelong learning

• Building on the current Socrates and Leonardo da Vinci programmes, the eLearning programme, the Europass initiative, and the various actions funded through the Community action programme.

• In addition, the Erasmus Mundus programme, which has just been launched and runs to 2008, should be incorporated as an additional programme within the Integrated Programme from 2009.
The Europass portfolio

<table>
<thead>
<tr>
<th>European CV format</th>
<th>Transparency tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONAL INFORMATION</td>
<td>Europass-Training</td>
</tr>
<tr>
<td></td>
<td>Diploma supplement</td>
</tr>
<tr>
<td>WORK EXPERIENCE</td>
<td>Sectoral/regional “passes”</td>
</tr>
<tr>
<td></td>
<td>Europass Training</td>
</tr>
<tr>
<td>EDUCATION AND TRAINING</td>
<td>Certificate Supplement</td>
</tr>
<tr>
<td></td>
<td>Diploma Supplement</td>
</tr>
<tr>
<td></td>
<td>Sectoral/regional “passes”</td>
</tr>
<tr>
<td></td>
<td>Europass Training</td>
</tr>
<tr>
<td>PERSONAL SKILLS AND COMPETENCIES</td>
<td>European Language Portfolio.</td>
</tr>
<tr>
<td></td>
<td>Specific tools (e.g. ECDL)</td>
</tr>
<tr>
<td></td>
<td>Assessment tools non-formal and informal learning</td>
</tr>
</tbody>
</table>

An integrated action programme in the field of lifelong learning

It will comprise four specific programmes

- **Comenius**, for general education activities concerning schools; including understanding of the diversity of European cultures.
- **Erasmus**, for education and advanced training activities at higher education level; including the realisation of a European Higher Education Area.
- **Leonardo da Vinci**, for all other aspects of vocational education and training; to facilitate adaptation to the labour market.
- **Grundtvig** for adult education and lifelong learning.
An integrated action programme in the field of lifelong learning

• It also incorporates a “transversal” programme incorporating four key activities, to make specific provision for:
  • language learning
  • Innovative ICT-related activity where these fall outside the specific programmes;
  • for a more substantial dissemination activity;
  • and for a Jean Monnet programme to support action related to European integration and European institutions and associations in education and training.

The targets are:
• 1 in 20 school pupils involved in Comenius actions 2007 – 2013;
• 3 million Erasmus students by 2011;
• 150,000 Leonardo placements by 2013;
• 25,000 Grundtvig mobilities by 2013.

The Commission views such ambitious targets as essential to make the new programme an adequate instrument to support the achievement of the most competitive and dynamic knowledge-based economy by 2010.

The proposed indicative financial amount is set at 13.620 billion € for the 7 years of the programme.
Continuing cooperation through the integrated action programme (Socrates, Leonardo da Vinci and Grundvig) focused on initiatives aimed at scientific, technical, and/or professional upgrading.

Development of programs of the new generation, involving joint European programs of study, leading to degrees equally valid in the various countries academically and professionally.

Established and emerging areas for the development of European curricula of academic and/or professional interest

- Sport coaching
- Biology of physical activity
- Physical activity for the elderly
- Adapted physical activity
- Physical activity for children
- Physical activity, health and wellness
- Movement therapy and sport rehabilitation
- Sport management
- Sport informatics

106 programmes involving Sports Science until now - two or three at this moment
Trends and Perspectives in the area of Sports Science in Europe

European Sports Science organisations are important

Catalyse the implementation of the Bologna process, with institutional cooperation programs and curricular integration.

Monitor and cooperate with labour market.

Promote quality assessment and best practice systems.

Promote accreditation/certification programs.

Promote life-long education & training schemes.

The AEHESIS Project is the best start for the future development

Thank you for listening
What are the key features of ECTS?

- ECTS is based on the principle that 60 credits measure the workload of a full-time student during one academic year.

- The student workload of a full-time study programme in Europe amounts in most cases to around 1500-1800 hours per year and in those cases one credit stands for around 25 to 30 working hours.

What are the key features of ECTS?

- Student workload in ECTS consists of the time required to complete all planned learning activities such as attending lectures, seminars, independent and private study, preparation of projects, examinations, and so forth.

- Credits are allocated to all educational components of a study programme (such as modules, courses, placements, dissertation work, etc.) and reflect the quantity of work each component requires to achieve its specific objectives or learning outcomes in relation to the total quantity of work necessary to complete a full year of study successfully.
What are the key features of ECTS?

- The performance of the student is documented by a local/national grade. It is good practice to add an ECTS grade, in particular in case of credit transfer. The ECTS grading scale ranks the students on a statistical basis. Therefore, statistical data on student performance is a prerequisite for applying the ECTS grading system.

What are the key features of ECTS?

Grades are assigned among students with a pass grade as follows:
- A best 10%
- B next 25%
- C next 30%
- D next 25%
- E next 10%

A distinction is made between the grades FX and F that are used for unsuccessful students. FX means: “fail- some more work required to pass” and F means: “fail – considerable further work required”. The inclusion of failure rates in the Transcript of Records is optional.
What is Erasmus Mundus?

• The Erasmus Mundus programme is a co-operation and mobility programme in the field of higher education. It aims to enhance quality in European higher education and to promote intercultural understanding through co-operation with third countries.

• The programme is intended to strengthen European co-operation and international links by supporting high-quality European Masters Courses, by enabling students and visiting scholars from around the world to engage in postgraduate study at European universities, as well as by encouraging the outgoing mobility of European students and scholars towards third countries.

What is Erasmus Mundus?

• **ACTION 1** - Erasmus Mundus Masters Courses: They are high-quality courses at masters level offered by at least three universities in at least three different European countries. They must foresee a study period in at least two of the three universities and it must lead to the award of a recognised double, multiple or joint diploma.

• **ACTION 2** - Erasmus Mundus scholarships: This scholarship addresses highly qualified individuals who come to Europe to follow the Erasmus Mundus Masters Courses or to work for them.

• **ACTION 3** - Partnerships: These partnerships will allow for outgoing mobility of graduate EU students and scholars involved in the Erasmus Mundus Masters Courses.

• **ACTION 4** - Enhancing attractiveness: It will support activities that will improve the profile, the visibility and the accessibility of European higher education.
What is Erasmus Mundus?

- It will support about 100 Erasmus Mundus Masters Courses of outstanding quality.
- It will provide grants for 5,000 graduate students from third countries, and for more than 4,000 EU graduate students involved in these courses to study in third countries.
- The programme will also offer teaching or research scholarships in Europe for over 1,000 incoming third-country academics and for a similar number of outgoing EU scholars.
- It will support about 100 partnerships between Erasmus Mundus Masters Courses and higher education institutions in third countries.
- The duration is five years (2004-2008) with a planned financial envelope of 230 million Euro for the whole period.

What is Erasmus Mundus?

- **Who can participate?**
  - The programme is open to:
  - the 25 EU Member States
  - the candidate countries for accession to the EU (Bulgaria, Romania, Turkey)
  - the countries of the European Economic Area / European Free Trade Association (Iceland, Liechtenstein, Norway)
  - all the other countries of the world (“third countries”)