



The Bologna Process and Beyond

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7 April 2015

Origins — Drivers for change



European Challenges

- Integration
- Knowledge based economy
- Globalisation

Objectives

- Promote employability
- Facilitate mobility
- Increase competitiveness

Origins — European ambitions: LISBON STRATEGY



by **2010**:

- Most competitive knowledge-based economy in the world
- sustainable economic growth
- better jobs
- greater social cohesion

(Lisbon: March 2000, EU Heads of State and Government)

Origins — European ambitions



- European education and teaching systems should become a world quality reference.

(Barcelona: March 2002)

Reforms were needed because...



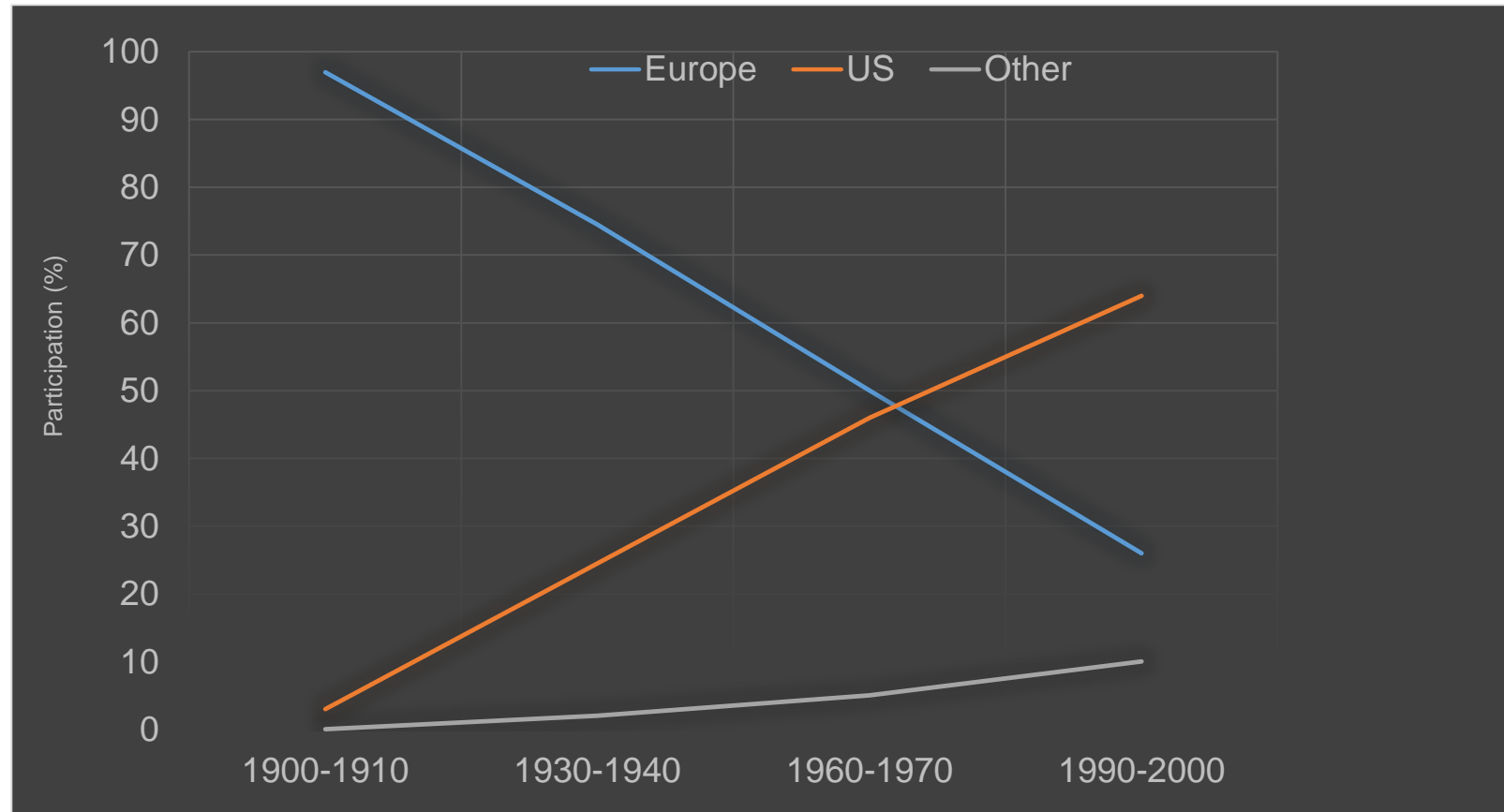
'European Higher Education is lagging behind. Compared to the United States, Europe is lagging behind in public and private investment in higher education. It is also lagging behind in the number and level of incoming students from other continents.'

Viviane Reding

European Commissioner for Education and Culture

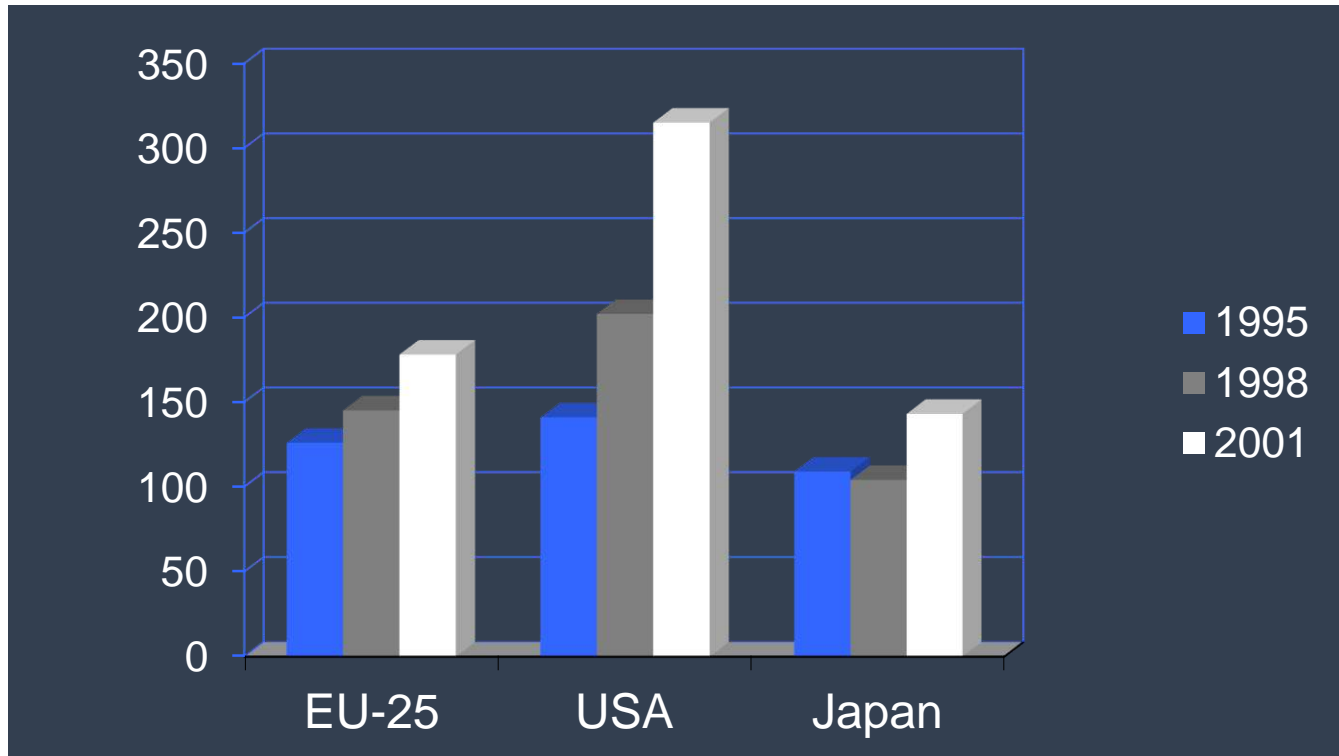
29 May 2003

Nobel prizes

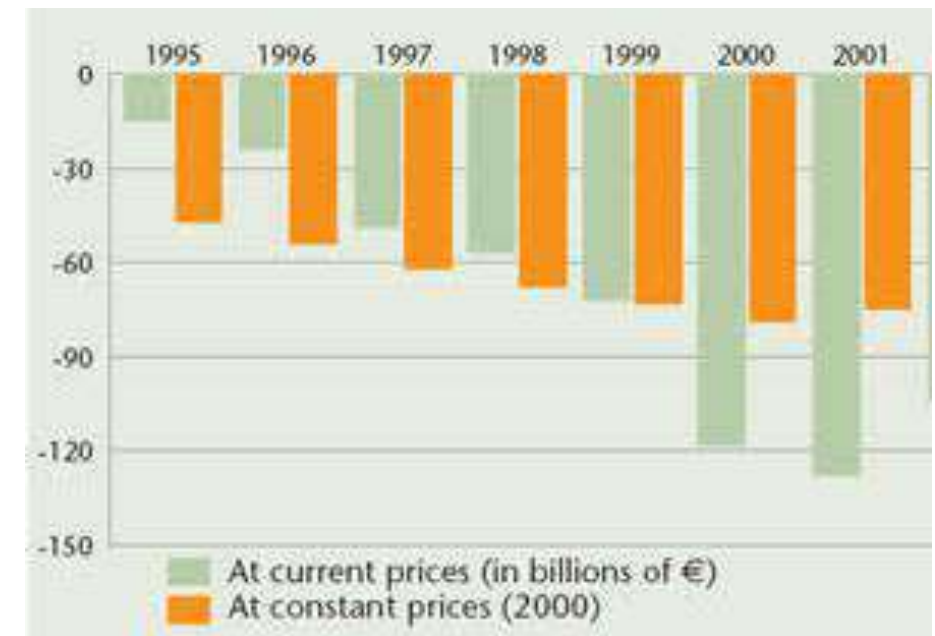


Source: Pawłowski (2004)

R&D investment (€ billions)



R&D investment gap between EU and US



Lisbon Convention (1997)



- Jointly drafted by Council of Europe and UNESCO.
- Aims to facilitate the recognition of qualifications concerning HE in Europe.
- Status as of March 2015: 53 signatures.

Sorbonne Declaration (1998)

- Signed by Ministers of Education of France, Italy, UK, Germany.
- Harmonisation of the architecture of the European HE system.
- Europe of knowledge – strengthen intellectual, cultural and technical dimensions of Europe.
- Mobility and cooperation must be enhanced.

Sorbonne Declaration (1998)

- A system of two main cycles: undergraduate and graduate.
- Use of credits (such as ECTS) and semesters.
- Diversity of programmes, multidisciplinary studies, proficiency on languages.



Bologna Declaration - June 1999

Signed by **29 Ministers of Education:**

Austria, Belgium, Bulgaria, Czech Rep., Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovak Rep., Slovenia, Spain, Sweden, Switzerland, UK

Bologna Declaration - June 1999

- Key document which marks a turning point in the development of European HE.
- Aims:
 - Building the Europe of Knowledge.
 - International attractiveness of European higher education.
- Reflects a search for a common European answer to common European problems.

The Bologna Declaration...



... commits their governments to reforming their university systems to create a so-called **EUROPEAN HIGHER EDUCATION AREA** by **2010**.

The action plan to achieve this goal is known as the **BOLOGNA PROCESS**.

Bologna Declaration (1999) – action lines



1. Adoption of a system of easily readable and comparable degrees.
2. Adoption of a system essentially based on two cycles.
3. Establishment of a system of credits (such as ECTS).
4. Promotion of mobility.
5. Promotion of European co-operation in quality assurance.
6. Promotion of the European dimension in higher education.

Salamanca Convention (2001)



- More than 300 European HE institutions gathered with the objective of formulating views on the Bologna Process and prepare input to the Prague meeting of the ministers.
- European Universities Association (EUA) is formed.



Salamanca Convention (2001)



The convention expressed determination to build a EHEA and discussed 6 themes:

1. Freedom with responsibility

Universities need autonomy and want to be held accountable.

2. Employability

Universities should prepare students to cope with the European labour market. Universities should contribute to transparency and recognition of qualifications by specifying the learning outcomes.

3. Mobility

A central value, requiring implementation of recognition instruments, e.g. ECTS, Lisbon Convention, Diploma Supplement, etc.

Salamanca Convention (2001)



4. Compatibility

A common, but flexible qualifications framework. ECTS should be used by universities not only for credit transfer but also for credit accumulation.

5. QA and accreditation

Need for a European platform to disseminate good practice. The role of **ENQA** should be considered.

6. Competitiveness

Competition promotes quality. Competitiveness and cooperation is not mutually exclusive.

Bologna action lines



*Introduced in the **Bologna declaration 1999***

1. Easily readable and comparable degrees
2. Two cycle structure
3. Use of credits such as ECTS
4. Mobility
5. Cooperation in quality assurance
6. European dimension

*Introduced in the **Prague Communiqué 2001***

7. Lifelong learning
8. Involvement of students
9. Attractiveness and competitiveness of the EHEA

*Introduced in the **Berlin Communiqué 2003***

10. Doctoral studies and synergies between EHEA and ERA

The Bologna Process expanding



47 member countries in 2015.

Driving forces



- Ministerial conferences

1. Bologna 1999
2. Prague 2001
3. Berlin 2003
4. Bergen 2005
5. London 2007
6. Leuven 2009
7. Budapest/Vienna 2010
8. Bucharest 2012
9. Yerevan 14–15 May 2015
10. Paris 2018

- **EUA**

- 850 members.

- Bologna follow up groups (BFUG)

- Stocktaking

- Measuring the progress of the implementation

- Seminars and conferences.

Yerevan ministerial conference 14-15 May 2015



Main items in the agenda:

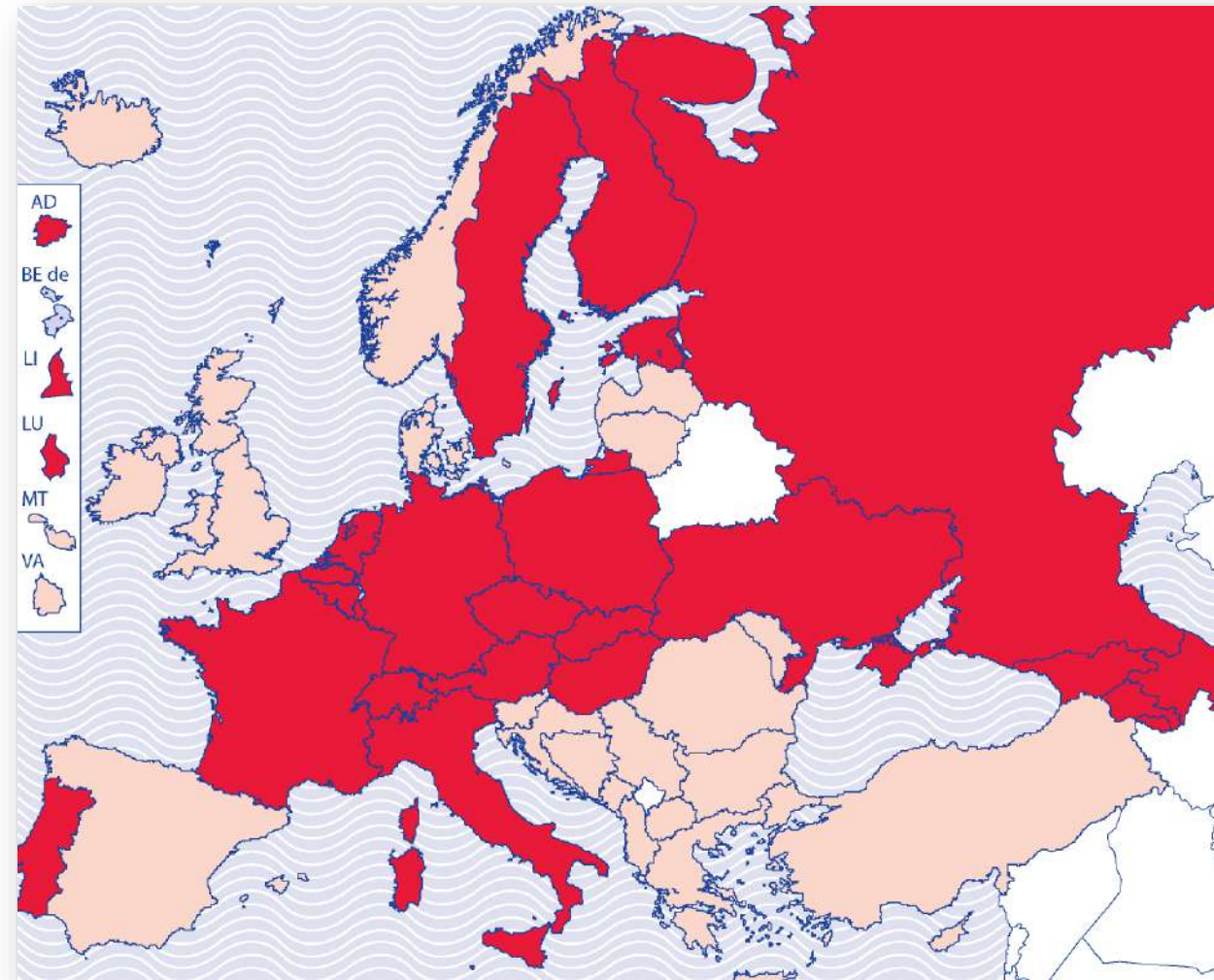
- The Bologna implementation report.
- Adoption of documents:
 - The Standards and Guidelines for Quality Assurance in the EHEA.
 - The revised ECTS users' guide.
 - European Approach for QA of Joint Programmes.
- Yerevan Communiqué
 - Globalisation
 - Economic crisis
 - Changing political landscape

Bologna process - achievements



- ECTS and Diploma Supplement.
- A common, comparable and easy readable degree structure: 3 cycles.
- European standards and guidelines for quality assurance in higher education.
- Qualifications framework for HE: level descriptors and learning outcomes approach.
- European dimension: joint degrees.
- Recognition: Lisbon convention.
- Doctoral education: EUA Council of Doctoral Education.

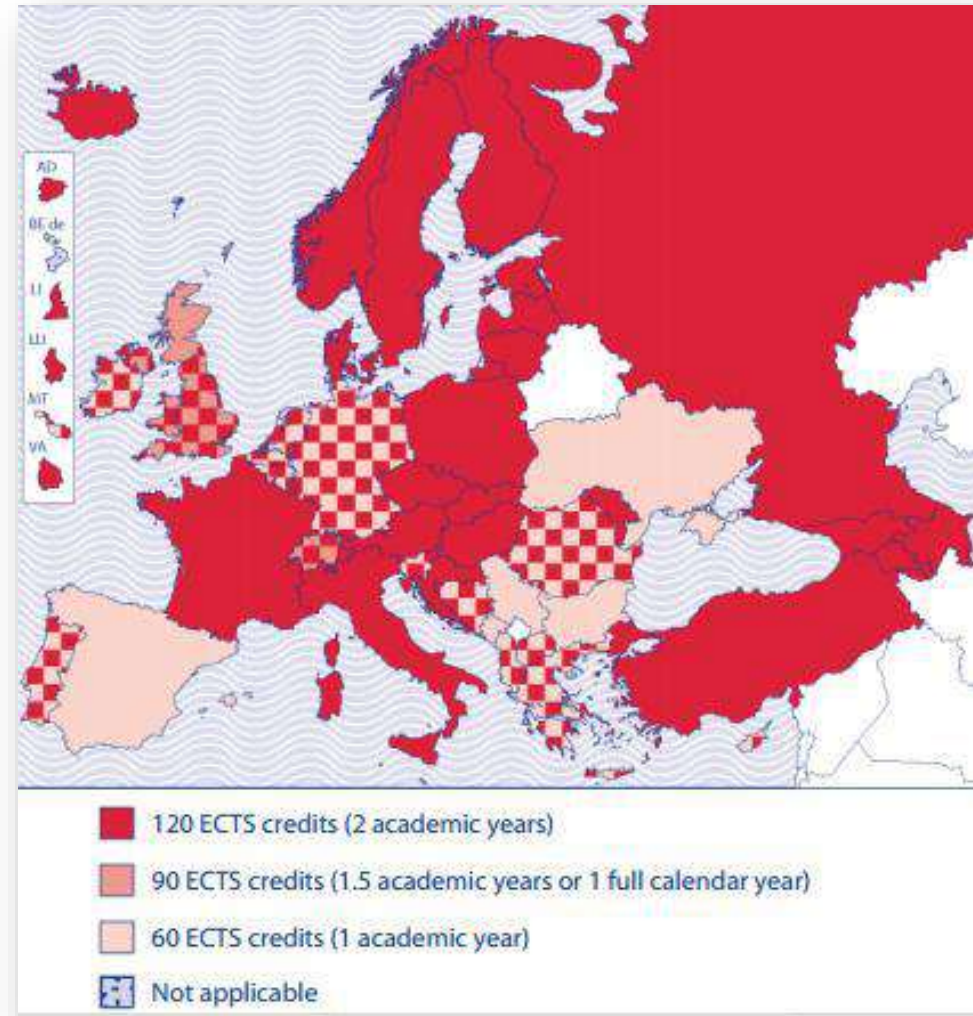
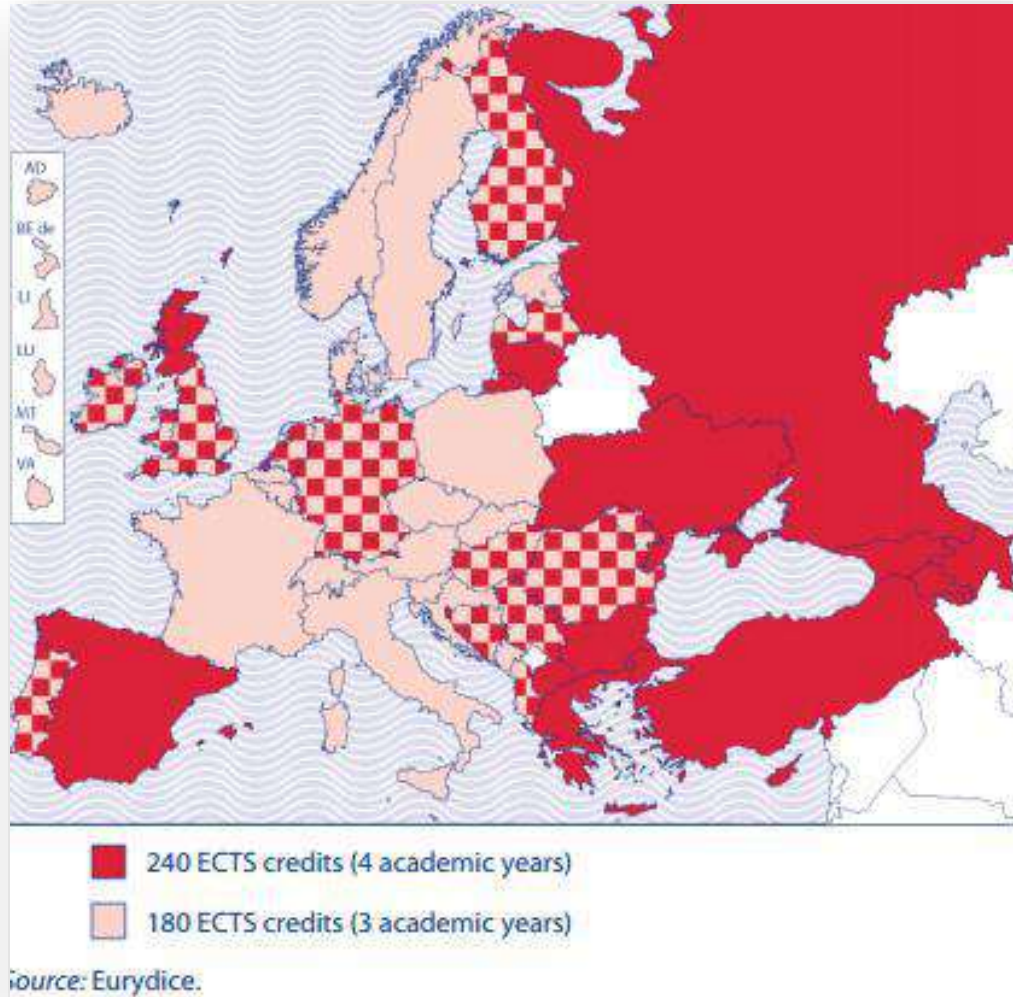
3-cycle structure



-  Three-cycle structure developed after 1999
-  Three-cycle structure already in 1999
-  No three-cycle structure

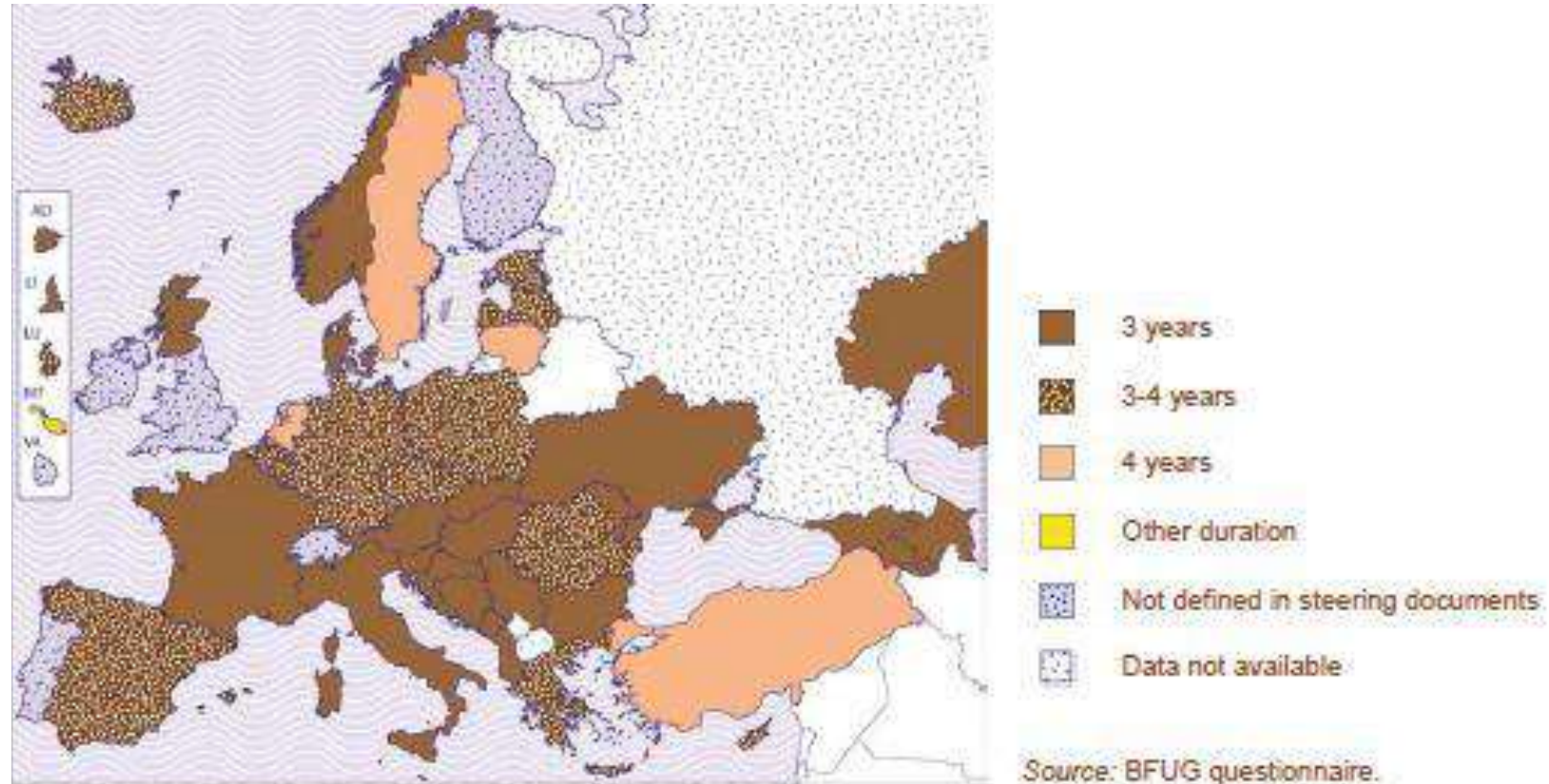
Source: Eurydice.

▼ Workload/duration for the most common Bachelor programmes in the Bologna countries 2009-10.

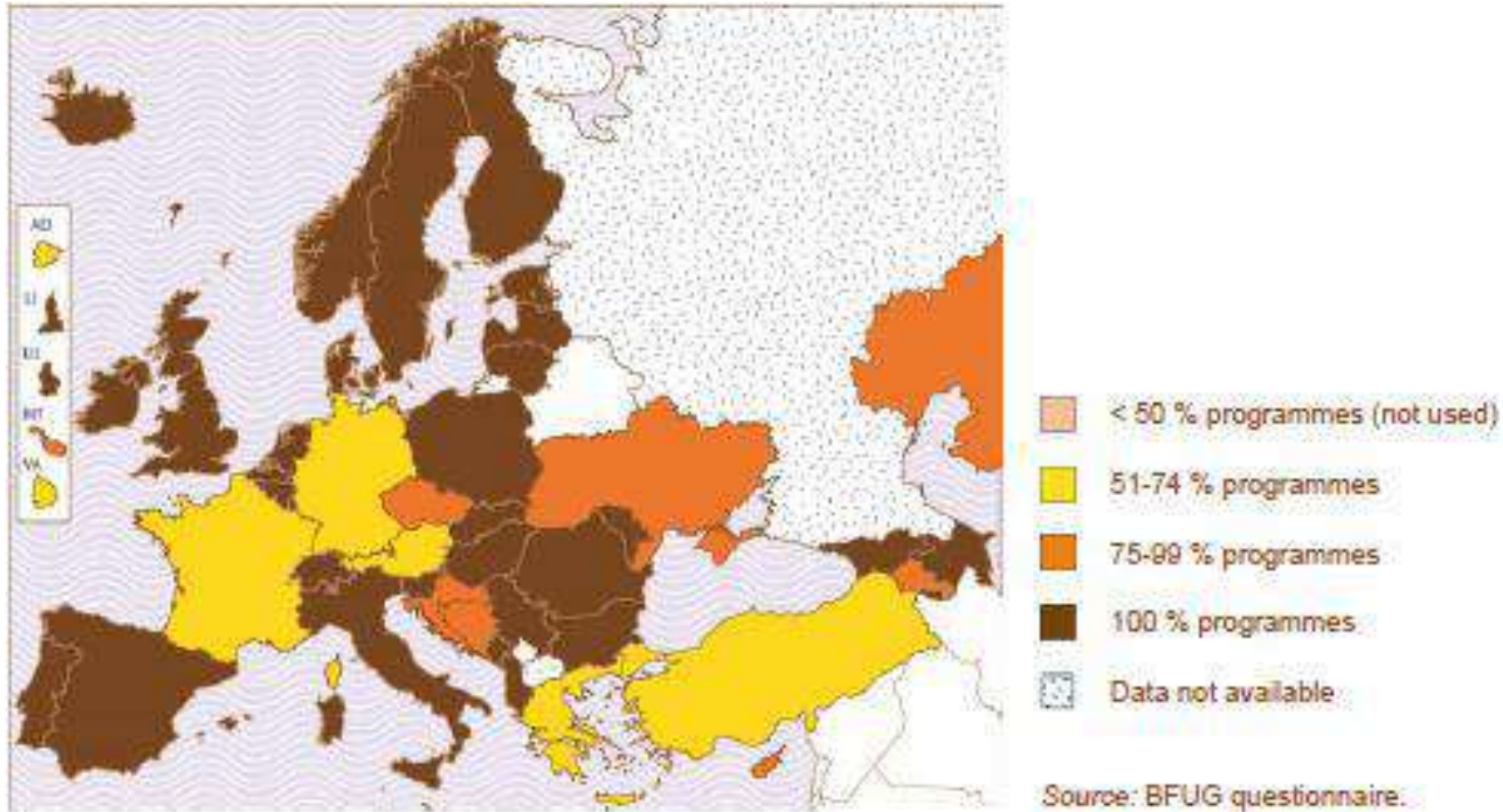


▲ Workload/duration for the most common Master programmes in the Bologna countries 2009-10.

Length of 3rd cycle programmes (2010-11)



Share of programmes using ECTS credits (2010-11)



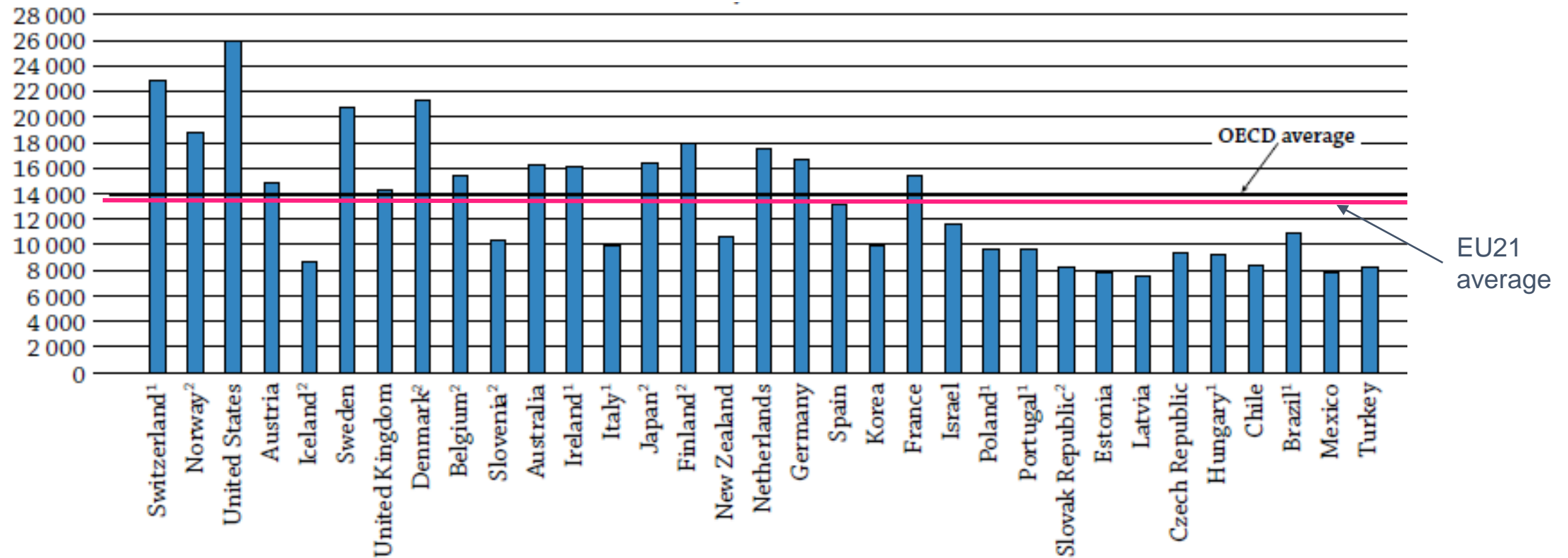
Total study burden was... (1991)

Electrical Engineering programme



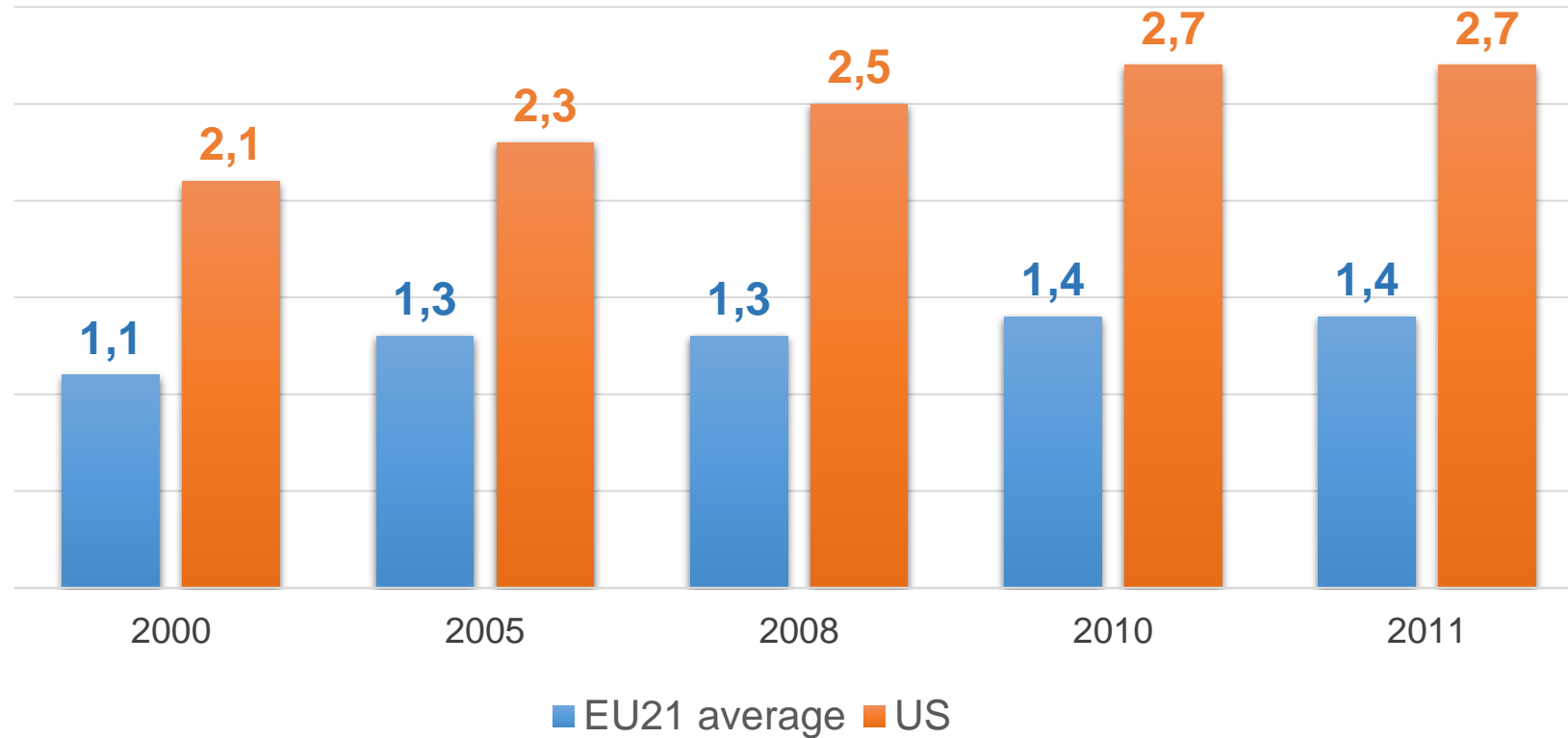
University	Total programmed hours (including individual study)	Completion rate after 6 years
University of Technology Eindhoven	6720	44%
University of Twente	6500	41%
University of Technology Delft	6720	43%
Chalmers University of Technology	7200	60%
Lund University	7200	56%
Technical University of München	8600	38%
ETH Zürich	8530	66%
University of Gent	10150	68%
Catholic University Leuven	9400	63%

Annual expenditure (USD) per student in tertiary education (2011)

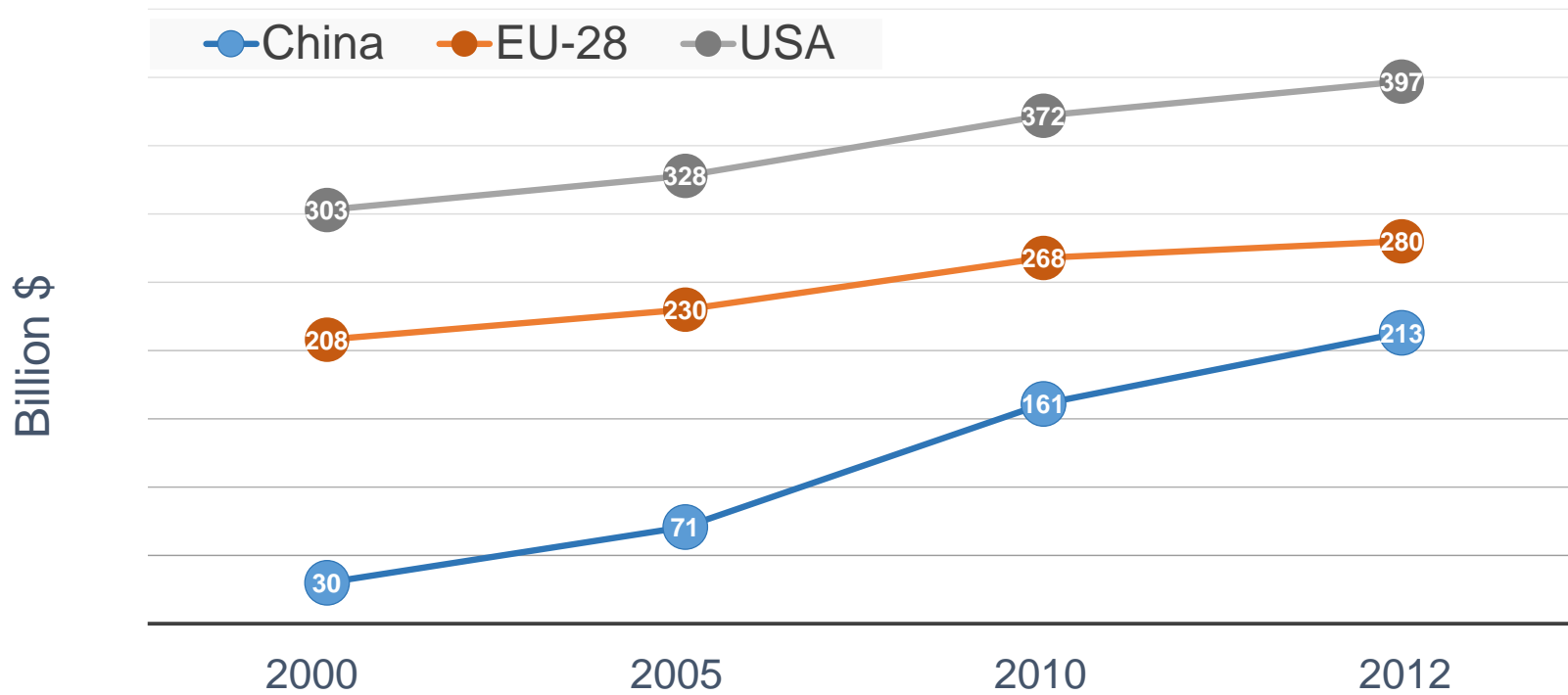


Source: OECD Education at a Glance 2014

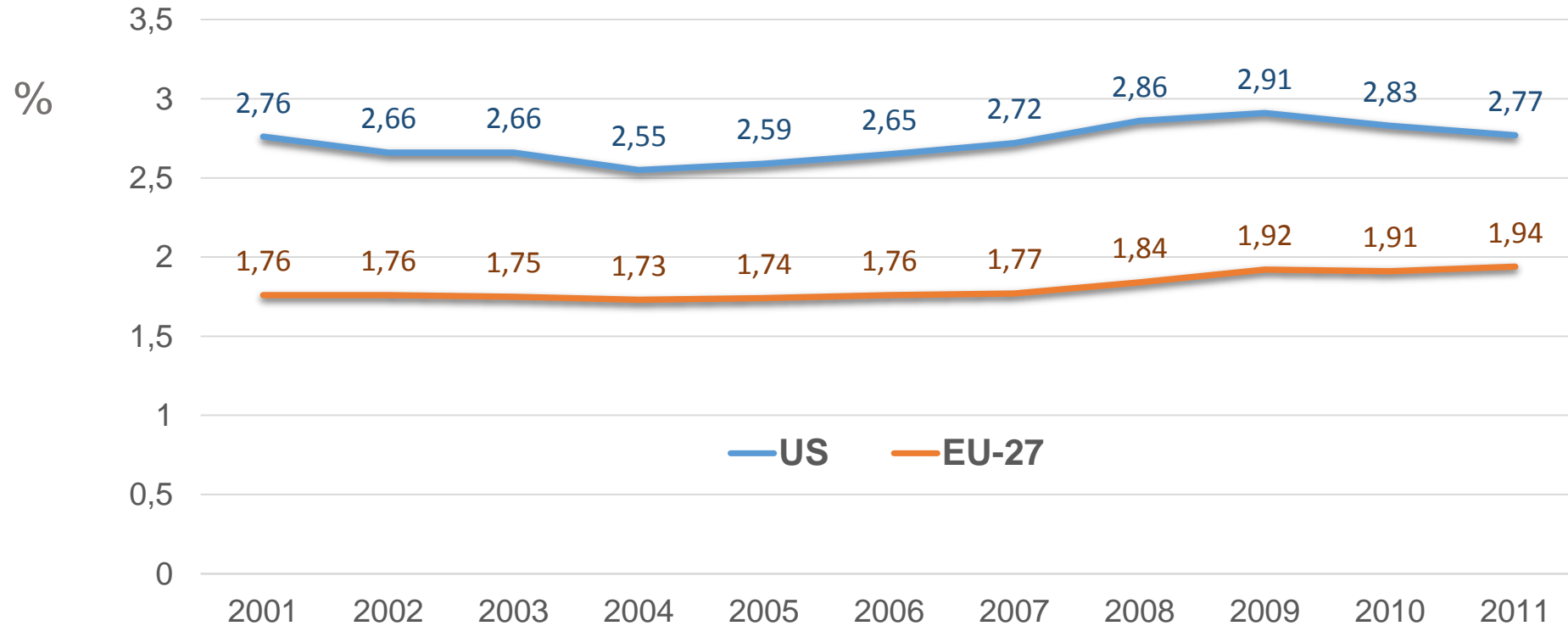
Trends in expenditure on tertiary education as % GDP



Gross domestic expenditure on R & D

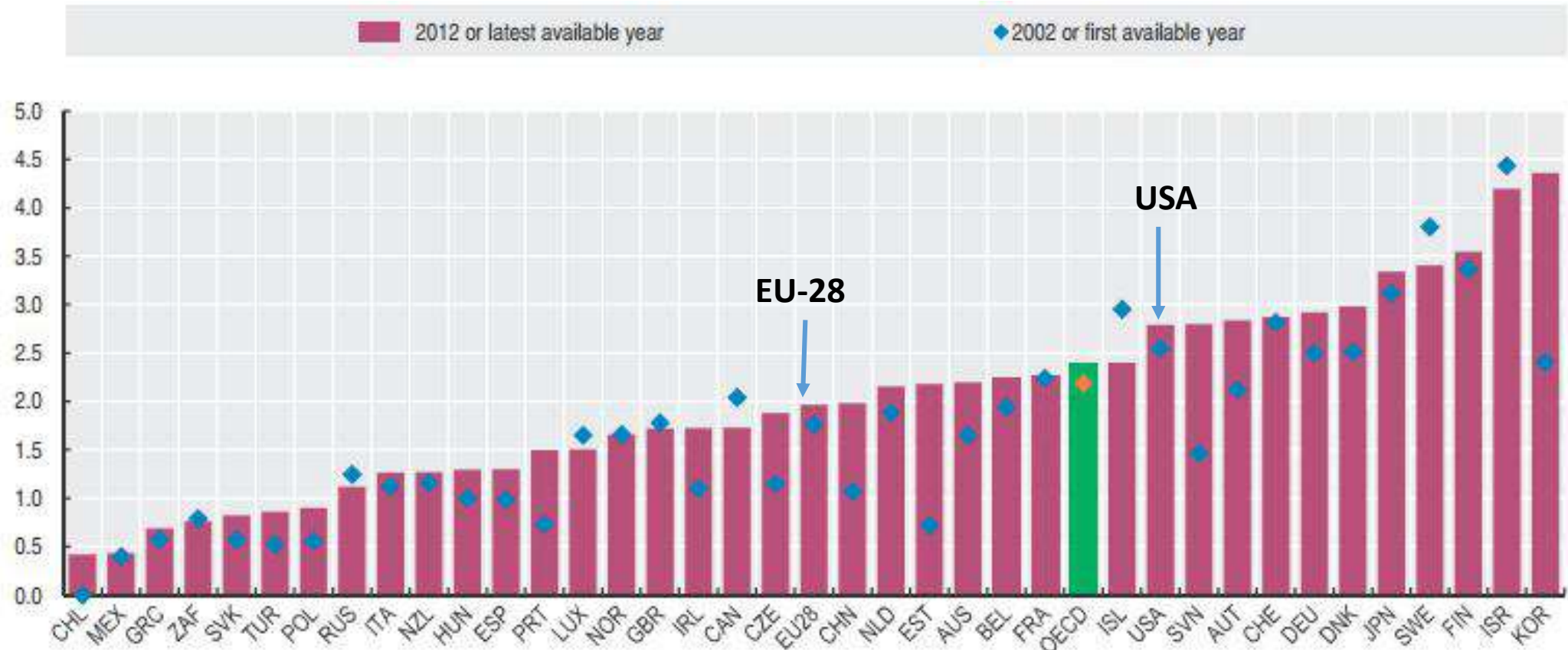


Gross Domestic Expenditure on R&D as a percentage of GDP

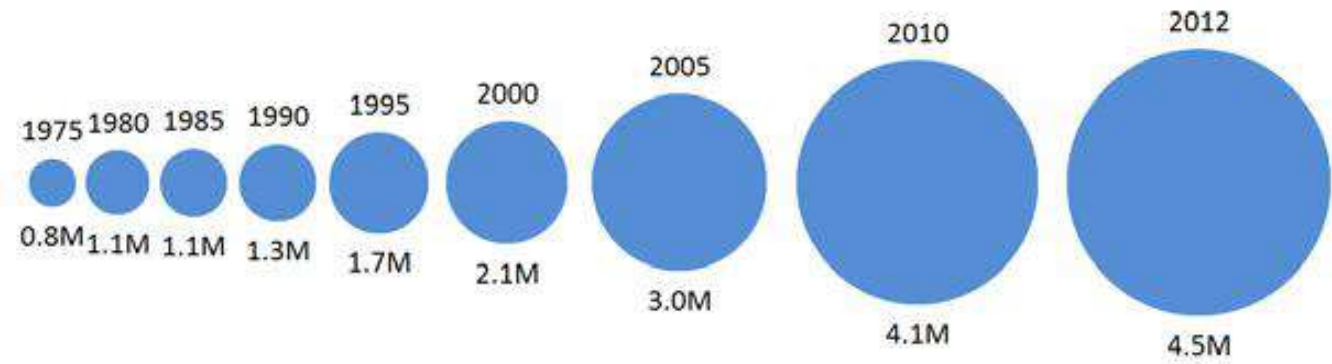


Source: OECD iLibrary, 2009, 2013

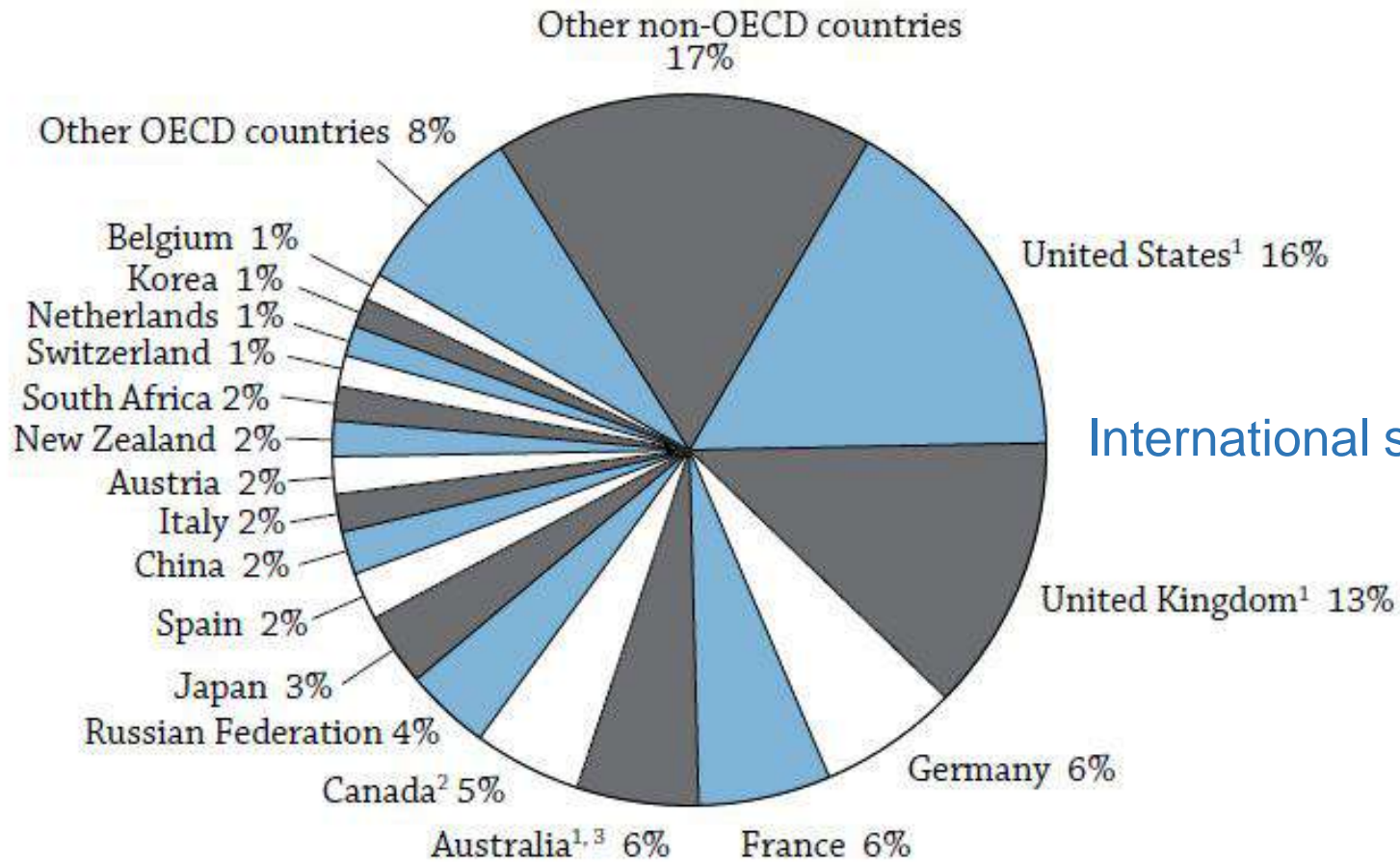
Gross domestic expenditure on R&D as % of GDP



International students



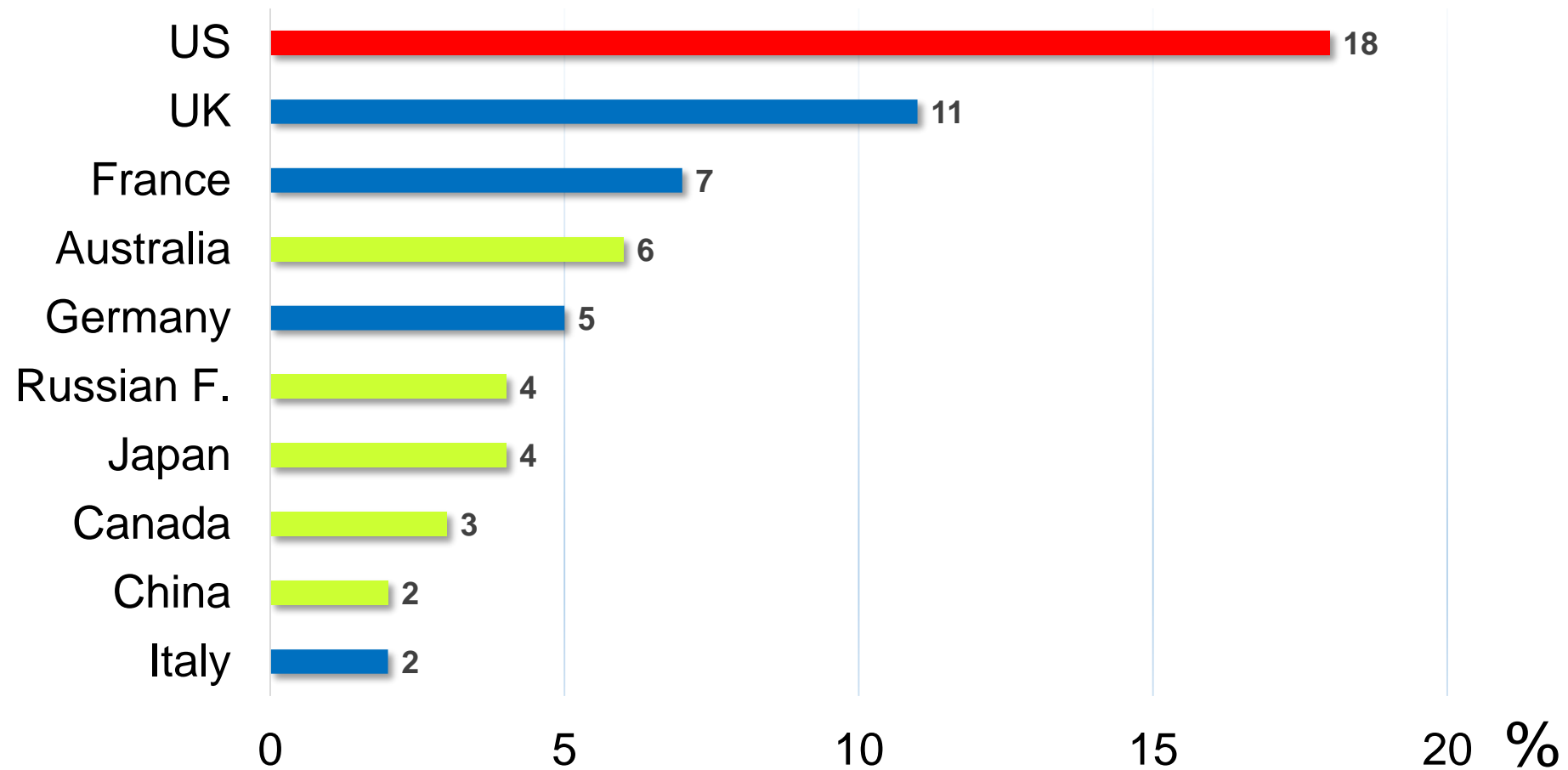
Source: OECD (2014) Education at a Glance



International students by country of destination (2012)

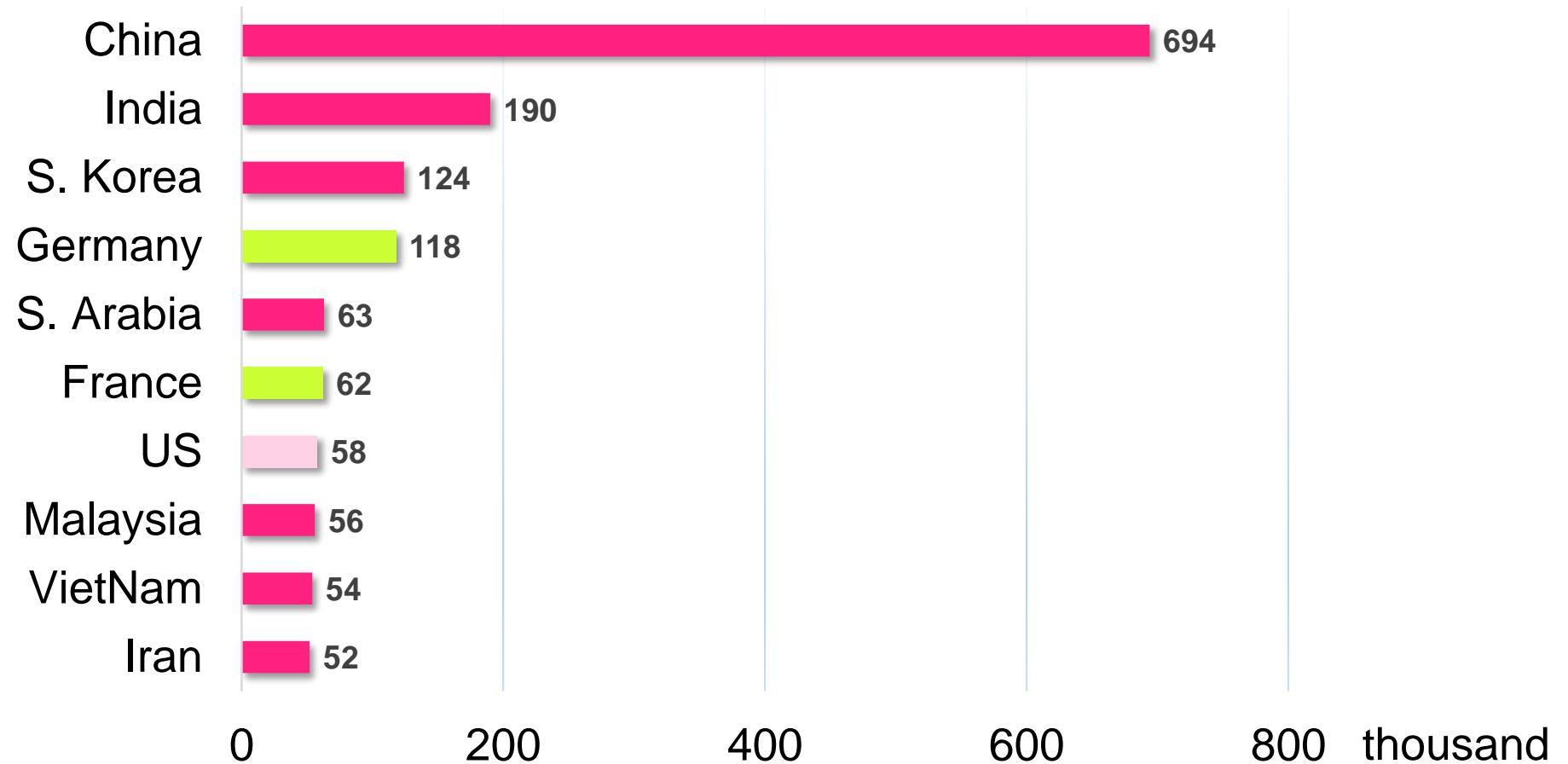
Source: OECD (2014) Education at a Glance

Top 10 destination countries



Source: UNESCO

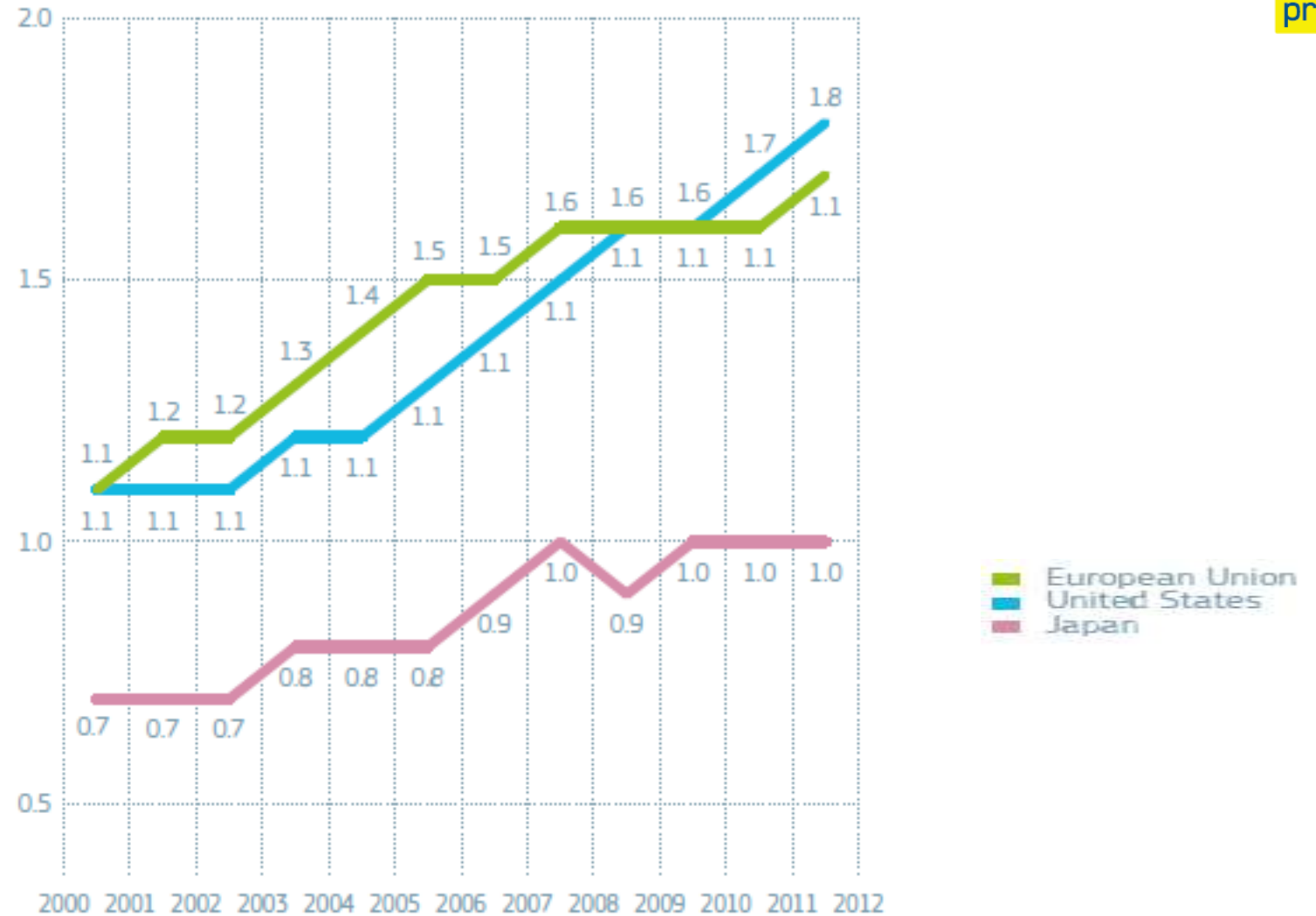
Top 10 countries of origin of mobile students



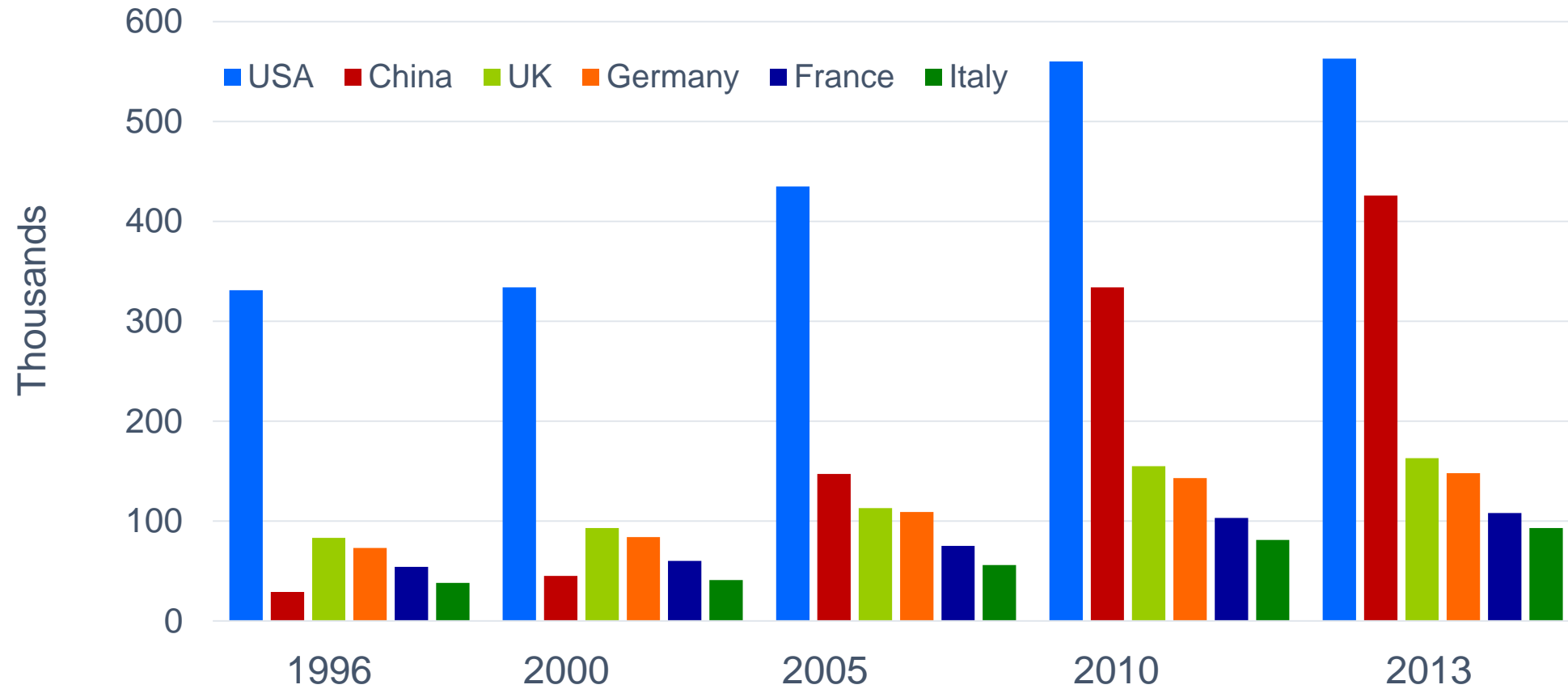
Source: UNESCO

New doctoral graduates

per thousand population



Publications



Publications



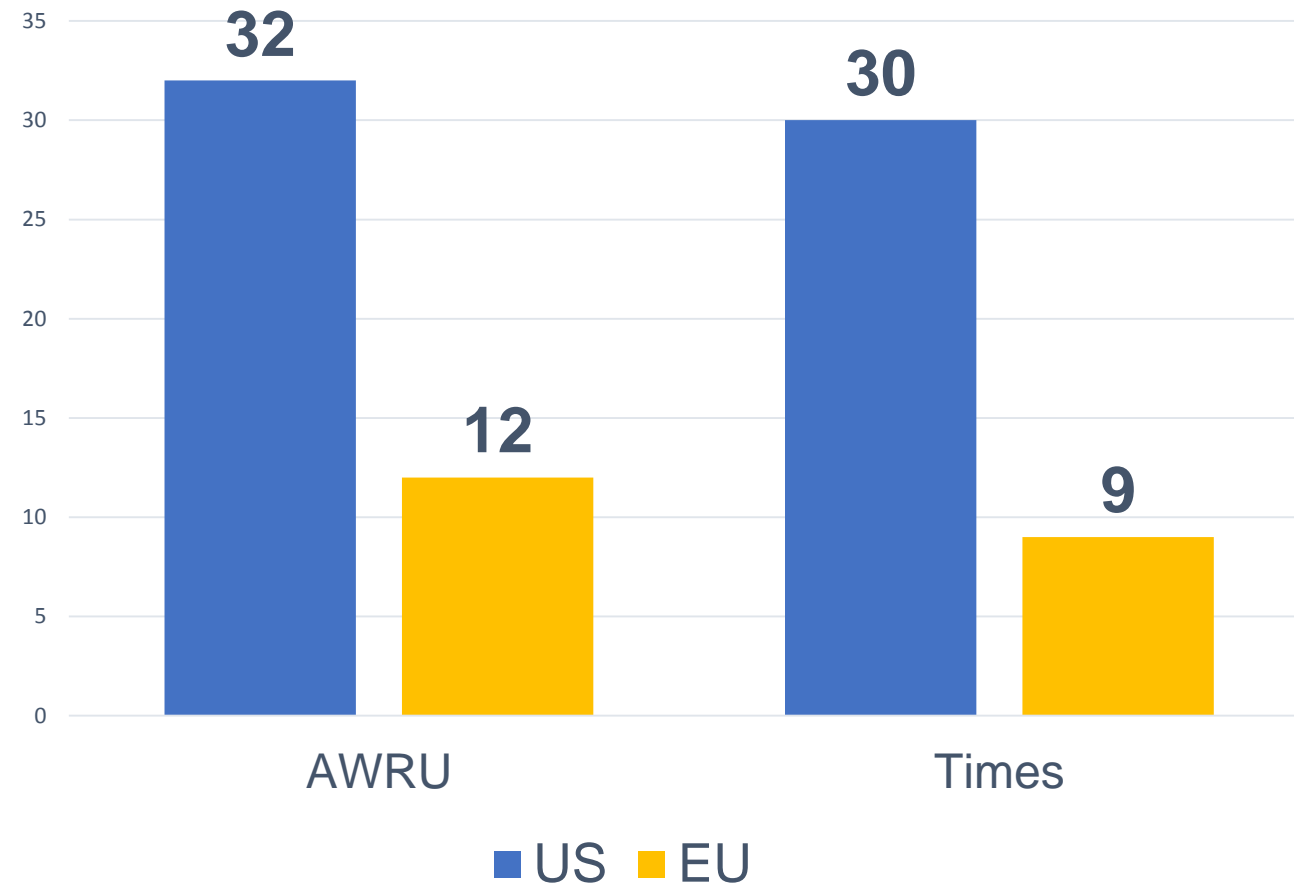
1999

Rank	Country	Citable articles (thousands)
1	USA	311
2	Japan	91
3	UK	83
4	Germany	80
5	France	58
6	China	39
7	Canada	39
8	Italy	38
9	Russia	31
10	Spain	27
25	Turkey	7

2013

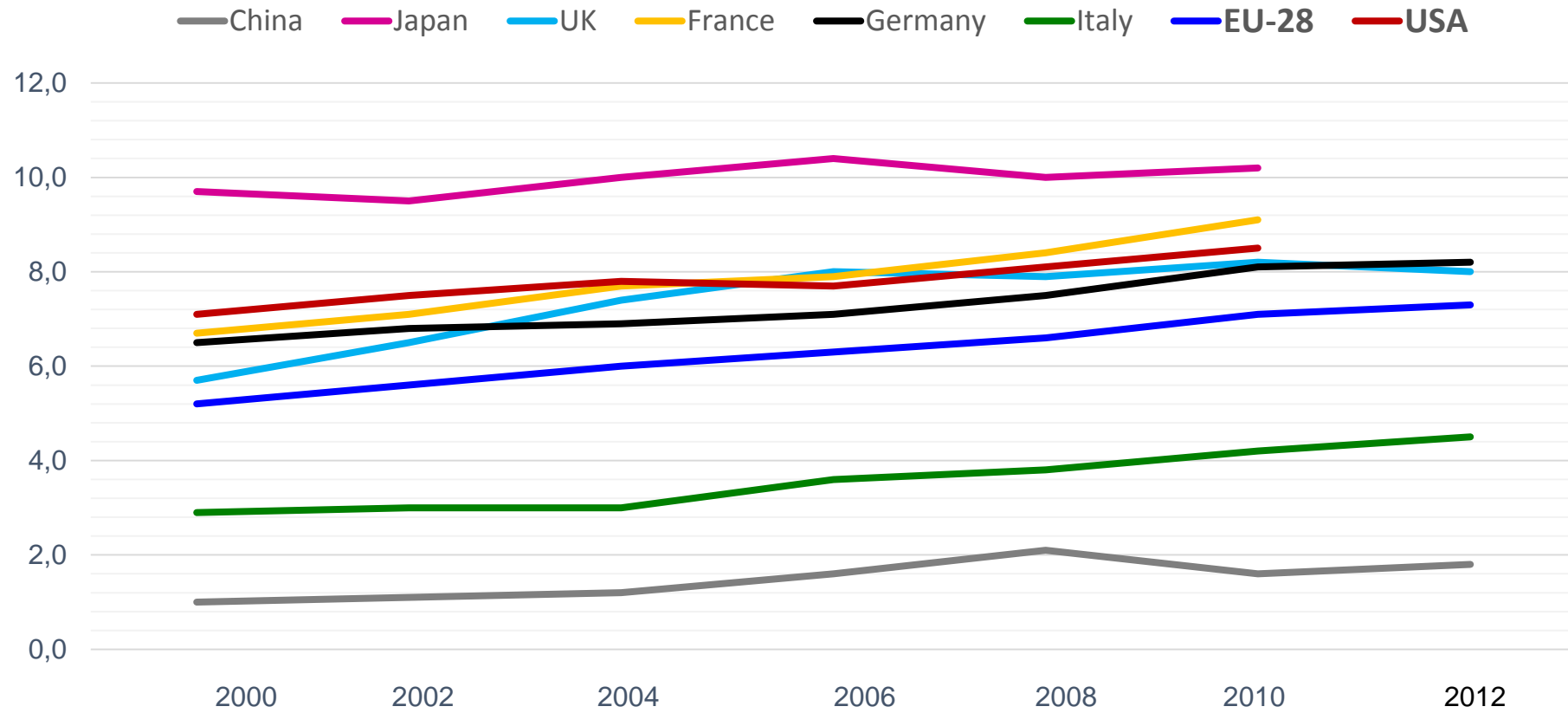
Rank	Country	Citable articles (thousands)
1	USA	511
2	China	416
3	UK	145
4	Germany	137
5	Japan	115
6	France	99
7	India	99
8	Italy	84
9	Canada	81
10	Spain	79
19	Turkey	37

Ranking of universities (2014) – Top 50



Researchers

per thousand employed, FTE



Global impacts of BP



- Europe is not the only continent affected by the BP.
- Other continents are affected by through the rise of a competitive European higher educational system.
- English became the academic *lingua franca*.

Impact of BP in Africa and Latin America

- Since the African higher education was largely based on European models because of the European colonialism in 18th-19th centuries, the African educational system was pushed to match the BP.
- Europe agreed to help to implement the BP in 1993.
- By 2011 the BP was adopted by several African countries, including Algeria, Morocco, Tunisia, West Africa (Manuel, 2014).
- Latin America formed their own version of the EHEA, the «Ibero-American Knowledge Area».

Impact of BP on Australia

- Australia has a major share of the international student market.
- To remain competitive Australia has been quick in recognizing the need to establish a system comparable and compatible with the BP.
- In 2006, Australia hosted the International Educational Forum.
 - **Brisbane Communiqué** (academic mobility, transferability of qualifications, integration, ...).
- Australian Minister of Education Julie Bishop: 'If Australia does not align itself with BP, it will be left out of the tent' (Zgaga, 2006).

Bologna Process and the US



2007
International
EDUCATOR
SUPPLEMENT

BOLOGNA | U.S. Perspectives

Bologna Isn't Coming to the United States—It's Here.

*U.S. Colleges
and universities
are already*

THE BOLOGNA PROCESS, as seen in the rearview mirror of the past 17 years, is now having worldwide ramifications that will bring about a paradigm shift in the way U.S. educational institutions evaluate, admit,

Source: *International Educator*, 2007

Bologna Process and TRNC



From Bologna to Bergen:

What is going on in the European
Higher Education Area?

Ayhan Bilsel

Dean, Faculty of Arts and Sciences
Eastern Mediterranean University

May 2004

Bologna Process: **Bergen 2005** and beyond

Ayhan Bilsel
Eastern Mediterranean University
June 2005

AB, **Bologna Süreci** ve Kuzey Kıbrıs'taki Üniversiteler için Yeni Perspektifler

Ayhan Bilsel
Doğu Akdeniz Üniversitesi

25 Kasım 2005

Bologna Process and TRNC



- 'Bologna club' membership application was first initiated by Prof. Dr. Tahir Çelik in **2007**, then the President of YÖDAK.
- Since 2007 YÖDAK is an affiliate of the «European Association for Quality Assurance in Higher Education» (ENQA).



Bologna Process in TRNC's Higher Education Law (13. 12. 2005)



Madde 21. Yükseköğretim Kurumlarının Görevleri:

Yükseköğretim kurumlarının bu Yasada ve Milli Eğitim Yasasında belirlenen amaç ve ana ilkelere uygun olarak görevleri şunlardır:

(12) Ülkemizdeki yükseköğrenimin, Bologna Sürecine uygun olarak, 2010 yılında oluşturulması kararlaştırılmış bulunan “Avrupa Yükseköğrenim Alanı” kriterlerine süratle uyum sağlaması için, gerekli düzenlemeleri yapmak, kararlar almak ve uygulamaya koymak.

Bologna Process and TRNC



- Universities voluntarily adapted some Bologna action lines as if they belong the 'Bologna club'.
 - ECTS
 - Learning outcomes
 - Diploma supplement



- Two universities became full members of EUA.
- One university went through EUA's Institutional Evaluation Programme (IEP).
- One university became full member of EUA Council for Doctoral Education.



Weaknesses and criticism of BP



- Deadline 2010? Is it developing into an endless process?
- Europeanisation in higher education is obscured rather than clarified (Rudder, 2010).
- Uneven implementation with national variations
- Growing imbalance of the teaching funding and the research funding
- There is a lack of transparency and of horizontal accountability

Weaknesses and criticism of BP



- There is no overall embedded quality culture.
- Danger of overregulation and bureaucratisation.
- Social dimension and life long learning are lagging behind.
- Concept of excellence too much linked to rankings.

Concluding remarks



- 'Bologna' is a dynamic process.
- 'Bologna' has become a powerful 'brand'.
- Enhanced international cooperation.