

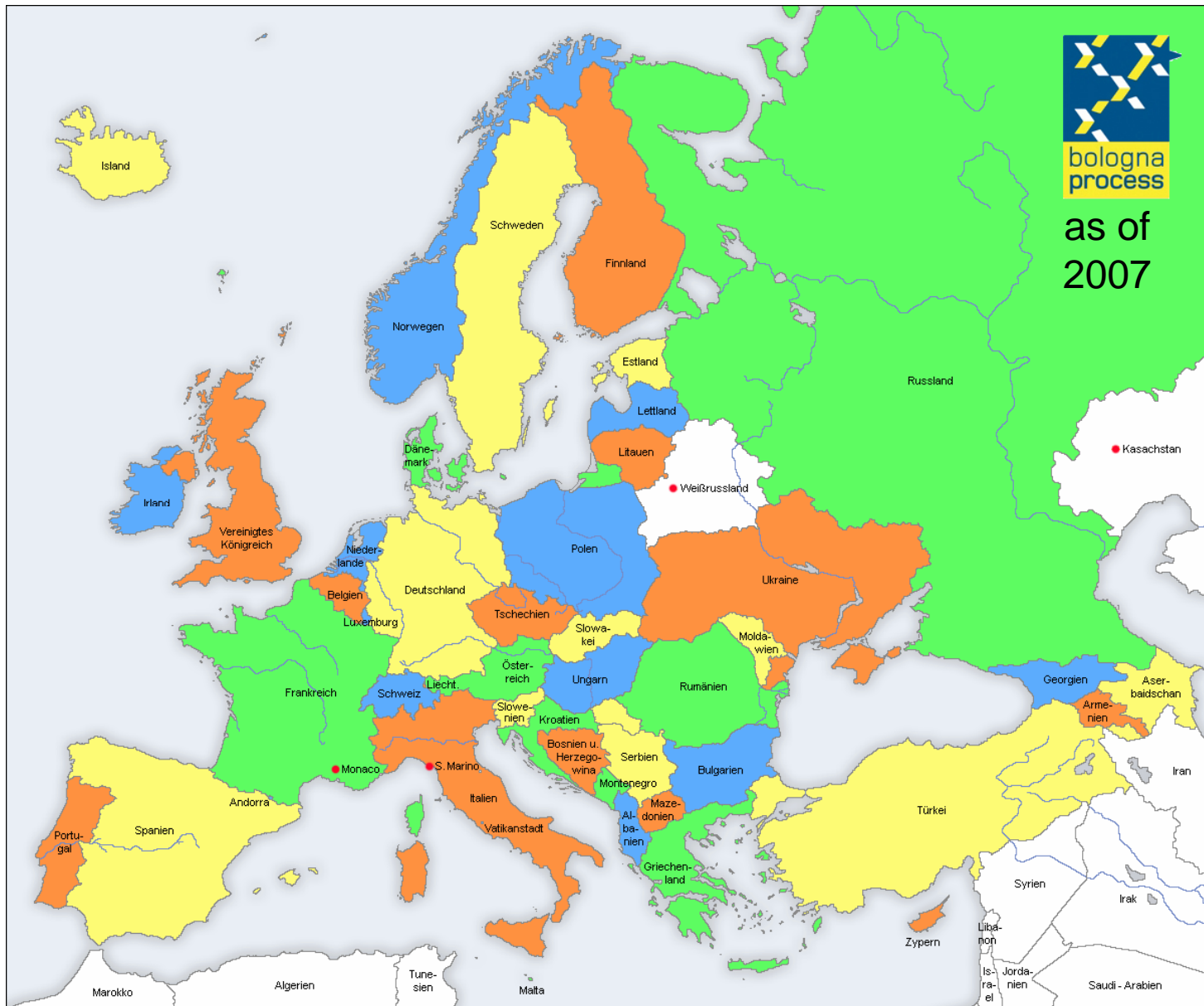
The Bologna Process

Changing the Educational System of a Whole Continent

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At the end of the 20th century, Europe set out to enhance its competitiveness in the world's educational system. It was realized that, for this purpose, some unification was unavoidable.

Steps towards this goal were the Lisbon Convention on the mutual recognition of academic degrees (1997), the Sorbonne Declaration (1998) of 4 and the Bologna Declaration of 29 European states. Meanwhile, the Bologna process is supported by 46 states.



as of
2007

The main points of the Bologna declaration were

- easily understandable and comparable degrees
- the two-cycle system of undergraduates and graduates
- a credit point system
- the promotion of mobility
- a system of quality assurance
- the promotion of the “European dimension”

In the follow-up conferences at Prague (2001), Berlin (2003), and Bergen (2005), among others, these topics were added:

- expanding the two-cycle to a three-cycle system, including doctoral studies
- the promotion of lifelong learning
- making studies in Europe more attractive worldwide
- participation of students
- strengthening the “social dimension”

After all: Creating the
European Higher Education Area

EHEA

by 2010

At the most recent follow-up conference in London (May 16-18, 2007), progress was rated like this

- ☺ two-cycle degrees
- ☹ mutual recognition of degrees
- ☹ quality assurance
- ☹ lifelong learning
- ☹ social dimension
- ☹ mobility
- ☹ third-cycle degrees

The Bologna process means dramatic changes to many of Europe's educational systems, which may have evolved over centuries – excluding Britain, of course.

In many countries, including Germany, the Bologna process was used as an opportunity to introduce further reforms, which would have been difficult to implement otherwise.

Many of them responded to industry's demands, others had been on the political (mainly liberal or conservative) agenda for long.

Further reforms included ...

- changing the university structures

In Europe, universities used to be state-run and state-financed; anyway, they enjoyed a considerable degree of self-government.

Now they were re-structured, more or less according to the rules of the economy. This includes industrial management methods, accounting techniques, continuous reporting, and so on ...

Internal democracy is not among the most prominent points of an enterprise.

Further reforms included ...

- more competition among universities, funding partially based on performance.

“Performance”, among others, means

- good ranking positions
- high third-party funding
- many applicants
- high student throughput
- few dropouts
- ...

So-called “orchid subjects” feel threatened.

Further reforms included ...

- shorter and more structured programs

In many countries, the student formerly was free to study more or less as long he or she wished – sooner or later he would take his exams.

Four years of studies were the theoretical value, five or more not exceptional, before the first (and only) degree was awarded. This resulted in relatively old graduates.

Relatively old, but more mature, perhaps, and experienced beyond their own noses.

Further reforms included ...

- concentration on “employability”

At a traditional research university, the basics are taught before their applications – the scientific approach, resulting in lengthy studies.

The Universities of Applied Sciences have always offered real four-year courses, combining hands-on experience and scientific knowledge.

Now both types of universities are expected to educate three-year “fit-for-a-job” Bachelors. Not everyone is happy with that.

Further reforms included ...

- accreditation by private bodies

For centuries, quality assurance has been a matter of approval by the competent authority.

The new system will include private or semi-private agencies Bologna-wide.

In our German state of Baden-Württemberg, e.g., you have to win the accreditation of an accredited agency first, then apply at the ministry for approval.

Further reforms included ...

- introduction of study fees

In the best part of Europe, education was not regarded as a business until recently. Even university education was (more or less) free.

In some countries, it still is; the majority have started to introduce moderate fees.

In Germany, e.g., some states have introduced fees already, others are thinking about it. At the moment, they are about 1000 Euros a year.

After all, the system of all the Bologna states is or shortly will be quite similar to the British or US systems of education. So it has become easier for American students to have a look at Old Europe, and vice versa.

Our students generally are very keen to go abroad, with the US at a prominent place; we would be very pleased to see the same come true in the opposite direction.

Your students are always welcome at HdM Stuttgart.

Stuttgart is the capital of the most south-westerly German state, Baden-Württemberg.

Stuttgart has about 600.000 inhabitants, its metropolitan area about 2.000.000.

Stuttgart is rich in tradition, but also a lively modern city with a vibrant cultural life.

Stuttgart Media University (HdM) offers courses for print and non-print media and all the stages of the production chain.

After all, it is more technically oriented.

HdM has about 3.200 students, 110 professors, 120 part-time teachers, 65 technical teaching and 65 university management staff.

HdM offers 20 courses in three faculties:

- printing and media
- electronic media
- information and communication

Since 2004, HdM has offered three-year Bachelor programs, comprising (1)

- Printing Technology
- Printing Technology (German-Chinese)
- Printing Management
- Publishing
- Computer Science for the Media
- Packaging Technology

Since 2004, HdM has offered three-year Bachelor programs, comprising (2)

- Audiovisual Media
(film, video, sound, computer animation, interactive media, event management)
- (electronic) Media Management
- Advertising

Since 2004, HdM has offered three-year Bachelor programs, comprising (3)

- Library Management
- Information Services
- Information Systems
- Information Design

From fall 2007, HdM will offer consecutive two-year Master programs, comprising

- Print & Publishing
- Printing & Management (German-Chinese)
- Computer Science and Media
- Packaging Design and Marketing
- Electronic Media
- Information Systems and Services
- Library and Information Management

So, every HdM Bachelor graduate will have at least one possibility to continue his or her studies with an appropriate Master program.

These programs, however, are also open to applicants who graduated at another university in a relevant field.

All programs have been accredited by respected agencies and have won official approval.

Find out more at
www.hdm-stuttgart.de
or just ask now.

Thank you for your attention.