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Bologna process



The Bologna process is a process of forming a unified European system of higher education based on the commonality of the principles of operation.

Bologna reforms can be characterized by such terms as « **focus on outcomes** » and « **student-centered learning** ». This involves an understanding of learning outcomes in a broad sense. They are designed to become essential elements of changes in teaching practice by having connections with ECTS, modularization and institutional freedom. It is necessary to maintain a balance between three levels of the Bologna process: specified goals at the European level, which affect governments, higher education institutions and students; the central role of universities is in the process of implementation; the role of national policies and legislation is to connect first two levels, and to facilitate the process in each country.

From the history of the Bologna

*the mid-70s
of the 20th
century*

The onset of the Bologna process can be traced to the mid-70s of the 20th century, when the Council of Ministers of the European Union adopted a resolution on the first program of cooperation in the field of education.

1998

In 1998, the Ministers of education from four European countries France, Germany, the UK and Italy signed the Sorbonne Joint Declaration. The purpose of the declaration was to provide general provisions for Standardization of the European Higher Education Area, which should encourage mobility of students and graduates, as well as of the staff.

1998

The objectives of the Sorbonne declaration were confirmed in 1999 with the signing of the Bologna Declaration, when 29 countries expressed their willingness to make a commitment to improve the competitiveness of the European higher education.

Main goals of Bologna Process

- ✓ To provide the access to the field of higher education,
- ✓ To further improve the quality and attractiveness of the European higher education,
- ✓ To expand the mobility of students and teachers,
- ✓ As well as to ensure successful employment of college graduates due to the fact that all academic degrees and other qualifications should be take into account the needs of the labor market



The declaration contains six key principles:

1

- The adoption of the system of comparable degrees, including through the introduction of the diploma supplement to ensure the employability of European citizens and the international competitiveness of the European higher education system.

2

- The adoption of the three-tier system of education: Bachelor, Master and PhD

3

- The introduction of the European system of the credit transfer to support large-scale student mobility (credit system). It also provides the right of students to choose their disciplines. It is recommended to adopt ECTS (European Credit Transfer System) as a basis for this process, making it a funded system capable of operating in the framework of the concept called "life-long learning".

4

- Significant development of student mobility (based on the performance of two preceding paragraphs). The enhancement of the mobility of teachers and other staff by the means of set-off of the period of time spent by them while working in the European region. The establishment of standards for transnational education

5

- The promotion of the European cooperation in the field of quality assurance with a view to develop comparable criteria and methodologies

6

- The promotion of necessary European dimensions in the field of higher education, especially in the area of curriculum development, inter-institutional cooperation, mobility schemes and integrated programs of study, as well as practical training and research

Participants of the Bologna Process

- ▣ The participants of the Bologna Process include 49 countries (2015) and the European Commission. All these countries are the members of the European Union and Eastern Partnership

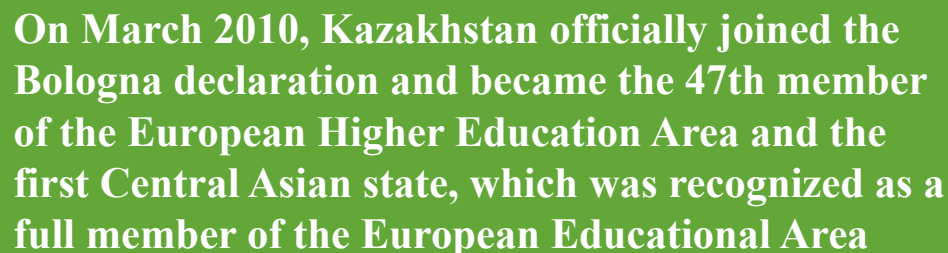


Facultative parameters of the Bologna Process

- Harmonization of the content of education in areas of training.
- Nonlinear areas of students' education, elective courses.
- Module system.
- Distance education, online courses.
- Academic rankings of students and faculty staff

Bologna process in Kazakhstan


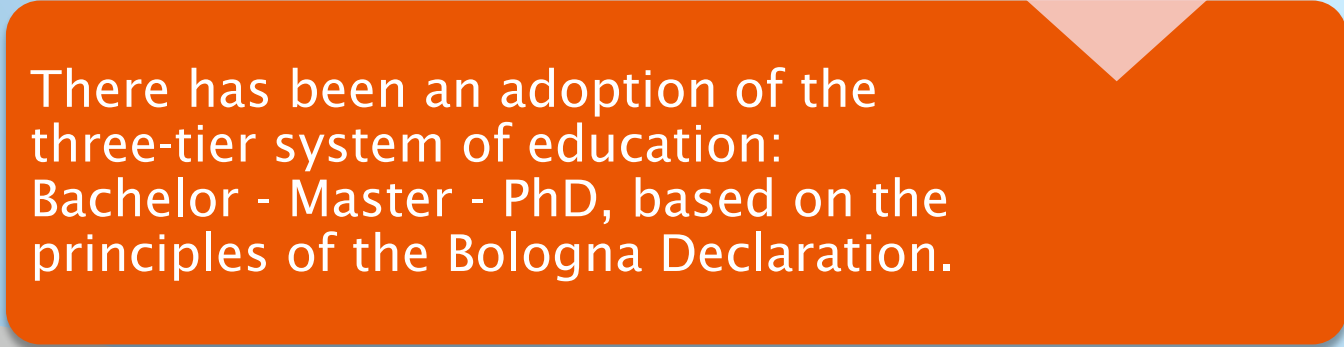
On March 2010, Kazakhstan officially joined the Bologna declaration and became the 47th member of the European Higher Education Area and the first Central Asian state, which was recognized as a full member of the European Educational Area



The Great Charter was signed by more than 60 Kazakhstan



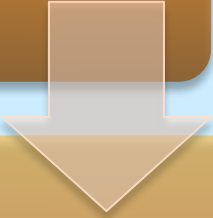
There has been an adoption of the three-tier system of education: Bachelor - Master - PhD, based on the principles of the Bologna Declaration.



Universities introduced advanced technologies and training systems in their educational processes: all universities introduced credit technology of education, 38 of them offer dual-degree education, 42 universities offer distance learning.



The ECTS (European Credit Transfer System) has been introduced as a basis for the transfer of credits during academic mobility of students.



The Ministry of Education and Science of the Republic of Kazakhstan allocates funding for academic mobility of faculty and students, and universities themselves also find resources on academic mobility.