

BOLOGNA PROCESS. WHAT TO DO IN ROMANIA?

Delia NICA-BADEA,
Lecturer Ph.D. „Constantin Brancuși” University of Targu-Jiu, România,
nicabadeadelia@yahoo.com

Dan MONEA,
Associate Ph.D Babeş Bolyai University of Cluj-Napoca, România
moneadan@yahoo.com

ABSTRACT: THE KNOWLEDGE SOCIETY, COMPUTERIZATION OF EDUCATION, PERMANENCE OF INFORMATION, GLOBALIZATION AND BUILDING THE EUROPEAN UNION IMPOSED A NEW WAY OF THINKING AND DESIGNING THE ENTIRE SYSTEM OF HIGHER EDUCATION. THE ULTIMATE AIM OF THE BOLOGNA PROCESS IS TO CREATE A EUROPEAN HIGHER EDUCATION AREA (EHEA) BASED ON INTERNATIONAL COOPERATION AND EXCHANGE OF ACADEMIC COMMUNITIES. ALL DECISIONS SHOULD TAKE INTO ACCOUNT THAT ADDRESSES A NEW GENERATION, AND THE MAIN BENEFICIARIES OF EDUCATION SYSTEMS ARE DIGITAL REARED YOUNG.

BOLOGNA PROCESS PROMOTES A STUDENT-CENTERED EDUCATION BUT OFTEN THE PROCESS OF REFORM DOES NOT SEEM TO TAKE ACCOUNT OF THIS PERSPECTIVE.

KEYWORDS: GLOBALIZATION, EDUCATION, STUDENT, RELIABLE, PERFORMANCE.

1. GENERAL CONSIDERATIONS

The knowledge society, computerization of education, permanence of information, globalization and building the European Union, issues of the contemporary world, the gap between educational systems in Europe, multiplying providers of higher education and increasing competition both between universities and between universities and various agents the socio-economic and cultural environment etc., imposed a new way of thinking and designing the entire system of higher education.

Bologna process took its name from the Bologna Declaration, signed act in the Italian city of the same name on 19 June 1999 by ministers responsible for higher education from 29 European countries. In 2000 the European Union by the Lisbon Strategy aims aim to become the most competitive and dynamic knowledge-based economy capable of sustainable growth.

Today, the Bologna Process unites 46 countries, all of which are also part of the European Cultural Convention and committed to the same objectives of the SEIS. An important feature of the process is that they are involved: the European Commission, Council of Europe, UNESCO-CEPES, along with representatives of higher education institutions (EUA), students (ESU), employees and agents Quality Assurance (ENQA).

The ultimate goal of the Bologna Process is to create a European Higher Education Area (EHEA) based on international cooperation and exchange of academic communities:

- will facilitate the mobility of students, graduates and academic staff;
- will prepare students both for careers and for life as active citizens involved in society;
- will be a support for personal development;
- provide access to quality education and the opportunity to choose training locations.

Annually each country signatory to the Charter issue reports on the state of implementation of key reforms that focus on:

- the three-cycle degree structure (bachelor, master, doctorate);
- quality assurance in higher education;
- recognition of qualifications and periods of study.

The Law No.1 / 2011 integrates the directives and implement in Romania. To ensure good communication are necessary participation in various forums within which occurs a useful exchange of experience, are the progress made and the obstacles encountered. [6]

We note the following significant development directions of higher education and who are still on the agenda of international forums:

1. Education remains a global priority.
2. Higher education is actively involved in the transition towards the knowledge society.
3. Looking back and forward: analysis and projections - every time we build with achievements as a starting point and setting goals.
4. The continuous cooperation to propose ideas and solutions for the future of education.

All decisions should take into account that speaks to a new generation, the main beneficiaries of education systems are the young „*grown digital, are initiators, collaborators, organizers, readers, writers, critics, investigate, ridicule, picture, looking and inform.*” [11]

2. THE BOLOGNA PROCESS ACTION LINES

2.1. Qualifications Framework / system based on 3 cycles. Qualifications Framework describes the skills acquired through higher education and how they are interconnected. National Qualifications Framework describes what you should know and be able to do a student who acquires a certain skill, and how a person can go from one qualification to another within a system. National Qualifications Framework should be designed to be compatible with the European one, which has been adapted since 2005, in the form of three study cycles (bachelor, master and doctorate). This makes recognition system much simpler framework of qualifications throughout the European area.

2.2. Mobility. In London Communiqué of May 2007, the Ministers responsible for higher education in the countries participating in the trial, claimed that, „mobility of academic staff, students and graduates is one of the central elements of the Bologna Process, creating opportunities for personal development, development international cooperation between individuals and institutions, enhancing the quality of higher education and research, giving substance European dimension.” Facilitating mobility is one of the main objectives, which is to be attained with the creation of the EHEA, as ministers confirmed again last meeting in London in 2007.

2.3. Quality assurance. In Higher Education, the term refers to all „quality assurance” policies, processes and actions designed to ensure that the institution, programs and

qualifications meet and maintain specific standards of education, financial support and infrastructure. This brings quality assurance, primarily, a guarantee of higher education institutions and stakeholders directly concerned, that the quality level is achieved. Quality assurance has also the function to improve continuously improve the education system.

One of the goals of the Bologna Declaration (1999) was to encourage European cooperation in quality assurance of Higher Education, by creating a common vision in developing comparable criteria and methodologies. At the Ministerial meeting in 2005 adopted the document named „Standards and Guidelines for Quality Assurance in the European Higher Education Area” developed by ENQA in cooperation with the States and the other three members of the group structure E4 (EUA, EURASHE, ESU). [7, 8]

2.4. Employability. There are many definitions of employability. One is the „ability to be employed, initially, to remain engaged and able to move and develop yourself professionally in the labor market.” Role of Higher Education in this context is to equip students with skills and competencies (knowledge, attitudes and behaviors) needed in the workplace and that employers require, and at the same time to ensure that people can maintain or update this competence by work. At the end of a course, the student must have knowledge both about the subject and about the skills required in practice.

2.5. Recognition of qualifications. Recognition of qualifications goal is to make it possible to use them from one educational system to another without losing value. The main international document which speaks of recognition of qualifications is the Council of Europe Convention / UNESCO Recognition of Qualifications concerning Higher Education. Like any official text, the Convention must be put into practice. Recognition of qualifications falls within the competence of each country. In most cases, this means that higher education institutions are responsible for the recognition of qualifications acquired through study, while employers are responsible for recognition of qualifications required for employment. Supporting tools in the recognition of qualifications are the European Credit Transfer System and the Diploma Supplement.

2.6. Social Dimension. The social dimension refers to equality in the context of higher education, in terms of: access, participation, graduation, living conditions, guidance and counseling, financial support and representation in decision-making. It also induces, and equal opportunities in mobility, portability of financial support and the removal of any kind of barrier. All this leads to strengthening the quality, attractiveness and competitiveness of the European Higher Education Area. The social dimension has been an element of the Bologna Process since the Ministerial meeting in Prague, 2001. This item was included in the communiqué that preceded the meeting, at the suggestion of student representatives. In communiqués that followed, the social dimension has been recognized as a crucial part for the success of the common European space.

2.7. Lifelong Learning. Lifelong learning has been recognized as an essential element of the EHEA since ministers meeting in Prague in 2001. Prague Communiqué noted that in Europe a society built on knowledge, development of strategies related lifelong learning is needed to cope with competitiveness and innovation, to improve social cohesion and quality of life.

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3. THE STUDENT CENTERED EDUCATION

Student-centered education is one of the cornerstones of European higher education reform that peg, known as the Bologna Process. In making education student making a contribution centered university students, school teachers and not least, the higher education institution. Each of these factors have a decisive role in building an education focused on student needs, for which the absence or lack of involvement of one of the factors making it impossible to achieve student-centered education. In terms of education centered on the student, the student, the future expert, is no longer perceived as a passive subject in education and training, but is considered a partner of the teacher in building knowledge and active part in the realization of educational activities in assessment qualitative and shape their academic path.

Unlike the practice so far, the university, the professor put emphasis on teaching knowledge, followed by the assessment, paying significance minor learning process of the student in terms of education centered on the student, teaching and learning are two processes that are interrelated, presuppose each other. Teaching is not limited to the mere transmission of knowledge. It combines training with training and learning assessment in accordance with the aims set. Professor, waive delivery and product knowledge that focuses on the „knowledge of the process”, paying more attention to learning needs, motivation, counseling and guidance of the student. If education teacher centered by addressing knowledge as a product, the teachers provide students produced cognitive finished, prefabricated, as a balance of truths expressed by knowledge offered ready-learners and mainly driven drills and capabilities vade and reproductive their education student-centered, addressing knowledge as a process, teachers aim to focus on thinking students on their involvement in projects, problem solving which deal with the practical life (by finding new solution thereof) on scientific inquiry and learning new research techniques, stimulating thinking, imagination, creativity and originality learners and thus removing the lack of motivation and formalism both education agency. University contributes to achieving education student centered so by providing institutional conditions indispensable for linking optimum between teacher and student in the educational process in academia and by providing material facilities, resources, programs, services and regulations appropriate to that new approaches to education.

3.1. ROLE OF EDUCATION TEACHERS IN THE STUDENT-CENTERED

The student-centered education system, teachers are conferred mentor increasingly acquiring certain skills. From this perspective, centered education student seeks to shift the type of professor valued far - Professor copyright treaty academic, producer of discourse masterfully directed by a student neutral, the teacher facilitates student learning (which emerge from routine Example standard, tablet cultural and picture dictatorship after pages yellowed by time and involves students in an active learning that in building their knowledge), teacher advisor (who guides students through the knowledge of the path of their own educational trail) and Professor moderator knowledge (which puts students to experience cognitive). [10]

Mentoring, guiding the student is made in conjunction with emphasizing the importance of the knowledge, understanding and application of knowledge in practice. It is based on a selection of materials and resources critical and is closely related to the profile to be achieved, interests and personal capacities. Between the two formed a partnership education agency to guide learning towards the formation of a set of skills necessary for optimal socio-professional insertion. Priority target student-centered education,, is therefore no longer reiteration masterly speech, but students skills training on a certain part of their academic, skills to be tie in with the proposed acquisitions are graduating a certain specializations.”[10]

Consequently, the quality of teaching is assessed as far as possessing qualities transformers, insofar as it involves producing results in the conduct of students, changes in the behavior of learners.

According to ISO, ISO 9001: 2001 Management System (quality. REQUIREMENTS), all processes may be applied methodology known as PDCA (0.2 - Note to standard), therefore, the process of student-centered learning. It is summarized in Figure 1 below, and the terms are explained after the figure. Plan - Plan: establish the objectives and processes necessary to deliver results in line with customer requirements and the organization's policies; Do - Execute the implementation (implementation) processes; Check - Check: monitor and measure processes and product against policies, objectives and requirements for the product and report the results; Act - Act: take action to continually improve process performance. Centering education student, leading to a new type of organization studies, the realization of the design, conduct and evaluation of educational activities university where universities and academics should consider the following points, presented moments PDCA Cycle, and autonomous integrate relevant policy development level and autonomy of universities. [12]



Figure. 1. PDCA cycle.

3.2. ROLE IN MAKING EDUCATION UNIVERSITY FOCUSED STUDENT

Together with the teacher and student, a particularly important role in achieving student-centered education rests with HEI, making it practically possible, optimum interaction between the two the education agency.

In order to ensure interaction optimum between teacher and student in the university environment, and thus to ensure education student-centered university should create the necessary conditions and provide an endowment materials, resources, programs and appropriate services of a modern, focused on relationships, needs and involvement of students, the teaching materials, strategies, techniques and modern methods of teaching – learning - evaluation. [9, 13]

The material:

- educational and research spaces (classrooms and seminar rooms, teaching laboratories, research centers), which feature modern technical facilities and equipment; Sports consistent with the needs of students;
- center for advice and guidance to students in career;
- library covering bibliographic resource requirements and also the need for places in the reading room;
- individual study spaces for students.

Resources human:

- qualified and competent teaching staff to conduct effective educational process;
- qualified personnel for work advice and guidance to students in career (psychologists and specialists in the field who can guide students informed choices regarding specific requirements and opportunities domain);
- institutional concern for the improvement of university teaching staff;
- ensuring teacher evaluation by students through assessment tools specifically built university in this regard;
- qualified and competent administrative staff, flexible oriented relationships with the public, communication skills, networking and conflict management.

Degree Programs:

- educational structure shorter and more flexible and optional discipline, the student can participate in shaping their own academic path;
- Create educational programs connected continuously to the needs of society and the labor market in order to offer our students the skills required;
- Design training offer of the university involving employers and social partners;
- ensuring obtaining a continuous feedback, the companies collaborating university, on the adequacy of education programs to labor market requirements;
- adoption and implementation of the European Credit Transfer System in designing curricula, himself a system centered on the student, based on the workload of the student needed to achieve the objectives of a study program and allow mobility of academic and integration European labor market;

- providing educational programs that ensure students greater flexibility in their choice of materials and order during the educational route to distinguish the training paths;
- structuring curricula both mandatory component and the optional component; Optionality must become significant and allow alternative academic preparation;
- Correlation syllabi disciplines to graduate programs with specializations similar from the most prestigious universities in Europe, so that, between curricula and diplomas issued to correlate with academic qualification requirements;
- integrating consideration in the design of teaching and learning, on courses and study programs;
- creation of mechanisms to ensure the student choice of different tracks, but equivalent in terms of lending and specialized skills training;
- construction of instruments to assess students regularly study programs offered by the university.

Educational process:

- Adopting a new vision, at university, on the teaching-learning-assessment in which the student becomes an active subject and contribute, through action on his own knowledge, training and development, and the teacher moves the focus from the role of information provider role of organizer and leader, counselor and East, the creator of learning situations, the evaluator and therapist of education;
- concern for the practical training of students and the establishment of agreements between universities and various firms for specialized internships to students;
- institutional concern for student involvement in research, together with the teaching staff;
- Ensuring the university level, the transparency of the evaluation process requirements through early notice of their students or by agreeing to their students.

Services offered to students:

- Information services, counseling and guidance to students in order to choose their own educational path, as well as to their insertion in the labor market and settlement services related to other aspects of campus life and work of students (medical, social, etc.);
- providing tutoring to students in university;
- Develop a guide for their studies students, who comprise an information package their useful: study plans, important regulations that the student needs to know, learning agreement, etc., issues to be provided by the university, where appropriate, regulations, strategies and documents of the institution concerning: internal functioning; organizing and conducting educational process cycle, Bachelor, Master, PhD; initiation, monitoring and evaluation of programs of study;

- periodic teaching staff evaluation; scientific research; study programs; learning resources and student services and other. [3,5]

While there are many issues identified so far, on what is and what involves education student centered, putting into practice in academia, continues to be a challenge for both the teacher and the student, and for the university. Efficiency and effectiveness of student-centered education is possible but only if it does not remain constant, but always rebuilt in praxis, continuous recovery dictated by the two opposite poles of existence: permanence and change.

4. CONCLUSIONS

Signatory to the Bologna Process in 1999, Romania has started to implement the three-cycle system in 2005, following the adoption by Parliament of Law 288/2004 on the organization of university studies. Also established and legislated agencies aiming to align the Romanian educational system to European standards (RAQAHE ACPART).

Bologna Process implementation in Romania is of major importance in the change that it requires, generating changes both at the legislative, institutional and wide paradigm, vision and values.

The social dimension is the direction that has received the most attention in terms of investments made. Although progress has been made on the accommodation of students or the number of beds provided by the university, the current system of financing higher education is a real obstacle to student mobility.

The representation of students in the past two years have made progress in the democratization process of choosing student representatives and development of regulations represent an important step being the inclusion of students in assessments RAQAHE both in the institutional and in the plans For study. At the same time, engaging students as partners in decision-making is far from being sufficient or respected student representatives not being treated as equal partners by certain actors. More independence of those students elected representatives, now beginning to be threatened by various mechanisms of corruption universities.

In the "Report of Romania", the system of three cycles was implemented, but on a range of lawmaking, there is a real need to reform the curricula in order of relevance both for students and for the labor market. The old study programs were only adjusted not often taught the same content of the course to implement the new system being adapted to be taught in a smaller number of hours.

Meanwhile, credit transfer system was implemented at the formal level but they do not reflect the real time dedicated to study, often reflecting the importance of the matter or even a teacher who teaches.

Since 2009 introduced a system of scholarships for PhD students, but they are not treated in the same way as other students, there are problems to their representation in the educational process.

Last year, quality assurance has gained prominence both at university level and at national level, in view of the Bologna Process. In most universities there is a real problem on student involvement in determining the relevance of curricula and student opinion in the final decision.

The mobility of students and teachers of "the Romanian national report" shows that the only problems are work permits and financial hardship.

Bologna process promotes a student-centered education but often the process of reform does not seem to take account of this perspective. Important elements, such as adapting teaching methods, assessing the relevance of teachers by students or student feedback and involvement in curriculum design does not reveal a student-centered education.

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