

## State of the Bologna Reform Process in the *Czech Republic*

1. When did the implementation of the Bologna Process start in the country?

*In the late 90<sup>th</sup>. But some universities earlier, it depended on the accreditation of programmes (new departments – earlier implementation).*

2. Have all universities meanwhile adopted the BA/MA schemes?

*All universities adopted the BA/MA schemes, but some subject (medicine, law) doesn't.*

3. When did the first cohorts of political science Bachelor graduates leave the university? When the Master graduates?

*In the early 21<sup>st</sup> century.*

4. Which problems – structural, organizational, financial etc. – were encountered in the process (e.g. modularizing contents, drafting new curricula, offering job related modules, too many exams, not enough teachers etc.)?

*No big problems except “conservatism” of some authorities (authorities out of political science community). Context – building of political science in the Czech Republic without any important linkage to the period before 1989 and an openness in acceptance and implementation of new trends.*

5. How were these problems tackled? Did departments, faculties or universities deal with them independently? Did the government initiate amendments or start a reform of the reform on a larger scale?

*See above.*

6. If such alterations or reforms were taken on, what were/are their contents?

*No alterations, but maybe coming debate on “practical” content of Bachelor programmes of political science.*

## State of the Bologna Reform Process in Finland

1. When did the implementation of the Bologna Process start in the country?

The **Finnish** Government joined the Bologna Process in 1999. After that the Bologna objectives became a matter of discussion and planning within the higher education institutions. The new University Law, which was modeled in accordance with the Bologna Process came into force on August 1, 2005 (there was, however, a three-year transitional period and the Law came into effect fully in 2008).

It must be noted, however, that the new Law did not actually change many things. The Bologna Process was mainly understood as the implementation of the BA/MA-scheme and the ECTS-system. Both objectives were, however, already in place in many disciplines, especially in the social sciences. The BA/MA-structure had been introduced already in 1994, although it was not compulsory for students to take the BA-degree before the MA-degree (and many did not bother to do that). Students were accepted directly to study for the MA, which was considered a basic degree. The BA-degree was not seen to have much relevance at the Labour Market. What the new 2005 Law changed was that the BA became a compulsory degree before the MA. Students are, however, still accepted directly as MA-students when they apply to study at the university (and the BA-degree has not really found its place and relevance). The programmes are not really separate programmes, but the BA studies are often seen only as part of the MA-degree.

The introduction of the ECTS-system was also relatively “easy”. The courses at the Finnish universities had already been measured using so-called study weeks since 1980. A study week was considered to require 40 hours of work. The introduction of the ECTS system (60 credits/year) meant that the old study weeks were multiplied by 1.5. There were some logical problems, however, as the old MA-degree had only consisted of 160 study weeks (which was 240 ECTS credits, instead of 300 of the new MA-degree). As the old MA-degree had taken some 6 years (on average) for students to graduate, this discrepancy was “forgotten” and the new system (180 + 120 credits) was put into effect without really changing contents of the old degrees.

As to the other Bologna objectives, the mobility schemes had been already in place since the 1990s and the Finnish Universities had also began to experiment with the Quality Assurance mechanisms at the beginning of the 2000s. However, the other objectives (or action lines, as the objectives have become to be called nowadays), have not been much discussed in the Finnish context (usually they have not even been understood as being parts of the Bologna Process), i.e., lifelong learning, social dimension, employability.

2. Have all universities meanwhile adopted the BA/MA schemes?

Yes.

3. When did the first cohorts of political science Bachelor graduates leave the university? When the Master graduates?

It is difficult to say exactly, as the new system was very much based on the existing one. Students who had begun their studies before 2005 could already take the “new” BA-degree in 2005 (and, if students already had a BA-degree, they could also in principle take the “new” MA-degree in 2005). As the new system became official in 2005 (with a transition period until 2008), it would be logical to say that the first new BA graduates left the university in 2008 and MA graduates in 2010. But even this is complicated, as many BA graduates have not really left, but most of them have continued their studies for the MA-degree. Besides, many Finnish students enter the university with prior credits earned at the Open University and they can graduate faster than if they would have begun their studies from the beginning at the “real” university. This is due to the fact that there are highly competitive entrance examinations at the Finnish universities (some universities/disciplines accept only c. 10-20 percent of applicants). Many students, who have not succeeded at the entrance examination for the first time, began their studies at the Open University and then apply for anew next year. If they are then accepted, they enter with already earned credits.

4. Which problems – structural, organizational, financial etc. – were encountered in the process (e.g. modularizing contents, drafting new curricula, offering job related modules, too many exams, not enough teachers etc.)?

As the new system is based on the old one, the problems encountered have mainly been the same as in the old system. The main problem is still that there are not enough teachers. A completely new situation has arisen last year, as the Finnish universities were (semi)privatized from the beginning of 2010. Another new University Law was passed in 2009, which changed the status of all Finnish universities. Today they operate either as foundations or as private institutions with public responsibilities. That is, universities are in principle private institutions, but they are still under the University Law and they still receive a major part of their funds from the state. The problem is that the state would like to cut its financial involvement with the universities and expects that these will find new funds from private sources. It seems that social sciences and humanities will be hit by the new situation (they already have less money now than two years ago), while technology and biosciences will benefit from the development.

5. How were these problems tackled? Did departments, faculties or universities deal with them independently? Did the government initiate amendments or start a reform of the reform on a larger scale?

Because the main problems have been financial problems involving the relationship between the state and universities, it has been up to departments, faculties and universities to try to solve them. One of the results has been the restructuring of governance structures within universities. Some of these changes have been due to the new University Law of 2009, but many structural changes have been also the work of universities themselves.

6. If such alterations or reforms were taken on, what were/are their contents?

There has been an overall strategy to form bigger departments within universities by combining old departments into one single unit. For instance, the Faculty of Social Sciences at the University of Helsinki was divided into two big departments (Department of Political and Economic Studies and Department of Social Research) instead of the old structure (before 2010) of ten independent departments (e.g. Department of Political Science does not exist any longer, but political science is now part of the Department of Political and Economic Studies). The idea has been that these bigger units can organise teaching better and manage finances more efficiently. In practice, this has not been the case. The old disciplines are still the main organisers of teaching. Because of financial cuts, the implementation of the Bologna action lines, have, in fact, become more difficult than was the case at the beginning of the reform.

# State of the Bologna Reform Process in Germany in Political Science

Isabel Steinhardt<sup>1</sup>

Germany was one of the initiators of the Sorbonne-Declaration and had already introduced the option of bachelor and master-degree programs "for testing" in the Higher Education Act of 1998. In 1999 Germany signed the Bologna Declaration<sup>2</sup> but bachelor and master programmes only became the standard degrees (except for medicine, law, and teacher education) with the amendment of the Higher Education Act of 2002. All universities were urged to introduce the two cycle system by 2010.

The bachelor-degree was established to be the standard higher education leaving certificate by federal agreement (KMK 2003). All disciplines, including political science, were urged to secure that studies are of professional relevance to the labour market. In addition to subject knowledge this was meant to happen by introducing the training of key skills in the curriculum.

In comparison to other disciplines political science departments had started early in introducing bachelor- and master-programmes and were rather fast with the process of transformation. The first bachelor-programme started in Dresden in 1998. By winter semester 2009/10 all universities had finished the implementation-process of bachelor-programmes. In many cases universities which introduced the bachelor-programmes rather fast, master-programmes were introduced three years later, on average. Other universities did introduce bachelor- and master-programmes almost at the same time. At some universities new study programmes in political science were established in line with the Bologna-Process. The first cohort of bachelor graduates in political science left the university in 2003, the first master graduates in 2005.

## First Cycle: Bachelor Programmes

The 56 political science departments at universities in Germany offer 161 bachelor study programmes, in bigger departments often more than one bachelor programme in political science exists. In empirical study by Schneijderberg and Steinhardt (2010) analysing the structure of bachelor programmes, the following three types of bachelor programmes were identified:

- One-subject bachelors: 33 bachelor programmes were identified, where political science is the major subject with credit points in political science being awarded in a range from 105 to 140 credit points<sup>3</sup>.
- Two-subject bachelors: nine programmes of political science being one of two equivalent credited subjects with credit points awarded in political sciences ranging from 65 to 76.

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<sup>2</sup> All bologna-documents: [http://www.ond.vlaanderen.be/hogeronderwijs/bologna/2010\\_conference/](http://www.ond.vlaanderen.be/hogeronderwijs/bologna/2010_conference/)

<sup>3</sup> If there is a one-subject BA there is normally also an offer for a minor program, with 60 credit points as a rule.

- Interdisciplinary bachelors: 29 interdisciplinary bachelors with political science being one part of a programme with credit points being awarded in political sciences ranging from 25 to 96 credit points.

The pillars of all of the one- and two-subject type bachelor programmes are the five traditional fields of research in political science: political theory and history of ideas, domestic politics and political system of the Federal Republic of Germany, comparative analysis of political systems, international relations and foreign policy and methods. This was a requirement of the German political science association (DVPW). Despite the same fields of research in the one- and two-subject study courses bachelor programmes are heterogeneous, which makes comparison difficult and complicates student mobility, e. g. in case students want to change the university before graduation. The five fields of research constitute a core curriculum. Nevertheless the credit points awarded per field vary greatly and a real core curriculum of political sciences can only be singled out by qualified guess (Steinhardt/Schneijderberg 2010). Further work on a core curriculum could be of great benefit as it could facilitate recognition issues and foster student and teacher mobility, for example. Another contribution of the Bologna-Process to political sciences is the strengthening of courses in methods of political sciences or more general in social sciences (Kittel 2009).

Generally speaking the effort of DVPW to encourage political science departments to use the establishment of bachelor programmes to protect the identity of the discipline was successful<sup>4</sup>. Only four universities which had a “Magister Artium” in political sciences introduced an interdisciplinary bachelor programme (with parts of political science). In nine universities which did set up interdisciplinary study programmes (for example social sciences with parts of political science) had interdisciplinary study programmes prior to Bologna-Process. Some universities offer a second bachelor programme, for example in “International Relations”, in addition to the bachelor programme in political science.

In Universities of Applied Sciences (“Fachhochschulen”) only interdisciplinary bachelor programmes exist with rather small parts of political science, for example a Bachelor of Public Administration at the University of Applied Sciences Frankfurt with one module in political science.

## Second Cycle: Master Programmes

The structure of the 141 master programmes in political science is more diverse than the structure of bachelor programmes. According to an empirical study of Brühl and Steinhardt (2010) the following types of master programmes exist:

- 24 interdisciplinary master programmes containing some modules of political science, for example “Master of Social Sciences”.

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<sup>4</sup> See <https://www.dvpw.de/wir/studienreform/bama.html>.

- 78 interdisciplinary, but topic-oriented master programmes, for example “Peace and Conflict Studies”.
- 26 one-subject master programmes, for example “Master of Political Science”.
- 13 one-subject topic oriented master programmes, for example “Global Economics”.

Among the one-subject master programmes very few, so to speak, general master programmes exist in comparison to interdisciplinary topic oriented programmes. Such programmes set the focus on one topic of political science, which then is reflected from different perspectives. A hypothesis is that these master programmes reflect on future development of political science, so new areas of research and a differentiation of political science are explored via master programmes (Brühl/Steinhardt 2010).

### Special case: Teacher Education

In addition to bachelor and master programmes, political science is part of teacher education.

Germany, being a federal state, has 16 different legal frameworks for teacher education. Therefore, not all states have implemented bachelor and master programmes in teaching education (yet). The state of the art of the 16 systems under the jurisdiction of the federal states can be classified in four categories:

- Transition to bachelor and master of education. Only master graduates qualify for becoming civil servants (Berlin, Brandenburg, Bremen, Hamburg, Lower Saxony, North Rhine-Westphalia, Rhineland-Palatinate, Saxony, and Schleswig-Holstein).
- Free choice of either the bachelor and master-system or state examination (Thuringia).
- State examinations which are modularized (Bavaria, Hessen, Saarland, Saxony-Anhalt).
- No change, ergo state examinations (Baden-Württemberg, Mecklenburg-Vorpommern).

### Past, Present and Future Challenges

A rather huge problem was the financing of the Bologna-Process. Except for model programmes being financed by federal states and state tenders (Bund-Länder-Ausschreibungen), universities did not get financial aid for the transformation process. Another additional cost also for political science departments is the payment for the accreditation of programmes. Each programme accreditation costs approximately 10,000 €. An accreditation of programmes evaluates whether certain standards are accomplished, for example size of modules or compatibility of ECTS and workload. These standards are minimum requirements and the substantial part of the review of the programmes is organised as a peer group review-process. Special guidelines or standards for the quality of the political science programmes do not exist<sup>5</sup>.

For Germany, it can be said that most bachelor and master programmes were not designed based on learning-outcomes including competence development, as requested by federal agreement (KMK

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<sup>5</sup> As an alternative of the program accreditation (accreditation of single study courses), system accreditation was introduced in 2007. To establish the system accreditation at a university an internal quality assurance system is needed, that is accredited by an external agency; then the university can accredit the own study courses (see Greisler 2009: 18).

2003) and Bologna-Process<sup>6</sup>. The focus on content instead of learning-outcomes persisted even when the German Qualifications Framework passed legislation on 21 April 2005. The focus on subject and not on learning-outcomes causes difficulties in recognition of ECTS, which were acquired at a university in Germany or abroad. Still, students have to rely on the good will of examination offices as there is no transparent scheme for Germany. This is also the case in political science, although common parts of the curriculum – the five areas – allow comparability in the one-and two-subject programmes (and the interdisciplinary programmes almost more).

In 2009 student protests spread across Germany, with students protesting against the fragmentation and too many exams (for example: one module consisting of three sub-modules each requesting at least one examination to pass) and missing flexibility in bachelor programmes, among other issues. In 2010, because of the student protests the ministers of the federal states in charge of higher education modified the guidelines from 2003. They set a standard for a minimum size of three credit points per module, prohibited partial testing and decided that one credit point reflects 25-30 hours of student workload (prior one credit was an equivalent of 30 hours of student workload). So many departments of political science have to change their curricula again.

Another challenge is the passage from the first cycle to the second cycle. It was decided by the 16 ministers responsible for higher education, that the bachelor is the standard degree for graduation, and not all bachelor graduates are meant to continue studying on master-level. On top the autonomy of universities was strengthened by granting the right to select students for master programmes. This requires a transparent and fair process for selection. Currently three types of selection processes are performed: some universities select on the basis of the bachelor grade, some by a mix of bachelor grade and personal interview, and some universities require a letter of motivation on top.

Even though several challenges remain, it can be concluded that political sciences in Germany has succeeded with structural reforms, namely the introduction of the two cycle system. Now Bologna 2.0 offers chances for qualitative maintenance and modifications based on the lessons learned for the good of the students and teachers.

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<sup>6</sup> See for example Tuning Project (<http://tuning.unideusto.org/tuningeu/>).

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Frankfurt am Main, December 2010

## State of the Bologna Reform Process in Lithuania

1. When did the implementation of the Bologna Process start in the country?

Lithuania is a full member of the Bologna Process since 1999.

2. Have all universities meanwhile adopted the BA/MA schemes?

Yes, the three level system of higher education (Bachelor-Master-Doctorate) was adopted. Mostly, it is 4 years for Bachelor, 2 years for Master and 4 years for PhD. Some MA programmes are 1.5 year, and the universities aim at shortening Bachelor and Master Studies.

The ECTS points system has been used for international comparison of national study programmes. A ten-point grading scale assessment was also introduced. An external assessment for quality of higher education studies and research has been implemented since the establishment of the Centre for Quality Assessment in Higher Education in 1995. In addition, the Centre contributes to the creation of enabling conditions for free movement of persons. As a result, the content of education has been constantly updated, aiming at the students' needs and their future professional careers.

3. When did the first cohorts of political science Bachelor graduates leave the university? When the Master graduates?

The first BA programme in Political Science was launched in 1993 and was completed in 1997. The first Political Science Masters completed their studies in 1999 at the Institute of International Relations and Political Science, Vilnius University.

4. Which problems – structural, organizational, financial etc. – were encountered in the process (e.g. modularizing contents, drafting new curricula, offering job related modules, too many exams, not enough teachers etc.)?

First of all, political sciences and their studies are very new in Lithuania, established only after the collapse of communism and regaining independence in 1990. Therefore, they have faced the additional challenges, but the overall achievements vis-à-vis the other disciplines and studies of social sciences, humanities and natural sciences are accordingly significant.

- (a) The enforcement of the Bologna Process and the respective higher education reforms partially started in automatic mode, more watching a form rather than content or a quality. For example, the introduction of the two-level system often was simply dividing the former one-level system of five-year study into two parts. At least initially, this made Master stage studies relatively weak. These mistakes of the initial steps have been repaired until now.

The Master programmes in general often lack the specialization. Their quality still should be brought to the higher level, because there is no a big difference between them and Bachelor programmes

In case of political science, many study programmes were immediately constructed on the two-level model. This often made the political science study programmes more progressive and innovative compared with the other disciplines of social sciences or humanities. The variety of Master political science study programmes has grown from political science to international relations to public administration as well as to the more specific studies like the War and Peace, the Central and East European studies or the Social and Political Critical Studies, etc. (Please, see our synopsis of Bachelor and Master Studies).

However, there are also visible disparities among the universities regarding the quality of their BA/MA political science study programmes. They generate dissatisfaction of the stronger political science departments regarding the poorer study quality at the other universities. The discussions on the necessity of the political science regulations are now undergoing. Such regulations would focus on the quality level of the political science study and research programmes. Also, they would encompass the contents of political science study programmes as some departments teach the disciplines under the flag of political science that are not political science. Therefore, the regulations would aim at closing the quality gap between such programmes across the country.

The studies of social science and humanities are criticized for still being too theoretical and insufficiently oriented towards practice. A demand of the specialists and practical competences from the employers, on the one hand, and supply of the relevant studies on behalf of the universities, on the other, has not been balanced. The issue is mainly due to the government's higher education policy and the lack of overall strategy, while the universities simply compete for the higher finance by trying to attract more students into their programmes.

Nonetheless, the higher level of theoretical literacy provides students with the better general intellectual background vis-à-vis the predominantly practice-oriented studies. The latter contain the more instrumental attitude towards a student who is to obtain a certain 'craft' as a future employee.

The attention towards an inter-disciplinary approach remains rather minimal, but the individual political science departments take an initiative in promoting it.

- (b) The lack of the fundamental higher education reform has made the tertiary (including university) studies quite massive. Lithuania is among the EU member states leading in the tertiary graduates. According to the European Commission's annual progress report on education and training 2009, the country produced 86.5 graduates per 1000 young people (aged 20-29/25-34) in 2007 (EU-27 average is 59) . However, the poor state funding of higher education means that little money is assigned for education of each student, which in turn impair the quality of tertiary studies.

The massive tertiary studies also do not create their value added for the job market. Employers might often need to provide the basic training for the tertiary graduates upon hiring them. The demand and supply of certain specializations has not been balanced. Over time, such overall situation has diminished the prestige of higher education.

The professional education has suffered in particular. It has been considered non-prestigious to study at the professional educational institutions. The employers also usually prefer the tertiary (especially the university) diploma, often no matter the field or quality, over the professional educational diploma.

The universities also produce the surplus of political science Bachelors and Masters. Depending on the study quality, a part of political science students might acquire the necessary competences at the university to work in the government, diplomatic service, media, public relations, expertise or consultancy. However, the rest of the graduates are forced to seek job elsewhere, mostly in private business (e.g., sales or production), for which they might often lack the relevant knowledge and practical abilities.

However, as many political science graduates are employed in private sector, and if they quickly adapt there, the reputation of political science studies can only be enhanced. Finally, political science studies usually also provide with the considerable amount of general studies, which eventually guarantee the proper level of university education. Political science graduates do not seem to face big difficulties in finding a job.

- (c) The mutual recognition of diplomas has not yet been implemented in Lithuania. The individual, with the qualifications obtained abroad, still have to approach the Centre for Quality Assessment in Higher Education for the assessment of his/her qualifications' equivalence to the qualifications that are obtained in Lithuania. In practice, however, the employers often consider the qualifications obtained abroad as an advantage, even without such assessment.

The joint university programmes and dual degrees are still a rarity, but the individual universities (e.g., Vilnius University or ISM University of Management and Economics) have introduced them or are planning to do so.

The universities have to free 60 ECTS points of space of the major study programmes for the minor degrees. Vytautas Magnus University in practice has had the dual study programmes since its re-establishment twenty years ago, but with the Bologna process only more recently their implementation has become more effective.

Many universities and departments have built the close co-operation with foreign counterparts, which ultimately can translate into the effective joint study programmes in future.

The formation of the general studies is under the process, but their practical realization will take a few years of time as the universities have to make a room of 15 ECTS points for them in their study programmes.

- (d) On the whole, the higher education in Lithuania has not yet been transformed so as to be aimed at the learning outcomes. Accordingly, the respective new curricula, job related modules or the description of obtained competencies have not yet been drafted. Mykolas Romeris University is the only university, which modularized the contents of study programmes, but it has been criticized for introducing changing too formalistically.

Students complain about too many subjects and exams, especially for the Master's programmes. However, in political science, the number of teachers is gradually optimizing. The Institute of International Relations and Political Science (Vilnius University) has reached an optimal ratio of 1 teacher to 14 students.

From September 2011, Lithuania is to switch to the ECTS system. It should take at least a few years for the system to function accordingly to its original principles and the Bologna's objective of learning outcomes. Nevertheless, it should speed up the whole Bologna process in Lithuania.

The funding, especially during the economic crisis, is always an issue everywhere, which requires aiming at being economical and effective. The conjuncture of problems mentioned above has contributed to the large scale of emigration of students and young specialists, educated and trained in Lithuania.

Nevertheless, the Lithuanian Political Science Association (LPA) supports the Bologna Process and its major goal of concentrating on the students' needs and competencies, oriented towards their future professional careers. The Process has promoted the higher education reform in the country, encouraged international exchange and mobility of students and academicians and in general contributed to improving the study and research quality at the universities. The last, but not the least, the Bologna Process has supported the development of political science studies and research.

5. How were these problems tackled? Did departments, faculties or universities deal with them independently? Did the government initiate amendments or start a reform of the reform on a larger scale?

The major solutions to the problems are described in the answer to the Question 4. Please, see above.

In Lithuania, the universities, faculties and departments have a relatively large autonomy. Therefore, many issues have been tackled independently, depending on individual initiative, capabilities and other resources.

The new higher education reform, which was launched in 2009, is based on the application of the free market principles in management of higher education system and is to be oriented towards demand in the job market. One of the reform's major elements is the introduction of vouchers for the competing individual students to receive a state funding for their studies in the chosen educational institutions. The scope of private loans has also been widened.

As a result, the competition between the universities and study programmes has increased. The number of students at professional schools seems to be increasing. The reform has been more painful for smaller and regional universities. In 2010, the Kaunas Medical University and Veterinary Academy merged into the Lithuanian Health Sciences University. The more mergers could be expected.

6. If such alterations or reforms were taken on, what were/are their contents?

However, the more tangible implications of the current higher education reform are still to be seen. Its critics argue that the introduced changes are directed merely at fishing for the state funding and students' fees; they will not have an intended effect on the study quality and will not make the national higher education system more attractive.

## State of the Bologna Reform Process in Norway

1. When did the implementation of the Bologna Process start in the country?

Fall term 2003

2. Have all universities meanwhile adopted the BA/MA schemes?

Yes, the reform was national introduced uniformly throughout the higher education system.

The ECTS system has been adopted uniformly.

New degrees (BA/MA) instead of the somewhat more extensive degrees (cand. mag./cand. polit.) and a new evaluation system (letters from A to F) instead of a more fine-grained system with decimals.

3. When did the first cohorts of political science Bachelor graduates leave the university? When the Master graduates?

Bachelor Graduates: 2006

Master Graduates: 2005

4. Which problems – structural, organizational, financial etc. – were encountered in the process (e.g. modularizing contents, drafting new curricula, offering job related modules, too many exams, not enough teachers etc.)?

The first couple of years the following problems were observed:

- increased work load related to the design and implementation of a modular system
- an increased pressure on faculty to turn their focus from research towards teaching
- a tendency to establish too many courses (in view of available resources)

5. How were these problems tackled? Did departments, faculties or universities deal with them independently? Did the government initiate amendments or start a reform of the reform on a larger scale?

Institutions dealt with them independently.

- there has been a tendency to reduce number of courses since 2005
- the most research intensive institutions (the universities in Bergen, Oslo and Trondheim) in particular have emphasized that teaching programs should be

organized in such a way that faculty can dedicate enough time (roughly 45% of their working hours) to research

6. If such alterations or reforms were taken on, what were/are their contents?

The module system that was introduced contained courses with different ECTS. These have been harmonized.

## State of the Bologna Reform Process in Slovenia

1. When did the implementation of the Bologna Process start in the country?

The implementation of the Bologna Process started at different periods as universities/faculties were not ready for the reform at the same time. Faculty of Social Sciences with the only Political science department in the country, started implementing the reform in 2005. The implementation was gradual in two senses: it started with the first year students and included second, third, fourth and the additional post-graduate Master's year subsequently. Simultaneously, the old program was still being carried out and abandoned gradually at the same rhythm the reform was adopted. It took five years therefore, for the entire BA/MA scheme to be implemented.

2. Have all universities meanwhile adopted the BA/MA schemes?

Yes, with gradual implementation still taking place in some.

3. When did the first cohorts of political science Bachelor graduates leave the university? When the Master graduates?

The earliest graduations:

Bachelor graduates: 2009

Master graduates: 2010

4. Which problems – structural, organizational, financial etc. – were encountered in the process (e.g. modularizing contents, drafting new curricula, offering job related modules, too many exams, not enough teachers etc.)?

5. How were these problems tackled? Did departments, faculties or universities deal with them independently? Did the government initiate amendments or start a reform of the reform on a larger scale?

6. If such alterations or reforms were taken on, what were/are their contents?

The principal issue of the implementation of the Bologna reform in Slovenia in general and at the Ljubljana Faculty of Social Sciences in particular, has been insufficient funding to back some of the principal objectives of the reform: smaller number of students per teacher and greater choice of courses for the student to select from and more exams. To make things worse, the old program was

still running simultaneously, and teachers needed to perform double work in the same number and for the same salaries.

Modularisation of contents and drafting of new curricula were confronted with the need for social security of the staff and therefore student was no longer in the center of the reform, as the Bologna promised, but rather the necessity for the staff to keep their positions. Teachers were unnecessarily burdened with a lot of additional bureaucracy and control i.e. a loss of autonomy in their work to the point that university has started to resemble high school. We have had a different idea of the “knowledge society” that we are headed to.

Adopted solutions were for most undermining the objectives of the Bologna reform. Because of double workload the teachers stuck to the required minimum of hours in the classroom and communication with students subsequently worsened. The objective of smaller number of students per teacher simply was not met. Since assistants were abolished, PhD candidates were burdened with a lot more administrative and pedagogic work.

Selectivity of courses, one of the main objectives of the reform, was brought down to the minimum or even absurd; there is now LESS selection available than before the reform because of bureaucratic barriers, because some faculties/universities implemented the 3+2 scheme and others 4+1 scheme and because the reform was not implemented simultaneously everywhere. There has been a continuous and growing pressure to transform all programs in order to produce more applicable and readily useable knowledge and have students ready for the job market in the shortest possible time. This pressure appears paradoxical considering the ageing populations in Europe and the trend to make people work longer in order to conserve the outdated pension systems. Beside this neglect for fundamental and theoretical knowledge and promotion for instant applicability and superficiality, another general trend brought about by the Bologna reform has been the domination of natural sciences over social sciences that can be perceived in absolute asymmetry of funding and in biased implementation of publishing criteria and research standards that disfavor social sciences.

In order to address some of the problems mentioned, the Faculty of Social Sciences initiated an assessment of the Bologna programs in the context of their reaccreditation. After a year of discussions and negotiations however, the “reform of the reform” was all together abandoned in the wake of the new Higher Education Act that supposedly is going to oblige the faculties/universities to adopt a uniform 3+2 scheme. The new legislation is presumably also bringing substantial funding cuts at the post-graduate level and a major division of Slovenian academic sphere onto Polytechnic schools and “traditional” universities.

While mobility and mutual recognition of credits within the European credit system and enhancement of the European dimension in the curricula (however this is interpreted) seem to represent positive outcomes of the Bologna reform, in Slovenia the reform has also brought about significant negative side effects and even threats mentioned above. Slovenian academia lacks the necessary representational leverage and actual autonomy to take a considerable part in the decision making processes and such internationally coordinated assessments/criticisms as this ECPSA initiative may represent a welcome tool to attempt at an improvement of the situation at the national level.

## State of the Bologna Reform Process in Spain

1. When did the implementation of the Bologna Process start in the country?

It started in 2009-2010 in a few Universities and in 2010-2011 a general trend.

2. Have all universities meanwhile adopted the BA/MA schemes?

They have, although most of them have started the adoption of the new scheme of BA on a course per year bases, starting from the first year and adding a new course each year (out of the four the BA has). All Universities have adopted the MA scheme (most of them have one year MAs).

3. When did the first cohorts of political science Bachelor graduates leave the university? When the Master graduates?

Since Universities have adopted the BA in that "one course per year" basis, there are not BA graduated yet. The first cohort (BA) will graduate next year. There are MA already graduated in many or most Universities.

4. Which problems – structural, organizational, financial etc. – were encountered in the process (e.g. modularizing contents, drafting new curricula, offering job related modules, too many exams, not enough teachers etc.)?

The initial problems had to do with the curricula, but the Spanish Political Science Association was able to agree on a common core curricula and most Universities adopted it (60 per cent of the 240 ECTS) were common for all the Political Science BA Programmes.

Most of the problems have to do with the overwhelming load of work for professors due to the high increase of practical exercises, essays, and so on. The budget has not been increased, so the same amount of people develops a remarkable higher amount of work.

5. How were these problems tackled? Did departments, faculties or universities deal with them independently? Did the government initiate amendments or start a reform of the reform on a larger scale?

When authorities have been asked to solve the problem the answer has not been really efficient: do as much as you can... Some Universities have adopted specific and individual measures to facilitate the transition, reducing the number of students per class, and creating specific offices to help professors with technical solutions, internet networks and so on.

6. If such alterations or reforms were taken on, what were/are their contents?

No reform or amendments have been suggested/adopted (yet...), at least until the BA programmes are completely developed. MA programmes are being developed and it seems no reforms are going to be introduced in the short term. The structure (4+1) seems to be the one in going to remain, at least for the forthcoming years...

## State of the Bologna Reform Process in Switzerland

*(Simon Hug, October 7, 2010)*

1. When did the implementation of the Bologna Process start in the country?

2001, University of St. Gallen

2. Have all universities meanwhile adopted the BA/MA schemes?

yes

3. When did the first cohorts of political science Bachelor graduates leave the university? When the Master graduates?

2004 BA, 2005 MA (both in St. Gallen)

4. Which problems – structural, organizational, financial etc. – were encountered in the process (e.g. modularizing contents, drafting new curricula, offering job related modules, too many exams, not enough teachers etc.)?

Complaints can be heard about the number of exams, etc.

5. How were these problems tackled? Did departments, faculties or universities deal with them independently? Did the government initiate amendments or start a reform of the reform on a larger scale?

Most often reforms were initiated both at the university level and at the departmental level

6. If such alterations or reforms were taken on, what were/are their contents?

This is very much university dependent