

The Bologna Process in the Romanian Higher Education

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The Bologna Process in Romania

The implementation begins with the academic year 2005-2006 based on Law 288/2004

Three structures – three views

ARACIS – The Romanian Agency for Quality Assurance in Higher Education

ANSOR – National Alliance of Student Organisations in Romania

EDU CER Education and Research Association

National Agency - ARACIS

ARACIS – The Romanian Agency for Quality Assurance in Higher Education

**Three national reports presented until now:
2003 in Berlin,
2005 in Bergen and
2007 in London**

ARACIS Quality Barometer 2009

Quality Barometer 2009

Bologna Process Stocktaking Report (Leuven, 2009) -
Romania had the qualification “excellent performance” for
8/12 indicators for Bologna Process Implementation

Operates with 40 indicators (input, process,
output/outcome and feedback) in 3 categories

Students - in 10 years (1998-2007) the number multiplied
by factor 3 but the resources did not follow the process

Gap between academics/students: from 13,8/1 in 1990-
1991 to, 25,7/1 in 2006-2007, with a peak of 320/1!
In average > students/staff doubled in 16 years

Quality Barometer 2009

A growing gap between the number of enrolled students and graduates.:

1990/1991 - 25.927 graduates for 192.810 students,
while in

2005/2006 - 112.244 graduates for 716.464 students

Distance education growing by factor 12 in only 6 years!

Research. 6/85 universities got >50% of public funding for research out of which 3 universities had almost 1/3 of it!

Quality Barometer 2009

Employers prefer (54%) public universities' graduates

Responsibility of graduates readiness for labour market shared in employers' views: 1/3 universities, 1/3 graduates and <1/3 companies

Students (29%) consider the university degree as crucial in career development

88% of the students aim to follow the 2nd cycle for an MSc

Quality Barometer 2009

Conclusions:

- Academic quality focused on inputs rather than education results and research
- Informally, less than 20% (even 5%) of universities can record notable results in research and produce competitive graduates at national and EU level
- The academic system is based on divergences and gaps
- The Romanian universities (system) is diversified *de facto* but uniform *de jure*

EDU CER Education and Research Association

EDU CER criticizes the ARACIS Quality Barometer

The selection of indicators does not reflect the whole reality

The Quality of Higher Education through the 15 result indicators is presented as positive while 7 indicators describe a negative situation, 7 indicators a moderate situation and only 1 is positive

EDU CER Education and Research Association

One important indicator missing in EDU CER view is:
The number of students entering the labour market in the first 18 months after graduation... and even more the average wages of the freshly employed graduates

... according to their estimation only 20% of the graduates qualify under this indicator pointing out a 1/5 return for the respective public expenditure or tax payers money!

More on <http://www.educer.eu/> (Romanian version only)

ANSOR – National Alliance of Student Organisation in Romania

ANSOR – National Alliance of Student Organisations in Romania <http://anosr.ro/>

Published the Romanian Bologna Black Book with examples from a number of Romanian universities

Published the Report: Bologna Process Implementation in Romania, the Students' Perspective

Maintains an active forum via their website and sends systematic notifications to the Romanian Senate, Ministry of Education, ARACIS and other structures

ANSOR – National Alliance of Student Organisation in Romania

The Report: Bologna Process Implementation in Romania, the Students' Perspective treats:

- Social Dimension,
- Student Participation,
- Education Cycles,
- PhD School and the Research,
- Quality Assurance,
- Diploma Supplement,
- Long Life Learning,
- Mobilities
- Employability
- Student Focused Education
- Qualification Framework

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Each of the report's chapters concludes with a qualification regarding the implementation of the Bologna Process and a number of recommendations

Satisfactory qualifications are given to:

- Social Dimension,
- Student Participation,
- PhD School and the Research,

All others are *unsatisfactory* or have no qualification at all.

Instad of conclusions

The external view is far more positive (see Leuven) compared the the inland assessment and especially against the expectations of all stakeholders

With regard to the Bologna Process Implementation the official view is rather positive while for the first time the academics and the students seem to agree on criticism.

All comments are made in a constructive manner which ensures the grounds for corrections and enhancements