

**Drafts and final (English) text
of the *Bologna Declaration*, June 1999**

Excerpt from a book (pp. 181-186)

Pavel Zgaga

BOLONJSKI PROCES

Oblikovanje skupnega evropskega visokošolskega prostora
Ljubljana: Univerza v Ljubljani, 2004, 363 str.
ISBN 86-7735-080-2

[in *Slovenian language*; pp. 181-186 in *English*]

Pavel Zgaga

BOLOGNA PROCESS

Formation of a common European Higher Education Area
Ljubljana: University of Ljubljana, 2004, 363 p.
ISBN 86-7735-080-2

THE EUROPEAN HIGHER EDUCATION AREA

Joint Declaration of the European Ministers of Education Convened in Bologna on the 19th of June 1999

Opomba: V komparativne namene objavljamo izvirno (angleško) besedilo Bolonjske deklaracije tako, da je dokumentiran razvoj oziroma spremembe besedila, do katerih je prišlo med usklajevanjem. Prvi osnutek besedila je na pristojna ministrstva 29 povabljenih držav poslal tedanji italijanski minister Ortensio Zecchino 9. junija 1999; besedilo je bilo na konferenci v Bologni usklajevano v dveh krogih. Izrazi ali deli izvirnega besedila, ki se razlikujejo od končnega besedila, so navedeni v opombah pod črto (skupaj z jezikovnimi napakami). V dveh primerih (op. 8 in 11) sta bili pred končnim besedilom celo dve različici, ki ju posebej označujemo. Kolikor nam je znano, gre za prvo komparativno objavo tega dokumenta.

Note: For comparative purposes we publish the original (English) text of the Bologna Declaration so as to present the development and changes to the text respectively in the process of its harmonisation. The first draft of the text was sent to the ministries of 29 invited countries by the then Italian Minister Ortensio Zecchino on 9 June 1999; the text was further harmonised over two rounds at the conference in Bologna. Terms or sentences of the original text which differ from the final text are quoted in the footnotes (including linguistic mistakes). In two cases (notes 8 and 11) there were even two variations before the final text; they are marked separately. To our knowledge this is the first comparative edition of this document.

The European process, thanks to the extraordinary achievements of the last few years, has become an increasingly concrete and relevant reality for the Union and its citizens. Enlargement prospects together with deepening relations with other European countries, provide even wider dimensions to that reality. Meanwhile, we are witnessing a growing awareness in large parts of the political and academic world and in public opinion of the need to establish a more complete and far-reaching Europe, in particular building upon and strengthening its intellectual, cultural, social and scientific and technological dimensions.

A Europe of Knowledge is now widely recognised as an irreplaceable factor for social and human growth and as an indispensable component to consolidate and enrich the European citizenship, capable of giving its citizens the necessary competencies¹ to face the challenges of the new millennium, together with an awareness of shared values and belonging to a common social and cultural space.

The importance of education and educational co-operation in the development and strengthening of stable, peaceful and democratic societies is universally acknowledged as paramount, the more so in view of the situation in South East Europe.

The Sorbonne Declaration of 25th of May 1998, which was underpinned by these considerations, stressed the Universities' central role in developing European cultural dimensions. It emphasised the creation of European area of higher education as a key way to promote the citizens' mobility and employability and the Continent's overall development.

Several European countries have accepted the invitation to commit themselves to achieving the objectives set out in the declaration, by signing it or expressing their agreement in principle. The direction taken by several higher education reforms launched in the meantime in Europe has proved many Governments' determination to act.

European higher education institutions, for their part, have accepted the challenge and taken up a main role in constructing the European area of higher education, also in the wake of the fundamental principles laid down in the Bologna Magna Charta Universitatum of 1988. This is of the highest importance, given that Universities' independence and autonomy ensure that higher education and research systems continuously adapt to changing needs, society's demands and advances in scientific knowledge.

The course has been set in the right direction and with meaningful purpose. The achievement of greater compatibility and comparability² of

¹ competences → competencies

² The process of convergence → The achievement of greater compatibility and comparability

the systems of higher education nevertheless requires continual momentum in order to be fully accomplished. We need to support it through promoting concrete measures to achieve tangible forward steps. The 18th June meeting saw participation by authoritative experts and scholars from all our countries and provides us with very useful suggestions on the initiatives to be taken.

We must in particular look at the objective of increasing the international competitiveness of the European systems³ of higher education. The vitality and efficiency of any civilisation can be measured by the appeal that its culture has for other countries. We need to ensure that the European higher education system acquires a world-wide degree of attraction equal to our extraordinary cultural and scientific traditions.

While affirming our support⁴ to the general principles laid down in the Sorbonne declaration, we engage in co-ordinating⁵ our policies to reach⁶ in the short term, and in any case within the first decade of the third millennium, the following⁷ objectives, which we consider to be of primary relevance in order to establish the European area of higher education and to promote the European system of higher education world-wide:

Adoption of a system of easily readable and comparable degrees, also through the implementation of the Diploma Supplement, in order to promote European citizens' employability and the international competitiveness of the European higher education system.

Adoption of a system essentially based on two main cycles, undergraduate and graduate. Access to the second cycle shall require successful completion of first cycle studies, lasting a minimum of three years. The degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification. The

³ system → systems

⁴ While reaffirming our full support → While affirming our support

⁵ in concerting → in co-ordinating

⁶ our policies for the attainment → our policies to reach

⁷ of the following → the following

second cycle should lead to the master and/or doctorate degree as in many European countries.⁸

Establishment of the system of credits – such as ECTS system⁹ – as a proper means of promoting the most widespread student mobility. Credits could also be acquired in non-higher education contexts, including lifelong learning, provided they are recognised by receiving Universities concerned.¹⁰

Promotion of mobility by overcoming obstacles to the effective exercise of free movement with particular attention to:¹¹

- for students, access to study and training opportunities and to related services
- for teachers, researches and administrative staff, recognition and valorisation of periods spent in European¹² contest researching, teaching and training, without prejudicing their statutory rights.¹³

⁸ *Variant A:* Adoption of a system essentially based on two main cycles, undergraduate and graduate, the first too relevant to the European labour market as an appropriate level of qualification. Access to the second cycle shall require successful completion of first cycle studies, lasting normally three years. → *Variant B:*

- Adoption of a system essentially based on two main cycles, undergraduate and graduate. Access to the second cycle shall require successful completion of first cycle studies, lasting a minimum of three years.
- The degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification
- The second cycle should lead to the master and/or doctorate degree as in many European countries.

→ *Final:* Adoption of a system essentially based on two main cycles, undergraduate and graduate. Access to the second cycle shall require successful completion of first cycle studies, lasting a minimum of three years. The degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification. The second cycle should lead to the master and/or doctorate degree as in many European countries.

⁹ such as in the ECTS system → such as ECTS system

¹⁰ by receiving Universities → by receiving Universities concerned

¹¹ *Variant A:* Elimination of the remaining obstacles to the effective exercise of the rights to free movement and equal treatment with particular attention to: → *Variant B:* Promotion of equal chances by overcoming obstacles to the effective exercise of free movement with particular attention → *Final:* Promotion of mobility by overcoming obstacles to the effective exercise of free movement with particular attention to:

¹² a European → European

¹³ their pension and social security rights → statutory rights

Promotion of European co-operation in quality assurance with a view to develop comparable criteria and methodologies.

Promotion¹⁴ of the necessary European dimensions in higher education, particularly with regards to curricular development, inter-institutional co-operation, mobility schemes and integrated programmes of study, training and research.

We hereby undertake¹⁵ to attain these objectives – within the framework of our institutional competencies and taking full respect of the diversity of cultures, languages, national education systems and of University autonomy – to consolidate the European area of higher education. To that end, we will pursue the ways of intergovernmental co-operation, together with those of non governmental European organisations with competence on higher education.¹⁶ We expect Universities to again respond promptly and positively and to contribute actively to the success of our endeavour.

Convinced that the establishment of the European area of higher education requires constant support, supervision and adaptation to the continuously evolving needs, we decide to meet again within two years in order to assess the progress achieved and the new steps to be taken.

Caspar Einem, Minister of Science and Transport (Austria)

Gérard Schmit, Director General of French Community, Ministry of Higher Education and Research (Belgium)

Jan Adé, Director General, Ministry of the Flemish Community, Dept of Education (Belgium)

Anna Maria Totomanova, Vice-Minister of Education and Science (Bulgaria)

Eduard Zeman, Minister of Education, Youth and Sport (Czech Republic)

¹⁴ Implementation → Promotion

¹⁵ commit → undertake

¹⁶ To that end, we will pursue the ways of intergovernmental co-operation, together with those in the framework of the European Union (where applicable, on the basis of the subsidiarity principle and availing ourselves of the Strengthened Co-operation instrument) and of the other governmental and non governmental European organisations with competence on higher education. → To that end, we will pursue the ways of intergovernmental co-operation, together with those of non governmental European organisations with competence on higher education.

Margrethe Vestager, Minister of Education (Denmark)
Tonis Lukas, Minister of Education (Estonia)
Maija Rask, Minister of Education and Science (Finland)
Claude Allègre, Minister of National Education, Research and Technology (France)
Wolf-Michael Catenhusen, Parliamentary State Secretary, Federal Ministry of Education and Research (Germany)
Ute Erdsiek-Rave, Minister of Education, Science, Research and Culture of the Land Schleswig-Holstein (Permanent Conference of the Ministers of Culture of the German Länders)
Gherassimos Arsenis, Minister of Public Education and Religious Affairs (Greece)
Adam Kiss, Deputy State Secretary for Higher Education and Science (Hungary)
Gudridur Siguardardottir, Secretary General, Ministry of Education, Science and Culture (Iceland)
Pat Dawling, Principal Officer, Ministry of Education and Science (Ireland)
Ortensio Zecchino, Minister of University and Scientific and Technological Research (Italy)
Tatjana Koke, State Minister of Higher Education and Science (Latvia)
Kornelijus Platelis, Minister of Education and Science (Lithuania)
Erna Hennicot-Schoepges, Minister of National Education and Vocational Training (Luxembourg)
Louis Galea, Minister of Education (Malta)
Loek Hermans, Minister of Education, Culture and Science (the Netherlands)
Jon Lilleun, Minister of Education, Research and Church Affairs (Norway)
Wilibald Winkler, Under Secretary of State of National Education (Poland)
Eduardo Marçal Grilo, Minister of Education (Portugal)
Andrei Marga, Minister of National Education (Romania)
Milan Ftáčnik, Minister of Education (Slovak Republic)
Pavel Zgaga, State Secretary for Higher Education (Slovenia)
D. Jorge Fernández Díaz, Secretary of State of Education, Universities, Research and Development (Spain)
Agneta Bladh, State Secretary of Education and Science (Sweden)
Charles Kleiber, State Secretary for Science and Research (Swiss Confederation)

DODATEK A

Baroness Tessa Blackstone of Stoke Newington, Minister of State for Education and Employment (United Kingdom)