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“I prefer Bologna process, but I prefer knowledge more”

View from both roles

Reforms...Everywhere around us. Public sector reform, information technologies reform, health sector reform, reform of education. So, when we consider education, we have to ask ourselves if so called “bologna process” exists in our country. Or, even better, whether it is possible to apply it here and what it means to us?

The Bologna Declaration is a joint Declaration of European Ministers of Education signed in Bologna on 19 June 1999, and refers to the reform of higher education in Europe, which became known as the "Bologna process".

Main aims of Bologna declaration and Bologna process are as follows:

- *Acceptance of the system of easily recognized and comparable degrees, the introduction of Diploma Supplement, in order to promote employment of European citizens and the international competitiveness of European higher education system.*
- *Acceptance of the system based on two main cycles, undergraduate and graduate.*
- *Introduction of a credit system such as ECTS as a proper means of promoting exchange of student.*
- *Promotion of mobility by overcoming the limitations and difficulties in travelling abroad.*

- *Promotion of European cooperation in quality assurance with the aim to develop comparable criteria and methodologies.*
- *Promotion of the necessary European dimensions in higher education, particularly in development of teaching curricula, inter-institutional cooperation, mobility schemes and integrated programs of study, training and research.*

But to what extent the theory and practice match in Bosnia and Herzegovina? In addition to the above the Bologna process assumes a constant academic engagement of professors, as well as the regular annual evaluation of teachers by their students. Well, considering the assessment, what it defaults?

It is easy to give an answer to this question. However, due to "fear" of bad evaluation some professors and assistants resort to the simplest solution – giving a good grades.

Is the essence of the Bologna process misunderstood? In some cases and situations it certainly is. It is not easy to be on the both sides, but it is also a great challenge. What I certainly can confirm is that I believe the students. At least those who still want one thing - knowledge for a better future, knowledge for Europe. What is certain is that these students can not be persuaded by the good grades. Because they do not need these grades. They deserve it. And all those professors / assistants who still believe they can influence students' opinion, make big mistakes.

Also, those students who are still evaluating teachers based on the grades they give usually fail. In this situation, none succeeds. The first might get a good evaluation as teachers, but will be badly judged by those who prefer knowledge than misunderstood Bologna process.

And what to conclude? The Bologna process and reform of education bring within itself both positive and negative things. Certainly Bologna process is the successful solution and proposal for a secure future when properly interpreted. However, like other forms of reform that are wrongly understood, it is clear how it can become a dangerous weapon in the hands of those who use it incorrectly. Bologna process for both students and professors is the situation in which both parties win. Bologna process as a means of bribery certainly does not contribute to the emergence of a win-win situation.

Someone will maybe misunderstand this column. However, when I look back from the both roles, there is only one thing clear to me: *I prefer Bologna, but I prefer knowledge more.* The moment when as student I have to evaluate my teachers, that is the only thing I have in my mind. I hope the other students think of it also. Or at

least the majority. Because it is the only win-win option. All other fails. No matter which role is yours.

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