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## **RELATÓRIO DE ESTÁGIO**

Impact of the Bologna Process: benefits and constraints of International  
Cooperation at the University of Porto

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## Resumo

O processo de Bolonha é uma reforma abrangente iniciada para os sistemas do Ensino Superior Europeu e projetada para criar um espaço Europeu do Ensino Superior, que promovesse a mobilidade e atraísse a participação dos estudantes e pessoal académico da Europa, e de todas as partes do mundo.

Este relatório de estágio foi importante porque reuniu informação sobre o passado do processo de Bolonha a nível nacional, como começou e qual foi o caminho de implementação seguido por Portugal, particularmente pela Universidade do Porto. Neste trabalho foi possível obter informação de como o processo de Bolonha implementado influenciou a Cooperação Internacional na Universidade do Porto, especialmente o aumento/decrécimo do número de acordos de Erasmus Bilaterais entre os seus parceiros estrangeiros, antes e depois da implementação do processo. Além disso, possibilitou ver como foi a evolução dos acordos, e que faculdades e países estiveram na liderança, antes e depois da implementação do processo de Bolonha na Universidade do Porto através da estrutura do programa Erasmus.

A implementação do processo de Bolonha na Universidade do Porto começou no ano académico 2007/2008 com o acordo sobre dez linhas de ação realizadas no Ensino Superior Português. Uma das linhas de ação foi chamada de promoção de mobilidade. Esta ação do processo de Bolonha será analisada neste trabalho, quando for estudada a situação atual das mobilidades *Outgoing* e *Incoming* entre Universidade do Porto e Universidades Europeias. Este trabalho possibilitou a obtenção de respostas racionais de como a implementação do processo de Bolonha influenciou a Cooperação Internacional e encontrou os benefícios e constrangimentos principais do Processo de Bolonha na Universidade do Porto, principalmente na compreensão da situação corrente da mobilidade internacional entre Universidades Europeias.

Este trabalho de investigação foi projetado para fornecer informação sobre a implementação do processo de Bolonha em Portugal e na Universidade do Porto, mas também, compreender as restrições necessárias para desenvolvimentos futuros.

**Palavras-Chave:** Processo de Bolonha; implementação de Bolonha; promoção da mobilidade; Acordos Bilaterais Erasmus; Cooperação Internacional; Universidade do Porto.

## Abstract

The Bologna Process is a comprehensive reform initiated by the European Higher Education systems and designed to create the European Higher Education Area, which promotes mobility, and attracts the participation of students and academic staff from Europe and the rest of the world.

This internship report is important for acquiring information about the background of the Bologna Process at the national level, including how it started and how it was implemented in Portugal, particularly at the University of Porto. It provides information on how the implementation of the Bologna Process has influenced International Cooperation at the University of Porto, mainly focusing on the increase/decrease in the number of Erasmus Bilateral Agreements made with its foreign partners. In addition, it allows an understanding of the evolution of the agreements and which faculties and countries were leaders in these activities before and after the Bologna Process implementation at the University of Porto under the framework of the Erasmus programme.

The implementation of the Bologna Process at the University of Porto began during the academic year of 2007/2008 with the agreement on ten action lines to be implemented in Portuguese higher education. One of the action lines is the promotion of mobility. This Bologna Process action lines will be analyzed in this work, mainly for a better understanding of the current situation regarding *Incoming* and *Outgoing* student mobility between the University of Porto and European universities. This work was focused on determining rational answers about how the Bologna Process implementation influenced International Cooperation and to identify the main benefits and constraints of the Bologna Process at the University of Porto.

This research work was designed to provide information about the implementation of the Bologna Process action lines in Portugal and at the University of Porto, as well as to understand the necessary constraints for future developments.

**Key words:** Bologna Process; implementation of the Bologna Process; promotion of mobility; Erasmus Bilateral Agreements; International Cooperation; University of Porto.

## Table of Contents

<b>Acknowledgements</b> .....	i
<b>Resumo</b> .....	ii
<b>Abstract</b> .....	iii
<b>Table of Contents</b> .....	iv
<b>Tables and Figures</b> .....	vi
<b>List of Abbreviations</b> .....	ix
<b>1. Introduction</b> .....	1
<b>2. Methodology</b> .....	2
<b>PART I</b>	
<b>3. Internship in the Rectorate at the University of Porto</b> .....	5
3.1 Motivation .....	5
3.2 Internship aims.....	6
3.3 Characterizing the problem and research aims .....	8
3.4 The University of Porto .....	9
3.5 The Rectorate of the University of Porto .....	10
3.6 International Cooperation at the University of Porto .....	11
3.7 The International Relations Office (SRI, SCPLLA).....	12
3.8 Schedule of internship activities .....	14
3.9 Main activities during the internship .....	16
3.9.1 Help in organizing International Training Week .....	16
3.9.2 Help in organizing the visit from Kasetsart University, Thailand .....	17
3.9.3 Validation of Erasmus Bilateral Agreements.....	17
3.9.4 Replying to e-mails .....	18
3.9.5 Help in preparing the welcoming session organized for <i>Incoming</i> mobility students .....	18
3.9.6 Dissemination of information .....	19
3.9.7 Preparation of formal letters (ofício) .....	19
3.9.8 Verification of bilateral cooperation agreements .....	19
3.9.9 Other activities during the internship .....	19

**PART II**

<b>4. The Bologna Process in Portugal</b> .....	21
4.1 Research aims.....	22
4.2 Concepts of the Bologna Process .....	23
4.3 Nature of the Bologna Process at the national level .....	25
4.4 Implementation of the Bologna Process in Portugal .....	27
<b>5. The Bologna Process at the University of Porto</b> .....	33
5.1 Research aims .....	34
5.2 Implementation of the Bologna Process at the University of Porto .....	34
5.3 The Bologna Process: promoting International Cooperation at the University of Porto.....	37
5.4 International students' <i>Outgoing</i> and <i>Incoming</i> mobility at the University of Porto .....	41
<b>6. Conclusion</b> .....	43
<b>7. Research Project</b> .....	44
7.1 Research on the evolution of the Erasmus Bilateral Agreements before and after the Bologna Process.....	44
7.1.1 Research development .....	45
7.1.2 Finalization of results .....	68
7.2 Research on the impact of the Bologna Process: benefits and constraints on International Cooperation at the University of Porto.....	69
7.2.1 Research development .....	70
7.2.2 Identifying constraints.....	95
7.2.3 Finalization of results .....	96
<b>8. Conclusions</b> .....	98
<b>9. Recommendations</b> .....	100
<b>References</b> .....	101
<b>Appendixes</b>	

## Tables and Figures

### Tables

<b>Table 1:</b> Schedule of internship activities .....	14
<b>Table 2:</b> Erasmus Bilateral Agreements of 2004/2005 .....	46
<b>Table 3:</b> Erasmus Bilateral Agreements of 2005/2006 .....	49
<b>Table 4:</b> Incoming/Outgoing students in the academic year of 2005/2006 .....	50
<b>Table 5:</b> Erasmus Bilateral Agreements of 2006/2007 .....	51
<b>Table 6:</b> Incoming/Outgoing students in the academic year of 2006/2007 .....	53
<b>Table 7:</b> Erasmus Bilateral Agreements of 2007/2008 .....	54
<b>Table 8:</b> Incoming/Outgoing students in the academic year of 2007/2008 .....	56
<b>Table 9:</b> Erasmus Bilateral Agreements of 2008/2009 .....	57
<b>Table 10:</b> Incoming/Outgoing students in the academic year of 2008/2009 .....	58
<b>Table 11:</b> Erasmus Bilateral Agreements of 2009/2010 .....	59
<b>Table 12:</b> Incoming/Outgoing students in the academic year of 2009/2010 .....	61
<b>Table 13:</b> Erasmus Bilateral Agreements of 2010/2011 .....	62
<b>Table 14:</b> Evolution of the Erasmus Bilateral Agreements.....	63
<b>Table 15:</b> Implementation of the Bologna Process at the University of Porto .....	73

### Charts

<b>Chart 1:</b> International Cooperation at the FEUP of the University of Porto – Erasmus/Socrates of 2004/2005.....	48
<b>Chart 2:</b> International Cooperation at the FLUP of the University of Porto – Erasmus/Socrates of 2004/2005.....	48
<b>Chart 3:</b> International Cooperation at the FEUP of the University of Porto – Erasmus/Socrates of 2006/2007.....	52
<b>Chart 4:</b> International Cooperation at the FLUP of the University of Porto – Erasmus/Socrates of 2006/2007.....	52
<b>Chart 5:</b> International Cooperation at the FEUP of the University of Porto – LLP Erasmus of 2007/2008 .....	55
<b>Chart 6:</b> International Cooperation at the FLUP of the University of Porto – LLP Erasmus of 2007/2008.....	55

<b>Chart 7:</b> International Cooperation at the FEUP of the University of Porto – LLP Erasmus of 2009/2010 .....	60
<b>Chart 8:</b> International Cooperation at the FLUP of the University of Porto – LLP Erasmus of 2009/2010 .....	60
<b>Chart 9:</b> Evaluation of the Erasmus Bilateral Agreements.....	67
<b>Chart 10:</b> Priority areas at the University of Porto inside the Bologna Process.....	71
<b>Chart 11:</b> Priority areas at the faculties of the University of Porto inside the Bologna Process .....	72
<b>Chart 12:</b> Implementation of the Bologna Process at the University of Porto.....	73
<b>Chart 13:</b> Implementation of the Bologna Process at the faculties of the University of Porto .....	74
<b>Chart 14:</b> Evaluation of the Bologna Process actions by the Rectorate of the University of Porto.....	75
<b>Chart 15:</b> Evaluation of the Bologna Process actions by the faculties of the University of Porto.....	76
<b>Chart 16:</b> Proposed Bologna actions which required more attention at the University of Porto .....	77
<b>Chart 17:</b> Proposed Bologna actions which required more attention at the faculties of the University of Porto.....	78
<b>Chart 18:</b> Constraints of the Bologna Process at the University of Porto .....	79
<b>Chart 19:</b> The constraints of Bologna Process at the faculties of the University of Porto ....	80
<b>Chart 20:</b> Evaluation of the Bologna Process impact by the Rectorate of the University of Porto.....	81
<b>Chart 21:</b> Evaluation of the Bologna Process impact by the faculties of the University of Porto.....	82
<b>Chart 22:</b> Evaluation of the establishment of new Erasmus Bilateral Agreements at the University of Porto.....	85
<b>Chart 23:</b> Differences between <i>Incoming</i> and <i>Outgoing</i> students at the University of Porto	86
<b>Chart 24:</b> Differences between <i>Incoming</i> and <i>Outgoing</i> students at the faculties of the University of Porto .....	86
<b>Chart 25:</b> Reasons for <i>Incoming</i> student’ mobility (increase/decrease) during the Bologna Process implementation at the University of Porto.....	87
<b>Chart 26:</b> Reasons for <i>Outgoing</i> student’ mobility (increase/decrease) during the Bologna Process implementation at the University of Porto.....	88



<b>Chart 27:</b> Reasons for <i>Incoming</i> student' mobility (increase/decrease) during the Bologna Process implementation at the faculties of the University of Porto.....	89
<b>Chart 28:</b> Activeness of the University of Porto in the promotion of students/academic staff mobility.....	90
<b>Chart 29:</b> Has the emerging EHEA provided better opportunities for students of the University of Porto?.....	91
<b>Chart 30:</b> EU countries which the University of Porto would want to enhance its International Cooperation with .....	91
<b>Chart 31:</b> EU countries which the faculties of the University of Porto would want to enhance its International Cooperation with .....	92
<b>Chart 32:</b> Evaluation of the Bologna Process impact on the establishment of Erasmus Bilateral Agreements at the University of Porto .....	93

## List of Abbreviations

ACP-EU	Africa Caribbean Pacific - European Union
ANQ	Agência Nacional para a Qualificação
ANQEP	Agência Nacional para a Qualificação e o Ensino Profissional
ARWU	Academic Ranking of World Universities
CET	Cursos de Especialização Tecnológica
CSIC	Conselho Superior de Investigações Científicas
CV	Curriculum Vitae
DGES	Direcção Geral do Ensino Superior
ECTS	European Credit Transfer System
EHEA	European Higher Education Area
EU	European Union
FAUP	Faculdade de Arquitectura
FADEUP	Faculdade de Desporto
FBAUP	Faculdade de Belas Artes
FCNAUP	Faculdade de Ciências da Nutrição e Alimentação
FCUP	Faculdade de Ciências
FDUP	Faculdade de Direito
FEP	Faculdade de Economia
FEUP	Faculdade de Engenharia
FFUP	Faculdade de Farmácia
FLUP	Faculdade de Letras
FMDUP	Faculdade de Medicina Dentária
FMUP	Faculdade de Medicina
FPCEUP	Faculdade de Psicologia e de Ciências da Educação
HEIs	Higher Education Institutions
ICBAS	Instituto de Ciências Biomédicas Abel Salazar
IES	Instituições do Ensino Superior
LLP	Lifelong Learning Programme
MCTES	Ministério da Ciência, Tecnologia e Ensino Superior
NQF	National Qualification Framework
NQS	National Qualification System

OUT/IN	Outgoing and Incoming mobility
PhD	Doctoral degree
SCPLLA	Serviço de Cooperação com Países Lusófonos e Latino-Americanos
SIGARRA	Sistema de Informação para a Gestão Agregada dos Recursos e dos Registos Académicos
SRI	Serviço de Relações Internacionais
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United States
WES	World Education Services

## 1. Introduction

The Bologna Process is one of the most important reforms of higher education in Europe, as well as a significant event in Portugal's higher education system with the primary national and international aim - to establish a European Higher Education Area in which students and academic staff can move easily and have fair recognition of their qualifications.

I chose to investigate the impact of the Bologna Process, because of my personal desire to get to know more about the Bologna Process implementation in Portugal and at the University of Porto, and also on the basis of my internship tasks in the International Relations Office at the Rectorate.

This internship report is called *Impact of the Bologna Process: benefits and constraints of International Cooperation at the University of Porto*. This work consists of two main parts. The first part of the study was one of my internship tasks performed at the Rectorate of the University of Porto. A three-month period of internship was carried out in the International Relations Office (SRI), working with Erasmus Bilateral Agreements, and also performing other types of tasks in the area of International Cooperation (See Table 1, p. 14). Therefore, my research work was chosen on the basis of my internship tasks which were accomplished in the SRI.

The second part is a documentary study about the impact and implementation of the Bologna Process in Portuguese higher education. In this part of investigation, it will be possible to get to know more about the nature of the Bologna Process at a national level: history, background of the Bologna Process and the beginning of it in Portugal. Moreover, this part of the work will provide information about the implementation of the Bologna Process (implementation of the Bologna Process action lines and its working process), as well as information about the reforms which were related to and caused by the Bologna Process in Portugal and at the University of Porto.

The project of the investigation consists of two parts of research. The first part of the study was based on the analysis of a list of Erasmus Bilateral Agreements at the University of Porto. The second part of the research was conducted utilising quantitative and qualitative

methods, and analyzing answers to the questionnaires, which were addressed to the main academic authorities from the Rectorate (Rector and one Vice-Rector), SRI staff, the different Faculties' management, and the coordinators and technicians of the International Cooperation departments. In the first part of the research, it was my intention to analyze how the implementation of the Bologna Process influences the area of International Cooperation, mainly through its effect on increasing/decreasing the number of Erasmus Bilateral Agreements between the University of Porto and its foreign partners. In the second part of the research, it was important to find and identify the main benefits and constraints of the Bologna Process at the University of Porto, particularly for a better understanding of the mobility.

## 2. Methodology

First of all, when I began working on my investigation project, my first step was to identify a research area which corresponded to my interests and which would be integrated into my tasks during my internship period in the SRI at the Rectorate of the University of Porto. It was quite difficult to decide on the area of investigation, but with the help of my supervisors, Professor Manuel Loff and the head of the SRI, Cristina Ferreira, my final report of the internship was orientated to investigate the impact of the Bologna Process on the International Cooperation policy at the University of Porto, analyzing the benefits and constraints related to and caused by it.

This investigation consists of two main parts and was based on quantitative and qualitative research, using the questionnaire method and the analysis of documentary and theoretical references.

The first part of the investigation project was performed during the internship at the International Relations Office (SRI). I obtained very useful information for this part of the study from the head of the SRI, Cristina Ferreira, and from Ângela Carvalho, who is responsible for the Erasmus Bilateral Agreements, institutional visits, Erasmus Staff Training mobility (*Incoming* and *Outgoing*), institutional e-mail, and also from Cristina Perfeito, who is responsible for the Information systems and the *SIGARRA* website.

The second part of the investigation is based on an analysis of national level higher education policy documents, and books, as well as an analysis of secondary data sources, such as national reports and surveys. The fourth and fifth chapters are aimed at building and developing the theoretical framework about the implementation and impact of the Bologna Process in Portugal and at the University of Porto.

I obtained my first sources for the fourth chapter about the Bologna Process in Portugal from the libraries of the faculty of Arts, and from the Almeida Garrett Library. The main information that I acquired was from the Bologna Process website [www.ond.vlaanderen.be](http://www.ond.vlaanderen.be) and European commission websites. Plus, I found some very important articles by A. Amaral and A. Veiga at the website of the Institute of Higher Education Policy, as well as one article by J. F. Silva and J. R. Duarte from the website of the Universidade Autónoma de Lisboa Luís de Camões.

In addition to this, my investigation was based on the legislation of the Bologna Process in Portugal. I was able to get this information from the websites of the Ministry of Science, Technology and Higher Education of Portugal and from the National Agency for Qualification and Professional Education. Moreover, I consulted and used some articles from the OECD Online library.

For the fifth chapter about the Bologna Process at the University of Porto, I used information from the websites of the University of Porto, Rectorate and Faculty of Arts. Some of the most important information I obtained came from the Internationalization Report of the University of Porto for the academic year of 2007/2008 and from the Self-Evaluation report of the University of Porto (2009) assessed by an Institutional Evaluation of the European University Association. I found these reports at the University of Porto and the European University Association websites.

Additionally, the second part consists of two researches. First of all, I started to analyze the list of Erasmus Bilateral Agreements ranging from the academic year of 2004/2005 to 2010/2011 in my investigation project, which analyzes the data by academic years, concerning countries and faculties with which foreign institutions had or have Erasmus Bilateral Agreements. I got all this information from the University of Porto data website, *SIGARRA*.

The second research was performed using questionnaires. At the beginning, I thought about soliciting interviews among the most representative authorities of the University of Porto and its faculties. Unfortunately, this appeared difficult to carry out due to the heavy workload of the academic authorities and so I selected the faculties' management. To accomplish this, I decided to send them questionnaires. Therefore, I made two different type of questionnaires with one addressed to the representatives of the Rectorate of the University of Porto, and the other to the representatives of the faculties. I chose to send questionnaires to 8 representatives from the Rectorate: the Rector, one Vice-Rector (International Cooperation), and several representatives of the SRI.

I selected the faculties which had the largest number of Erasmus Bilateral Agreements. In this instance, the faculties were the: Faculty of Arts, Faculty of Engineering, Faculty of Economy, Faculty of Fine Arts, Faculty of Biomedical Sciences, Faculty of Architecture, Faculty of Sciences, Faculty of Medicine, Faculty of Psychology and Education Sciences and Faculty of Sport. For the representatives of the faculties, I elected to send a questionnaire to the head of each faculty, its coordinator of International Cooperation and the people responsible for the Erasmus Bilateral Agreements.

I sent the questionnaires on 14 December 2011, asking for a reply by 20 January 2012. I received seven answers from the representatives of the faculties and six answers from the representatives of the Rectorate of the University of Porto by the 20<sup>th</sup>. Regrettably, I received 5 negative answers for the reasons that they were overloaded with work or unwilling to give an opinion about the Bologna Process (because a few of the representatives did not agree with this process). In any case, I still needed more answers from respondents to complete my research. So, I asked the head of the SRI, Cristina Ferreira, to send a request for replies by 30 January 2012, together with the alternate suggestion of an interview, if it would be easier. I then re-sent the questionnaires to those who did not answer before.

All in all, I received 24 answers, out of 38, from the Rectorate of the University of Porto and the faculties. I sent eight questionnaires to the representatives of the Rectorate and received all their answers by 30 January 2012, and I sent 30 questionnaires to the representatives of the faculties and received 16 answers.

## **PART I**

### **3. Internship in the Rectorate at the University of Porto**

#### **3.1 Motivation**

At the beginning of my Master in History, International Relations and Cooperation studies, my intention was to get academic and professional practice during the two years of my Master's studies. At the end of the first year of my studies, I decided to try to find an internship in the area of International Cooperation. In my opinion, academic and professional practices are both very important, but getting professional practice is a very important additional component along with a degree, skills and résumé for a future career. Of course, in today's competitive job market, it is essential to have a wide range of relevant professional experience. In this case, I was sure that I wanted to find an internship where I could explore my desired potential career and gain valuable experience working in a professional environment.

My intention was to get an internship in an international company, where I could obtain new professional skills, improve in foreign languages and also use my knowledge and skills in searching for new partners. The specific area of the company was not known, so I sent requests with my Curriculum Vitae (CV) to companies that I knew and others that I found on the internet. I certainly had some difficulty in finding an international company in Porto or in other cities close to Porto (Aveiro, Coimbra, Braga, Guimarães, Viana do Castelo) who would accept my application. Because my resolve to gain practical experience was very firm, I turned to searching for an internship in a different international cooperation area. I started to search for an internship in higher education institutions, particularly in the International Relations Offices in the universities. I received a few positive requests from Porto and Lisbon, but the most interesting appeared to be an internship at the Rectorate of the University of Porto. After meeting with the head of the International Relations Office, Cristina Ferreira, I finally decided to carry out an internship at the International Relations office (SRI) at the Rectorate of the University of Porto, under supervision of the head of the office, Cristina Ferreira herself, as the external supervisor of my internship. I chose this internship because the tasks appeared to be interesting, different and challenging because of the use of Portuguese and other foreign languages.



It was quite difficult to decide what kind of research project I could develop during my internship period, and what I could write my final report of the investigation project about. I was interested in research about the internationalization and globalization of higher education, because it is one of the most important aspects in this changing world and today's society. Finally, this theme appeared to be much too wide to do research on, and also revealed difficulties in emphasizing the tasks of my internship, which together led me to sharing the internship with my research in the investigation project.

I tried to consult with my supervisor, Manuel Loff, and then with my external supervisor, the Director of the International Relations Office, Cristina Ferreira. As Cristina Ferreira knew very well what was necessary for the International Relations Office, she helped me to focus my investigation on my daily work at the internship place. Ordinarily, one of my internship tasks was the validation of Erasmus Bilateral Agreements; therefore, she helped me to concretize two research parts. Firstly, to make a questionnaire or conduct interviews with specific questions on the benefits and constraints of the impact of the Bologna Process on the International Cooperation policies of the University of Porto. Secondly, to research specifically on how the implementation of the Bologna Process influences International Cooperation, mainly, the increase or decrease in the number of Erasmus Bilateral Agreements between the University of Porto and its foreign partners before and after its implementation.

The investigation and internship was a great opportunity to become acquainted with the work in a practical way, as well as to learn how Erasmus Bilateral Agreements function at the University of Porto. It also allowed investigating what impact the Bologna Process had or did not have on the increase or decrease in the amount of agreements at the University of Porto.

### **3.2 Internship aims**

At the beginning of the internship, one of the first objectives in the International Relations Office at the Rectorate of the University of Porto was to get to know the environment, and structure of this office, and the people responsible for the specific services, who would be involved throughout the period of my internship.

The main objective of my internship was to enhance and develop professional abilities in the area of International Relations and Cooperation through practical work, and to also show my competence and commitment to all the activities I was required to carry out.

The focus of the research project was orientated under the supervision of the head of the office, Cristina Ferreira, as the external supervisor of my internship. While performing all the practical tasks, the main work was orientated by Ângela Carvalho and was related to the main tasks of her daily work. She is responsible for Erasmus Bilateral Agreements, institutional visits, international networks of universities, International Training week (*Incoming* and *Outgoing academic staff mobility*), management of institutional e-mail ([sri@reit.up.pt](mailto:sri@reit.up.pt)), supporting the head of the SRI in the management of Erasmus funds and organization of mobility, and following up on the use of SRI funds in all its various activities.

As an intern, my tasks covered a wide range and were in different areas, from the validation of Erasmus Bilateral Agreements to helping organize International Week (See Appendix I).

During my three-month internship I tried to show my efficiency at the SRI and to the Rectorate of the University of Porto. All the tasks were fruitful in getting to know the SRI work, particularly, how the International Cooperation between the University of Porto and other foreign universities works. One of the tasks, validation of the Erasmus Bilateral Agreements, along with information from Ângela Carvalho, was very helpful in acquiring the necessary information about the beginning of the process of becoming one of the partner institutions of the University of Porto.

All the challenges that I have faced, have led me towards a better understanding of all the other parts of the International Relations Office, like *Outgoing* and *Incoming mobility*, Erasmus Mundus, and the validation of agreements. All the parts have their own different functions and people to work with.

### 3.3 Characterizing the problem and research aims

The research project is called *Impact of the Bologna Process: benefits and constraints on International Cooperation at the University of Porto*.

The specific aims of this research were:

- to prepare a documentary study about the Bologna Process and its impact on higher education cooperation policy at the University of Porto;
- to collect data on Erasmus bilateral agreements before and after the implementation of the Bologna Process (2007) and to get information about the changes introduced in the University of Porto International Cooperation policy;
- to analyze the data differences of the Erasmus Bilateral Agreements by countries, faculties, and academic years.
- to make a questionnaire for the Rector, one Vice-Rector (International Cooperation), relevant members of the managing boards of the most representative faculties of the University of Porto and the SRI staff, in order to assess their views on the benefits and constraints of the impact of the Bologna Process on the International Cooperation policies of the University of Porto.

The aim of this specific research project was to analyze how the implementation the Bologna Process influences International Cooperation policies at the University of Porto, and to examine what kind of changes and constraints are related to or caused by it. The research focused on the Erasmus Bilateral Agreements between the University of Porto and its foreign partners.

The University of Porto has been highly engaged in European educational cooperation with other foreign partners for several years, and it is a very high priority to pursue and strengthen this development. The Erasmus program provides important motivation for the University of Porto to develop and implement International Cooperation between other educational institutions. Moreover, the Erasmus Bilateral Agreements are the most important documents for the development of this program.

My interest in this research started after noticing that the Bologna Process had been evaluated quite negatively by the Portuguese students in Portugal. From my point of view, I felt that

this should be the opposite, because the Bologna Process is one of the most important and wide ranging reforms of higher education in Europe. During these last two years I heard many negative discussions, with public meetings gathering against the Bologna Process in higher education, especially on the part of students, which were organized by the student associations of the faculties. Because of this, my intention was to research the impact of the Bologna Process at the University of Porto, to see exactly what kind of constraints and benefits resulted from the implementation of the process.

My interests were not to focus on the opinions of the students, but rather on the opinions of the representatives from the faculties and the Rectorate of the University of Porto. Although there are many opinions about the Bologna Process, both positive and negative, in general, most people mention the negative side, while nobody knows exactly how many positive actions have been made since its implementation.

I chose to analyze more about the international area of the Bologna Process, with the promotion of student mobility and the Erasmus Bilateral Agreements. In my opinion, the mobility and the development of the Erasmus Bilateral Agreements have made a great contribution to the field of International Cooperation.

### **3.4 The University of Porto**

According to the QS World University Rankings, the University of Porto is a state university created on 22<sup>nd</sup> March 1911 and it is one of the largest and most prestigious teaching and research universities in Portugal, with the approximately 31.000 students<sup>1</sup>.

The University of Porto is known to have three campuses buildings in the city with 14 faculties: Architecture (FAUP), Fine Arts (FBAUP), Sciences (FCUP), Nutrition and Food Science (FCNAUP), Sport (FADEUP), Law (FDUP), Economics (FEP), Engineering (FEUP), Pharmacy (FFUP), Arts (FLUP), Medicine (FMUP), Biomedical Sciences (ICBAS), Dental Medicine (FMDUP), Psychology and Education Sciences (FPCEUP) and one business school (EGP).

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<sup>1</sup> QS World University Rankings, Page of Universities, *University of Porto*, In <http://www.topuniversities.com/institution/university-porto>, last access 25-01-2012.

The University of Porto has approximately 700 training programs: 1st Cycle (Licenciatura), Integrated Masters (Bachelor and Master), 2nd Cycle (Masters), 3rd Cycle (Doctorate) and Lifelong Education courses with the whole range of study areas. The University has around 2423 students from 61 countries from all over the world<sup>2</sup>.

According to academic rankings of World Universities in 2011 by Shanghai Jiao Tong University, the University of Porto is at the 1<sup>st</sup> place in Portugal, and at 301<sup>st</sup> - 400<sup>th</sup> in the world<sup>3</sup>. By QS World University Rankings, the University of Porto is at 401<sup>st</sup> – 450<sup>th</sup> position in the world<sup>4</sup>. By Rankings of the best Top 500 European Universities by Webometrics Rankings, the University of Porto is at 50<sup>th</sup> position in Europe and in 178<sup>th</sup> in the world rankings<sup>5</sup>.

### **3.5 Rectorate of the University of Porto**

The Rectorate historical building is situated in Praça Gomes Teixeira, which nowadays is one of the central services at the University of Porto and include the administration support for the University of Porto governance. Presently, Prof. Dr. José Carlos Marques dos Santos is the Rector of the University of Porto and he is in office since 2006 and will remain until 2014.

The Rectorate building houses the central services, such as Digital University department (Universidade Digital), International Relations Office (Serviço de Relações Internacionais) and a Portuguese Language and Latin-American Countries Cooperation Office (Serviço de

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<sup>2</sup> Universidade do Porto, (2009), *Self Evaluation Report*, Institutional Evaluation European University Association, (English version), p. 13.

<sup>3</sup> CENTER FOR WORLD-CLASS UNIVERSITIES OF SHANGHAI JIAO TONG UNIVERSITY, (2011), *Shanghai Rankings of University of Porto*, In <http://www.shanghairanking.com/ARWU2011.html>, last access 30-01-2012.

<sup>4</sup> QS WORLD UNIVERSITY RANKINGS, Page of Universities, *University of Porto*, In <http://www.topuniversities.com/institution/university-porto>, last access 25-01-2012.

<sup>5</sup> CONSEJO SUPERIOR DE INVESTIGACIONES CIENTÍFICAS, (2012), *Rankings by Webometrics*, In [http://www.webometrics.info/top500\\_europe.asp?offset=0](http://www.webometrics.info/top500_europe.asp?offset=0), last access 25-01-2012.

Cooperação com Países Lusófonos e Latino-Americanos, SCPLLA), which consider to coordinate and to develop International Cooperation activities<sup>6</sup>.

### 3.6 International Cooperation at the University of Porto

International Cooperation is one of the most important areas in maintaining close relations between the University of Porto and foreign institutions. Close relations and cooperation with partners is one of the aims for achieving international compatibility in the European Higher Education Area.

In this spirit, the University of Porto maintains the importance of International Cooperation of higher education institutions based on the promotion of mobility for the students and academic staff, establishment of cooperation agreements with universities from all over the world, and the organization and coordination of International visits and International Training weeks. Besides this, the University of Porto seeks to actively participate on a significant number of European educational, training and research programmes. It is very important to mention that the University of Porto's cooperation with other European higher education institutions is also visible through the establishment of joint degrees<sup>7</sup>, as well as its efforts in developing and establishing several European masters, and has numerous agreements with European and Latin-American institutions to grant double degrees, joint supervision doctoral theses and European doctoral degrees<sup>8</sup>.

The University of Porto organizes many International visits for special occasions, and there are International Training weeks for the academic staff dealing with International Cooperation and exchange programmes which are organized twice per year by the SRI, and Rectorate of the University of Porto. During this week, the International Relations Office organizes a number of interesting workshops, university presentations and communications,

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<sup>6</sup> Reitoria da Universidade do Porto, Page of Presentation, In [http://sigarra.up.pt/reitoria\\_uk/WEB\\_BASE.GERA\\_PAGINA?P\\_pagina=1182](http://sigarra.up.pt/reitoria_uk/WEB_BASE.GERA_PAGINA?P_pagina=1182), (English version), last access 30-01-2012.

<sup>7</sup> Joint degrees - the study programmes are jointly developed and recognized by several institutions; the student at participating institutions spend part of their studies at another institution; periods of study and examinations, which were completed at other institutions, are automatically recognized in full at their home institutions.

<sup>8</sup> University of Porto, Page of International Cooperation, *Presentation*, In [http://sigarra.up.pt/up\\_uk/web\\_base.gera\\_pagina?P\\_pagina=1001679](http://sigarra.up.pt/up_uk/web_base.gera_pagina?P_pagina=1001679), (English version), last access 22-03-2012.

including exchanging contacts and making new or renewing old Erasmus Bilateral Agreements.

### **3.7 International Relations Office (SRI)**

The International Relations Office is one of the main development concerns at the University of Porto, as is evident through the implementation of numerous international initiatives, in accordance to the Strategic Development Plan of the university. This approach allows to: develop the existing cooperation, start and set up innovative cooperation activities through the establishment of cooperation protocols with universities from all over the world, international inter university cooperation networks training and research programmes<sup>9</sup>.

According to Plano Estratégico e Grandes Linhas de Acção 2011-2015, the University of Porto has an International Relations Office (SRI) to ensure the coordination and development of International Cooperation. The aim of the SRI is to promote a policy of cooperation with foreign universities and to develop the Internationalization project of the University of Porto. The International Relations Office is responsible for the various agreements between foreign universities and the University of Porto along with university participation in networks and organizations. In the academic year of 2010/2011, the University of Porto had 480 bilateral agreements established with European higher education institutions.

According to the information from the website of the Rectorate, the main tasks of International Relations Office are:

- Implementation and development of international policy and the promotion of the university's Internationalization process;
- Promote support to capture foreign students;
- Participating in international events and exhibitions;
- The International Relations offers the university community support with mobility (negotiating agreements, managing mobility), international processes (negotiating, drawing up and monitoring international agreements / Erasmus) and the reception of delegations;

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<sup>9</sup> Plano Estratégico e Grandes Linhas de Acção 2011-2015, (2011), Universidade do Porto, p.7.

- The International Relations Office fosters and ensures the continuity of the university's international policy in accordance with guidelines set out by the Rector's Office and in consultation with its faculty partners (strategy);
- The International Relations Office supports international recruitment and promotes the university's international image as a global centre of excellence in teaching and research;
- Coordination of mobility programs LLP Erasmus, Leonardo da Vinci;
- Regional Fulbright Centre, which aims to provide the students both from the University of Porto and from the region with information on the Fulbright grants available, on the North American education system and on the application to American universities;
- EURAXESS regional centre in Porto, which aims to provide the researchers who intend to spend a research period in the region with information on their stay;
- Portuguese application desk for participation in the Summer Sessions of the University of California – Berkeley;
- Internal permanent contact with the different faculties, so as to follow-up the participation in the education programs and to assist the academic community in the development of international relations;
- Search for new opportunities and support the submission of applications to existing programs;
- Organization of the International Training week for the colleagues of the partner universities;
- (Acts to) develop and strengthen the cooperation between the university and an increasing number of institutions internationally known for their high quality and dynamism.

### **International Relations Office (SCPLLA)**

The Portuguese Language and Latin-American Countries Cooperation Office (Serviço de Cooperação com Países Lusófonos e Latino-Americanos, SCPLLA) is coordinated by Elisabeth Ribeiro and has the same aim as SRI, coordinate and develop International Cooperation activities with the Latin-American universities from countries as: Brasil, Angola, Cabo Verde, Guine, Mozambique, Timor e S. Tome e Príncipe.

According to the information from the webpage of Rectorate, SCPLLA has such aims:

- “Compete à Cooperação com os Países Lusófonos e Latino-Americanos;
- Promover e apoiar a cooperação com as universidades da CPLP e América Latina;



- Realizar acções para captar estudantes CPLP e da América Latina;
- Promover e apoiar a mobilidade estudantil com CPLP e América Latina;
- Promover e apoiar a mobilidade de docentes e investigadores CPLP e América Latina;
- Participar em eventos internacionais de educação (mostras e feiras) na CPLP e América Latina<sup>10</sup>.

### 3.8 Schedule of internship activities (See Table 1)

**Table 1: Schedule of internship activities**

Activities/Projects	Month			
	September 19 <sup>th</sup> – 30 <sup>th</sup>	October 3 <sup>rd</sup> – 31 <sup>th</sup>	November 1 <sup>st</sup> – 30 <sup>th</sup>	December 1 <sup>st</sup> – 14 <sup>th</sup>
Help in organizing International Training Week	X	X	X	
Help in organizing the visit from Kasetsart University, Thailand	X	X		
Validation of Erasmus Bilateral Agreements	X	X	X	X
Replying to e-mails from foreign students, teachers, staff, enterprises, STT, international visits, and others.	X	X	X	X
Help in preparing the welcoming session organized for <i>Incoming</i> mobility students of the University of Porto	X			
Help in organizing the institutional visit of a delegation from University of Viadrina	X			
Selection of candidates of International Training week by specific criteria, such as a position and university	X	X		
Preparation of formal letters	X	X	X	X

<sup>10</sup> Reitoria da Universidade do Porto, Pagina de Serviços, Serviço de Cooperação com Países Lusófonos e Latino-Americanos, In

[http://sigarra.up.pt/reitoria/UNIDADES\\_GERAL.VISUALIZAR?p\\_unidade=169](http://sigarra.up.pt/reitoria/UNIDADES_GERAL.VISUALIZAR?p_unidade=169), last access 14-06-2012.

Help in verifying documents for scholarships of the mobility programs for teachers and other academic staff	X			
Dissemination of information	X	X	X	X
Fill in information about students of mobility out in prepared templates		X		
Verification of bilateral cooperation agreements (Thailand universities)			X	
Create a questionnaire for the participants of the International Training Week		X		
Help in organizing the cultural visits to the Porto wine cellars, museums, Porto city tour		X		
Prepare a documentary study about the Bologna Process			X	X
To collect data on Erasmus Bilateral Agreements before and after the implementation of the Bologna Process			X	
To analyze the data differences of the Erasmus Bilateral Agreements by countries, faculties and academic years			X	X
To make a questionnaire and sent to the Rector, the Vice-Rector, faculties' management of the University of Porto, and the SRI staff.			X	X

### **3.9 Main activities during the internship**

The internship started on the 19<sup>th</sup> of September 2011 and finished on the 14<sup>th</sup> of December 2011, with a total of 400 working hours. The work at the International Relations Office (SRI) at the Rectorate of the University of Porto took 7 hours per day from 9 am until 5 pm, 5 days a week.

During the two months of the internship, the main work tasks were oriented towards the daily work of the International Relations Office. Besides this, I had other various tasks which appeared daily or had been organized for several weeks.

#### **3.9.1 Help in organizing International Training Week**

One of the biggest tasks during my internship was to help organize International Training Week at the University of Porto for its partners and other foreign universities. The activities took place in the Rectorate building at the University of Porto from the 7<sup>th</sup> to the 11<sup>th</sup> of November, 2011. This week was organized to strengthen International Cooperation by exchanging the best practices and experiences, as well as to offer an enriching international and intercultural learning experience and the opportunity to discuss important topics related to internationalization.

The week's organizational work started on the first day of my internship (19 September) and continued until the end of International Training Week (11 November). During the entire period of organization, my tasks were: to help in selecting the candidates for the international week by considering their position in their university. This means that the candidates had to work in the area of International Relations and with the Erasmus programme. Besides that, (all the time) my work was to help Ângela Carvalho reply to e-mails, as well as sending confirmations to participate in this week and for some, rejection replies. Another task was to help in creating an International Week program, questionnaire (See Appendix II), certificates (See Appendix III), and a list of participants (See Appendix IV). Additionally, I helped in organizing and accompanying participants during the cultural events, such as: the Porto wine cellars and cultural visits to Porto city. In addition, I had an opportunity to participate in all the workshops during the International Week.

### **3.9.2 Help in organizing the visit from Kasetsart University, Thailand**

The organizational work for this visit started during the first week of my internship. The International visit was organized for a delegation from Kasetsart University, Thailand. This visit was from the 25<sup>th</sup> to the 28<sup>th</sup> of October, 2011.

Before this visit, it was important to organize several meetings with the different faculty representatives of the University of Porto. The faculties were Sciences, Engineering, Arts, Sports, Economics, Institute of Biomedical Sciences, Abel Salazar, as well as the Business School and Interdisciplinary Centre of Marine and Environmental Research. These institutions were chosen because the delegation from Thailand wanted to get to know these areas better, along with the academic staff and the institutions of the University of Porto. The faculties had prepared presentations, and during the visit they were introduced to the appropriate delegation members.

My tasks were to help Ângela Carvalho reply to the e-mails of Thailand's delegation, help creating a visit program, and disseminate information to other faculties asking for collaboration during this visit., I additionally had the opportunity to observe and participate in all the organizational work of the visit: how to book transportation, organize cultural visits, and to communicate between the faculties and representatives of the delegation.

### **3.9.3 Validation of Erasmus Bilateral Agreements**

The validation of Erasmus Bilateral Agreements was my main task during the period of my internship. In this task, it was very important to learn how all the agreement systems worked between the University of Porto and its foreign institutions, and what was necessary to establish an agreement with a foreign partner. Validation of Erasmus Bilateral Agreements means to make them legally valid in the *SIGARRA* information system of the University of Porto. This action can only be done by the responsible person of the SRI, in this case Ângela Carvalho, who is responsible for Erasmus Bilateral Agreement validation. In order to be valid, each Erasmus Bilateral Agreement must be signed, stamped and dated by the authorized representatives of the faculties of the University of Porto and the partner institution. The authorized representative is the Erasmus Coordinator within the International Relations division.

In this case, my tasks were to verify if the Erasmus Bilateral Agreements had been signed and stamped by both parties of the institutions, and after that I was able to validate agreement in the website of *SIGARRA* (See Appendix V). In addition, this task was an initial step in starting an investigation project for my final work.

#### **3.9.4 Replying to e-mails**

This work lasted throughout the period of my internship and it was the daily work of Ângela Carvalho. The e-mail address was *sri@reit.up.pt*, which is the main e-mail address of the International Relations Office, and it receives hundreds of proposals about International events, questions and requests from the students, as well as proposals for new foreign partners to enter into Erasmus Bilateral Agreements. The information received was not all Ângela Carvalho's responsibility, so some needed to be re-sent to other International Relations sections and the other portion of e-mails needed to be disseminated to the faculties and replied to.

My task was to help Ângela Carvalho reply to the necessary e-mails, forward information to other faculties and to disseminate information to other institutions or the SRI staff. In addition, I was responsible for answering calls and transmitting information to other departments, faculties and other appropriate people.

#### **3.9.5 Help in preparing the welcoming session organized for *Incoming* mobility students**

The welcome session is organized twice a year at the beginning of each semester for all the mobility students from all over the world. During this session, it is important to give information about the studies, life in Porto, informational package and to show a little bit of Portuguese culture (to taste Port wine, listen to traditional music). The welcome session took a place at the Rectorate of the University of Porto.

As an intern, my tasks were to prepare an informational package for each student, and to sort out the flags of each country that has participated in a mobility programme. In addition, it was also my task to accompany students during the welcome session event.

### **3.9.6 Dissemination of information**

Moreover, during my duties I had the responsibility of working with the e-mail of the SRI. The information received about international events, international weeks, and workshops had to be disseminated to the faculties, institutions and to the responsible people. Besides that, during the International week organized by the University of Porto, the partner institutions left many of their University promotional booklets, so my work was to gather up all this information and to send it to the appropriate faculty of the University of Porto.

### **3.9.7 Preparation of formal letters (ofício)**

Another task was to prepare the official letter, which was used as a cover letter to send with other types of SRI documentation. This document accompanied Erasmus Bilateral Agreements and other types of promotional information about the University of Porto (See Appendix VI).

### **3.9.8 Verification of bilateral cooperation agreements**

One of my tasks was to verify and correct the required information about the students from Thailand's universities. My work was to verify if the bilateral agreements were in correct order and to fill in the required information in prepared templates.

To conclude, almost all of the tasks during the three-month internship were very fruitful and helped me to enhance and develop professional abilities in the field of International Relations and Cooperation. This practical work allowed me to complete my commitments to all the activities I was required to carry out.

### **3.9.9 Other activities during the internship**

Most of the required tasks were very useful and interesting to perform, but some of them were not very productive. One of these tasks was to fill in information about students with *Outgoing* mobility in prepared templates. This task did not help me improve my knowledge, because the main work was to fill in the required information about Portuguese students who participated in the Erasmus programme. It was long and tiring work without any

improvement in knowledge. In my opinion, the work would be much easier if an information entry system could be developed that was more efficient.

Another task was answering calls. This work was difficult for me, because of my lack of knowledge about SRI work. Usually, the calls were from the different faculties, and sometimes from top management or coordinators. The problem was that I did not know SRI work and people very well, so I was not able to answer their questions and requests.

## PART II

### 4. The Bologna Process in Portugal

“Nas últimas duas décadas temos assistido a modificações profundas nos Sistemas de Ensino Superior. Estamos em véspera de assistir a novas alterações por força dos objectivos que foram estabelecidos pelos Ministros Europeus responsáveis pelo ensino superior, e que são genericamente conhecidos pela designação de Processo de Bolonha<sup>11</sup>.”

The Bologna Process was formally initiated with the signing of two important declarations (Sorbonne, 1998, and Bologna, 1999) with the common aim “to create a European space for higher education in order to enhance employability and mobility of citizens and to increase the international competitiveness of European higher education<sup>12</sup>”.

According to Vítor Crespo, employability is one of the goals which should be reached in European universities and organized by the European labour market. Therefore, the Lifelong Learning Program (LLP) is one of the activities, which provide opportunities for organizations, staff and learners involved in education and training across Europe to work together and learn from each other<sup>13</sup>.

From the point of view of António Nóvoa, the attractiveness and competitiveness of European Higher Education in a global market is one of the most important conditions of the Bologna Process and it is easily understandable using such concepts: *system of quality assurance* and *accreditation*. A system of quality assurance and accreditation is important for the evaluation of higher education programmes and institutions together, including internal and external assessment. Internal quality assurance is a duty of each institution to evaluate

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<sup>11</sup> CRESPO, V. (2003), *Ganhar Bolonha, ganhar o futuro*, Gradiva publicações, L.<sup>da</sup> Lisboa, p. 7.

<sup>12</sup> CONFEDERATION OF EU RECTORS' CONFERENCES AND THE ASSOCIATION OF EUROPEAN UNIVERSITIES (CRE), (2000), *The Bologna Declaration on the European space for higher education: An Explanation Document*, In <http://ec.europa.eu/education/policies/educ/bologna/bologna.pdf>, (English version), last access 12-06-2012. p.4.

<sup>13</sup> UNITED KINGDOM NATIONAL AGENCY, (2010), *Lifelong Learning Programme*, Birmingham, In <http://www.lifelonglearningprogramme.org.uk/>, last access 04-04-2012.



programmes, work and student participation. External quality assurance is a public evaluation by providing information about quality and standards.

According to António Nóvoa, students and academic staff<sup>14</sup> mobility is one of the most important issues of the Bologna Process, which creates opportunities to develop International Cooperation from different parts of the world and to enhance the quality of higher education<sup>15</sup>.

Therefore, during the last few years the Bologna Process was based on creating an EHEA to enhance the competitiveness of European Higher Education all over the world.

According to a review of the Organization for Economic Cooperation and Development (OECD), in Portugal, the Bologna Process recognition was quite long, but Decree - Law No. 74/2006 outlines Portuguese transition to the reorganized higher education system with the Bologna Process. In March 2006, the Portuguese Government passed a law and it was finally possible to start the implementation of the Bologna Process<sup>16</sup>.

#### **4.1 Research aims**

One of the aims of this chapter was to analyze how the Bologna Process influenced Portuguese higher education by examining Bologna Process implementation and the reforms which have been caused by it. This chapter is important because it reveals the nature of the Bologna Process at the national level, aiming to know the Bologna legislation process, history and background which led to starting the Bologna implementation in Portugal. It also intends to identify what kinds of Bologna Process action lines have been implemented in the higher education system at the University of Porto and what kinds of changes have been introduced by the Bologna Process throughout the entire country.

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<sup>14</sup> Academic staff is definable as a teaching staff and non-academic personnel.

<sup>15</sup> NÓVOA, A. (2002), Ways of thinking about education in Europe. In: A. Nóvoa and M. Lawn (eds), *Fabricating Europe: The formation of an education space*, London: Kluwer Academic Publishers, p. 147.

<sup>16</sup> ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD), (2007), *Reviews of National Policies for Education: Tertiary Education in Portugal*, OECD, Paris, p. 82.

## 4.2 Concepts of the Bologna Process

The Bologna Process is orientated to the creation of the EHEA, which is basically a standardization of the system of European universities, with a view towards improving the competitiveness and attractiveness of European Higher Education in relation to other continents. It includes several action lines as well as the associated concepts of the Bologna Process:

1. According to the official Bologna Process website, a system of readable and comparable degrees is organized in a three-cycle structure (e.g. Bachelor-Master-Doctorate). Countries are currently setting up national qualifications frameworks that should be adaptable to the most important framework of qualifications for the European Higher Education Area and define learning outcomes for each of the three cycles<sup>17</sup>.
2. In accordance with the same Bologna Process website, students and academic staff mobility is one of the main elements of the Bologna Process, creating opportunities for personal growth, developing International Cooperation between individuals and institutions, enhancing the quality of higher education and research, and giving substance to the European dimension<sup>18</sup>.
3. By the World Education Services (WES) reviews, a diploma supplement is a document developed jointly by the European Commission, the Council of Europe and UNESCO. This document is attached to a higher-education degree or diploma that provides a detailed description of the studies undertaken and successfully completed by the individual named on the original qualification<sup>19</sup>.
4. According to the Bologna Declaration of 1999, a system of quality assurance means an essential instrument to build trust on the qualifications and credits both at national and European level. It is an evaluation of programmes or institutions, including internal assessment and external review. Also, it is the building of trust among institutions of

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<sup>17</sup> BENELUX BOLOGNA SECRETARIAT, (2007-2010), About the *Bologna Process*, Belgium, In <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/about/>, last access 05-04-2012.

<sup>18</sup> BENELUX BOLOGNA SECRETARIAT, (2007-2010), *Mobility*, Belgium, In <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/actionlines/mobility.htm>, last access 04-04-2012.

<sup>19</sup> WORLD EDUCATION NEWS AND REVIEWS (WENR), (2012), *Bologna Terms and Definitions*, World Education Services, Bowling Green Station, New York, USA, In <http://www.wes.org/ewenr/03Sept/BolognaGlossary.htm>, last access 04-04-2012.

higher education, which requires that the evaluation process in each country would be known and its validity recognized by the institutions of other countries<sup>20</sup>.

5. The official Bologna Process website defines Lifelong Learning concepts as an essential element of the European Higher Education Area and is necessary to face the challenges of competitiveness and the use of new technologies, and to improve social cohesion, equal opportunities and quality of life. The goal of the lifelong learning program is to improve the recognition of prior learning, including non-formal and informal learning, creating more flexible and widening access to the higher education. A national qualification framework is also an important tool in supporting lifelong learning<sup>21</sup>.

6. “Strengthening the social dimension of the Bologna process is orientated to the equality of opportunities in higher education, especially in access, participation and successful completion of studies, studying and living conditions, guidance and counselling, financial support, and student participation in higher education governance<sup>22</sup>.”

7. Strengthening the attractiveness of the EHEA means to make information more readily available for many countries and easily available for students in choosing the way they might want to study in their postgraduate qualification, and by making the structure and organization of European higher education clearer and postgraduate opportunities throughout the region much more attractive to international students<sup>23</sup>.

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<sup>20</sup> BOLOGNA DECLARATION (1999), *The European Higher Education Area: Joint Declaration of the European Ministers of Education Convened in Bologna*, European association for International Education, Amsterdam, In

<http://www.ugent.be/nl/univgent/reglementen/internationaal/bologna.pdf>, p.2, last access 04-04-2012.

<sup>21</sup> BENELUX BOLOGNA SECRETARIAT, (2007-2010), Lifelong Learning programme, Belgium, In <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/actionlines/LLL.htm>, last access 04-04-2012.

<sup>22</sup> BENELUX BOLOGNA SECRETARIAT, (2007-2010), Social dimension, Belgium, In <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/actionlines/socialdimension.htm>, last access 04-04-2012.

<sup>23</sup> QS QUACQUARELLI SYMONDS, Topgradschool, *Changing the European map*, London, In <http://graduateschool.topuniversities.com/articles/europe/changing-european-map>, last access 06-04-2012.

### 4.3 Nature of the Bologna Process at the national level

According to J. B. Ferreira, M. L. Machado and R. A. Santiago, Portugal has a binary system<sup>24</sup> of higher education that provides both university education and polytechnic education<sup>25</sup> together with the public and private higher education institutions. Since 1973 – date of the creation of the binary system, until nowadays, many things have transpired in Portugal<sup>26</sup>.

First, there was a democratic revolution in 1974, and then the real institutionalization of the binary system in 1977. In 1986, some months after Portugal's entry into the European Union, the Education Act consolidated the binary system. Since 1999 (Bologna Declaration), Portuguese higher education institutions have been waiting for the legislation framework necessary for the implementation of the Bologna Process, but it was a lengthy affair and it only began in 2006.

“In 1986, Parliament passed the Comprehensive Law of the Education System (Law 46/86 of 14 October). It laid out in considerable detail and strictly defined both the type and duration of higher education degrees. It also stated which institutions were entitled to award them.” The Education System Act forced a compulsory education (*ensino básico covers, ensino primário and part of ensino secundário*), which was organized in three cycles. It lasted for 9 years, and was taught in three consecutive cycles: 1<sup>st</sup> cycle (4 years), 2<sup>nd</sup> cycle (2 years) and 3<sup>rd</sup> cycle (3 years)<sup>27</sup>. “To implement Bologna it was necessary to change this Act, which proved a difficult task as for years no government had parliamentary majority. Therefore, to the discontent of ministers and the desperation of higher education institutions, the process

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<sup>24</sup> Binary system means that education is organized into universities and polytechnic institutes.

<sup>25</sup> Polytechnic education – is a higher education in Portugal exists since 1986, when it was consecrated in Law n° 46/86, 14 October. After 1998 they were upgraded to institutions which are allowed to confer licenciatura degrees. After the Bologna Process in 2007, they have been allowed to offer 2nd cycle (masters') degrees to its students. The polytechnic higher education system provides more practical trainings.

<sup>26</sup> FERREIRA, J. B., MACHADO, M. L., SANTIAGO, R. A. (2008), The Polytechnic Higher Education Sector In Portugal, from Taylor, J. S. Brites Ferreira, J., Machado, M.L., Santiago, R. (Eds.) *The Development of Non-University Higher Education in Europe*, Springer, p. 191. last access 10-04-2012.

<sup>27</sup> NEAVE, G., AMARAL, A. (Eds.) (2012) *Higher education in Portugal 1974-2009: a nation, a generation*, London / New York: Springer, p. 270.

dragged on while some heated public debates took place<sup>28</sup>”. This Acts required for modification because the structure of degrees was incompatible with the terms set out in a Bologna Declaration.

“In 2004, the Government enacted legislation, which regulated certain elements in the Bologna package, more precisely those which did not conflict with the Comprehensive Law of 1986. Amongst them was the introduction of a curriculum credit system in keeping with the European Credit Transfer Scheme (ECTS), together with the learning contract, transcription of records, students and course information and the mandatory take-up of the Diploma Supplement<sup>29</sup>.”

According to A. Amaral and A. Veiga, the change of Acts was not an easy task because the degree structure was defined in the Constitution on the education system. As stated by J. B. Ferreira, M. L. Machado and R. A. Santiago, in 2005, a new government came together in a Parliament and on 30 August with Decree-Law 49/2005, Parliament passed this Decree-Law and introduced the necessary changes to the Constitution. Decree-Law 49/2005 was very important, because it opened an easier way for the implementation of the Bologna Process in Portugal.

According to A. Amaral and A. Veiga, ministers were discontent of HEIs, therefore the process dragged on in some heated public debates before the passing Decree-Law 74/2006.

“One such debate addressed the feeling that the compatibility of the binary system with the two-tier degree system should be carefully analyzed because it could put in danger the system’s structure. The proposal for replacing the initial degrees of universities and polytechnics by one single degree could have serious consequences, contributing to develop a unitary system<sup>30</sup>.” In addition, during this public debate subjects were considered such as the structure of higher education, degrees and diplomas, access, autonomy and regulation, funding, governance, evaluation and accreditation. According to the previously quoted authors, A. Amaral and A. Veiga, this debate addressed the proposal for equalizing higher

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<sup>28</sup> AMARAL, A., VEIGA, A., 2009, Survey on the implementation of the Bologna process in Portugal, *Higher Education*, Vol.57 n° 1, In

[http://www.ihep.org/assets/files/gcfp-files/Implementation\\_Bologna\\_Portugal.pdf](http://www.ihep.org/assets/files/gcfp-files/Implementation_Bologna_Portugal.pdf), p.3, last access 10-04-2012,

<sup>29</sup> NEAVE, G., AMARAL, A. (Eds.) (2012), p. 270.

<sup>30</sup> FERREIRA, J. B., MACHADO, M. L., SANTIAGO, R. A. (2008), *ibid.* p. 211.

education degrees between universities and polytechnics. In the past, polytechnics only awarded short cycle degrees, which were known as bacharelatos. During this debate, it was proposed to allow polytechnics to offer 2<sup>nd</sup> cycle (Master) degree programmes. This proposal could have serious consequences, contributing to developing a unitary system.

As stated in the survey by A. Amaral and A. Veiga, another debate that has been an interest of the higher education institutions is to confer post-graduate degrees, with polytechnics trying to become more similar to universities. “When the legislation was at last passed, it became visible that the government had aimed at preserving the binary system. At the same time made, HEIs made an attempt for a fast implementation of the new system considering the Bologna-followers would have advantage in the competition for students<sup>31</sup>.”

According to I.F. Silva and J. R. Duarte, after the long legislation process and debates, the Bologna Process was implemented through several Decree-Laws: No. 74/2006, which established higher education degrees, and diplomas, Decree-Law No. 88/2006, which created and defined Technological Specialization Courses (CET); and Decree-Law No. 64/2006, which defined special rules on access to higher education for students over 23. All these laws were very important to the changing of the higher education system and implementing a new set of rules for all institutions, state and private, and all course programs in Portugal. Besides this, these laws established that all courses had to be restructured by the academic year of 2008/2009, so that in 2009/2010 all would be in accordance with the law<sup>32</sup>.

#### **4.4 Implementation of the Bologna Process in Portugal**

“One of the main aims of the 17th Constitutional Government’s programme regarding its higher education policy for the period of 2005-2009 is to guarantee the qualification of Portuguese people in the European area, implementing the Bologna Process, a unique opportunity to promote higher education attendance, improve the quality and relevance of the

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<sup>31</sup> AMARAL, A., VEIGA, A., (2009), *ibid.* p. 3.

<sup>32</sup> SILVA, I. F., DUARTE, J.R., (2011), *New Learning identities, International Journal of Arts and Sciences*, Universidade Autónoma de Lisboa Luis Camões, Portugal, In <http://www.universidade-autonoma.pt/upload/galleries/new-learning-identities.pdf>, p.2, last access 10-04-2012.

courses offered, encourage the mobility of students and graduates and the internationalization of the courses<sup>33</sup>.”

As stated by the Direcção Geral do Ensino Superior (DGES) by the Ministério da Ciência, Tecnologia e Ensino Superior of Portugal, the first steps towards the legal reform of higher education were made in 2005. Decree-Law No. 42/2005 introduced the new credit system (ECTS) for the cycles of study, mobility and diploma supplement. This Law was adapted by many institutions during the transition period of the Bologna Process and quite fast progress was made by the institutions in the use of ECTS to facilitate the mobility of students<sup>34</sup>.

According to A. Amaral and A. Veiga, in March 2006, the Legal Framework for Degrees and Diplomas with the Decree-Law No. 74/2006 was divided into 3 cycles of study. “The proposal presented by the government at the time created a first cycle leading to a degree of *licenciatura*, thus replacing both the degree of *bacharel* conferred by the polytechnic system and the degree of *licenciatura* already conferred by the university system, which in the long run might cause the convergence of the present binary system of universities and polytechnics into a unitary system<sup>35</sup>.”

Later, developments in this context were established, in 2008 with the Decree-Law 107/2008, in 2009 with the Decree-Law 230/2009, and by means of other legislative changes. By the Law of 230/2009, the 1<sup>st</sup> cycle, *licenciatura* studies, changed its duration to 3 years. The 2<sup>nd</sup> cycle degree, master studies, maintains its duration of 2 years. The 3<sup>rd</sup> cycle, doctoral study programme, has a length of 3 years. This Law also approved rules on joint degrees and recognition of prior learning, including non-formal and informal learning.

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<sup>33</sup> DECREE-LAW NO. 74/2006, (2006), In

[http://www.mctes.pt/legislation/Decree\\_law74-2006.pdf](http://www.mctes.pt/legislation/Decree_law74-2006.pdf), (English version), p.1, last access 10-04-2012.

<sup>34</sup> DIRECÇÃO GERAL DO ENSINO SUPERIOR, (2008), *Framework for Higher Education Qualifications*, Ministério da Ciência, Tecnologia e Ensino superior, In

<http://www.dges.mctes.pt/DGES/pt/AssuntosDiversos/FHEQ/>, (English version), last access 11-04-2012.

<sup>35</sup> AMARAL, A., VEIGA, A. (2008), how does the Bologna process challenge national traditions of higher education institutions? In J. Välimaa and O.-H. Ylijoki (eds), *Cultural Perspectives on Higher Education*, Dordrecht: Springer. p. 253.

Mobility is being considered as a major political goal of the Bologna Process at both the national and European level. During the Bologna Process implementation with the Decree-Law No. 401/2007, of the 5<sup>th</sup> of April, active participation in mobility programs was created in Portugal. It was a successful engagement in the promotion of mobility both for students and academic staff around the EHEA.

“Lei n. 401/2007 de 5 de Abril, cria as condições para: incrementar a mobilidade entre instituições de ensino superior nacionais; facilitar o reingresso dos estudantes que tinham abandonado os estudos superiores; facilitar o ingresso no ensino superior português de estudantes que se encontram a frequentar o ensino superior no estrangeiro; assegurar a creditação das formações escolares adquiridas<sup>36</sup>.” According to A. Veiga, M. J. Rosa and A. Amaral, mobility programmes have played an important role in Portugal, mainly centred on the exchange of students and academic staff participation in various programmes, as well as the enrolment of a significant number of students from Portuguese speaking countries<sup>37</sup>.

“The increase of the attractiveness of Portugal for international students will probably follow the existing trends, although the potential of several countries in Asia (India, Japan, Sri Lanka, and China) and Latin America (outside Brazil) is promising. There has been a conspicuous increase in the attraction of students from those areas in the last years, usually at post-graduate or even post-doctoral level<sup>38</sup>.”

According to the Bologna Process report by S. F. Azevedo (2006), Decree-Law No. 42/2005 of the 22<sup>nd</sup> of February introduced the European credit transfer and accumulation system, the diploma supplement, the European scale for comparability of qualifications, the learning

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<sup>36</sup> MOTA, M. (2009), *Relatório de Ensino Superior*, Assembleia da República - Comissão de Educação e Ciência, In

[http://www.qi.uevora.pt/Relatorio\\_Final\\_GT\\_Ensino\\_Superior.pdf](http://www.qi.uevora.pt/Relatorio_Final_GT_Ensino_Superior.pdf), p. 14, last access 12-04-2012.

<sup>37</sup> VEIGA, A., ROSA, M.J., AMARAL, A. (2006), The Internationalization of Portuguese Higher Education: How Are Higher Education Institutions Facing this New Challenge? *Higher Education Management and Policy*, Vol.18 nº 2, Organisation for Economic Cooperation and Development, In <http://www.oecd-ilibrary.org>, p.118, last access 12-04-2012.

<sup>38</sup> MINISTRY OF SCIENCE AND HIGHER EDUCATION, *National Report on the implementation of Bologna process*, (2003), Portugal, In [http://www.ehea.info/Uploads/Documents/PORTUGAL\\_2003.PDF](http://www.ehea.info/Uploads/Documents/PORTUGAL_2003.PDF), (English version), p.4, last access 12-04-23.



agreement, the transcript of records and the information package in Portuguese higher education system<sup>39</sup>.

According to the webpage information of the University of Minho, this university was the first higher education institution to recognize the importance and value of the Diploma Supplement and to be awarded with the Diploma Supplement Label by the European Commission. Therefore, 1<sup>st</sup> and 2<sup>nd</sup> cycle graduates receive the Diploma Supplement in Portuguese and English languages free of charge. Additional information about various types of activities was included in the Diploma Supplement, widening the formal/institutional recognition of the graduate's academic path<sup>40</sup>.

“Lei n.º 49/2005, de 30 de Agosto, cria as condições legais para o desenvolvimento do acesso dos cidadãos à aprendizagem ao longo da vida a nível pós-secundário<sup>41</sup>.”

According to the Decree-Law No. 74/2006, conditions of access to higher education were created for those who did not choose to start studies after secondary education. Higher education institutions took up the responsibility to create conditions for recognizing the professional experience of these people<sup>42</sup>. In Portugal since 2007, a new agency started to work (Agência Nacional para a Qualificação, ANQ), in the context of the New Opportunities Initiative<sup>43</sup>. The main aims of the ANQ to lifelong learning programmes were: to strengthen vocational and technical knowledge and skills of young people and to develop basic and secondary educational and vocational training for the active population. The ANQ has also been responsible for the development of young and adult education policies in Portugal. After the new opportunities initiative, the LLP were orientated to strengthen basic, secondary and

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<sup>39</sup> AZEVEDO, S. F., (2006), *Bologna Process national report from Portugal*, general directorate for Higher Education, Portugal, In

[http://www.ehea.info/Uploads/Documents/National\\_Report\\_Portugal2007.pdf](http://www.ehea.info/Uploads/Documents/National_Report_Portugal2007.pdf), p.36, last access 12-04-2012.

<sup>40</sup> UNIVERSIDADE DO MINHO, (2012), *Suplemento ao Diploma*, In

<http://alunos.uminho.pt/Default.aspx?tabid=1&pageid=84>, (English version), last access 17-04-2012.

<sup>41</sup> MOTA, M. (2009), *ibid.* p. 12.

<sup>42</sup> DECREE-LAW NO. 74/2006, (2006), *ibid.* p.1.

<sup>43</sup> New Opportunities Initiative is the programme, which is trying to enhance the relatively low qualification levels of the Portuguese population, which generally involves older generations but also younger people. Thus, the guiding objective for New Opportunities is to bring the general schooling up to the upper secondary education level. The project has two main pillars: 1) Addressing the low levels of schooling (and high drop-out) among young people; 2) Raise the basic qualification levels of the adult population.

higher education levels. Therefore, a National Qualification system (NQS) <sup>44</sup> was created with Decree-Law No. 396/2007, which has reorganized professional training areas within the educational system and the labour market. The NQS proposed to ensure that all Portuguese citizens will achieve education to the 12<sup>th</sup> grade level.

According to A. L. Pires, the Decree-Law No. 64/2006 published on the 21<sup>st</sup> of March, created conditions for students over 23 not holding the standard requirements to access higher education. This Decree-Law No. 64/2006 allowed the organization of entrance exams for these students as well as the capacity for accreditation of the professional skills and non-formal and informal learning periods of the candidates. The legislation of 2006 provided a specific assessment system for adults who do not possess a secondary education diploma or equivalent, but have the capacity to study at this level of education, either in Universities or in Polytechnics<sup>45</sup>. In accordance with the Bologna Process report (2006) by S. F. Azevedo, with Decree-Law No. 64/2006, quite amazing numbers of enrolling students were reached. In 2006, about 14,500 students were approved by these exams and were able to apply for enrolment at higher education institutions<sup>46</sup>.

The government approved the quality assurance framework with the Decree-Law No. 1/2003. This framework is based on a group of principles and common procedures for the assurance of quality, validation and guiding levels in order to implement the qualification systems<sup>47</sup>. According to the Bologna Process national report by S. F. Azevedo, in promoting the quality of the system it was necessary to structure an internationally recognized quality assurance system, develop the model of assessment and financing, and develop a national system of accreditation<sup>48</sup>.

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<sup>44</sup> DECREE-LAW NO. 396/2007 (2007), In

<http://www.anqep.gov.pt/default.aspx?access=1>, (English version), last access 17-04-2012.

<sup>45</sup> PIRES, A. L. (2011), *European inventory on validation of non-formal and informal learning 2010 - Country report: Portugal*. European Commission, DG Education and Culture, p. 1.

<sup>46</sup> AZEVEDO, S. F., (2006), *ibid.* p.2.

<sup>47</sup> DIRECÇÃO GERAL DO ENSINO SUPERIOR, (2008), *Framework for Higher Education Qualifications*, Ministério da Ciência, Tecnologia e Ensino superior, In <http://www.dges.mctes.pt/DGES/pt/AssuntosDiversos/FHEQ/>, (English version), last access 12-04-2012.

<sup>48</sup> AZEVEDO, S. F., (2006), *ibid.* p.40.

According to Decree-Law No. 369/2007, of the 5<sup>th</sup> of November, the Agência de Avaliação e Acreditação do Ensino Superior (Agency for Assessment and Accreditation of Higher Education) was created, responsible for the quality assurance procedures in higher education institutions, as well as evaluation and accreditation of education<sup>49</sup>.

As stated by the Direcção Geral do Ensino Superior (DGES) by the Ministério da Ciência, Tecnologia e Ensino Superior of Portugal, consultation and accreditation was undertaken by the Ministries of Science, Technology and Higher Education, and Labour and Education. In October 2007, the European Parliament voted for the adaptation of the European quality framework for Lifelong Learning. Therefore, the next step in Portugal was taken to implement this framework at a national level. The National Qualification Frameworks (NQF) started to be established in 2007 with the implementation of the Legal Regime for the National Qualification System (NQS). The NQS encompasses all the entities of the education system, including those in higher level<sup>50</sup>.

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<sup>49</sup> MOTA, M. (2009), *ibid.* p.13.

<sup>50</sup> DIRECÇÃO GERAL DO ENSINO SUPERIOR, (2008), *Framework for Higher Education Qualifications*, Ministério da Ciência, Tecnologia e Ensino Superior, In <http://www.dges.mctes.pt/DGES/pt/AssuntosDiversos/FHEQ/>, (English version), last access 12-04-2012.

## 5. The Bologna Process at the University of Porto

With origins dating back to the eighteenth century the University of Porto is currently one of the largest and prestigious education and research institutions (by the students' number and the scientific courses) in Portugal, which gained long-lasting work and improvement of its standards and exceptional variety of courses, covering the whole range of study areas and all the levels of higher education.

As stated by the webpage Cidades das Profissões, the implementation of Bologna process at the University of Porto was one of the priority action lines undertaken at the University. The University authorities comply with European trends and changes related to the implementation of the Bologna Process, and started to implement Bologna process action lines at the University of Porto with the improvement of its international position. The first stage of the implementation process at the University of Porto has started in the academic year of 2006/2007 with the involvement of several faculties with the new cycles of study<sup>51</sup>. The implementation of the Bologna process at the University of Porto has been a difficult task and there has been some reaction and resistance to this from the academic staff.

According to the evaluation report of the University of Porto by G. Erhaegen, A. Blattler, C. Fenoll, etc., the University of Porto has been active in Bologna Process implementation, particularly in developing its educational programmes and through changing the degree structure, which was finalized at the end of the academic year 2008/2009. The Bologna Process implementation started through the reorganization of degree structure, from the basic degree into 3 years of Bachelor (1<sup>st</sup> cycle) and followed by the Master studies (2<sup>nd</sup> cycle) with a length of 1-2 years, and in total with 5 years of full length, both cycles of studies at the University of Porto. The Doctoral studies (3rd cycle) has a length of 3 years<sup>52</sup>.

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<sup>51</sup> CIDADES DAS PROFISSÕES, Página de Formação - Ensino Superior, *O processo de Bolonha na Universidade do Porto*, In

<http://cdp.portodigital.pt/educacao-e-formacao/ensino-superior/o-processo-de-bolonha-1/o-processo-de-bolonha-na-universidade-do-porto>, last access 19-04-2012.

<sup>52</sup> ERHAEGEN, G. BLATTLER, A., FENOLL, C., SAGLAMER, G., WALSH, P., (2010), *University of Porto Evaluation report*, Organization for Economic Co-operation and Development (OECD), In

[http://www.eua.be/Libraries/IEP/University\\_of\\_Porto\\_Final\\_Report.sflb.ashx](http://www.eua.be/Libraries/IEP/University_of_Porto_Final_Report.sflb.ashx), (English version), p.14, last access 19-04-2012.

## 5.1 Research aims

This chapter is orientated about the implementation of the Bologna Process at the University of Porto. The main aims of this part of the work are meant to reveal which Bologna Process action lines have been implemented at the University of Porto, to perceive what has been emphasized as important in the implementation and how this has affected International Cooperation policy, particularly *Outgoing* and *Incoming* international students mobility between the university and its foreign institutions. In addition, to get to know how the Bologna Process influenced the development of the new mobility programmes and student participation.

## 5.2 Implementation of the Bologna Process at the University of Porto

According to the evaluation report of the University of Porto (2010), every university has the responsibility to ensure the quality assurance in all higher education activities, which assure that study programmes have been developed according to the Bologna Process principles. The University of Porto recognized the importance of the establishment of quality assurance at university, therefore in 2006, the Rector set up the Continuous Improvement Office<sup>53</sup> at the Rectorate of the University of Porto with the mission of supporting a quality system. The office collected and disseminated relevant and necessary information about the university work and the procedures for monitoring, assessing and improving it. Plus, the *SIGARRA* system successfully provided the information about students' admissions, enrolment, agreements, etc. Furthermore, a new quality assurance Agency for Evaluation and Accreditation of Higher Education was created, which started its operation in 2009/2010, in terms of evaluation of the Portuguese higher education institutions<sup>54</sup>.

According to information of the University of Porto webpage, three main degree cycles (Licenciatura, Master and PhD studies) have successfully changed their length of studies. The 1<sup>st</sup> cycle studies leading to a graduate degree have a length between six and eight semesters with 180 and 240 ECTS credit respectively. At the University of Porto the 1<sup>st</sup> cycle courses

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<sup>53</sup> Continuous Improvement Office was created in Rectorate of the University of Porto, with the mission to establish a system aiming at supporting both the continuous improvement/enhancement and the promotion of a quality culture within the University.

<sup>54</sup> ERHAEGEN, G. BLATTLER, A., FENOLL, C., SAGLAMER, G., WALSH, P., (2010). *ibid.* p. 20.

mostly have 180 ECTS credits. A 1<sup>st</sup> cycle degree can be awarded for an integrated study cycle leading to a master degree or the so-called integrated master, which corresponds to 300 to 360 ECTS credits. “Therefore, the graduate degree (with a title different to the one in the master degree) will be awarded to those who achieve 180 ECTS credits, to which correspond the first six curricular semesters of work and a length between 10 to 12 semesters of curricular work”<sup>55</sup>.

The 2<sup>nd</sup> cycle degree of Master studies has a length between three and four semesters and corresponds to 90 and 120 ECTS credits. At the University of Porto, the largest majority of master courses have a length which corresponds to 120 ECTS credits<sup>56</sup>. The 3<sup>rd</sup> cycle, Doctoral (PhD) degree has a length between six and eight semesters, which corresponds to 180 and 240 ECTS credits, respectively, and this degree is awarded to students who have passed the public defence of the thesis<sup>57</sup>.

According to the evaluation report of the University of Porto by G. Erhaegen, A. Blatter, C. Fenoll, G. Saglamer and P. Walsh, student mobility is a strategic goal for the university and one of the action lines of the Bologna Process, which was stated in the Strategic plan of the University of Porto. As stated by the evaluation report of the University of Porto, the university is well advanced towards the mobility of students arriving from foreign countries to the University of Porto, “with 8.1% of the student body coming from outside Portugal in 2008/2009. Indeed, the university is among the top 40 in terms of *Incoming* mobility of Erasmus students and among the top 50 in *Outgoing* mobility.”<sup>58</sup>

The evaluation report of the University of Porto also stated that the University successfully implements this Bologna Process action and is among the top universities in the number of *Incoming* and *Outgoing* Erasmus students.

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<sup>55</sup> University of Porto, Page of U. Porto education, *1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> cycles*, In [http://sigarra.up.pt/up\\_uk/WEB\\_BASE.GERA\\_PAGINA?p\\_pagina=1001601](http://sigarra.up.pt/up_uk/WEB_BASE.GERA_PAGINA?p_pagina=1001601), (English version), last access 20-04-2012.

<sup>56</sup> University of Porto, Page of U. Porto education, *1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> cycles*, In [http://sigarra.up.pt/up\\_uk/WEB\\_BASE.GERA\\_PAGINA?p\\_pagina=1001399](http://sigarra.up.pt/up_uk/WEB_BASE.GERA_PAGINA?p_pagina=1001399), (English version), last access 20-04-2012.

<sup>57</sup> University of Porto, Page of U. Porto education, *1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> cycles*, In [http://sigarra.up.pt/up\\_uk/WEB\\_BASE.GERA\\_PAGINA?p\\_pagina=1001615](http://sigarra.up.pt/up_uk/WEB_BASE.GERA_PAGINA?p_pagina=1001615), (English version), last access 20-04-2012.

<sup>58</sup> ERHAEGEN, G. BLATTLER, A., FENOLL, C., SAGLAMER, G., WALSH, P., (2010). *ibid.* p. 21, 22.

As stated by the evaluation report of the University of Porto, the English language still is an important tool which should be developed at the University of Porto for the purpose of increasing the number of *Incoming* student. At this moment, in Portugal and at the University of Porto, the biggest numbers of foreign students are from Portuguese and Spanish speaking countries. “However, the blended teaching of English (the principal language of research) in mainstream programmes is necessary if the university wishes to increase the number of incoming students from outside the Portuguese-speaking countries<sup>59</sup>.”

According to S. Nunes, C. Ribeiro and G. David, SIGARRA, which is an integrated Higher Education Information System, developed and maintained by the university and used by the majority of the university’s institutions, was implemented at the University of Porto. SIGARRA has been designed so that every course should have all the necessary information, including the student workload of the professors with the actual time spent in each component, plus a diploma supplement and all the detailed information about the syllabus, lecturers, bibliography, etc<sup>60</sup>. This information system was very important during the Bologna Process implementation at the University of Porto because it was the first attempt to assign the credit system to all the courses with the results obtained through component workload specification. It also included the production of Diploma supplements, which SIGARRA presented by the corresponding HML schema<sup>61</sup>.

The European Credit Transfer System (ECTS) was implemented and at this moment it is used for the recognition of credits between the University of Porto and its foreign partners. According to the information represented in the webpage of the University of Porto, The ECTS is submitted through the application to the ECTS label. This is a label awarded by the European Union to Higher Education institutions to facilitate the mobility of students. All the

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<sup>59</sup> ERHAEGEN, G. BLATTLER, A., FENOLL, C., SAGLAMER, G., WALSH, P., (2010). *ibid.* p. 22.

<sup>60</sup> NUNES, S., RIBEIRO, C., DAVID, G. (2005), Supporting the Bologna Process in HE Information Systems, EUNIS’ 2005, Leadership & Strategy in a Cyber-infrastructure world, Universidade do Porto, p. 1.

<sup>61</sup>HML schema - determina regras rígidas para que os documentos possam ser considerados bem-formados e que são difíceis de manter por um utilizador humano. Esse rigor pode facilmente ser obtido se os documentos forem gerados por um programa mas exige muita disciplina a uma pessoa que produza um documento XML num editor de texto genérico.

detailed information about the ECTS Information Package is available online, as I mentioned above in the *SIGARRA* information system<sup>62</sup>.

### **5.3 The Bologna Process: promoting International Cooperation at the University of Porto**

One of the aims of the Bologna Process and the University of Porto is to establish European Higher Education based on International Cooperation and academic exchanges. According to the data of Relatório de Internacionalização of the University of Porto (2009/2010), it is possible to propose the idea that the university should work at this task actively and successfully. The University of Porto set up innovative cooperation activities through the establishment of cooperation agreements with universities from all over the world<sup>63</sup>. Besides, the University of Porto pays a great deal of attention to the development of International Cooperation by integrating itself into several international university cooperation networks and groups and by participating in a significant number of European educational, training and research programmes.

Nowadays, focusing on the quality of International Cooperation is a very important task in order to maintain a balance between educational and research programmes. The University of Porto actively participates in several EU and non-EU educational, training and research programmes and has widely promoted cooperation activities within the Erasmus programme<sup>64</sup>. According to the European commission proposed information, **Erasmus programme** is the European mobility programme, which seeks to enhance the quality and reinforce the European dimension of Higher Education by encouraging transnational

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<sup>62</sup> University of Porto, Page of U. Porto education, *1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> cycles*, In [http://sigarra.up.pt/up\\_uk/WEB\\_BASE.GERA\\_PAGINA?P\\_pagina=1001647](http://sigarra.up.pt/up_uk/WEB_BASE.GERA_PAGINA?P_pagina=1001647), (English version). last access 23-04-2012.

<sup>63</sup> Universidade do Porto (2009), Relatório de Internacionalização da Universidade do Porto, Reitoria da Universidade do Porto, p. 4.

<sup>64</sup> University of Porto, Page of International Cooperation, *Presentation*, In [http://sigarra.up.pt/up\\_uk/WEB\\_BASE.GERA\\_PAGINA?P\\_pagina=1001679](http://sigarra.up.pt/up_uk/WEB_BASE.GERA_PAGINA?P_pagina=1001679), (English version), last access 23-04-2012.



cooperation between universities with the full recognition of studies and qualifications throughout the European Union<sup>65</sup>.

The University of Porto has become an attractive place to study and research, therefore each year the number of *Incoming* students from various universities and areas of studies increases at the University of Porto. According to a report of the University of Porto, the University of Porto had 461 Erasmus Bilateral Agreements with European Higher Education Institutions in the academic year of 2009/2010<sup>66</sup>.

Along with handling the increase in the number of the students from the Erasmus programme, the University of Porto participates in other programmes which are part of the European Union's Lifelong Learning Programme, which also promotes better International Cooperation. Some of these programmes are Leonardo da Vinci, Comenius, Grundtvig, Erasmus Mundus, Tempus, Edulink, and the non-EU programmes, Atlantis, EU-Canada, Fulbright, etc.

**Leonardo da Vinci** supports vocational education and training in working with European partners to improve training skills and employability<sup>67</sup>. As stated in the European Commission's webpage, **the Comenius Programme** is focused on all levels of school education. This programme focuses on education from pre-school and primary to secondary schools. It is relevant for everyone involved in school education: mainly pupils and teachers, but also local authorities, representatives of parents' associations, non-government organizations, teacher training institutes and universities<sup>68</sup>.

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<sup>65</sup> European Commission, Page of Lifelong Learning programmes, *Erasmus*, Luxembourg: Office for Official Publications of the European Communities, In [http://ec.europa.eu/education/programmes/llp/structure/erasmus\\_en.html](http://ec.europa.eu/education/programmes/llp/structure/erasmus_en.html), last access 23-04-2012.

<sup>66</sup> Universidade do Porto (2009), *Relatório de Internacionalização da Universidade do Porto*, Reitoria da Universidade do Porto.

<sup>67</sup> UNITED KINGDOM NATIONAL AGENCY, (2012), Lifelong Learning Programme, *Leonardo da Vinci*, Birmingham, In <http://www.leonardo.org.uk/>, last access 23-04-2012.

<sup>68</sup> European Commission, Page of Lifelong Learning programmes, *Comenius: Europe in the classroom*, Luxembourg: Office for Official Publications of the European Communities, In [http://ec.europa.eu/education/lifelong-learning-programme/comenius\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/comenius_en.htm), last access 23-04-2012.

**The Grundtvig programme** is focused on the basis of teaching and study needs of learners taking adult education and alternative education courses. The aims of this programme are to develop the adult education sector, as well as enabling more people to participate in learning experiences in other European countries<sup>69</sup>.

In the University of Porto webpage, **the Erasmus Mundus** programme is described as a European Union programme, created to strengthen cooperation and mobility in the field of Higher Education. The objectives of this programme are to promote the European Union as a reference space of educational excellence throughout the world, and a better understanding between people and cultures through cooperation with third countries<sup>70</sup>.

According to the information represented in a British council learning<sup>71</sup> webpage, **Tempus** is a programme designed to help the process of social and economic reform in the Western Balkans, Eastern Europe, Central Asia, North Africa and the Middle East. The main objectives of this programme are mutual understanding, cooperation and the modernization of higher education<sup>72</sup>.

The University of Porto also has a programme called **EduLink**, which is a programme funded by the European Commission in Africa, the Caribbean, and the Pacific Group of States. The main aims of this programme are to improve the effectiveness, management, visibility and impact of the African, Caribbean and Pacific Group of States, along with supporting European Union (ACP-EU) cooperation in the field of higher education. It fosters regional integration through institutional networking and supports increased capacities and the quality of the higher education system<sup>73</sup>.

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<sup>69</sup> European Commission, Page of Lifelong Learning programmes, *Grundtvig: practical learning for adults*, Luxembourg: Office for Official Publications of the European Communities, In [http://ec.europa.eu/education/lifelong-learning-programme/grundtvig\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/grundtvig_en.htm), last access 23-04-2012.

<sup>70</sup> University of Porto, Page of International Cooperation, *Programmes - Erasmus Mundus*, In [http://sigarra.up.pt/up\\_uk/WEB\\_BASE.GERA\\_PAGINA?p\\_pagina=1001925](http://sigarra.up.pt/up_uk/WEB_BASE.GERA_PAGINA?p_pagina=1001925), (English version), last access 23-04-2012.

<sup>71</sup> British council learning is international organization for cultural relations and educational opportunities.

<sup>72</sup> BRITISH COUNCIL, Page of Programmes, *Tempus*, Manchester, In <http://www.britishcouncil.org/erasmus-programmes-tempus.htm>, last access 23-04-2012.

<sup>73</sup> AFRICA, CARIBBEAN AND PACIFIC GROUP OF STATES, *EduLink*, *About EduLink*, In

In the University of Porto webpage, **Atlantis** is a programme between the European Union countries and the United States, which was established in 1995 and designed by the European Commission and the US Department of Education. The main objective of the programme is to promote cooperation and better understanding between the people of the European Union and the United States of America to improve the quality of their human resources development<sup>74</sup>.

The University of Porto participates in a programme called **EU-Canada**, which was managed by the European Commission and the Department of Foreign Affairs and International Trade of Canada. The main aims of this programme are to promote better understanding between the people of the European Union and Canada, and to improve the quality of the development of their human resources<sup>75</sup>.

**The Fulbright** programme was created with the main objective to establish a cultural exchange programme for students and academic staff. It is administered by the US State Department through bi-national commissions and foundations in 51 countries and US Embassy services around the world, with a total of more than 140 countries participating. A Fulbright Regional Centre for Information is located at the University of Porto, where it is possible to get necessary information about Fulbright scholarships, US education and applications to US universities<sup>76</sup>.

Besides the mobility programmes, the University of Porto is open for international visits, which strengthen and maximize opportunities to share experiences, information and ideas about the institution's higher education activities and also develop sustainable collaborative relationships. The University of Porto (Rectorate of the University of Porto) organizes an International Week for foreign partners and other foreign universities twice a year in order to

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<http://www.acp-edulink.eu/node/23>, last access 24-04-2012.

<sup>74</sup> University of Porto, Page of International Cooperation, *Programmes - Atlantis*, In [http://sigarra.up.pt/up\\_uk/WEB\\_BASE.GERA\\_PAGINA?p\\_pagina=1001931](http://sigarra.up.pt/up_uk/WEB_BASE.GERA_PAGINA?p_pagina=1001931), (English version), last access 23-04-2012.

<sup>75</sup> University of Porto, Page of International Cooperation, *Programmes – EU-Canada*, In [http://sigarra.up.pt/up\\_uk/WEB\\_BASE.GERA\\_PAGINA?p\\_pagina=1001933](http://sigarra.up.pt/up_uk/WEB_BASE.GERA_PAGINA?p_pagina=1001933), (English version), last access 23-04-2012.

<sup>76</sup> University of Porto, Page of International Cooperation, *Programmes – Fulbright*, In [http://sigarra.up.pt/up\\_uk/WEB\\_BASE.GERA\\_PAGINA?p\\_pagina=1001935](http://sigarra.up.pt/up_uk/WEB_BASE.GERA_PAGINA?p_pagina=1001935), (English version), last access 23-04-2012.

strengthen International Cooperation by encouraging the exchange of best practices and experiences. During this week, the participants have the opportunity to discuss and share important topics and ideas related to the area of Internationalization.

#### **5.4 International students' *Outgoing* and *Incoming* mobility at the University of Porto**

International student mobility is one of the most important parts of the growing Internationalization at the University of Porto. It encompasses both international students arriving at the University of Porto (*In*) and Portuguese students going abroad (*Out*) to study in partner institutions, while they are registered at the institution. *Incoming* and *Outgoing* students have a great impact on a university to strengthen the International Cooperation partnership between the institutions and to raise the levels of international student mobility.

“The University of Porto is the largest university (Students: 27,690 of which 18,017 undergraduate and 9,673 postgraduate) in Portugal and one of the most prestigious teaching and research institutions in the country<sup>77</sup>.” Besides, the University of Porto is known as the university with the one of the biggest number of *Incoming* and *Outgoing* students mostly in the framework of Erasmus programme and Erasmus Mundus.

According to the Internationalization report of the University of Porto, in the academic year of 2009/2010, the University of Porto had 1252 *Incoming* students from 36 countries in the mobility programmes: Erasmus studies, Erasmus internship and *Freemovers*<sup>78</sup>, Leonardo da Vinci, Erasmus Mundus (Action 1<sup>79</sup> and Action 2<sup>80</sup>) and bilateral cooperation agreements.

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<sup>77</sup> QS WORLD UNIVERSITY RANKINGS, Page of Universities, *University of Porto*, In <http://www.topuniversities.com/institution/university-porto>, last access 25-01-2012.

<sup>78</sup> *Freemovers* are the students who would like to take courses at university outside the framework of an exchange programme. *Freemovers* may arrange their stay on an individual basis.

<sup>79</sup> Erasmus Mundus Action 1 - mobility programme with the implementation of joint programmes at post-graduate levels: Masters and Doctorates. This programme offers the possibility for the students from all over the world to undertake their studies in European higher education institutions. This action foresees the grant of scholarships for European and Third-countries students in order to support their post-graduation studies, resulting on the recognition of joint or double/multiple degrees, depending on the selected programme.

<sup>80</sup> Erasmus Mundus Action 2 – programme offers the participation of European and Third-countries institutions in order to implement mobility programmes for students, academic staff and researchers. This programme financially supports participation of undergraduate, master, doctorate, post-doctorate and teaching staff.

The bilateral cooperation agreements were validated with higher education institutions from North America, Africa and Asia.

At the University of Porto in the academic year of 2009/2010, *Incoming* students and researchers were mostly from Brazil, Spain, Italy, Cabo Verde, France, Poland and Germany. The greatest amount of participation was in the Erasmus programme (studies and internship) with 695 students from 26 countries, while others were from South America by bilateral cooperation agreements.

According to the Internationalization report of the University of Porto in the academic year of 2009/2010, there were 939 *Outgoing* students within the framework of the Erasmus programme (studies, internship and *Freemovers*), Erasmus Mundus (Action 1 and Action 2) and bilateral cooperation agreements at the University of Porto. Nobody participated in the Leonardo da Vinci programme that year, but in the previous year there were 41 students going to foreign institutions. Mostly Portuguese students participated in the mobility programmes in Brazil, Italy and Spain<sup>81</sup>.

The number of *Incoming* and *Outgoing* students grows every year at the University of Porto. *Incoming* students arrive from all over the world to study, research, or have an internship at the University of Porto under the programmes, such as Erasmus, Erasmus Mundus (Action 1 and Action 2), Leonardo da Vinci and through bilateral cooperation agreements. International students and researchers choose the University of Porto as their preferred higher education institution to undertake a period of studies or to complete their higher education studies. The number of *Outgoing* students going abroad through the same programmes is quite high at the university. Opportunities to carry out the mobility programmes are mostly offered under European programmes or bilateral cooperation agreements in more than 50 countries all over the world<sup>82</sup>.

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<sup>81</sup> Universidade do Porto (2009), *Relatório de Internacionalização da Universidade do Porto*, Reitoria da Universidade do Porto, p. 6, 8, 10,11, 18, 31.

<sup>82</sup> University of Porto, Page of International Cooperation, *Mobility - Students*, In [https://sigarra.up.pt/up\\_uk/WEB\\_BASE.GERA\\_PAGINA?p\\_pagina=1001493](https://sigarra.up.pt/up_uk/WEB_BASE.GERA_PAGINA?p_pagina=1001493), (English version), last access 26-04-2012.

## 6. Conclusion

In 1986, Parliament passed the Comprehensive Law of the Education System Act – Law No. 46/86, which was later changed to Decree Law No. 49/2005. After a long legislation process and debates the Bologna Process was implemented through the Decree-Law No. 74/2006. Decree-Law No. 74/2006 allowed the implementation of the Bologna Process to start in Portugal.

With the Decree-Law No. 42/2005, the new credit system (ECTS) corresponding to the three study cycles, mobility programmes and diploma supplement were introduced.

Moreover, with the Decree-Law No. 230/2009, the 1st cycle of study changed its duration to 3 years, the 2nd cycle continued its duration of 2 years and the 3rd cycle degree had a length of 3 years.

According to the Decree-Law No. 401/2007, active participation was created in the mobility programmes for the students and academic staff within the European Higher Education Area (EHEA).

The Decree-Law No. 49/2005 created conditions allowing access to higher education for all Portuguese citizens in Lifelong Learning programs, and according to the Decree-Law No. 64/2006, students over 23 years old had access to higher education.

The government approved the quality assurance, and according to the Decree-Law No. 369/2007, an Agency for Assessment and Accreditation of higher education was created.

The Bologna Process implementation at the University of Porto started in the academic year of 2007/2008. In 2006, the Rector decided to set up a Continuous Improvement Office at the Rectorate of the University of Porto, which could support a quality system at the university.

At the University of Porto, the 1st cycle changed its duration to 3 years.

According to an evaluation report of the University of Porto, the university improved the Incoming and Outgoing mobility of the students and the academic staff.

A higher education information system, SIGARRA, was implemented at the University of Porto.

The European Credit Transfer System was implemented at the University of Porto and is used for the recognition of credits between the University of Porto and its foreign partners.

According to the information in the University of Porto webpage, the university actively participates in several EU and non-EU educational, training and research programmes. The mobility programmes of the University of Porto are: Erasmus, Erasmus Mundus (Action I, Action II), Leonardo da Vinci, Comenius, Grundtvig, Tempus, Edulink, Atlantis, EU-Canada, and Fulbright.

As stated by the Internationalization report of the University of Porto (2009/2010), the university has one of the highest numbers of Incoming and Outgoing students in programmes such as: Erasmus and Erasmus Mundus.

## **7. Research project**

### **7.1 Research on the evolution of Erasmus Bilateral Agreements before and after the Bologna Process.**

The first part of the research focused on Erasmus Bilateral Agreements<sup>83</sup> by analyzing the lists of agreements, which were grouped by the year of validation, year of their beginning and end, country, partner institution and faculty.

One of the aims of this specific research project was to analyze how the Bologna Process implementation influenced International Cooperation, by observing the change in the number of Erasmus Bilateral Agreements between the University of Porto - and its foreign partners

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<sup>83</sup> The Erasmus Bilateral Agreement is the main document that must be endorsed by all participating universities and guarantees the full recognition of the joint program by each of the partners.

before and after the Bologna Process implementation. Another aim was to, analyze the lists of agreements and gain information about the faculties of the University of Porto, which have established Bilateral Agreements under the framework of Erasmus programmes with foreign countries, and with which countries (mostly). Along with this was an investigation into the evolution of the Erasmus Bilateral Agreements between the faculties of the University of Porto and foreign countries. In addition, this research will show which faculty of the University of Porto has signed<sup>84</sup> and validated<sup>85</sup> the most Erasmus Bilateral Agreements.

This research contributes to providing information for the faculties and the Rectorate of the University of Porto about the situation and the changes in foreign countries during the period of 2004/2005 to 2010/2011. The information shows the situation several years before and after the Bologna Process declaration was signed, as well as how the numbers have dramatically changed from 2004 until today.

All of this research data is important for the faculties and Rectorate of the University of Porto, in signing new or renewing old Erasmus Bilateral Agreements. It also provides information about changes in the evolution of the Erasmus Bilateral Agreements which may be related to or were caused by the Bologna Process implementation.

### **7.1.1 Research development**

All this information represents changes in the amounts of Erasmus Bilateral Agreements for each academic year from 2004 to 2011. The information was analyzed from the list of Erasmus Bilateral Agreements, which included all the validated agreements of each academic year and the agreements which had been signed and validated in the previous year and were still running in the next academic year (Ex. 2003/2004). The academic year means that during this year, the faculties of the University of Porto had Erasmus Bilateral Agreements, which were signed with a particular university. It is possible that Erasmus Bilateral Agreements

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<sup>84</sup> To sign Erasmus Bilateral Agreements means, that each agreement must be signed, stamped and dated by the specified representatives of the faculties of the University of Porto and the partner institution. The specified representative is the Erasmus Coordinator within the International Relations division.

<sup>85</sup> To validate Erasmus Bilateral Agreements means to make legally valid in the *SIGARRA* information system of the University of Porto. This action can be done by the responsible person of the SRI, who is in a charge of Erasmus Bilateral Agreements validation.



were signed and validated that academic year or earlier, because the duration of the agreements can be from 1 to 3 years.

The information was received from the SRI.

In addition, all the tables and charts below provide information about the foreign countries which had signed Erasmus Bilateral Agreements with each of the faculties, and which countries had or still have the largest number of agreements. I chose to present the graphics below from the largest faculties, such as - FEUP and FLUP, because of their domination throughout my entire investigation project.

*Table 2* shows the development and changes in Erasmus Bilateral Agreements which have been validated between the faculties of the University of Porto and foreign universities (*See Table 2*).

**Table 2: Erasmus Bilateral Agreements between the University of Porto and foreign universities in the academic year of 2004/2005.**

	AU	BE	BG	CZ	DK	EE	FI	FR	DE	GR	HU	IE	IT	LV	LT	NL	NO	PL	RO	SK	SI	ES	SE	CH	UK	Total:
FAUP	0	0	0	0	0	0	0	1	1	0	0	0	6	0	0	1	1	0	0	0	0	1	2	1	1	15
FBAUP	0	2	1	1	0	0	0	4	2	2	1	0	1	1	0	2	0	0	0	1	1	1	0	1	3	24
FCNAUP	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2
FCUP	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	1	0	7
FADEUP	0	2	0	0	1	0	0	2	0	0	1	0	2	0	0	0	0	0	0	0	0	4	0	0	0	12
FDUP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FEP	1	0	0	0	0	0	0	5	1	0	1	0	2	0	0	0	0	1	2	0	1	6	0	0	0	20
FEUP	1	3	1	2	2	1	1	11	13	2	1	0	6	0	2	2	2	5	3	0	0	12	4	1	3	78
FFUP	0	0	0	0	0	0	0	2	2	1	0	0	1	0	0	0	1	0	0	0	0	5	0	0	0	12
FLUP	2	4	0	2	2	0	3	13	27	1	1	1	14	2	0	3	2	3	2	0	0	15	3	2	8	110
FMUP	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	4
FMDUP	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
FPCEUP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ICBAS	0	0	0	0	1	0	0	1	1	0	0	0	3	0	0	1	0	0	0	0	0	0	1	0	0	8
<b>Total:</b>	4	13	2	6	6	1	5	41	47	6	5	1	36	3	2	9	5	11	7	1	2	48	11	6	15	293

\*Includes Switzerland.

According to *Table 2*, there are four main faculties – the Faculty of Arts (FLUP), Faculty of Engineering (FEUP), Faculty of Fine Arts (FBAUP) and the Faculty of Economy (FEP) - which had the highest number of Erasmus Bilateral Agreements in the academic year of 2004/2005. This means that FLUP had<sup>86</sup> 110 Erasmus Bilateral Agreements with foreign

<sup>86</sup> It means that one portion of the agreements had been signed and validated during the academic year of 2004/2005, and another portion had been signed and validated the previous year and was still running that year.

universities, and most of the agreements were signed with: German (27), Spanish (15), Italian (14) and French (13) universities. The Faculty of Engineering had the second largest number of agreements with the University of Porto. FEUP had 78 Erasmus Bilateral Agreements, and most of them were signed with German (13), Spanish (12), French (11) and Italian (6) universities.

The FMUP, FMDUP, FCUP AND FCNAUP group of faculties had the lowest number of Erasmus Bilateral Agreements in that academic year. I must point out that only one faculty, FPCEUP, had no agreements in the academic year of 2004/2005. This can be attributed to the fact that the faculty was still in the process of developing new partners.

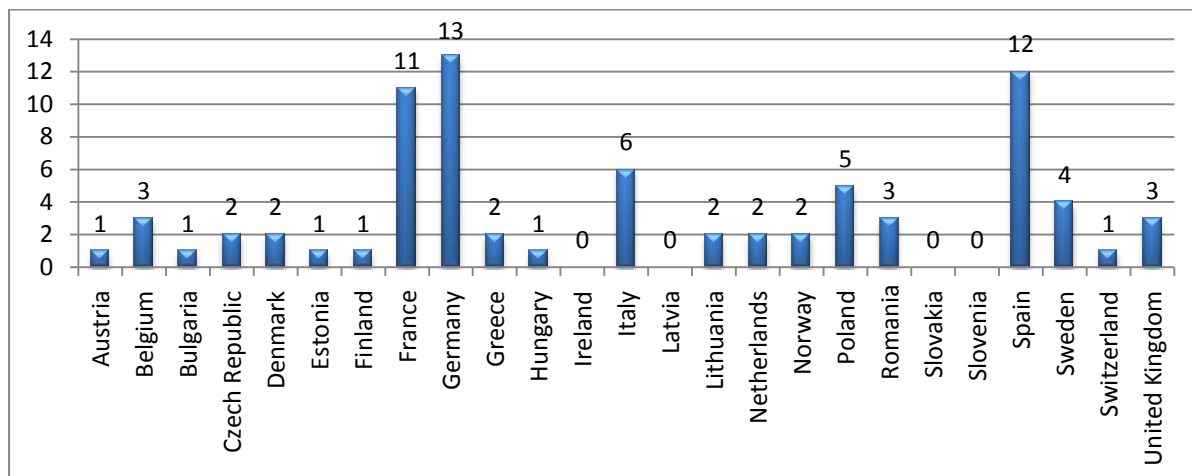
The reasons why most of the agreements were established with these faculties depend on the study area, faculty size and the working method of the responsible coordinator. *Table 1* also illustrates the International Cooperation in the academic year of 2004/2005, and that the University of Porto was in the process of developing new - or renewing old Bilateral Agreements with the universities of foreign countries.

*Chart 1* and *Chart 2* demonstrate the diversity of countries with which FEUP and FLUP had Erasmus Bilateral Agreements. The scale from 0 to 14 in *Chart 1* and scale from 0 to 30 in *Chart 2* show the number of Erasmus Bilateral Agreements by each country (*See Chart 1, Chart 2*).

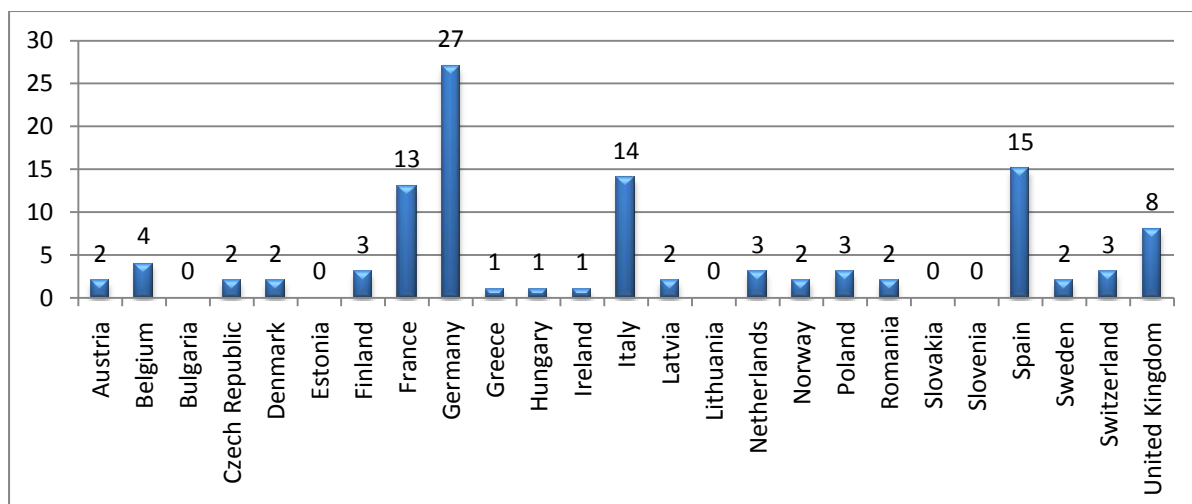
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These numbers include the total number of Erasmus Bilateral Agreements, which the faculty had in this academic year.

**Chart 1: International Cooperation at the Faculty of Engineering – Erasmus/Socrates in the academic year of 2004/2005.**



**Chart 2: International Cooperation at the Faculty of Arts – Erasmus/Socrates in the academic year of 2004/2005.**



Comparing *Chart 1* and *Chart 2*, most Erasmus Bilateral Agreements were with German, Spanish, French and Italian universities. FEUP had Erasmus Bilateral Agreements with German (13), Spanish (12), French (11) and Italian (6) universities, and FLUP had them with German (27), Spanish (15), Italian (14) and French (13) universities as well.

Both these *Charts* show us, that agreements with some Eastern European universities, such as Estonian, Lithuanian, Slovakian and Slovenian, were not developed yet.

Most of the faculties had validated agreements with these countries because of their proximity to the country and its language.

Table 3 shows the development and changes in Erasmus Bilateral Agreements which have been validated between the faculties of the University of Porto and foreign universities (See Table 3).

**Table 3: Erasmus Bilateral Agreements between the University of Porto and foreign universities in the academic year of 2005/2006.**

	AU	BE	BG	CZ	DK	EE	FI	FR	DE	GR	HU	IE	IT	LV	LT	NL	NO	PL	RO	SK	SI	ES	SE	CH	TR	UK	Total:
FAUP	0	0	0	1	0	0	0	5	3	1	0	0	7	0	0	1	1	1	0	0	0	4	2	2	0	1	29
FBAUP	0	2	1	1	0	0	0	6	2	2	1	0	3	1	0	2	0	0	0	1	1	3	0	1	1	4	32
FCNAUP	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2
FCUP	0	2	0	2	0	0	0	2	2	0	0	0	4	0	0	0	0	0	0	0	0	7	0	2	1	0	22
FADEUP	0	2	0	0	1	0	0	2	0	0	1	0	2	0	0	0	0	0	0	0	0	6	0	0	0	0	14
FDUP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
FEP	2	0	1	1	1	0	1	6	1	0	1	0	3	0	0	0	0	1	2	0	1	8	0	0	1	0	30
FEUP	1	3	1	2	2	1	3	17	13	2	1	0	10	0	2	3	2	5	6	2	1	15	4	1	1	3	101
FFUP	0	0	0	1	0	0	0	3	2	1	0	0	1	0	0	0	0	1	0	0	0	6	0	0	0	0	15
FLUP	2	5	0	2	2	0	3	17	32	1	1	3	16	2	0	3	2	4	3	1	1	22	3	2	1	9	137
FMUP	0	1	0	0	0	0	0	0	0	0	1	0	6	1	0	0	0	1	0	0	0	1	0	0	0	0	11
FMDUP	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	3
FPCEUP	0	1	0	0	0	0	0	2	0	0	0	0	2	0	0	0	0	1	1	0	0	1	0	0	0	0	8
ICBAS	0	1	0	0	1	0	1	1	2	0	0	0	6	0	0	2	0	0	0	0	0	5	3	0	0	0	22
<b>Total:</b>	5	17	3	10	7	1	9	62	57	7	6	3	60	4	2	11	5	14	12	4	4	80	13	8	6	17	427

\*Includes Switzerland.

Table 3 shows that in the academic year of 2005/2006, the University of Porto signed 6 Erasmus Bilateral Agreements with a Turkish University.

The faculties with the highest number of Erasmus Bilateral Agreements remained the same as in the previous year: Faculty of Arts (137), Faculty of Engineering (101), Faculty of Fine Arts (32), Faculty of Economy (30) and Faculty of Architecture (29). Table 3 shows that the total number of agreements (427) is surprisingly much larger than it was in the academic year of 2004/2005 with 293 agreements. From this point of view, is possible to state that the University of Porto was quite fast in developing this area of International Cooperation.

Finally, I must point out that FPCEUP, since the academic year of 2004/2005, increased its number of Erasmus Bilateral Agreements from 0 to 8. Table 3 shows a quite strong increase in almost all the faculties of the University of Porto.

According to the Relatório Evolutivo Erasmus of 2005/2006, *Table 4* illustrates the number of *Incoming* and *Outgoing* students by each of the faculties of the University of Porto (See *Table 4*).

**Table 4: Incoming/Outgoing students in the academic year of 2005/2006.**<sup>87</sup>

FACULTIES	INCOMING STUDENTS	OUTGOING STUDENTS	TOTAL
FAUP	79	74	153
FBAUP	54	37	91
FCNAUP	2	2	4
FADEUP	36	18	54
FCUP	27	18	45
FDUP	4	5	9
FEP	46	87	133
FEUP	83	136	219
FFUP	20	33	53
FLUP	136	58	194
FMDUP	2	2	4
FMUP	24	34	48
FPCEUP	23	12	35
ICBAS	25	26	51
<b>Total:</b>	<b>561</b>	<b>542</b>	<b>1093</b>

According to *Table 4*, the preferred faculties for European students (*Incoming* and *Outgoing*) were the Faculty of Engineering (219), Faculty of Arts (194), Faculty of Economy (133) and the Faculty of Architecture (153). The less commonly chosen faculties were the Faculty of Nutrition (4), Faculty of Dental Medicine (4) and the Faculty of Law (9). The biggest difference is between FEUP and FLUP - *Incoming* and *Outgoing* mobility. In 2005/2006 FEUP had 83 *Incoming* students and 136 *Outgoing* students, and FLUP had 136 *Incoming* students and 58 *Outgoing* students.

In addition, I have to highlight the fact that the number of Erasmus Bilateral Agreements and the student participation (*Incoming* and *Outgoing*) in mobility programmes still remains between the same faculties of the University of Porto.

<sup>87</sup> Includes Switzerland, Bilateral agreements and “Freemovers”, In,

Reitoria da Universidade do Porto (2006), Relatório Evolutivo Erasmus, Serviço de Relações Internacionais, p. 3, 8.

Table 5 shows the development and changes in Erasmus Bilateral Agreements between the faculties of the University of Porto and foreign universities (See Table 5).

**Table 5: Erasmus Bilateral Agreements between the University of Porto and foreign universities in the academic year of 2006/2007.**

	AU	BE	BG	CZ	DK	EE	FI	FR	DE	GR	HU	IE	IT	LV	LT	NL	NO	PL	RO	SK	SI	ES	SE	CH	TR	UK	Total:
FAUP	0	0	0	1	0	0	1	6	4	1	0	0	12	0	0	1	1	0	0	0	0	5	3	2	0	1	38
FBAUP	0	3	1	2	0	1	1	9	2	2	1	0	4	1	0	2	0	2	0	1	1	5	0	1	2	4	45
FCNAUP	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	4
FCUP	1	3	0	2	2	1	0	6	3	1	0	1	5	0	0	1	0	0	0	0	0	20	2	3	3	1	55
FADEUP	0	2	0	1	1	0	0	2	0	0	2	0	3	0	0	0	0	0	0	0	0	15	0	0	0	1	27
FDUP	0	4	0	0	0	0	0	6	3	0	0	0	1	0	0	0	0	0	0	0	0	6	0	0	0	0	20
FEP	2	0	1	2	1	0	3	7	2	0	1	0	5	1	1	0	0	1	2	0	1	10	0	0	1	0	41
FEUP	1	4	1	2	3	1	4	20	15	2	1	0	12	0	2	3	2	7	7	2	1	19	4	1	2	8	124
FFUP	0	0	0	1	0	0	0	7	3	1	0	0	3	0	0	0	0	3	0	0	0	12	0	0	0	4	34
FLUP	2	6	0	3	3	0	4	19	34	1	1	4	20	2	0	3	2	7	3	1	1	23	3	3	1	11	157
FMUP	0	1	0	2	0	0	0	1	2	0	2	0	6	1	0	0	0	2	1	1	0	4	1	0	1	0	25
FMDUP	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	1	0	4
FPCEUP	0	4	0	0	0	0	0	7	1	1	0	0	6	0	0	0	1	2	3	0	0	6	0	3	1	0	35
ICBAS	0	1	0	1	1	0	2	1	5	0	1	0	8	0	0	3	0	0	1	0	0	8	4	0	0	0	36
<b>Total:</b>	6	28	3	17	11	3	16	92	75	9	9	5	85	5	3	13	6	24	17	5	4	136	18	13	12	30	645

\*Includes Switzerland.

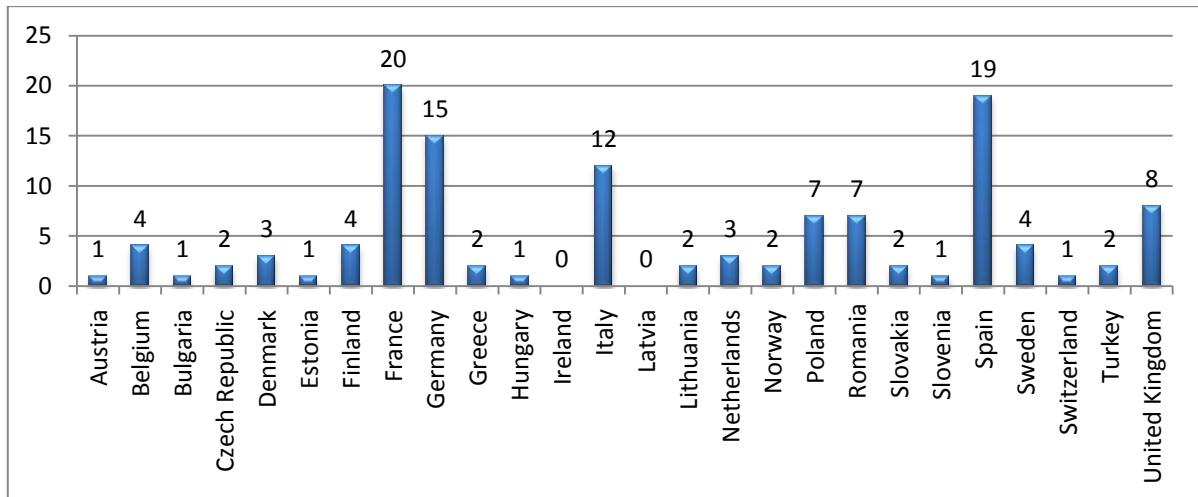
According to the results of Table 5, the Faculty of Arts (FLUP), Faculty of Engineering (FEUP), Faculty of Fine Arts (FBAUP), and the Faculty of Economy (FEP) were still the faculties with the largest number of Erasmus Bilateral Agreements. Table 5 shows us the big difference in the development of agreements since 2004/2005.

Remarkable progress was made after 2004/2005, and the number of Erasmus Bilateral Agreements increased significantly in 2006/2007 - in these faculties: FPCEUP from 0 to 35, FDUP from 0 to 20, FMUP from 4 to 25, ICBAS from 8 to 36 and FCUP from 7 to 55 agreements. It should be noted that the FCUP became one of the top five faculties having the highest number of agreements (55).

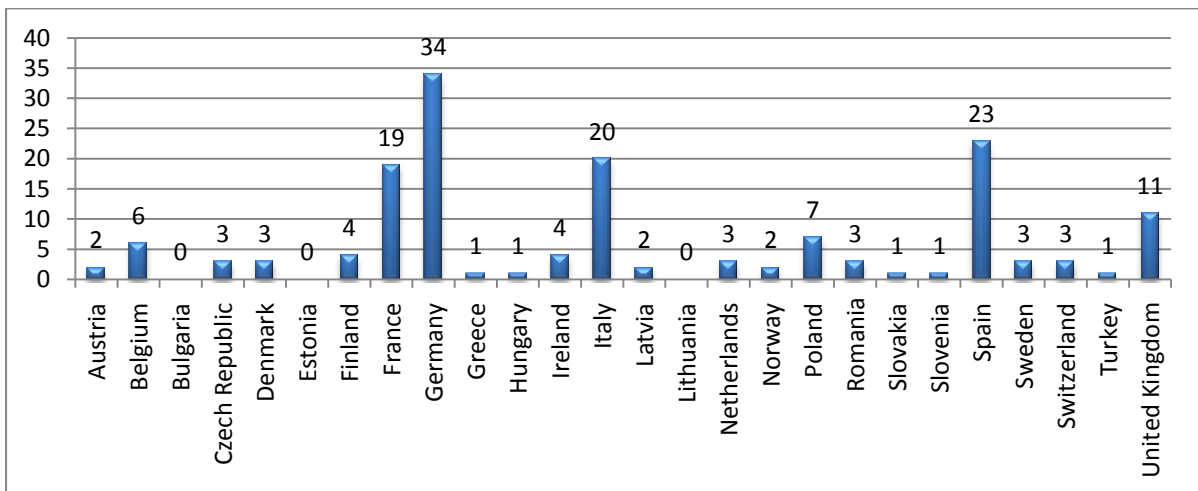
The academic year of 2006/2007 is one of the years that had the greatest development of agreements within the framework of the Erasmus programme. Table 5 clearly shows huge changes in the area of International Cooperation between the University of Porto and its foreign partners. Almost all the faculties of the University of Porto increased their number of Erasmus Bilateral Agreements after the academic year of 2004/2005.

*Chart 3* and *Chart 4* give us an account of the diversity of countries with which the FEUP and FLUP faculties had an Erasmus Bilateral Agreement (*See Chart 3, Chart 4*).

***Chart 3: International Cooperation at the Faculty of Engineering – Erasmus/Socrates in the academic year of 2006/2007.***



***Chart 4: International Cooperation at the Faculty of Arts – Erasmus/Socrates in the academic year of 2006/2007.***



According to *Chart 3* and *Chart 4*, these results were similar to the previous academic year of 2004/2005. The universities were from countries, such as: Germany, France, Spain and Italy. The results are slightly greater than before, but there is more difference among the other faculties of the University of Porto.

In 2006/2007, FLUP and FEUP established new Erasmus Bilateral Agreements with Estonian, Lithuanian, Slovakian and Slovenian Universities.

According to the Relatório de Internacionalização of the University of Porto for the academic year of 2006/2007, in *Table 6* it is possible to see the amounts of *Incoming* and *Outgoing* students for the various faculties of the University of Porto (*See Table 6*).

**Table 6: Incoming/Outgoing students in the academic year of 2006/2007.**<sup>88</sup>

FACULTIES	INCOMING STUDENTS	OUTGOING STUDENTS	TOTAL
FAUP	64	61	125
FBAUP	46	40	86
FCNAUP	1	2	3
FADEUP	27	20	47
FCUP	28	14	42
FDUP	5	6	11
FEP	54	76	130
FEUP	83	146	229
FFUP	11	35	46
FLUP	125	56	181
FMDUP	8	7	15
FMUP	42	47	89
FPCEUP	12	6	18
ICBAS	21	27	48
<b>Total:</b>	<b>526</b>	<b>543</b>	<b>1070</b>

Four faculties from the University of Porto – FEUP (229), FLUP (181), FEP (130) and FAUP (125) sent and received the majority of students. The Faculty of Nutrition still had the lowest rate in the academic year of 2006/2007. *Table 6* reports a slightly decreased total number of participants in mobility programmes, from 1093 to 1070 when compared to the previous year.

I must highlight the differences between the various Erasmus Bilateral Agreements, which increased quite a lot during this academic year, but the total number of participants (*Incoming* and *Outgoing*) in mobility programmes slightly decreased. In 2006/2007, FLUP had 125 *Incoming* students and 56 *Outgoing* students, and FEUP had 83 *Incoming* students and 146 *Outgoing* students. The participation of *Incoming* and *Outgoing* students in mobility programmes differed between FLUP and FEUP. There could have been some problems between the universities in the academic recognition of credits or study programmes from the previous years.

<sup>88</sup> Includes bilateral agreements, “Freemovers”, In,

Reitoria da Universidade do Porto (2006/2007), Relatório de Internacionalização, Serviço de Relações Internacionais, p. 6, 14.



Table 7 reports the development and changes in Erasmus Bilateral Agreements between the faculties of the University of Porto and foreign universities (See Table 7).

**Table 7: Erasmus Bilateral Agreements between the University of Porto and foreign universities in the academic year of 2007/2008.**

	AU	BE	BG	CY	CZ	DK	EE	FI	FR	DE	GR	HU	IS	IE	IT	LV	LT	NL	NO	PL	RO	SK	SI	ES	SE	CH	TR	UK	Total:
FAUP	1	2	0	0	1	0	0	1	6	4	0	0	0	0	11	0	0	1	1	0	0	0	1	6	3	2	0	1	41
FBAUP	0	0	1	0	2	0	1	2	9	3	2	1	0	0	4	1	0	1	0	3	0	1	1	5	0	1	3	2	43
FCNAUP	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	4
FCUP	1	2	0	0	2	2	1	0	5	6	1	0	0	1	5	0	0	4	0	4	0	0	0	21	2	2	4	1	64
FADEUP	0	2	1	0	1	1	0	0	2	0	0	2	0	0	3	0	0	1	0	0	0	0	0	18	0	0	0	1	32
FDUP	0	4	0	0	0	0	0	0	6	3	0	0	0	0	1	0	0	0	0	0	0	0	0	7	0	1	0	0	22
FEP	2	0	0	0	1	2	0	3	6	2	0	1	0	0	5	1	1	0	0	2	2	0	1	10	0	0	1	1	41
FEUP	2	3	1	0	4	3	1	4	16	12	4	1	0	1	11	0	2	3	2	6	5	0	1	17	4	1	5	6	115
FFUP	0	0	0	0	2	0	0	0	6	1	1	0	0	0	4	0	0	0	0	3	0	0	0	14	0	0	0	4	35
FLUP	2	6	0	1	4	3	0	3	18	33	2	2	1	4	22	2	0	5	3	8	4	1	1	25	3	2	1	12	168
FMUP	1	1	0	0	3	0	0	0	2	2	0	2	0	0	7	0	0	0	0	3	1	2	0	4	2	0	2	0	32
FMDUP	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	0	0	1	0	5
FPCEUP	0	4	0	0	0	0	0	0	6	2	1	0	0	0	6	0	1	0	2	3	2	0	0	9	1	3	1	0	41
ICBAS	1	2	0	0	1	1	0	2	3	5	0	1	0	0	8	0	0	1	0	0	1	0	0	11	3	0	0	0	40
<b>Total:</b>	<b>10</b>	<b>26</b>	<b>3</b>	<b>1</b>	<b>21</b>	<b>12</b>	<b>3</b>	<b>16</b>	<b>86</b>	<b>74</b>	<b>11</b>	<b>10</b>	<b>1</b>	<b>6</b>	<b>87</b>	<b>4</b>	<b>4</b>	<b>16</b>	<b>8</b>	<b>33</b>	<b>15</b>	<b>4</b>	<b>5</b>	<b>150</b>	<b>19</b>	<b>12</b>	<b>18</b>	<b>28</b>	<b>683</b>

\*Includes Switzerland.

In the academic year of 2007/2008, the Faculty of Arts validated Erasmus Bilateral Agreements with Cyprian and Icelandic universities.

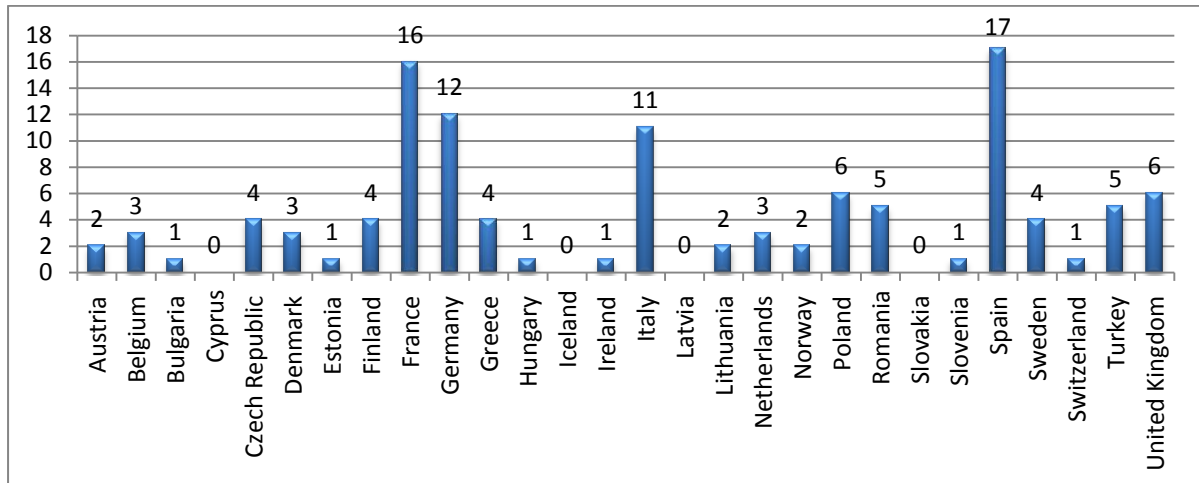
This year is known as the year when the Bologna Process was implemented at the University of Porto. In 2007/2008, the number of Erasmus Bilateral Agreements is stunning - 683, compared to the 293 agreements of the academic year of 2004/2005. Looking throughout the tables of previous years, the development of new or renewals of old Erasmus Bilateral Agreements were much more active and greater in 2007/2008, than during the Bologna Process implementation.

The majority of Erasmus Bilateral Agreements was led by FLUP (168), FEUP (115), FCUP (64) and FBAUP (43). The faculties with the lowest number of agreements were FCNAUP (4) and FMDUP (5). It is an interesting fact that Erasmus Bilateral Agreements slightly decreased in FEUP after 2006/2007, from 124 to 115.

The rest of the other faculties experienced substantial improvement compared to the previous years.

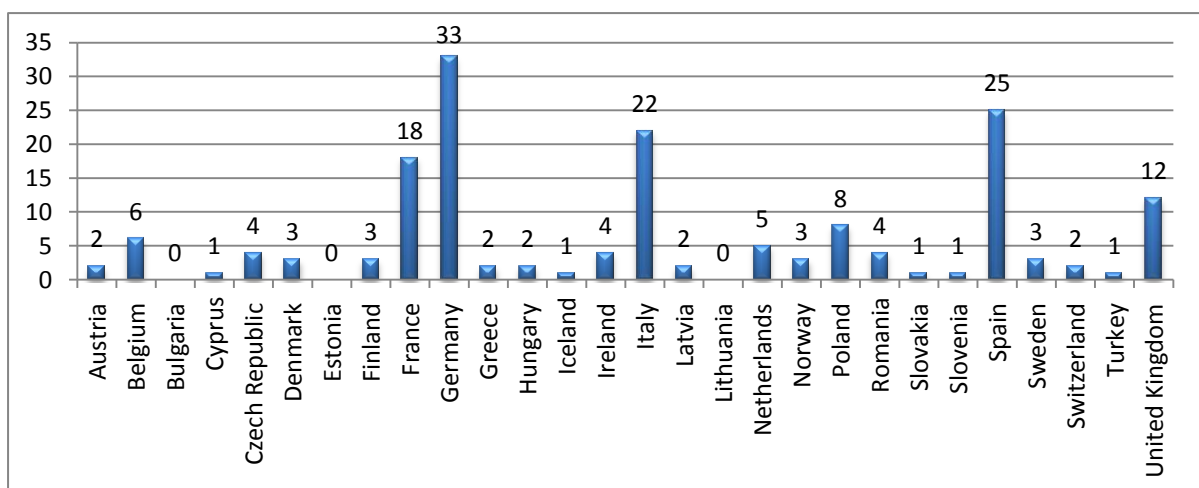
Chart 5 and Chart 6 give us an account of the diversity of countries with which the FEUP and FLUP faculties had Erasmus Bilateral Agreements (See Chart 5, Chart 6).

**Chart 5: International Cooperation at the Faculty of Engineering – LLP Erasmus in the academic year of 2007/2008.**



According to Chart 5, the leading universities with which the University of Porto had the greatest number of Erasmus Bilateral Agreements in 2007/2008 were from countries, such as: Spain, Italy, France, Germany, the United Kingdom, Belgium, Poland, the Czech Republic and Turkey.

**Chart 6: International Cooperation at the Faculty of Arts – LLP Erasmus in the academic year of 2007/2008.**



In Chart 6, I have highlighted that fact that the number of Erasmus Bilateral Agreements slightly decreased at FEUP compared to the previous years. The number mainly decreased

with universities from Spain, France, Italy, etc. One notable fact is that in 2005/2006, FEUP had Erasmus Bilateral Agreements with an Irish University, but in 2006/2007, FEUP did not have any agreements with an Irish university. It was only renewed again in 2007/2008. In addition, FLUP validated new agreements with Cyprian and Icelandic universities.

According to the Relatório de Internacionalização of the University of Porto for the academic year of 2007/2008, in *Table 8* it is possible to see the amounts of *Incoming* and *Outgoing* students by the various faculties of the University of Porto (*See Table 8*).

**Table 8: Incoming/Outgoing students in the academic year of 2007/2008.**<sup>89</sup>

FACULTIES	INCOMING STUDENTS	OUTGOING STUDENTS	TOTAL
FAUP	81	67	148
FBAUP	52	46	98
FCNAUP	6	0	6
FADEUP	36	23	59
FCUP	31	26	57
FDUP	10	7	17
FEP	96	88	184
FEUP	183	150	333
FFUP	51	48	99
FLUP	63	56	119
FMDUP	10	8	18
FMUP	52	50	102
FPCEUP	13	9	22
ICBAS	46	32	78
<b>Total:</b>	<b>730</b>	<b>610</b>	<b>1340</b>

*Table 8* shows the faculties (FLUP, FEUP, FEP, FAUP) who sent and received the majority number of students. According to this data, FEUP had the largest number of *Incoming* and *Outgoing* students (333). In this case, it is possible to see the significant amount of progress made by this faculty, from 83 to 183 *Incoming* students who participated in mobility programmes. Nevertheless, FLUP reports a decreasing number of students, from 125 in 2006/2007 to 63 in 2007/2008. The decrease of student participation in these mobility programmes, could be because of the “home” and “host” universities having difficulties in defining the learning agreements or the academic recognition of the Erasmus study programmes. The implementation of the Bologna Process started this year, so it could have been responsible for these problems and the decrease of students in mobility programmes. The rest of the faculties maintained a substantial improvement.

<sup>89</sup> Includes Erasmus studies and Internship, Bilateral agreements, and “freemovers”, In Reitoria da Universidade do Porto (2007/2008), Relatório de Internacionalização, Serviço de Relações Internacionais, p. 5,10.

Table 9 shows the development and changes in Erasmus Bilateral Agreements between the faculties of the University of Porto and foreign universities (See Table 9).

**Table 9: Erasmus Bilateral Agreements between the University of Porto and foreign universities in the academic year of 2008/2009.**

	AU	BE	BG	CY	CZ	DK	EE	FI	FR	DE	GR	HU	IS	IE	IT	LV	LT	NL	NO	PL	RO	SK	SI	ES	SE	CH	TR	UK	Total:
FAUP	1	0	0	0	1	0	0	1	6	4	0	0	0	0	11	0	0	1	1	0	0	0	1	6	3	2	0	1	39
FBAUP	1	3	1	0	2	0	1	2	8	3	1	3	1	0	6	1	0	3	0	3	0	1	1	8	0	1	3	3	56
FCNAUP	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	2	1	0	0	1	7
FCUP	1	2	0	0	2	2	1	0	6	6	0	1	0	1	7	0	0	4	0	5	1	1	0	21	1	2	4	1	69
FADEUP	0	2	1	0	1	2	0	0	2	0	2	0	0	0	3	0	0	1	0	0	0	0	0	22	0	0	0	1	37
FDUP	0	4	0	0	0	0	0	0	6	3	0	0	0	0	1	0	0	0	0	0	0	0	0	7	0	1	0	0	22
FEP	2	0	0	0	2	2	0	3	6	2	1	0	0	0	5	1	1	0	0	3	2	0	1	11	0	0	1	1	44
FEUP	2	2	1	0	4	3	1	4	14	12	1	4	0	1	12	0	2	4	2	6	6	1	1	18	4	1	3	3	112
FFUP	0	1	0	0	2	0	0	0	7	1	0	2	0	0	6	0	0	0	0	4	0	0	0	16	0	0	0	4	43
FLUP	2	6	1	1	4	3	0	3	20	36	2	2	1	3	23	2	0	4	3	8	4	1	1	26	4	2	2	10	174
FMUP	1	2	0	0	3	0	0	0	2	2	3	0	0	0	8	1	0	0	0	4	1	2	0	6	2	0	2	0	39
FMDUP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	0	0	1	0	4
FPCEUP	0	6	0	0	2	0	0	0	7	3	1	1	0	0	9	0	1	1	2	3	3	1	0	12	1	3	1	0	57
ICBAS	1	2	0	0	1	1	0	1	3	5	1	0	0	0	9	0	0	1	0	0	2	0	0	11	4	0	2	0	44
<b>Total:</b>	<b>11</b>	<b>30</b>	<b>4</b>	<b>1</b>	<b>24</b>	<b>13</b>	<b>3</b>	<b>15</b>	<b>87</b>	<b>78</b>	<b>12</b>	<b>13</b>	<b>2</b>	<b>5</b>	<b>100</b>	<b>5</b>	<b>4</b>	<b>20</b>	<b>8</b>	<b>37</b>	<b>19</b>	<b>7</b>	<b>5</b>	<b>168</b>	<b>20</b>	<b>12</b>	<b>19</b>	<b>25</b>	<b>747</b>

\*Includes Switzerland.

According to Table 9, the total number of Erasmus Bilateral Agreements was 747. Compared with the previous year of 2007/2008, there were 64 agreements more.

FPCEUP significantly improved from 8 agreements in 2005/2006 to 57 Erasmus Bilateral Agreements and became one of the five faculties having the greatest number of agreements in the academic year of 2008/2009.

The number of Erasmus Bilateral Agreements continued with a slight improvement and without any great progress compared to the previous years. It is important to note that FEUP did not make any new progress from 2006/2007. The reason could have been the “sleeping partner”<sup>90</sup> phenomenon, a problem in defining a learning agreement, or credit recognition between both universities.

<sup>90</sup> The “sleeping partner” phenomenon means the occurrence of a situation where the university did not receive any students from the partner universities during the duration of an agreement.

According to the Relatório de Internacionalização of the University of Porto for the academic year of 2008/2009, in *Table 10* it is possible to see the number of *Incoming* and *Outgoing* students for the various faculties of the University of Porto (*See Table 10*).

**Table 10: Incoming/Outgoing students in the academic year of 2008/2009.**<sup>91</sup>

FACULTIES	INCOMING STUDENTS	OUTGOING STUDENTS	TOTAL
FAUP	66	59	125
FBAUP	60	37	97
FCNAUP	5	10	15
FADEUP	12	7	19
FCUP	32	33	65
FDUP	9	4	14
FEP	47	107	154
FEUP	93	176	269
FFUP	23	41	64
FLUP	130	74	204
FMDUP	7	11	18
FMUP	57	63	120
FPCEUP	35	13	48
ICBAS	27	34	61
<b>Total:</b>	<b>607</b>	<b>669</b>	<b>1272</b>

According to *Table 10* it is necessary to highlight the fact that after 2007/2008, the number of *Incoming* students decreased in several faculties. The students decreased in FAUP from 81 to 66, FADEUP from 36 to 12, FEP from 96 to 47, FEUP from 183 to 93, FFUP from 51 to 23, FMDUP from 10 to 7 and ICBAS from 46 to 27.

The number of students may have decreased for the same various reasons given for the previous years as well. One of them - could have been financial support, or not receiving full recognition of the study programme after coming back to the home<sup>92</sup> university. Plus, study programmes can be quite different when comparing the programmes of the home and host<sup>93</sup> universities.

Finally, I must point out the increase in the *Incoming* students in FLUP, from 53 to 130. This faculty showed a large increase as compared with previous years. It could be that it became a more attractive study area or was due to newly established agreements between FLUP and other foreign partners.

<sup>91</sup> Includes Erasmus studies, internship and “Freemovers”, In

Reitoria da Universidade do Porto (2008/2009), Relatório de Internacionalização, Serviço de Relações Internacionais, p. 6, 15.

<sup>92</sup> Home university means the university which sent the Erasmus student to the partner university.

<sup>93</sup> Host University means the university which received an Erasmus student.

Table 11 shows the development and changes in Erasmus Bilateral Agreements between the faculties of the University of Porto and foreign universities (See Table 11).

**Table 11: Erasmus Bilateral Agreements between the University of Porto and foreign universities in the academic year of 2009/2010.**

	AU	BE	BG	CY	HR	CZ	DK	EE	FI	FR	DE	GR	HU	IS	IE	IT	LV	LU	LT	NL	NO	PL	RO	SK	SI	ES	SE	CH	TR	UK	Total:
FAUP	1	0	0	0	0	1	0	0	1	6	4	0	0	0	0	11	0	0	0	1	1	0	0	0	1	6	3	2	0	2	40
FBAUP	1	3	1	0	0	2	0	2	2	9	3	3	1	1	0	6	1	0	0	3	0	5	0	1	1	8	0	1	3	3	60
FCNAUP	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2	1	0	0	1	7
FCUP	1	2	0	0	0	2	2	1	0	7	8	1	0	0	1	9	0	0	0	4	0	7	1	1	0	22	2	2	5	1	79
FADEUP	0	2	1	0	0	2	2	0	0	2	1	1	2	0	0	3	0	0	0	1	0	0	1	0	0	23	0	0	0	1	42
FDUP	0	6	0	0	0	0	0	0	0	6	3	0	0	0	0	3	0	0	0	0	0	0	0	0	0	10	0	1	0	1	30
FEP	2	0	0	0	0	2	2	0	3	7	3	0	1	0	0	6	1	1	0	0	0	3	2	0	1	11	0	0	2	2	49
FEUP	2	3	0	0	1	6	4	1	4	14	11	2	1	0	1	13	0	2	0	4	2	3	9	2	1	16	4	2	3	5	116
FFUP	0	2	0	0	0	2	0	0	1	9	1	2	0	0	0	8	0	0	0	0	0	4	0	0	0	17	0	0	0	4	50
FLUP	2	6	1	1	0	4	3	0	3	22	37	2	3	1	3	25	2	2	1	4	3	10	5	2	1	26	4	2	4	11	190
FMUP	0	2	0	0	0	3	0	0	0	1	2	0	3	0	0	8	1	0	0	0	0	4	1	1	1	6	2	0	2	0	37
FMDUP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	0	0	1	0	4
FPCEUP	0	6	0	0	0	2	0	0	0	7	4	1	1	0	0	9	0	1	0	1	2	4	3	1	0	15	1	3	2	3	66
ICBAS	2	2	0	0	0	1	1	0	1	3	4	0	1	0	0	10	0	0	0	1	0	0	2	0	0	13	3	0	3	0	47
<b>Total:</b>	11	34	3	1	1	27	14	4	16	93	82	12	13	2	5	111	5	6	1	20	8	41	24	8	6	177	20	13	25	34	817

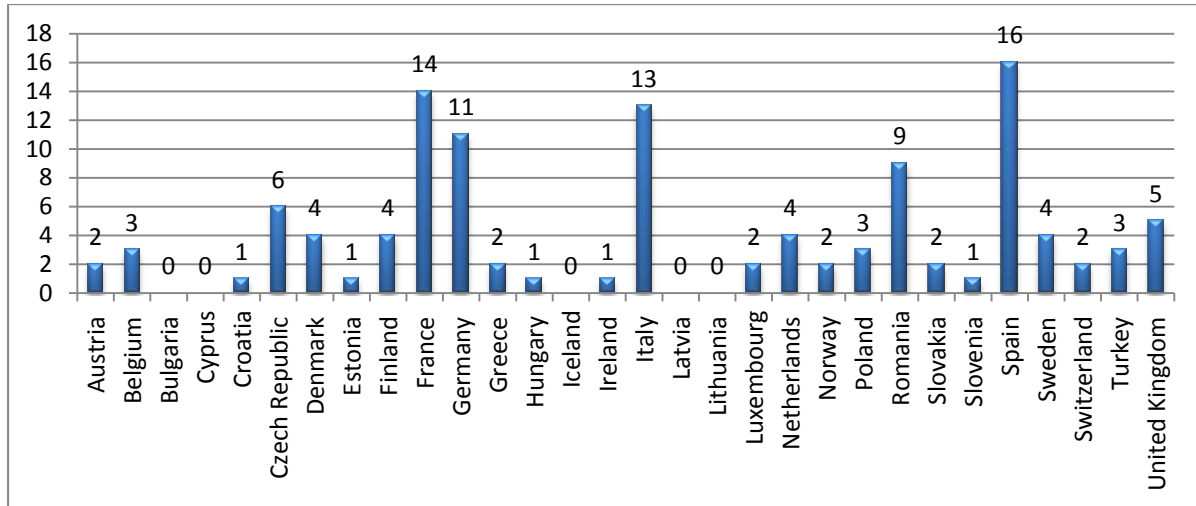
\*Includes Switzerland.

The results of the Table 11 show that in the academic year of 2009/2010, Erasmus Bilateral Agreements have been validated with universities from countries, such as Croatia and Luxembourg, which had no agreements signed earlier. FEUP validated Erasmus Bilateral Agreements with universities from Croatia and Luxembourg. Plus, the faculties of Economy, FEP, FLUP and FPCEUP validated agreements with a Luxembourgian University.

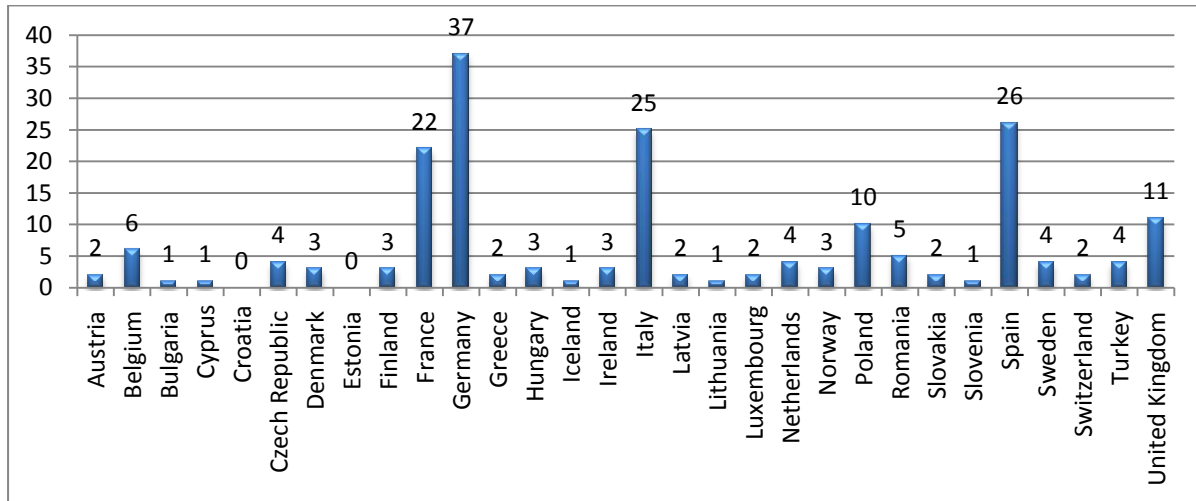
The total number of Erasmus Bilateral Agreements was 817 in the academic year of 2009/2010. Among the faculties with the lowest number of agreements were FMDUP (4) and FCNAUP (7), yet they too had a slight improvement. The highest number of agreements was still maintained by FLUP (190), FEUP (116), FCUP (79), FPCEUP (66) and FBAUP (60). Overall, this academic year showed a slight increase in almost all the faculties of the University of Porto when compared to the previous year.

Chart 7 and Chart 8 report about the diversity of the countries with which the FEUP and FLUP faculties had Erasmus Bilateral Agreements (See Chart 7 and Chart 8).

**Chart 7: International Cooperation at the Faculty of Engineering – LLP Erasmus in the academic year of 2009/2010.**



**Chart 8: International Cooperation at the Faculty of Arts – LLP Erasmus in the academic year of 2009/2010.**



According to Chart 7 and Chart 8, the results changed slightly from the ones seen in 2007/2008. FEUP and FLUP had Erasmus Bilateral Agreements with the same universities from Germany, France, Spain and Italy. The results were slightly higher than in the previous year. Only one difference: FLUP maintained better International Cooperation with Eastern European countries.

According to the Relatório de Internacionalização of the University of Porto for the academic year 2009/2010, in *Table 12* it is possible to see the number of *Incoming* and *Outgoing* students for the various faculties of the University of Porto (*See Table 12*).

**Table 12: Incoming/Outgoing students by each faculty in the academic year of 2009/2010.**

94

FACULTIES	INCOMING STUDENTS	OUTGOING STUDENTS	TOTAL
FAUP	106	80	186
FBAUP	103	43	146
FCNAUP	22	19	41
FADEUP	75	30	105
FCUP	84	54	138
FDUP	47	11	58
FEP	67	129	196
FEUP	206	264	470
FFUP	46	91	137
FLUP	232	54	286
FMDUP	6	11	17
FMUP	91	62	153
FPCEUP	108	17	125
ICBAS	49	74	123
<b>Total:</b>	<b>1243</b>	<b>939</b>	<b>2182</b>

*Table 12* shows surprisingly fast progress regarding *Incoming* mobility compared to the previous year. Almost every faculty received a higher number of students in the academic year of 2009/2010 compared to the data of 2008/2009: FEUP from 93 to 206, FLUP from 130 to 232, FEP from 47 to 76, FDUP from 9 to 47, FCUP from 32 to 84, FADEUP from 12 to 75, FBAUP from 60 to 103, FAUP from 66 to 106, FMUP from 57 to 91, FPCEUP from 36 to 108, ICBAS from 27 to 49, and FCNAUP from 5 to 22 students. In the *Outgoing* mobility column, there was a slight increase for almost every faculty.

In 2009/2010, the number of *Incoming* and *Outgoing* students increased. This could be due to the fact that after the implementation of the Bologna Process, universities adopted a new credit system and it became easier to recognize and credit the Erasmus study periods between the “home” and “host” universities.

<sup>94</sup> Includes Erasmus studies, internship and “Freemovers”, In

Reitoria da Universidade do Porto (2009/2010), Relatório de Internacionalização, Serviço de Relações Internacionais, p. 8, 18.



*Table 13* gives us an account of the development and changes in Erasmus Bilateral Agreements between the faculties of the University of Porto and foreign universities (*See Table 13*).

***Table 13: Erasmus Bilateral Agreements between the University of Porto and foreign universities in the academic year of 2010/2011.***

	AU	BE	BG	CY	HR	CZ	DK	EE	FI	FR	DE	GR	HU	IS	IE	IT	LV	LU	LT	NL	NO	PL	RO	SK	SI	ES	SE	CH	TR	UK	Total:
FAUP	1	0	0	0	0	1	0	0	1	7	5	0	0	0	0	8	0	0	0	1	1	1	0	0	1	5	3	2	0	2	39
FBAUP	1	3	1	0	0	2	0	2	2	8	3	3	1	1	0	6	1	0	0	2	0	5	0	1	1	8	0	1	2	3	57
FCNAUP	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	3	1	0	0	1	8
FCUP	1	2	0	0	0	1	2	1	0	7	8	2	1	0	1	8	0	1	0	4	0	7	1	2	0	23	2	2	6	2	84
FADEUP	0	2	1	0	0	2	2	0	0	2	2	2	1	0	0	4	0	0	0	1	0	0	1	0	0	23	0	0	0	0	43
FDUP	0	5	0	0	0	0	0	0	0	5	3	0	0	0	0	4	0	0	0	0	0	0	0	0	0	11	0	1	0	1	30
FEP	2	0	0	0	0	2	2	0	3	7	3	0	1	0	0	6	1	1	0	1	0	4	2	0	1	11	0	0	2	1	50
FEUP	2	3	0	0	1	5	4	1	5	17	11	4	1	0	2	11	0	2	0	3	2	4	8	1	1	13	5	3	5	8	122
FFUP	0	2	0	0	0	2	0	0	1	8	1	2	0	0	0	11	0	0	0	0	0	5	0	1	0	17	0	0	0	4	54
FLUP	2	7	1	1	0	5	2	0	3	21	36	2	3	1	3	26	2	2	1	3	1	14	5	2	1	26	4	2	6	11	193
FMUP	1	2	0	0	0	3	0	0	0	1	2	0	3	0	0	8	1	0	0	0	0	5	1	1	2	6	2	0	2	0	40
FMDUP	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	0	0	1	0	5
FPCEUP	0	6	1	0	1	3	0	0	1	7	4	1	1	0	0	9	0	1	0	1	1	4	3	1	0	16	1	4	3	5	74
ICBAS	2	2	0	0	0	1	1	0	1	2	3	1	1	0	0	10	0	0	0	1	0	1	2	1	0	13	3	0	1	0	46
<b>Total:</b>	<b>12</b>	<b>34</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>27</b>	<b>13</b>	<b>4</b>	<b>18</b>	<b>93</b>	<b>82</b>	<b>17</b>	<b>13</b>	<b>2</b>	<b>6</b>	<b>111</b>	<b>5</b>	<b>7</b>	<b>1</b>	<b>18</b>	<b>5</b>	<b>51</b>	<b>23</b>	<b>10</b>	<b>7</b>	<b>177</b>	<b>21</b>	<b>15</b>	<b>28</b>	<b>38</b>	<b>845</b>

\*Includes Switzerland.

According to the results in *Table 13*, the University of Porto had 845 Erasmus Bilateral Agreements in the year of 2010/2011. The differences between the Erasmus Bilateral Agreements from the previous year were quite small; just 28 new agreements were validated in that academic year.

The leading faculties in their number of Erasmus Bilateral Agreements were: Faculty of Arts (193), Faculty of Engineering (122), Faculty of Sciences (84), Faculty of Psychology and Education Sciences (74) and Faculty of Fine Arts (57).

Table 14 below illustrates the evolution of the Erasmus Bilateral Agreements from 2004/2005 to 2010/2011. (See Table 14)

**Table 14: Evolution of the Erasmus Bilateral Agreements before and after the Bologna Process.**

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
FAUP	15	29	38	41	39	40	39
FBAUP	24	32	45	43	56	60	57
FCNAUP	2	2	4	4	7	7	8
FCUP	7	22	55	64	69	79	84
FADEUP	12	14	27	32	37	42	43
FDUP	0	1	20	22	22	30	30
FEP	20	30	41	41	44	49	50
FEUP	78	101	124	115	112	116	122
FFUP	12	15	34	35	43	50	54
FLUP	110	137	157	168	174	190	193
FMUP	4	11	25	32	39	37	40
FMDUP	1	3	4	5	4	4	5
FPCEUP	0	8	35	41	57	66	74
ICBAS	8	22	36	40	44	47	46
<b>Total:</b>	<b>293</b>	<b>427</b>	<b>645</b>	<b>683</b>	<b>747</b>	<b>817</b>	<b>845</b>
<b>Difference:</b>	46%		51%	6 %	9%	9%	3%

According to the results in Table 14, in 2004/2005, the faculties of the University of Porto had 293 Erasmus Bilateral Agreements and this number increased to 845 agreements in 2010/2011. Significant progress in Erasmus Bilateral Agreements was made throughout all the intervening academic years. A remarkable amount of progress with the biggest increase in agreements was noticeable in the academic year of 2006/2007, when it increased by almost 51% compared to 2005/2006, and this was the greatest difference in comparison with all the years from 2004/2005 to 2010/2011.

It is necessary to highlight that there was a decrease in agreements in some areas, particularly the clear decrease by FEUP from 124 to 112 agreements in 2006/2007 to 2008/2009, as well as with FAUP from 41 to 39 in 2007/2008 to 2008/2009, and from 40 to 39 in 2009/2010 to 2010/2011. FMUP also experienced a decrease from 39 to 37 in 2008/2009 to 2009/2010, FMDUP from 5 to 4 in 2007/2008 to 2008/2009, ICBAS from 47 to 46 in 2009/2010 to 2010/2011, and FBAUP went from 60 to 57 agreements in the same year.

After the implementation of the Bologna Process, Erasmus Bilateral Agreements slightly increased without any big changes.

The reasons for the decrease in Erasmus Bilateral Agreements could be the “sleeping partner”<sup>95</sup> phenomenon. If a university has an agreement with a foreign partner, but does not receive any students, in this case the University of Porto, it can decide to end the agreement with this partner. Other reasons could be problems in the recognition of credits or differences in the study programmes between the “home” and “host” universities.

In analyzing each faculty, **the Faculty of Architecture (FAUP)** initially made fast progress until 2006/2007. After this academic year, the faculty maintained almost the same number of validated agreements with only a slight improvement compared to the previous year. The greatest increase in Erasmus Bilateral Agreements was reported in 2005/2006, when influenced there was an increase from 15 to 29 agreements compared to 2004/2005 and 9 more from 2005/2006 to 2006/2007. For the period of 2007/2008 to 2008/2009, we can see a small decrease in agreements with this faculty, from 41 to 39 agreements.

**The Faculty of Fine Arts (FBAUP)** reported different progress altogether with an increase and decrease in Erasmus Bilateral Agreements from 2004/2005 to 2010/2011. In 2009/2010, FBAUP had 60 Erasmus Bilateral Agreements. This was a large number when compared to the amounts in the previous years. Throughout these years it had two academic years with the biggest increase: from 32 in 2005/2006 to 45 in 2006/2007, and from 43 in 2007/2008 to 56 agreements in 2008/2009. Plus, this faculty experienced a slight decrease in agreements from 45 in 2006/2007 to 43 in 2007/2008, and from 60 in 2009/2010 to 57 agreements in 2010/2011.

**The Faculty of Nutrition and Food Science (FCNAUP)** was one of the faculties with the lowest number of agreements at the University of Porto. During all the academic years investigated, it had a maximum of 8 agreements in 2010/2011. In all the other academic years, its amount of Erasmus Bilateral Agreements grew in a very equivalent manner and without any great progress.

**The Faculty of Sciences (FCUP)** had 7 agreements in 2004/2005 and in 2010/2011 they had made remarkable progress with 84 Erasmus Bilateral Agreements. In 2005/2006, FCUP

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<sup>95</sup> The “sleeping partner” phenomenon means the occurrence of a situation where the university did not receive any students from the partner universities during the duration of an agreement.

started to increase its number of Erasmus Bilateral Agreements very quickly. The biggest increase was noticeable from 2005/2006 to 2006/2007, with 22 to 55 agreements. It is important to point out that from 2007/2008 to 2008/2009, when the Bologna Process was being implemented at the faculty; the data did not show a large increase like in previous years. In its other years, the number of agreements slightly decreased.

**The Faculty of Sport's (FADEUP)** number of agreements grew at a very stable rate and was almost equal throughout all the academic years from 2004/2005 until 2010/2011. Only from 2005/2006 to 2006/2007 did the number of agreements increase from 14 to 27. It was the largest increase throughout all these academic years. From 2007/2008 to 2008/2009, agreements slightly increased from 32 to 37 agreements. In 2010/2011, FADEUP had 43 Erasmus Bilateral Agreements.

In 2004/2005, **The Faculty of Law (FDUP)** had not validated any Erasmus Bilateral Agreements. FDUP validated its first Erasmus Bilateral Agreement in 2005/2006. A significant improvement was made from 2005/2006 to 2006/2007; they progressed from 1 agreement to 20 Erasmus Bilateral Agreements. From 2007/2008 to 2008/2009, FDUP had the same number of agreements in both academic years. In 2010/2011, FDUP reached its maximum with 30 agreements.

In 2010/2011, **The Faculty of Economy (FEP)** had 50 Erasmus Bilateral Agreements. The majority of agreements were from 2004/2005 to 2005/2006 when it went from 20 to 30 agreements and from 2005/2006 to 2006/2007, going from 30 to 41 agreements. From 2007/2008 to 2008/2009 the rate of increase slightly slowed down, with 41 to 44 agreements. In all the other years, FEP slightly improved as compared to its previous years.

**The Faculty of Engineering (FEUP)** was one of the faculties with the highest number of Erasmus Bilateral Agreements. In 2010/2011, FEUP had 122 agreements with foreign universities. The biggest increase in Erasmus Bilateral Agreements was from 2004/2005 to 2005/2006, from 78 to 101, and from 2005/2006 to 2006/2007, from 101 to 124 agreements. After 2006/2007 and until 2008/2009, the number of Erasmus Bilateral Agreements only slightly decreased in comparison to its biggest increase in 2006/2007. In 2006/2007, FEUP had 124 agreements; then in 2007/2008 and 2008/2009 it decreased to 115 and 112 Erasmus Bilateral Agreements, respectively.

In 2010/2011, **The Faculty of Pharmacy (FFUP)** had 54 Erasmus Bilateral Agreements. The biggest increase was from 2005/2006 to 2006/2007, going from 15 to 34 agreements. From 2007/2008 to 2008/2009, its agreements slightly increased from 35 to 43 agreements. After 2006/2007, the increase was stable until 2010/2011.

**The Faculty of Arts (FLUP)** was the faculty with the highest number of Erasmus Bilateral Agreements throughout all the academic years tracked. From 2004/2005 to 2010/2011, FLUP increased from 110 to 193 Erasmus Bilateral Agreements. The greatest increase was from 110 to 137 between 2004/2005 and 2005/2006, then from 2005/2006 to 2006/2007, from 137 to 157, during 2006/2007 to 2007/2008, from 157 to 168, and finally from 174 to 190 from 2008/2009 to 2009/2010. I must point out that during the academic year from 2007/2008 to 2008/2009 FLUP only slightly increased its number of agreements, from 168 to 174.

In the academic year of 2010/2011, **The Faculty of Medicine (FMUP)** had 40 Erasmus Bilateral Agreements. The biggest increase was from 2005/2006 to 2006/2007, from 11 to 25 agreements. From 2007/2008 to 2008/2009, its agreements slightly increased from 32 to 39 agreements. It is important to highlight the fact that from 2008/2009 to 2009/2010, there was a small decrease from 39 to 37 agreements at the Faculty of Medicine. In other years, agreements with this Faculty grew at a stable rate.

**The Faculty of Dental Medicine (FMDUP)** had the least number of Erasmus Bilateral Agreements in the framework of the Erasmus programme. During all the academic years tracked, FMDUP had a maximum of 5 agreements in 2007/2008 and 2010/2011. Along with this, there was a slight decrease, from 5 to 4 agreements from 2007/2008 to 2008/2009. Throughout all the academic years, the number of agreements stayed pretty much the same without and big changes.

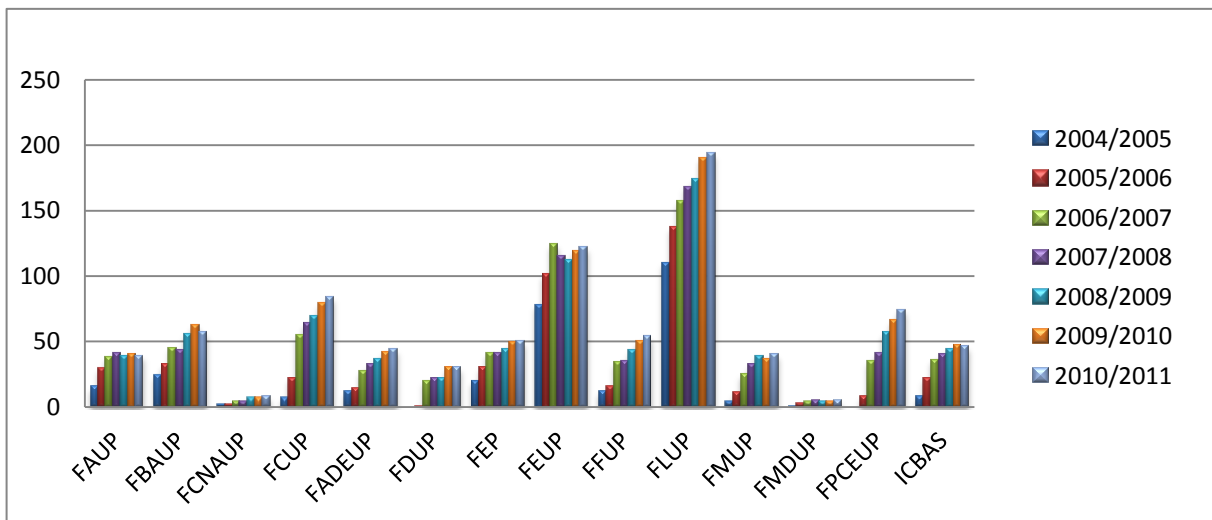
**The Faculty of Psychology and Education Sciences (FPCEUP)** had its maximum of 74 Erasmus Bilateral Agreements in the year of 2010/2011. Most of its agreements were established from 2005/2006 to 2006/2007, from 8 to 35, and from 2007/2008 to 2008/2009, from 41 to 57. In other years, FPCEUP realized substantial increases.

**The Abel Salazar Institute for Biomedical Sciences (ICBAS)** had its maximum of 47 Erasmus Bilateral Agreements in the year of 2009/2010. The biggest increase was from

2004/2005 to 2005/2006, going from 8 to 22, and from 2005/2006 to 2006/2007 from 22 to 36 agreements. From 2007/2008 to 2008/2009, there was a slight increase from 40 to 44 agreements. In the rest of the years tracked, its number of agreements grew at a stable rate without any big increase or decrease.

*Chart 9* shows the evolution of each faculty from 2004/2005 to 2010/2011. The scale from 0 to 200 shows the maximum number of Erasmus Bilateral Agreements from 2004/2005 to 2010/2011. Under the acronym of each faculty, it is possible to see the evolution of the faculty from 2004/2005 to 2010/2011(See *Chart 9*).

***Chart 9: Evolution of the Erasmus Bilateral Agreements before and after the Bologna Process***



*Chart 9* shows that the most of Erasmus Bilateral Agreements were established by the Faculty of Sciences, Faculty of Psychology and Education Science, Faculty of Engineering, Faculty of Arts, Faculty of Pharmacy and the Faculty of Law in the year from 2005/2006 to 2006/2007. This means that these faculties made significant progress when compared with the other faculties throughout all the academic years tracked. From 2007/2008 to 2008/2009, the year of the implementation of the Bologna Process, the numbers only increased slightly in some of the faculties of the University of Porto.

### 7.1.2 Finalization of results

1. The greatest increase was reached during 2005/2006 to 2006/2007. Almost every faculty made a significant improvement in expanding their Erasmus Bilateral Agreements in this academic year. From 2004/2005 to 2005/2006, the number of Erasmus Bilateral Agreements increased by 46%, and from 2005/2006 to 2006/2007, the increase was 51%. 2007/2008 and 2008/2009 are the years of the Bologna Process implementation at the University of Porto. During the academic year of 2007/2008, the faculties continued with a slight increase in agreements and without any big changes. According to information received from the head of the SRI, the reason could be that before the Bologna Process (2004/2005 to 2007/2008) there was a significant increase in foreign partners, but during the period of the agreements there were some problems between the “home” and “host” universities in defining the learning agreement or for the academic recognition of the Erasmus study period. It is important to highlight that in some cases, when the Erasmus Bilateral Agreement validation period came to an end and should have been newly validated, the “home” or “host” university, due to the problems mentioned above, did not want to continue the agreement and they ended it. Furthermore, in the years from 2007/2008 to 2008/2009, only a slight increase in Erasmus Bilateral Agreements was reported. In other words, the University of Porto might have been careful in making new agreements and sending students to partner universities in the first year of the Bologna Process.

2. In the year of 2010/2011, the total number of Erasmus Bilateral Agreements was 845. During each of the academic years from 2004/2005 to 2010/2011, the majority of agreements were agreements with the Faculty of Arts (193), FEUP (122), FCUP (84), and FPCEUP (74). A small number of Erasmus Bilateral agreements were established at the FCNAUP (8) and FMDUP (5). This depended on the size of the faculty, as well as on the initiative and coordination work of each faculty to have more or less agreements and the mobility sought with any particular institution. It also depended on the characteristics of each faculty, study area and the working method of the coordinator responsible for Erasmus Bilateral Agreements. It is important to point out that the study area of each faculty is very important in choosing a particular faculty, because one study area can be very attractive and others can be less. Plus, the coordination inside the faculty plays a very important role because an active coordinator with the ability to make new contacts with foreign partners can be very helpful in expanding International Cooperation.

3. Most Erasmus Bilateral Agreements were validated with universities from 4 out of the 5 largest European Union countries: Germany, Spain, France and Italy. According to the SRI, it depends on the proximity of the country, including its language and culture. Otherwise, it depends on faculty coordination to make a new contact, as well as on the contributions of professors and researchers participating in academic staff mobility, international conferences, etc.
4. In the academic year of 2005/2006, the University of Porto established an Erasmus Bilateral Agreement with a Turkish University for the first time. In 2007/2008, FLUP established agreements with Cyprian and Icelandic universities. In 2009/2010, Erasmus Bilateral Agreements were validated with Croatian and Luxembourgian universities.
5. According to the data in *Table 14*, a slight decrease in Erasmus Bilateral Agreements was noticeable in faculties such as FEUP, FAUP and FMUP. At first, some of the partners of the University of Porto may have exhibited the “sleeping partner” phenomenon. This means that the university had an agreement with a foreign partner, but did not receive any students during the period of the Erasmus Bilateral Agreement. In this case, the University of Porto could have decided to discontinue the agreement with this partner. Other reasons could be problems with the unequal implementation of the Bologna Process between the “home” and “host” universities. According to the SRI, the Bologna Process did not start at the same time in all universities, so the “home” and “host” universities could have experienced differences stemming from an incompletely implemented Bologna Process, particularly in defining an Erasmus learning agreement or recognizing a study programme.

## **7.2 Research on the impact of the Bologna Process: benefits and constraints on International Cooperation at the University of Porto.**

The second part of the research project was to research the findings resulting from a questionnaire method. For this case study, a questionnaire was seen as effective method of gathering rational answers about the Bologna Process implementation at the University of Porto. It was also focused on obtaining information about the impact of the Bologna Process on International Cooperation, particularly Erasmus Bilateral Agreements, and to examine what kind of changes and constraints were related to or caused by it.



The research was addressed to the main academic authorities of the Rectorate (Rector, one Vice-rector), SRI staff, and several members of the various Faculties' management, including the coordinators and technicians of the International Cooperation departments.

At the completion of the questionnaire, it was important to find out and identify the main benefits and constraints of the Bologna Process at the University of Porto, mainly for a better understanding of the current situation concerning the international mobility between European universities. The answers of the questionnaire also allowed comparing the different approaches, in view of the opinions from the Rectorate and faculties of the University of Porto.

The questionnaire was anonymous, so the data is presented in an anonymous format. The questionnaire was structured in two parts: the Bologna Process and International Cooperation at the University of Porto (Rectorate of the University of Porto) and the faculties of the University of Porto.

### **7.2.1 Research development**

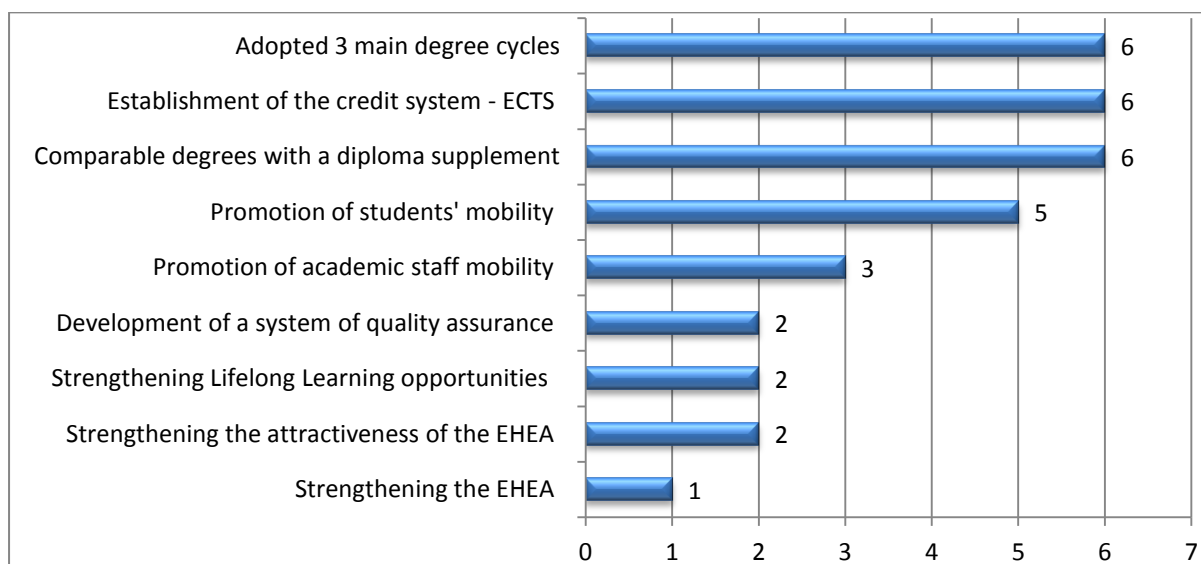
The first part of the questionnaire was on the Bologna Process at the University of Porto. This part allowed me to obtain information about the influence of the Bologna Process implementation on the mobility of the *OUTGOING* and *INCOMING* students, and the possible difficulties felt when implementing the Bologna Process action lines at the University of Porto.

The questionnaires were sent to the representatives of the faculties and to the Rectorate. Therefore, in this part of the investigation, I will use the respondents from the faculties' evaluation of the Bologna Process at the faculty level and the Rectorate answers as the evaluation of the Bologna Process in the University of Porto. Moreover, the questionnaire contained questions where there was an optional choice to ask and explain the previous answer.

The first question of the research was designed to indicate three answers about areas of priority according to the Rectorate and to the representatives of the faculties of the University of Porto inside the Bologna Process. The scale from 0 to 7 in *Chart 10* shows the number of

respondent answers to each Bologna Process action line from the Rectorate of the University of Porto. The scale from 0 to 16 in *Chart 11* shows the number of respondent answers to each Bologna Process action line from the faculties' side (*See Chart 10, Chart 11*).

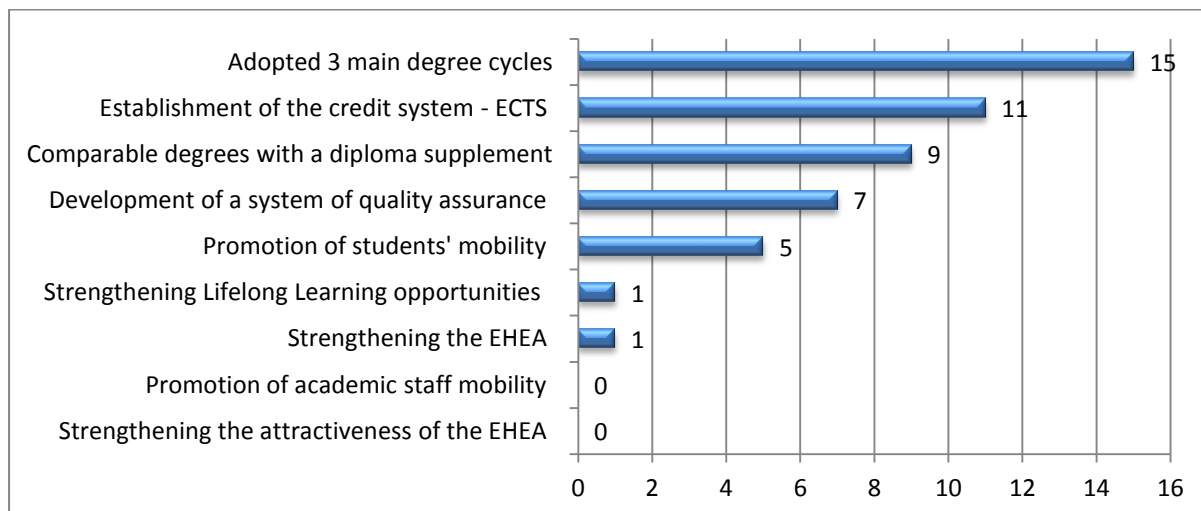
**Chart 10: The priority areas according to the Rectorate of the University of Porto inside the Bologna Process.**



According to the answers from the Rectorate, it is possible to state that from 8 respondents, 6 expressed their opinion that the main priority areas were the adoption of three main degree cycles (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> cycles) (6), establishment of the credit system – ECTS (6), adoption of a system of readable and comparable degrees with a diploma supplement (6) and from 8 respondents, 5 chose the promotion of students' mobility as a priority (5) during the Bologna Process implementation.

This means that to the representatives of the Rectorate, these areas seem to be the most important in the implementation of the Bologna Process and should be given particular attention.

**Chart 11: The priority areas according to the faculties of the University of Porto inside the Bologna Process.**



*Chart 11* shows that out of 16 respondents from 9 faculties (FLUP, FEUP, FEP, FPCEUP, FAUP, FCUP, FBAUP, FADEUP, FMUP) of the University of Porto, a majority of the respondents chose as priority areas, the adoption of the three main degree cycles (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> cycles) (15), the establishment of the ECTS (11) and the adoption of a system of readable and comparable degrees, including the use of an explanatory supplement to the diploma (9).

The respondents from the faculties did not choose the last options as priority areas: the promotion of academic staff mobility and strengthening the EHEA and its attractiveness. 2 out of 9 of the respondents from the Rectorate chose these options.

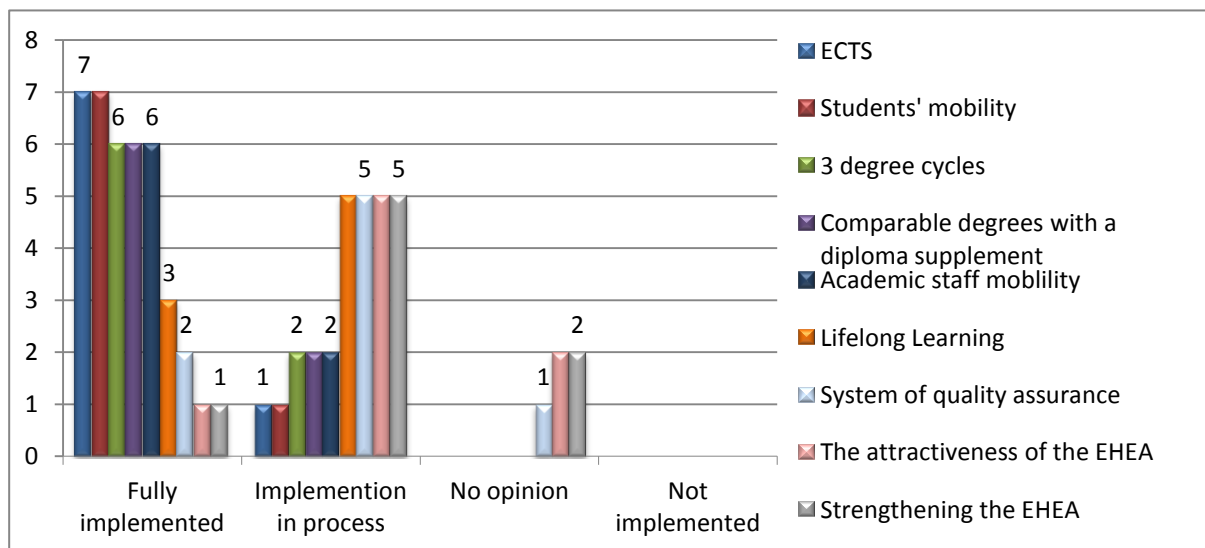
It is important to point out that the main three Bologna Process action lines in *Chart 11* are the same ones in *Chart 10*. This means that for the Rectorate and for the faculties these action lines were the most important priority areas in the Bologna Process implementation.

The second question of the questionnaire was to evaluate the impact of the Bologna Process implementation on the following actions in the Rectorate and on the faculties of the University of Porto. *Table 15* shows all the Bologna Process action lines and if they were implemented or not in the University of Porto. The scales from 0 to 8 in *Chart 12* and from 0 to 16 in *Chart 13* show the respondents' answers about the implementation of the Bologna Process action lines in the faculties and Rectorate of the University of Porto (*See Table 15, Chart 12, and Chart 13*).

**Table 15: Implementation of the Bologna Process by the Rectorate of the University of Porto.**

	Fully implemented	Implementation in process	Not implemented	Not have an opinion
3 degree cycles	6	2	0	0
ECTS	7	1	0	0
Comparable degrees with a diploma supplement	6	2	0	0
Students mobility	7	1	0	0
Academic staff mobility	6	2	0	0
System of quality assurance	2	5	0	1
Lifelong Learning	3	5	0	0
The attractiveness of the EHEA	1	5	0	2
Strengthening the EHEA	1	5	0	2

**Chart 12: Implementation of the Bologna Process by the Rectorate of the University of Porto.**

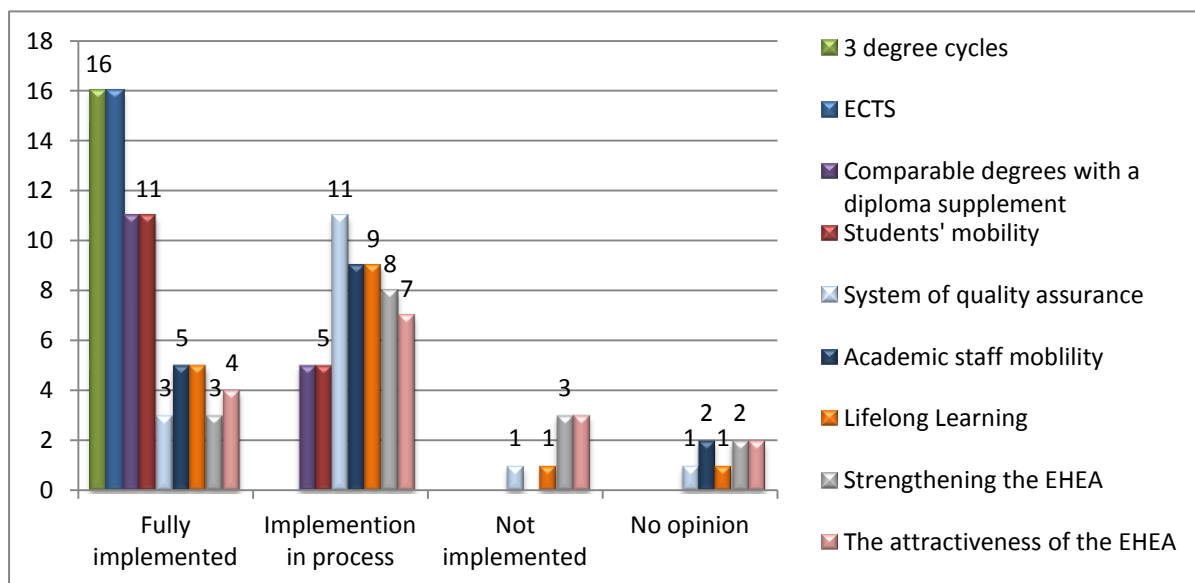


According to the results of the Rectorate (*Table 15* and *Chart 12*), it is possible to highlight that during the Bologna Process implementation, the credit system (ECTS) (7) and the students’ mobility (7) were fully implemented. The results show that 6 out of 8 respondents from the Rectorate indicated that at the University of Porto, three main degree cycles, adoption of a system of readable and comparable degrees and mobility for the academic staff were fully adopted. In addition, 5 out of 8 respondents indicated that the strengthening of Lifelong Learning opportunities, development of a system of quality assurance, strengthening the attractiveness of the EHEA and strengthening the European Higher Education Area are

still important to the implementation of the Bologna Process. The rest of the respondents did not have an opinion about it.

From this point of view, I have to point out that in comparing the priority areas indicated in *Chart 10*, these Bologna Process action lines were fully implemented, according to the respondents from the Rectorate of the University of Porto.

**Chart 13: Implementation of the Bologna Process by the faculties of the University of Porto.**



The results of *Chart 13* report that 16 respondents out of 16 indicated that the establishment of ECTS and the adoption of three main degree cycles were fully implemented by the faculties of the University of Porto. 11 out of 16 respondents answered that the adoption of a system of readable and comparable degrees, including the use of an explanatory supplement to the diploma and students' mobility were fully implemented at the faculties. Comparing this with the priority areas mentioned in *Chart 11*, it can be seen that in the first year of the Bologna Process implementation, enough efforts were made to implement it; therefore it is possible to see in *Chart 13* that these areas were fully implemented.

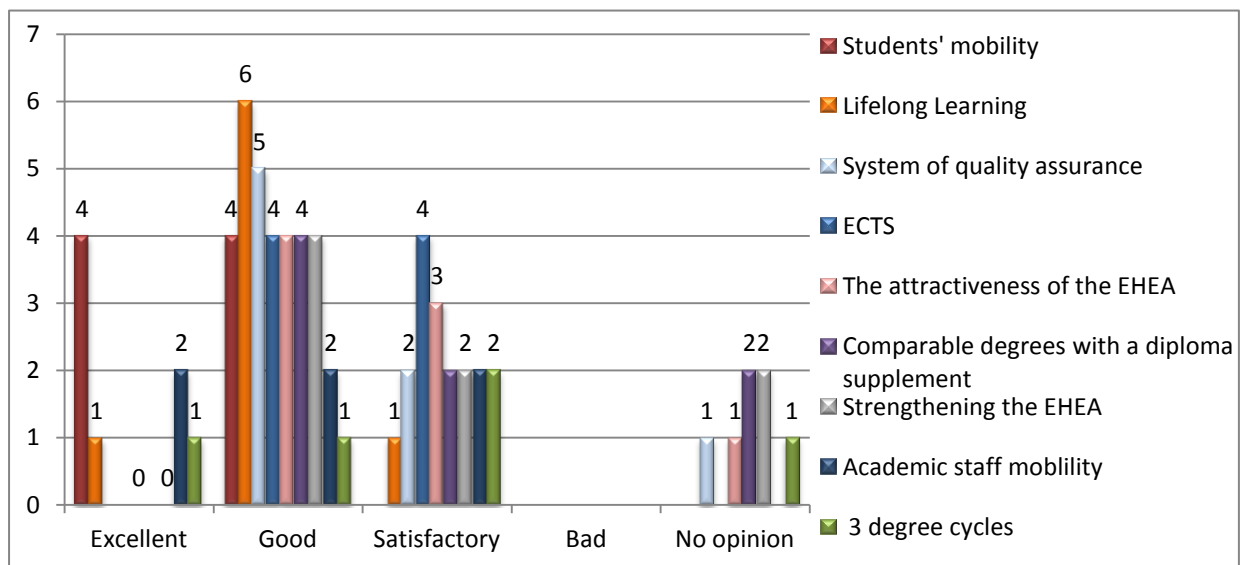
Although, 11 out of 16 respondents - indicated that the development of a system of quality assurance is still part of the Bologna Process implementation, as well as academic staff mobility (9), LLP (9), strengthening the EHEA (8), and its attractiveness (7), a minority of the respondents answered that the system of quality assurance (1), strengthening the

European Higher Education Area (3), its attractiveness (3), and a Lifelong Learning program (1) were not implemented at all by the faculties of the University of Porto. The rest of the respondents did not have an opinion about several actions of the Bologna Process.

In comparing the results of the respondents from the Rectorate with the faculties' (*Chart 12* and *Chart 13*), it is possible to see the same differences in opinion about the Bologna Process action lines. The areas mentioned in the first question were identified as priority areas and the same areas were fully implemented at the University of Porto. Finally, I have to point out that the implementation of the Bologna Process made good progress in following the necessary Bologna Process action lines. Respondents from both the Rectorate and the faculties highlighted other areas such as Lifelong Learning, a system of quality assurance and the attractiveness of the EHEA, which still needed more effort to be fully implemented.

The third research question was to evaluate the Bologna Process action lines at the faculty level during the Bologna Process implementation period at the University of Porto (*See Chart 14, Chart 15*).

**Chart 14: Evaluation of the Bologna Process action lines by the Rectorate of the University of Porto.**



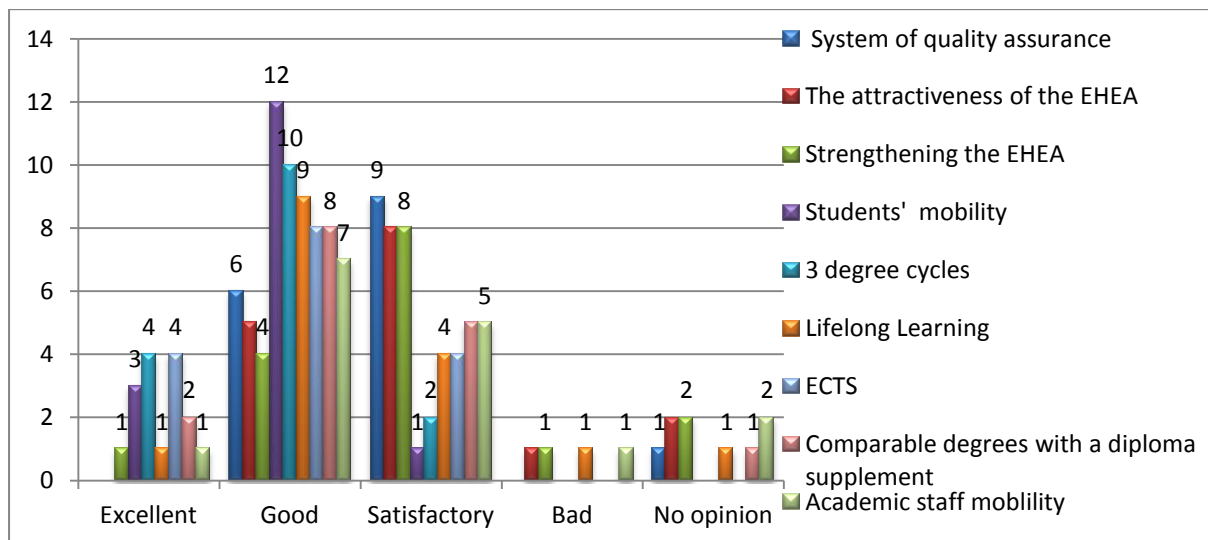
*Chart 14* shows some differences in opinion. 6 out of 8 respondents gave a good evaluation for strengthening the Lifelong Learning program, as well as for a system of quality assurance (5). The respondents from the Rectorate of the University of Porto divided student's mobility

into two opinions. 4 out of 8 respondents assessed the students' mobility as excellent, and the others evaluated it as good. The same difference in opinion is visible for the following action; 4 respondents indicated that the credit system worked well, and the others indicated that it was satisfactory.

In general, it is possible to see that the only fully implemented Bologna Process action lines (See *Chart 12*) were the students' mobility and comparable degrees with a diploma supplement, which received a positive evaluation from the respondents from the Rectorate. Other opinions were contrary to the previous answers. In comparing the data in *Chart 12*, it is possible to see that while Lifelong Learning, a system of quality assurance, strengthening the attractiveness of EHEA and strengthening the EHEA were still part of the implementation of the Bologna Process, in *Chart 14* they received a higher evaluation.

It is a remarkable fact that the 3 cycle degree system and the ECTS credit system received a satisfactory evaluation. This could have been due to the transitional period in the education system, which required time to adapt to the new changes.

**Chart 15: Evaluation of the Bologna Process action lines by the faculties of the University of Porto**



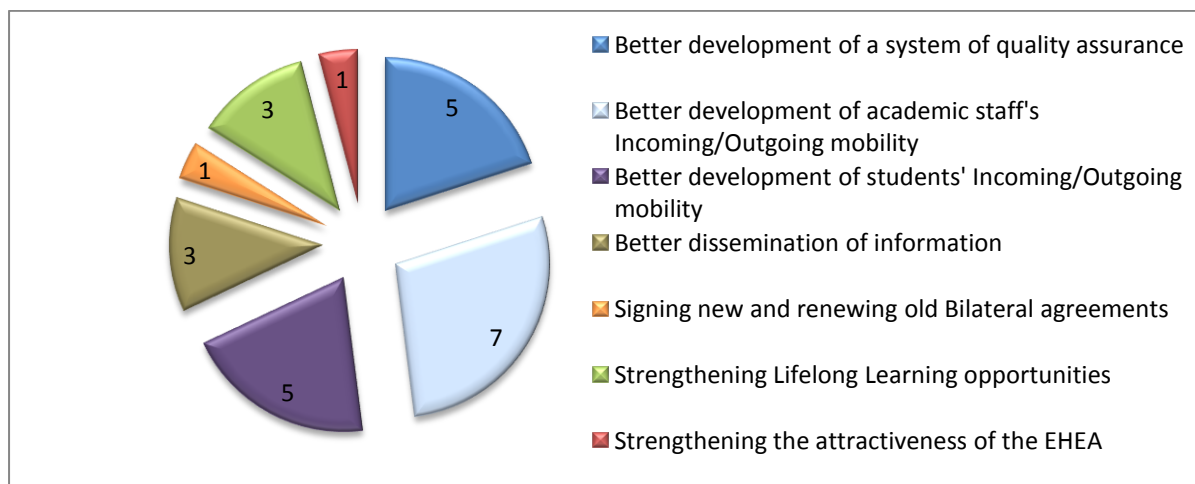
*Chart 15* shows the same differences in opinion as the ones in *Chart 14*. The students' mobility (12) was evaluated as working well at the faculties of the University of Porto, because 12 out of 16 respondents indicated this result. In this case, it is possible to see that

the Bologna Process action lines which were indicated as fully implemented by the respondents of the faculties received a positive evaluation (3 degree cycles system, student's mobility, ECTS, comparable degrees with a diploma supplement). This means that these Bologna Process action lines worked quite well at the faculty level. In addition, three main degree cycles (10), Lifelong Learning (9), ECTS (8), comparable and readable degrees with a diploma supplement (8) and academic staff mobility (7) were implemented and worked well in the faculties of the University of Porto. 9 out of 16 respondents indicated that the system of quality assurance worked satisfactorily in their faculties, together with strengthening of the European Higher Education Area (8) and its attractiveness (8). In this case, the reason could be lack of financial support for better implementation of these action lines.

According to the respondents from the Rectorate and the faculties (*Chart 14* and *Chart 15*), it is possible to state that students' mobility and comparable degrees with a diploma supplement were the best Bologna Process action lines, which were fully implemented at the University of Porto and worked in a positive way.

The following question was to select three choices from the proposed actions which needed to be shown more attention during the implementation of the Bologna Process (*See Chart 16, Chart 17*).

**Chart 16: Proposed actions which needed more attention during the implementation of the Bologna Process at the University of Porto, according to respondents from the Rectorate.**



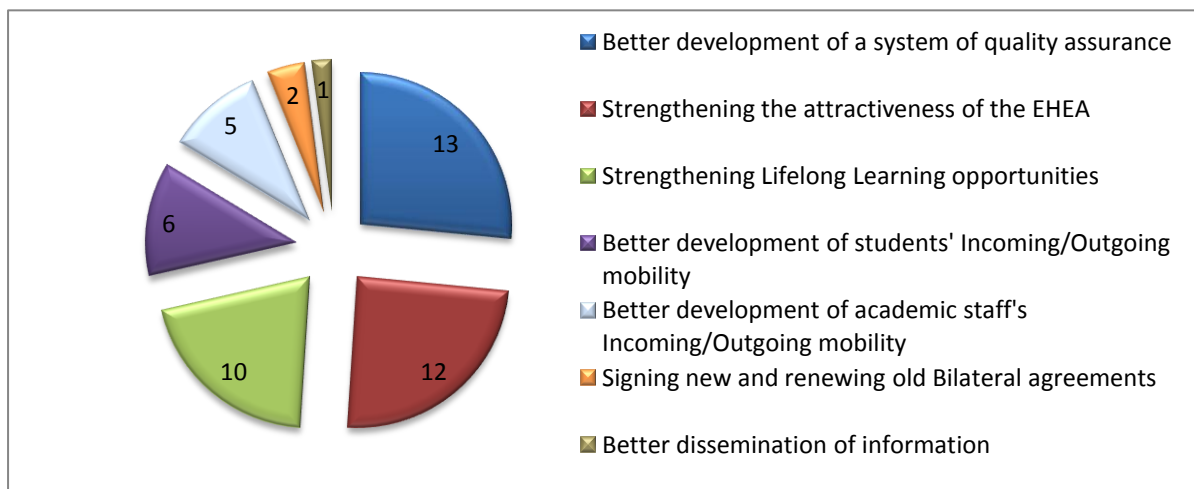
According to the respondents' answers from the Rectorate of the University of Porto, 7 out of 8 respondents answered that they still need better development in the academic staff



*Incoming/Outgoing* mobility, then the students' *Incoming/Outgoing* mobility (5), and better development of a system of quality assurance (5). Other respondents gave much more importance to better dissemination of information about international programs, visits, other types of events (3) and also for strengthening Lifelong Learning opportunities.

According to *Chart 12*, Bologna Process action lines such as students/academic staff mobility were shown as fully implemented, but in *Chart 16*, the answers indicated that these action lines still needed better development. In this case, it is possible to state that in the area of International Cooperation, new agreements and new contacts for greater participation in mobility programmes should be constantly and consistently developed.

***Chart 17: Proposed actions which needed more attention during implementation of the Bologna Process at the faculties of the University of Porto, according to respondents from the faculties.***



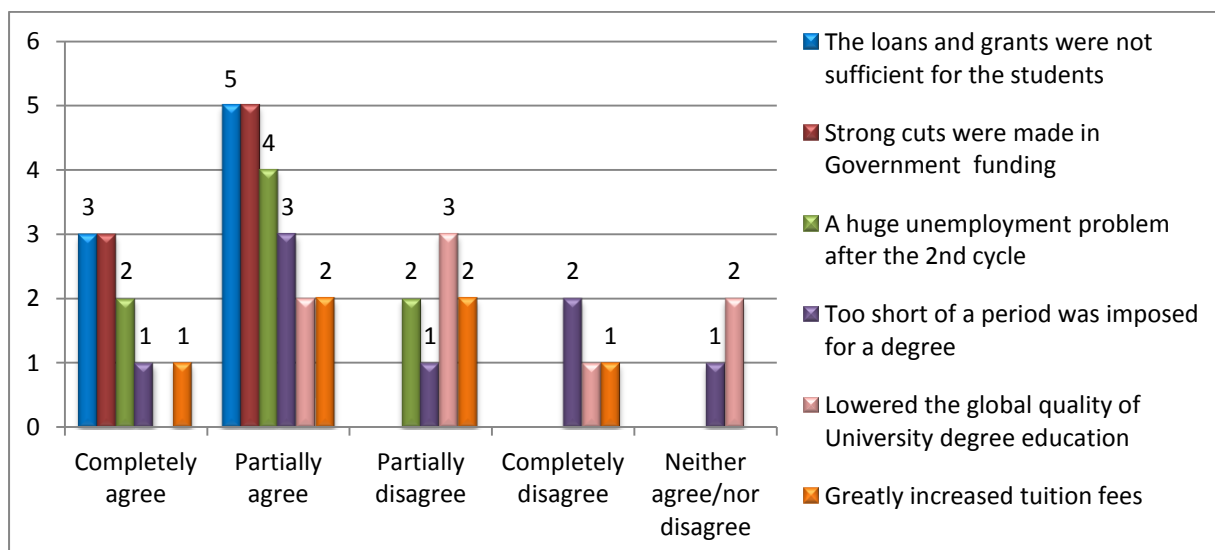
In *Chart 17*, it can be seen that 13 out of 16 respondents answered that the faculties of the University of Porto need to develop a better system of quality assurance, strengthen the attractiveness of the European Higher Education Area (12) and better development of Lifelong Learning programmes (10). Other respondents answered that the faculties still need to develop the students' (6) and academic staff's (5) *Incoming/Outgoing* mobility.

In comparing *Chart 16* and *Chart 17* together with *Chart 10* and *Chart 11*, two different opinions are noticeable: the Rectorate of the University of Porto and the faculties. It can be

seen that for the Rectorate of the University of Porto, it was important to enhance the academic staff's and students' *In/Out* mobility, and they also favoured better development of a system of quality assurance. According to the faculties' answers, their primary selection was the development of a system of quality assurance, strengthening the attractiveness of the EHEA and strengthening Lifelong Learning opportunities. This confirms - the main priority areas for both groups, (*Chart 10, Chart 11*) the Rectorate of the University of Porto and the faculties.

The fifth question for investigation was to point out the constraints in the indicated areas during the implementation of the Bologna Process. (*See Chart 18, Chart 19*)

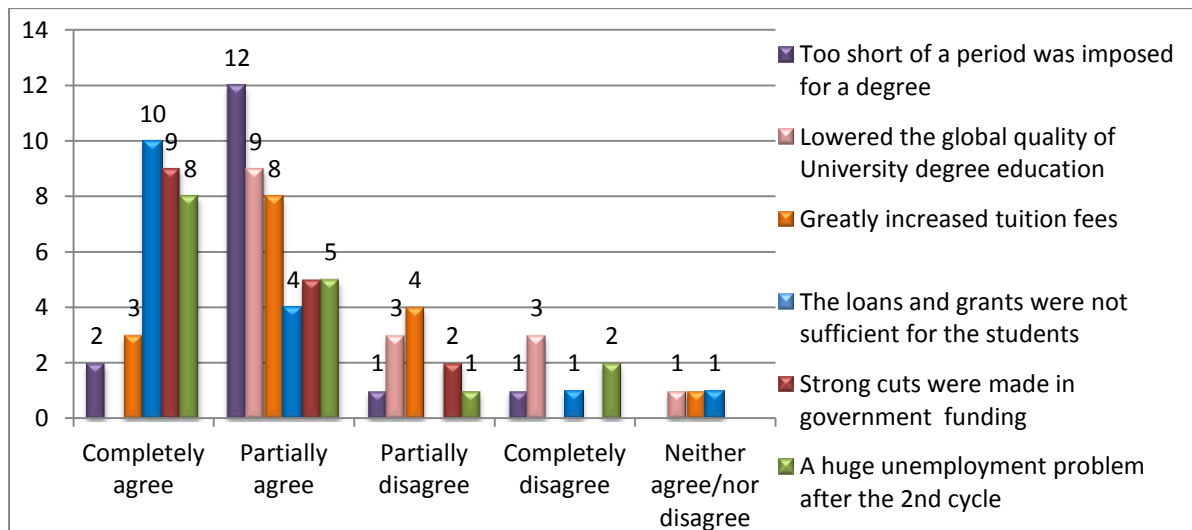
**Chart 18: Indicated constraints during the implementation of the Bologna Process in the University of Porto according to respondents from the Rectorate.**



*Chart 18* shows us that 3 out of 8 respondents completely agreed, and 5 partially agreed that the loans and grants were not sufficient for the students. Also, during the implementation of the Bologna Process, strong cuts were made in government funding, which 3 out of 8 respondents completely agreed about and 5 out of 8 partially agreed. Along with this, 4 out of 8 answered that there was a huge unemployment problem after the 2<sup>nd</sup> cycle, and during the Bologna Process, too short of a period was imposed for a degree (3), though 2 respondents completely disagreed with this idea (that too short of a period was imposed for degrees).

According to the opinions of different respondents, it is possible to state that the Bologna Process had many constraints during and after the Bologna Process implementation.

**Chart 19: Indicated constraints during the implementation of the Bologna Process in the faculties of the University of Porto according to respondents from the faculties.**



According to *Chart 19*, 10 out of 16 respondents completely agreed that the loans and grants were not sufficient for the students, that there were strong cuts in government funding (9) and that there was a huge unemployment problem after the 2<sup>nd</sup> cycle (8). The rest of the respondents partially agreed that too short of a period was imposed for a degree (12), that the Bologna Process also lowered the global quality of university degree education (9), and that it greatly increased tuition fees (8).

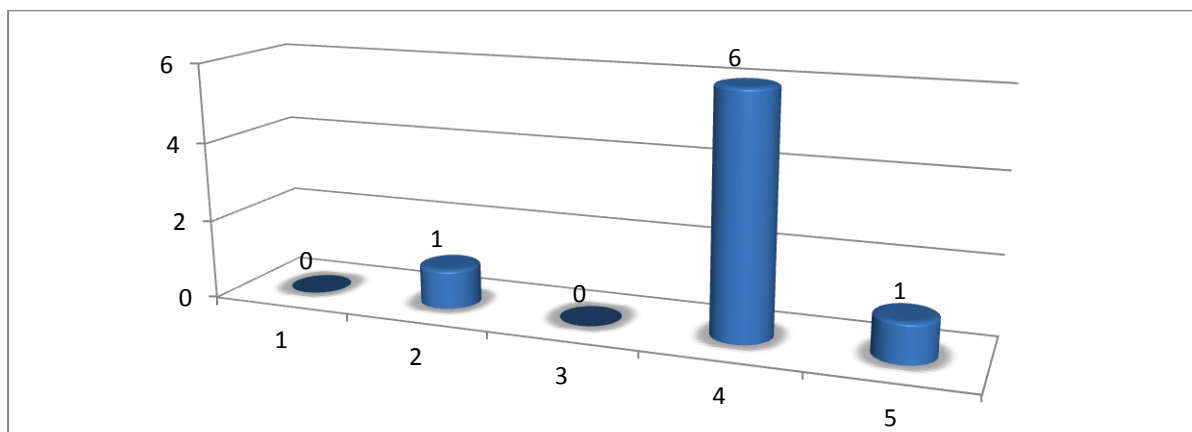
In comparing *Chart 18* and *Chart 19*, it is possible to emphasize that the respondents expressed many different opinions about the constraints, which were caused by the Bologna Process. 3 out of 8 respondents from the Rectorate, and 12 out of 16 respondents from the faculties partially agreed about too short of a period being imposed for a degree. From the Rectorate side, 3 out of 8 respondents completely agreed and 5 out of 8 partially agreed, and from the faculties' side, 10 out of 16 completely agreed and 4 out of 10 partially agreed that the Bologna Process did not originate sufficient loans and grants for the students. Therefore, it is important to point out that the majority of the faculties' respondents completely agreed that the Bologna Process caused this constraint at the University of Porto, plus, 9 out of 10 completely agreed and 5 out of 10 partially agreed about the strong cuts in government funding. The respondents from the Rectorate have a similar opinion: 5 out of 8 respondents

agreed about the strong cuts in government funding. Besides that, respondents from the Rectorate identified the huge unemployment after the 2<sup>nd</sup> cycle as a constraint of the Bologna Process, where 2 out of 8 completely agreed, 4 out of 8 partially agreed, and 2 respondents partially disagreed with it. The faculties expressed a similar opinion about this constraint, except they showed a greater agreement: 8 out of 16 completely agreed, 5 out of 16 partially agreed, and 2 respondents completely disagreed with it. In addition, the respondents from faculties expressed a quite strong opinion that the Bologna Process lowered the global quality of education for a University degree; 9 out of 16 partially agreed, 3 out of 16 partially disagreed and 3 out of 16 completely disagreed with this, while 1 respondent neither agreed nor disagreed.

To sum up all the constraints expressed by the Rectorate's and faculties' respondents, it is possible to state that the Bologna Process brought many difficulties for the students and academic staff. Unemployment after the 2<sup>nd</sup> cycle, strong cuts in government funding, insufficient loans and grants were provided for the students and finally, it lowered the global quality of education for University degrees.

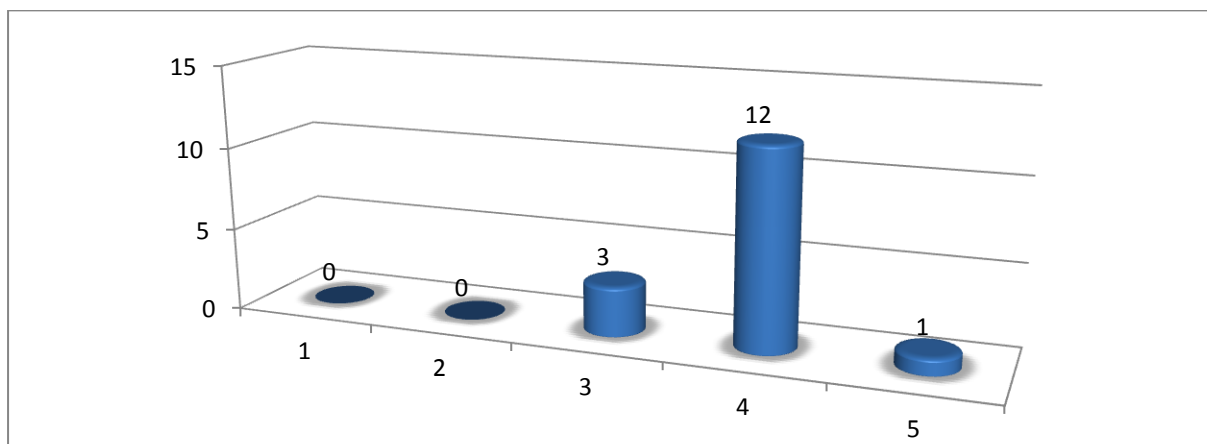
The last question from the first part of the questionnaire for the faculties' and Rectorate's respondents - was to evaluate the global impact of the Bologna Process at the University of Porto. The 1 to 5 scale in *Chart 20* and *Chart 21* shows 1 as the minimum and 5 as the maximum result evaluation (*See Chart 20, Chart 21*).

***Chart 20: Evaluation of the global impact of the Bologna Process at the University of Porto according to the Rectorate's respondents.***



The results in *Chart 20* illustrate that 6 out of 8 respondents evaluated the global impact of the Bologna Process as 4, and 1 respondent gave an evaluation of 5, which means it was a positive evaluation. Only one respondent gave it an evaluation of 2.

***Chart 21: Evaluation of the global impact of the Bologna Process at the University of Porto according to the faculties' respondents.***



The same result was indicated by the faculties of the University of Porto with 12 out of 16 respondents expressing their opinion that the Bologna Process had a positive impact for the University of Porto - by giving it a 4, and 1 respondent evaluated it as a 5. Other respondents, 3 out of 16, gave a medium evaluation and evaluated the impact as a 3.

To sum up this question, it is possible to state that Bologna Process was evaluated positively both by the faculties and the Rectorate of the University of Porto.

Together with the question about the evaluation of the global impact of the Bologna Process, the respondents had an optional choice to explain their opinion. As the questionnaires were anonymous, (this was indicated in the e-mail by sending it with a link to the questionnaire) the original answers from several respondents of the Rectorate and the faculties of the University of Porto are shown below without identifying their titles.

#### **Rectorate of the University of Porto:**

1. “O impacto global é muito positivo: as transformações decorrentes de Bolonha permitiram profundas reformas no ensino, uma maior abertura da Universidade

possibilitando uma grande abertura a outras IES na Europa e a mobilidade de estudantes, docentes e não docentes.”

2. “A nível de mobilidades tornou-se mais fácil a participação dos estudantes, em especial a alteração de disciplinas anuais para semestrais.”
3. “Em minha opinião ainda não é possível ter uma análise conclusiva sobre o impacto do processo de Bolonha na U.Porto uma vez que as consequências da implicação no mercado de trabalho e na perspectiva de emprego dos jovens licenciados estão ainda em processo de avaliação de evolução e de comparabilidade. No entanto, considero que a Universidade do Porto reforçou a sua atratividade no Espaço Europeu do Ensino Superior, e no panorama internacional extra Europa, tornando mais atrativa, legível e comparável a sua oferta formativa e promovendo a elevada qualidade do seu ensino e da investigação que desenvolve.”
4. “O processo de Bolonha permitiu rever a oferta formativa, aumentar a sua qualidade e aumentar a atratividade internacional da U.Porto.”
5. “Por ter sido implementado nas Universidades Europeias, trouxe uma uniformização do ensino entre as IES.”
6. “No geral, a implementação do processo de Bolonha piorou consideravelmente as condições dos estudantes na Universidade, que viram os seus direitos cada vez mais diluídos e deteriorados.”

#### **The Faculties’ of the University of Porto:**

1. “A implementação de qualquer modelo acarreta sempre aspetos positivos e negativos. Apesar da melhoria significativa na maioria dos aspetos, a verdade é que há ainda alguns que se poderão melhorar.”
2. “Se por um lado, o processo de Bolonha facilitou a mobilidade IN e OUT, por outro diminuiu a qualidade e exigência, nomeadamente, ao nível do 1º e 2º ciclos.”
3. “Ainda é cedo para identificar todos os factores, nomeadamente o facto do curso de Mestrado Integrado ser constituído, maioritariamente, por unidades curriculares anuais.”
4. “Apresenta aspectos positivos e outros a serem (re) trabalhados.”
5. “A adoção de um sistema de graus académicos facilmente legível e comparável, vem permitir uma maior mobilidade de estudantes no espaço europeu.”

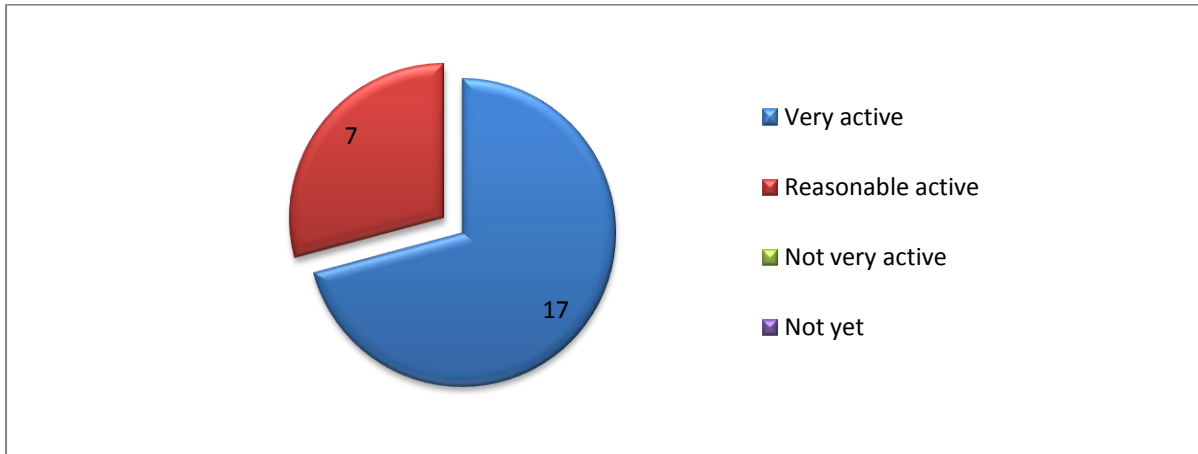
6. “A adaptação aos princípios de Bolonha não foram completamente assimilados pela comunidade académica. Este aspeto traduz-se no exagero de trabalhos pedidos aos estudantes, com inadequada contrapartida em termos de avaliação final.”
7. “Ainda não há uma completa reorganização curricular adequada a um modelo de competências definidas como "learning outcomes" do Curso de Mestrado Integrado; a redução do financiamento e o "congelamento" das contratações vai dificultar esta adequação.”
8. “A implementação do Processo de Bolonha na Faculdade teve impactos significativos no sistema de ensino e no planeamento dos cursos, aproximando a Faculdade, em termos metodológicos e transferência de créditos, do espaço europeu, aproximando-nos dos nossos parceiros europeus, fortalecendo as relações internacionais que já eram frutíferas.”
9. “Normalização dos planos de estudos; reconhecimento de graus e disciplinas facilitado; criação de melhores condições para a mobilidade.”

Of all the respondents' answers from the faculties and the Rectorate of the University of Porto, the majority of critical opinions came from the faculties' representatives. The representatives of the Rectorate of the University of Porto gave a clear opinion that the Bologna Process had a positive impact on the University of Porto, while on the contrary, the representatives of the faculties emphasized that there were many negative aspects to the Bologna Process and that some of them should have been implemented better. I think it is clear to state that because the representatives of the faculties were confronted with the reality of the Bologna Process in their own faculties, they observed the students' participation, and how all the Bologna Process action lines functioned at the faculty level. The representative of the Rectorate had a general evaluation of the Bologna Process implementation in all the faculties.

The second part of the questionnaire was called International Cooperation at the University of Porto, which provided answers from the representatives of the Rectorate and the faculties. This part sought to elicit information about how the Bologna Process implementation influenced International Cooperation at the University of Porto, particularly if it decreased or increased the *Incoming* and *Outgoing* mobility of the students and academic staff. It was also aimed at examining reasons that were related to or caused by it.

The first question was designed to get information about the activeness of the establishment of new Erasmus Bilateral Agreements, and if it was viewed as a priority for the development of International Cooperation, particularly for the promotion of mobility for the students and academic staff at the faculties' and at the University of Porto (*See Chart 22*).

***Chart 22: Evaluation of the establishment of new Erasmus Bilateral Agreements at the University of Porto according to respondents from the faculties and the Rectorate.***

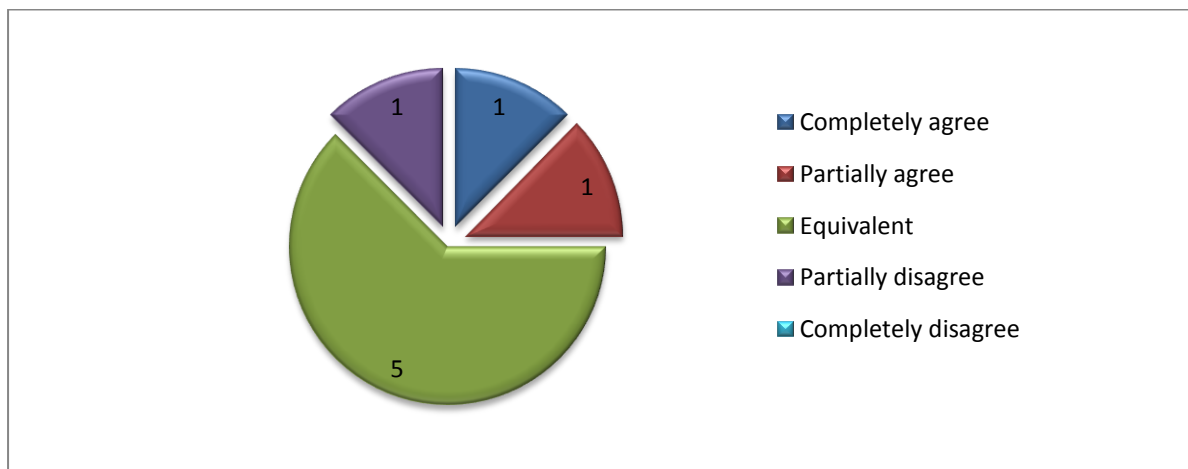


According to *Chart 22*, it is possible to highlight the fact that the establishment of new Erasmus Bilateral Agreements was viewed as an important priority for the development of International Cooperation. As the results of the previous research showed (*Chart 10* and *Chart 11*) the students' and staff's mobility was evaluated as an important priority by the faculties' and Rectorate's respondents, and *Chart 22* confirms this as well. Only in this part of the research, a high priority was given to the establishment of new agreements.

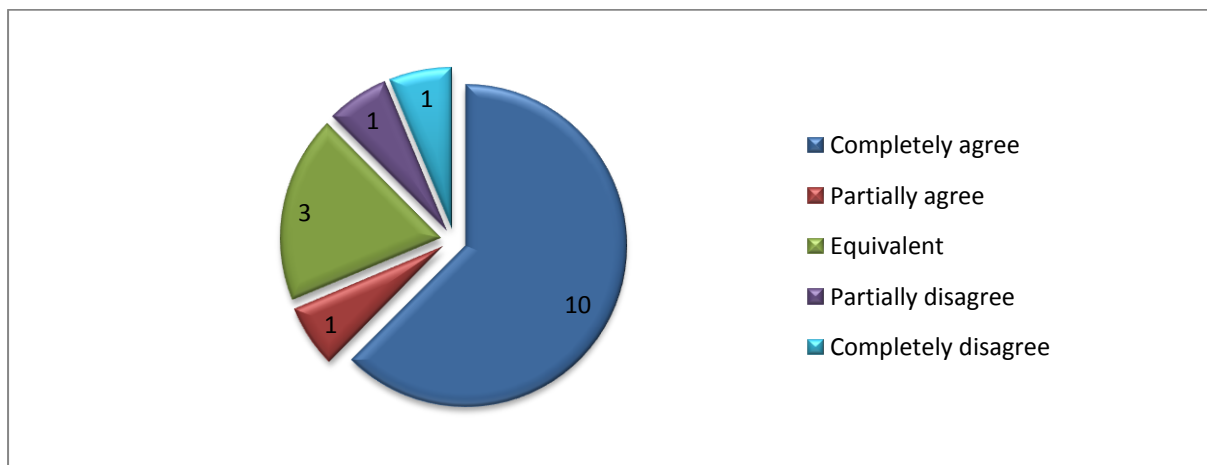
The second question was to define the differences between the *Incoming/Outgoing* students' mobility after the Bologna Process implementation (*See Chart 23, Chart 24*).



**Chart 23:** *According to respondents from the Rectorate, there are an equivalent number of Incoming/Outgoing students at the University of Porto.*



**Chart 24:** *According to the faculties, there are more Incoming than Outgoing students at the faculties of the University of Porto.*



According to *Chart 23* and *Chart 24*, there are two different opinions. The respondents from the Rectorate indicated that the number of *Incoming/Outgoing* students is equivalent (5), and the respondents from the faculties indicated that there are more *Incoming* than *Outgoing* students (10).

A comparison of the answers in both *Charts* with the Relatório Evolutivo Erasmus (2010), shows that there were more *Incoming* students than *Outgoing* students at the University of Porto. Because of the consistent development of new agreements, this number changes every year. The Relatório Evolutivo Erasmus (2010) also provides information that the number of

*Incoming* and *Outgoing* academic staff is almost equivalent, with just slightly more *Incoming* academic staff<sup>96</sup>.

The following question asked the respondents to select Bologna Process action lines and to evaluate if they had an impact on the mobility of the *Incoming* students at the University of Porto. (See Chart 25, Chart 26, Chart 27)

**Chart 25: Proposed Bologna Process action lines which have an impact on the INCOMING students’ mobility at the University of Porto, according to respondents from the Rectorate.**

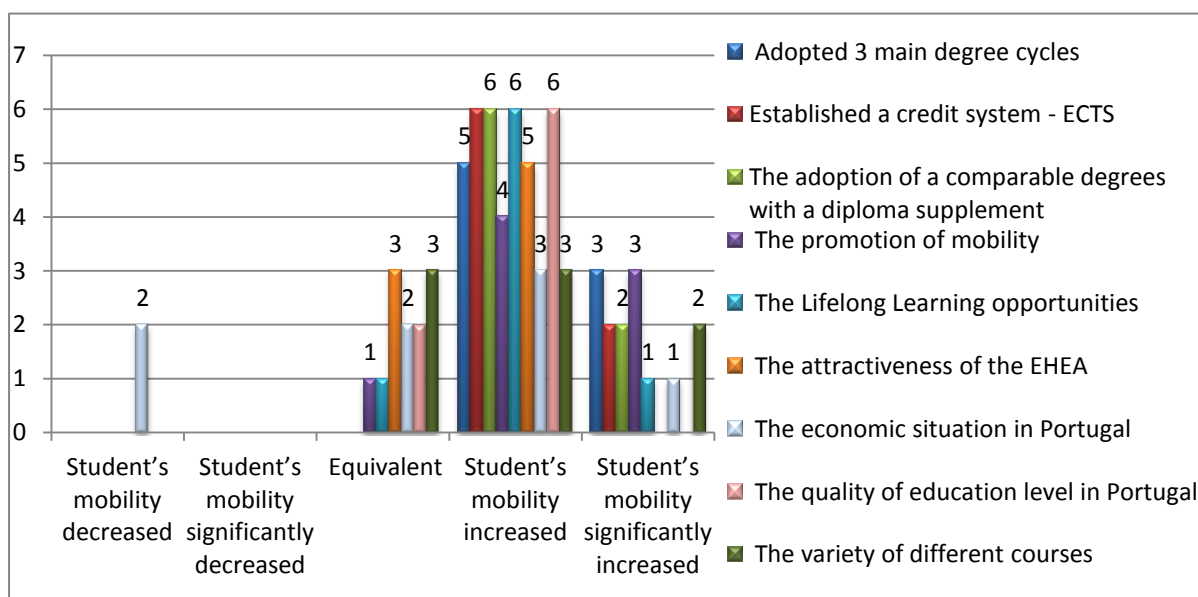


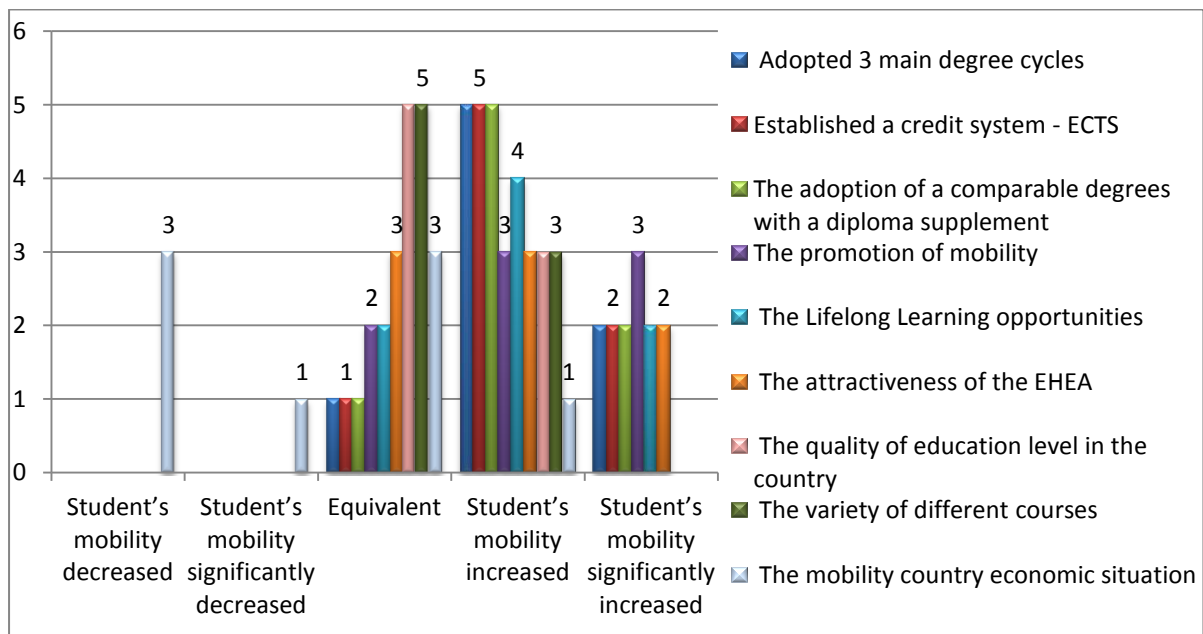
Chart 25 reports that 6 out of 8 respondents agree that the establishment of a credit system – ECTS, the adoption of a system of readable and comparable degrees with a diploma supplement, the Lifelong Learning opportunities and the good quality of education in Portugal had a great impact on the *Incoming* students’ mobility. Plus, 5 out of 8 respondents indicated that the students’ mobility increased when three main degree cycles were adopted, and 3 out of 8 respondents indicated that the students’ mobility significantly increased. Also, 5 out of 8 respondents think that the attractiveness of the EHEA also led to an increase in the students’ mobility and the promotion of students’ mobility had the same impact (4). Just 2

<sup>96</sup> Reitoria da Universidade do Porto (2010), *Relatório Evolutivo Erasmus*, Serviço de Relações Internacionais, p. 3.

respondents indicated that the students’ mobility decreased because of the economic situation in Portugal.

According to these results, it is possible to state that the students’ mobility increased during the Bologna Process implementation, but in my opinion, it was increasing anyway, so these Bologna Process action lines were only responsible for contributing a small amount to the better development of the students’ mobility.

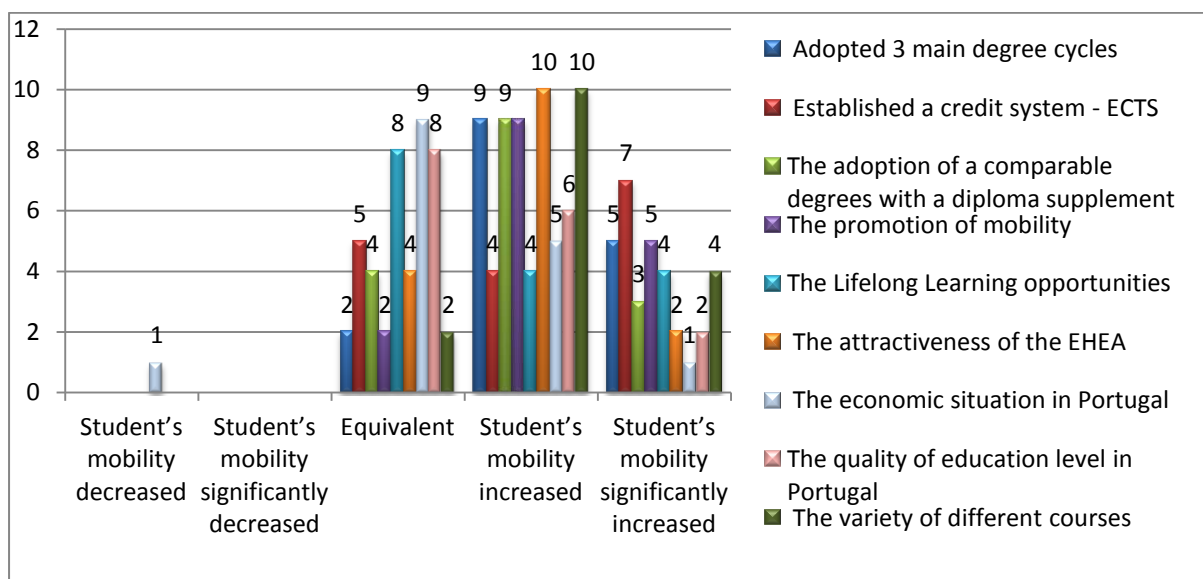
**Chart 26: Proposed Bologna Process action lines which have an impact on the OUTGOING students’ mobility at the University of Porto, according to respondents from the Rectorate.**



According to the results in *Chart 26*, it is possible to see that the Bologna Process had an impact on the *Outgoing* students’ mobility, and that the mobility especially increased when an ECTS was established (6), a system of a comparable degrees with the diploma was adopted (6), three main degree cycles were adopted (5) and more opportunities were created for participation in Lifelong Learning opportunities (4). Some respondents answered that the Bologna Process did not change the development of *Outgoing* mobility because of the variety of different courses available at the university and because of the quality of education in the country. Three respondents answered that the mobility decreased because of the adoption of a system of a comparable degrees with a diploma.

According to the respondents' answers, it is possible to see that the Bologna Process had a big influence on the increase in *Outgoing* students' mobility and – mostly helped in the equalization of the education systems with foreign universities, which means that all these Bologna Process action lines contributed to a better development in *Outgoing* mobility.

**Chart 27: Proposed Bologna Process action lines which have an impact on the INCOMING students' mobility at the faculties of the University of Porto, according to respondents from the faculties.**



According to *Chart 27*, there is a significant difference of opinion. Some agree that the Bologna Process had an impact on the *Incoming* students' mobility, while others expressed the opinion that the Bologna Process action lines did not have an impact on the development of the mobility programmes. The majority of respondents, 10 out of 16, answered - that the attractiveness of the EHEA helped to improve *Incoming* mobility, as well as the adoption of a system of comparable degrees with a diploma.

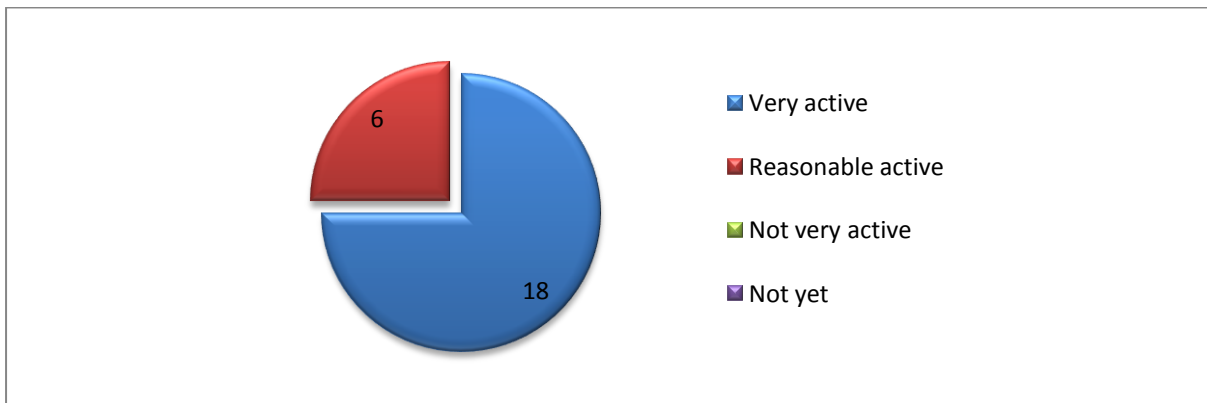
In general, according to the answers of the faculties about the impact of the Bologna Process on *Outgoing* students' mobility, most of the respondents answered as seen in *Chart 26*. The majority of the respondents thought that the Bologna Process had a big influence on the *Outgoing* students' mobility.

According to both groups of respondents, the indicated Bologna Process action lines were responsible for an increase in *Incoming* and *Outgoing* mobility during the Bologna Process

implementation. Some issues, such as the variety of courses or the quality of education did not show changes during the Bologna Process implementation (according to respondents from the Rectorate). In my opinion, the Bologna Process has had an impact on the increase in mobility programmes, and all these Bologna Process action lines have made a significant contribution to better development in the area of International Cooperation.

The following question was designed to evaluate the activeness of the University of Porto in the promotion of student/academic staff mobility (*See Chart 28*)

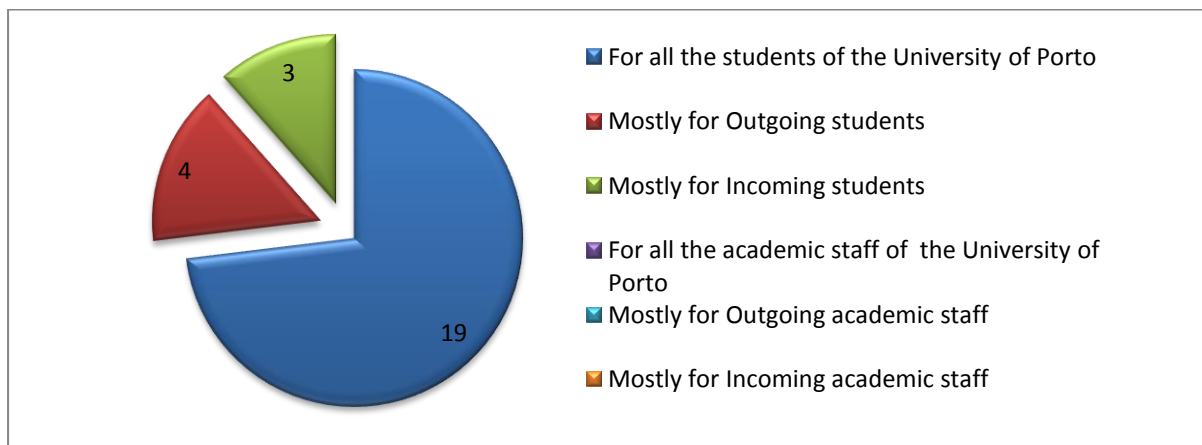
***Chart 28: Evaluation of activeness in the promotion of student/academic staff mobility by respondents from the Rectorate and faculties of the University of Porto.***



*Chart 28* indicates the general opinion of the respondents from the faculties and from the Rectorate of the University of Porto. The 18 respondents from both groups indicated that the University of Porto is playing very active role in the promotion of student and academic staff mobility. It is important to see that both groups agreed with the activeness of the University of Porto in the promotion of mobility.

Another question was designed to identify which students of the University of Porto were being provided with better opportunities when the EHEA emerged (*See Chart 29*).

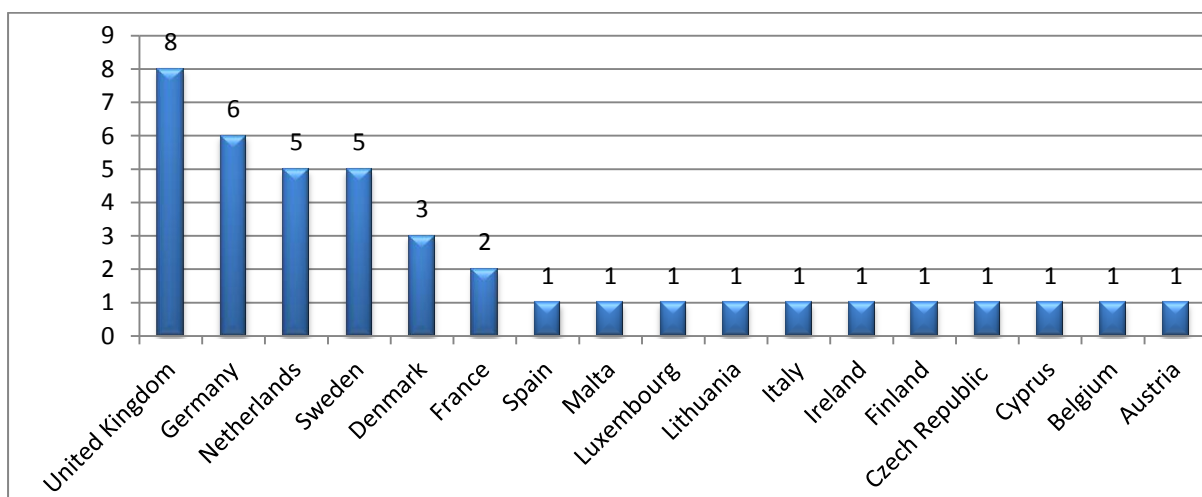
**Chart 29: Has the emerging European Higher Education Area (EHEA) provided better opportunities for students of the University of Porto?**



According to the respondents’ answers, the Erasmus Bilateral Agreements have provided better opportunities for the promotion of student and academic staff mobility at the University of Porto. The respondents from both groups answered that the Erasmus Bilateral Agreements have provided good opportunities for all the students of the University of Porto.

The following question was to select the five top priority European Union countries which the representatives of the Rectorate and faculties of the University of Porto wanted to enhance their International Cooperation with. (See Chart 30, See Chart 31)

**Chart 30: European Union countries which the respondents from the Rectorate of the University of Porto want to enhance their International Cooperation with.**

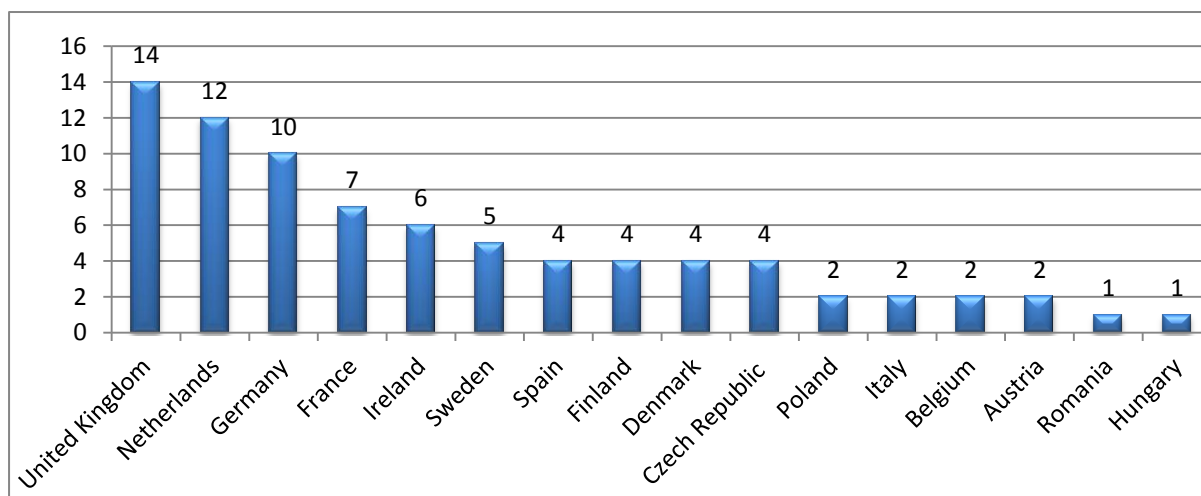


According to the results on Chart 30, 8 respondents selected the United Kingdom as the most important country which the respondents from the Rectorate of the University of Porto would

like better International Cooperation with, then Germany (6), the Netherlands (5), Sweden (5), Denmark (3) and France (2).

It is important to highlight the fact that the respondents from the Rectorate chose countries with good economic and financial stability, and also because there is still a lack of more agreements with them.

**Chart 31: European Union countries which the faculties would want to enhance its International Cooperation with.**

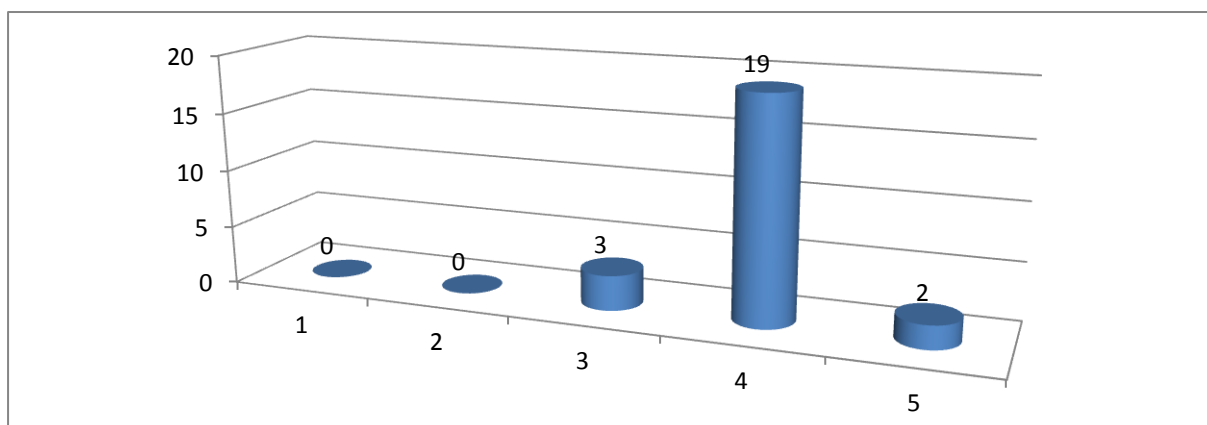


According to the results of *Chart 31*, 14 out of 16 respondents selected the United Kingdom as the country which the faculties of the University of Porto would want to enhance its International Cooperation with, then the Netherlands (12), Germany (10), France (7), Ireland (6), and Sweden (5).

Comparing both charts, there is only one difference: Ireland. The other countries chosen are the same ones chosen by the respondents from the Rectorate and from the faculties. It is important to point out that with these countries, there is still a lack of agreements in different areas of studies. In my opinion, they are the most desirable countries to study in because they have a high level of higher education and good stable economies.

The last question of the second part of the research project was to give a general evaluation of whether the Bologna Process had a positive impact on the establishment of Erasmus Bilateral Agreements (Post-2007, Bologna Process declaration), and to also explain this evaluation. The scale from 1 to 5 set 1 as the minimum, and 5 as the maximum evaluation result (*See Chart 32*).

**Chart 32: General evaluation of the impact of the Bologna Process on the establishment of Erasmus Bilateral Agreements (Post-2007, Bologna Process declaration) at the University of Porto, according to the respondents from the faculties and the Rectorate.**



According to the answers of both groups in *Chart 32*, 19 respondents from the faculties and the Rectorate gave a positive evaluation of the establishment of the Erasmus Bilateral Agreements at the University of Porto. This means that according to the respondents, the Bologna Process provided acceptable results in the establishment of Erasmus Bilateral Agreements.

Together with the question about the general evaluation of the impact of the Bologna Process on the establishment of Erasmus Bilateral Agreements, the respondents also had an optional choice to explain their opinion regarding these results. Because the questionnaires were anonymous, (this was indicated in the e-mail by sending it with a link to the questionnaire) the original answers from several respondents of the Rectorate and the faculties of the University of Porto are shown below without identifying their titles.



**Rectorate of the University of Porto:**

1. “A ideia da Europa como um espaço integrado, tendo na mobilidade um dos pilares da criação de uma área Europeia de Ensino Superior, foi seguramente um dos catalisadores da assinatura de acordos que facilitassem essa mobilidade.”
2. “No que se refere ao estabelecimento dos Acordos Bilaterais Erasmus na U.Porto o impacto do processo de Bolonha na U. Porto foi bastante positivo porque, através da adoção dos 3 ciclos e do sistema de créditos ECTS, tornou mais atrativa, legível e comparável a sua formação e qualidade académica promovendo consequentemente a mobilidade de estudantes / docentes e não docentes.”
3. “A harmonização dos ciclos de estudo facilitou a mobilidade e por isso o reconhecimento de períodos de estudo.”
4. “A uniformização do ensino superior no espaço europeu veio facilitar e permitir o estabelecimento de novos acordos.”
5. “A adaptação dos ciclos de estudo e a adopção do sistema de créditos ECTS influenciou o estabelecimento de mais acordos bilaterais erasmus e consequentemente facilitando e promovendo a mobilidade estudantil.”

**Faculties' of the University of Porto:**

1. “A compatibilidade de formações e a possibilidade de transferência de créditos fez aumentar os acordos bilaterais.”
2. “Houve um aumento significativo das propostas de mobilidade quer IN, quer OUT e, consequentemente, maior diversidade de universidades parceiras, passando a ser muito procurados, nomeadamente, por estudantes de países do centro e leste da europa.”
3. “A FAUP continua a incrementar o número de acordos bilaterais - Erasmus- contudo, novos problemas têm vindo a aparecer pelo facto do Curso de Mestrado Integrado ser, maioritariamente, constituído por unidades curriculares anuais.”
4. “É bastante positivo e só não está ainda no ponto máximo pelo facto de haver uma desproporção significativa entre "Incoming" e "outcoming", cujas razões escapam em grande medida ao funcionamento da própria Faculdade ou aos acordos em si.”
5. “Aumentaram os acordos bilaterais e em diferentes areas de conhecimento.”

6. “O impacto relativo à comparabilidade efetuada através do sistema ECTS facilitou e tornou transparente a elaboração dos learning agreement para os estudantes Outgoing. Facilitou também as regras de aceitação dos estudantes Incoming.”
7. “A implementação do Processo de Bolonha não aumentou significativamente o número de parceiros, obrigou, isso sim, a uma análise das parcerias existentes levando a um reajuste da oferta disponível.”
8. “O impacto do processo de Bolonha foi significativamente positivo. Foram firmadas novas parcerias visando um incremento da mobilidade discente, docente e não docente.”

### 7.2.2 Identifying constraints

According to the respondents of the Rectorate and the faculties, the main constraints of the Bologna Process were:

1. The development of a system of quality assurance was not one of the important priorities for the University of Porto during the Bologna Process implementation and is still in the process of being implemented.
2. The strengthening of Lifelong Learning opportunities is not fully implemented at the University of Porto yet.
3. The strengthening of the EHEA and its attractiveness were not priority areas during the implementation process and they are still in the process of being implemented.
4. The academic staff's mobility is not fully implemented yet, and according to the respondents' opinions, it is not working very well and much more attention is required for this Bologna Process action line.

According to the respondents, the Bologna Process was responsible for these constraints in the faculties and Rectorate of the University of Porto:

1. The loans and grants are not sufficient for the students.
2. There are strong cuts in government funding; therefore there is less financial support in the universities.
3. There was huge unemployment problem after the 2<sup>nd</sup> cycle.
4. Too short of a period was imposed for a 1<sup>st</sup> cycle degree at the University of Porto.
5. The economic situation of the students had an influence on the mobility of the *Incoming/Outgoing* students, resulting in a decrease in the amount of them.

### 7.2.3 Finalization of results

1. According to the respondents, the priority areas inside the Bologna Process were the adoption of the three main degree cycles (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> cycles), the establishment the ECTS, the adoption of a system of readable and comparable degrees, including the use of an explanatory supplement to a diploma and the promotion of students' mobility.
2. Lack of (showing more) efforts in such areas as the promotion of the academic staff's mobility, strengthening Lifelong Learning opportunities, and strengthening the EHEA and its attractiveness.
3. The establishment of an ECTS, adoption of the three main degree cycles, adoption of a system of readable and comparable degrees with an explanatory diploma supplement, and students' mobility during the implementation of the Bologna Process were fully implemented at the University of Porto. The respondents from the Rectorate emphasized that academic staff mobility had been fully implemented at the University of Porto, though the faculties answered that it was still in the implementation process for the academic staff.
4. The development of a system of quality assurance, the academic staff's mobility, the Lifelong Learning program, and the strengthening of the European Higher Education Area and its attractiveness were still in the process of being implemented, or some of them not implemented at all.
5. According to the respondents of the faculties and the Rectorate, the actions of the Bologna Process worked positively, particularly the implementation of the three main degree cycles, the Lifelong Learning program, ECTS and comparable and readable degrees with a diploma supplement.
6. The system of quality assurance, the EHEA and its attractiveness and the academic staff's mobility were evaluated as (worked out) satisfactory.
7. For the Rectorate of the University of Porto, the most important tasks were to enhance the academic staff's and students' *Incoming/Outgoing* mobility and the better development of a system of quality assurance.
8. For the faculties, it was important to enhance the development of a system of quality assurance, strengthen the attractiveness of the EHEA and strengthen the Lifelong Learning opportunities.

9. The constraints of the Bologna Process at the University of Porto were: the loan and grants were not sufficient for the students, strong cuts in government funding and a huge unemployment problem after the 2<sup>nd</sup> cycle.
10. The Bologna Process implementation at the University of Porto was evaluated as positive according to the respondents of the Rectorate and the faculties.
11. The adoption of a system of readable and comparable degrees established better possibilities to increase the mobility.
12. The establishment of new bilateral agreements at the University of Porto and at the faculties was viewed as an important priority for the development of International Cooperation.
13. The number of *Incoming* and *Outgoing* academic staff is almost equivalent, with just slightly more *Incoming* academic staff.
14. The mobility of *Incoming* and *Outgoing* students increased during the implementation of the Bologna Process.
15. The greatest influence was experienced in the increase in students' mobility, the establishment of a credit system, the adoption of a system of readable and comparable degrees with an explanatory diploma supplement, the 3 degree cycles, the attractiveness of the EHEA, the Lifelong Learning opportunities and the quality of the education level.
16. The University of Porto is playing an active role in the promotion of the students' and academic staff's mobility.
17. Most of the respondents from the different faculties and the Rectorate of the University of Porto answered that the emerging EHEA provided good opportunities for all the students from the University of Porto.
18. The respondents expressed their opinion that enhancing better International Cooperation with the United Kingdom, Germany, the Netherlands, Sweden, Denmark, France and Ireland should be a priority for the University of Porto and the faculties.
19. The general evaluation of the impact of the Bologna Process at the University of Porto was positive. This means that the Bologna Process provided acceptable results in the establishment of Erasmus Bilateral Agreements.

## 8. Conclusions

The Bologna Process was an important task in the implementation of the Portuguese higher education system, which started in 2006 after the acceptance of Decree-Law 74/2006. The implementation of the main Bologna Process action lines, such as the ECTS, diploma supplement, Lifelong Learning opportunities, length of the 1<sup>st</sup> degree cycles, quality assurance system in Portugal, and in particular those for the University of Porto, were essential tasks to strengthen the European Higher Education Area.

One of the ways to make the Bologna Process action lines work and strengthen the EHEA was accepting the unified qualification framework - and having an operational National Framework of Qualification, which makes the entire higher education system easily accessible and recognizable at the national and international level, as well as, being supportive of Lifelong Learning opportunities and the mobility programmes.

Moreover, according to my research, the credit transfer system – ECTS and the diploma supplement were the best implemented instruments of the Bologna Process, which fully and successfully operates at the University of Porto.

According to the evaluation report of the University of Porto, students' mobility is a strategic goal for the university and another one of the Bologna Process action lines, which, in my opinion, made a strong contribution to the better development of International Cooperation at the University of Porto.

According to my research, the University of Porto is well advanced in regards to *Incoming* and *Outgoing* mobility. There are many Erasmus Bilateral Agreements which have increased every year since 2004/2005, further enhancing better International Cooperation with new European countries. Indeed, the University of Porto is one of the Top 40 universities in terms of the *Incoming* mobility of Erasmus students and one of the Top 50 in *Outgoing* mobility. The Bologna Process helped strengthen *Incoming* and *Outgoing* mobility, as well as the development of Erasmus Bilateral Agreements. Still, this mobility had been developing before the Bologna Process, so it is not correct to say that the *Incoming* and *Outgoing* mobility started with the Bologna Process. This data is apparent in my research of Erasmus Bilateral Agreements. The Bologna Process helped to strengthen the level of mobility and

made a significant contribution to easier participation and recognition of the study periods and the mobility among both institutions.

As my second research shows, the Bologna Process was evaluated positively by the representatives of the faculties and the Rectorate. There were several Bologna Process action lines which were fully implemented at the University of Porto and worked well, but there are also actions of the Bologna Process which should be improved. The representatives of the Rectorate of the University of Porto expressed a clear opinion that the Bologna Process had a positive impact on the University of Porto, while contrary to this, the representatives of the faculties emphasized that there were many negative aspects of the Bologna Process and that some of them should be implemented better.

## **9. Recommendations to the Rectorate and faculties of the University of Porto:**

1. Better promotion of mobility for the academic staff and the enhancement of more International Cooperation agreements.
2. To enhance more agreements and search for new partners from foreign countries such as: the United Kingdom, the Netherlands, Germany, Sweden, France, Denmark and Ireland
3. Better development of the quality assurance system at the University of Porto, as the results of the research show that it is still not fully implemented in the higher education system.
4. The creation of more programmes and activities in the framework of Lifelong Learning.

According to the research results, one of the big constraints is youth unemployment after the 2nd cycle at the University of Porto. My suggestion is: develop more possibilities for students to acquire more practical experience after the completion of courses, and integrate more practical tasks or internships into the study programmes of the 1st and 2nd cycles.

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# Appendixes

## **Appendix I**

**Appendix I:** The main tasks of the internship at the International Relations Office at the Rectorate of the University of Porto

The internship took a place at the International Relations Office (SRI) at the Rectorate of the University of Porto from 19<sup>th</sup> of September 2011 finished at 14<sup>th</sup> of December 2011. As an intern at the SRI, my main tasks were:

- to answer to general inquiries from foreign students, teachers, staff, enterprises and others;
- to disseminate information received from partner institutions within the University of Porto teaching staff and other Rectorate staff;
- to validate Erasmus Bilateral Agreements for the mobility students in the University of Porto webpage (*SIGARRA*);
- to help organizing institutional visits from partners universities and other international events;
- to help preparing documents, including translation of official documents and other necessary information;
- to support in the preparation of the welcoming session organized to *Incoming* mobility students of the University of Porto;
- to help selecting the candidates of International Training week by specific criteria such as position and university;
- to help verifying of documents for scholarships of the mobility programs for teachers and other academic staff;
- to fill in information about students of mobility out in prepared templates;
- to create a questionnaire for the participants of International Training week;
- to help organizing cultural visits to Porto wine cellars, museums and Porto city tour;
- to analyze the data differences of the Erasmus Bilateral Agreements by countries, faculties and academic years before and after the Bologna process;
- through the questionnaire method to collect personal assessments of the Rector, Vice-Rector, managing boards of the most representative faculties of the University of Porto and the SRI staff on the changes introduced after the Bologna process in the International Cooperation policies of the University of Porto.

## **Appendix II**



**Appendix II:** The questionnaire made for participants of the International Training week.



**Dear participants of the International week!**

The completion of this questionnaire will offer important information for U. Porto to identify the main aspects that could contribute to an improvement of organizing future trainings. We would be grateful if you could take the time to complete this questionnaire. Thank you for your assistance.

**QUESTIONNAIRE**

I. IDENTIFICATION	
Name:	_____
Age:	_____
Institution:	_____ Current position at your institution: _____

II. ANALYSIS OF ACTIVITIES				
1. How are you satisfied with the training you have received during our International training week? Please mark the answer <b>X</b>				
Excellent	Good	Average	Poor	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2. Please make a general evaluation of your stay during our International week, regarding the following aspects: Please mark the answer <b>X</b>				
	Excellent	Good	Satisfied	Poor
➤ Information was sufficient				
➤ The programme drawn up for the course took into account what participants considered to get from it				

3. Rate your experience regarding to: Please mark the answer <b>X</b>				
	Excellent	Good	Satisfied	Poor
Interest of the proposed themes during the training				
Importance of the provided information				
Clarity of the presented information				
General organization of the training (program, schedule, registration)				
4. How would you rate the support needs before the event?				
Excellent	Good	Average	Poor	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
5. Did this training contribute for the development of International cooperation between Universities?				
<input type="checkbox"/> Yes <input type="checkbox"/> No – If the answer is no, please indicate the reason.				
6. How will the training course be of use to you in your future work?				
7. Please write briefly any suggestions or recommendations for improvements of our future International trainings?				

Date: \_\_\_\_ November 2011

Signature: \_\_\_\_\_

**Appendix III**

**Appendix III:** The Certificate of attendance made for participants of the International Training week.



### CERTIFICATE OF ATTENDANCE

I hereby confirm that ....., from the **Universitat Politècnica de Catalunya - UPC** (E BARCELO03), Spain, has participated in the **International Week** organized by the International Office of the University of Porto (P PORTO02), Portugal, between the 7<sup>th</sup> and the 11<sup>th</sup> of November 2011, within the framework of the LLP ERASMUS Programme / ERASMUS Mundus Programme.

The programme comprised a range of activities related to internationalisation through interactive group sessions which offered an enriching international and intercultural learning experience to all participants, creating at the same time the opportunity to discuss important topics related to cooperation.

Porto, 11<sup>th</sup> of November 2011

Cristina Ferreira

Erasmus Institutional Coordinator

**Appendix IV**

**Appendix IV:** The participants list of International Training week

	<b>Country</b>	<b>Home University</b>	<b>ID CODE</b>	<b>Name</b>	<b>Position</b>	<b>E-mail</b>
1	Austria	Leopold-Franzens University Innsbruck	A INNSBRU01	.....	Erasmus Coordinator Outgoings	.....
2	Bulgaria	National Sport Academy "Vasil Levski"	BG SOFIA17		Erasmus Coordinator	
3	France	Ecole Nationale Supérieure D'Architecture	F VERSAIL05		Erasmus and International officer	
4	France	Universitè Paul Sabatier	F TOULOUS03		Erasmus Exchanges	
5	Germany	Technische Universität Berlin	D BERLIN02		Overseas Student Advisor	
6	Germany	University of Konstanz	D KONSTAN01		Departmental Administrator & Student Advisor, Erasmus Coordinator	
7	Greece	University of Western Macedonia	G KOZANI02		Administrative Head of Department	
8	Hungary	Corvinus University of Budapest	HU BUDAPES03		Erasmus coordinator	
9	Indonesia	University of Gadjas Madra	ID UGM		Assistant of the Head of the International Office	
10	Kazakhstan	Innovative University of Eurasia			Vice-Rector for academic work and quality of education	
11	Poland	Adam Mickiewicz University in Poznań	PL POZNAN01		International Relations Officer	

12	Poland	Gdansk University of Technology	PL GDANSK02	Assistant to Vice-Rector for International Cooperation and European Programmes
13	Poland	National Defence University	PL WARSZAW68	Head of English teachers, senior lecturer
14	Poland	National Defence University	PL WARSZAW68	Senior Lecturer
15	Poland	Opole University of Technology	PL OPOLE02	International Relations and EU programmes specialist
16	Poland	University of Warsaw	PL WARSZAW01	Erasmus Mundus officer
17	Romania	Babes-Bolyai University	RO CLUJNAP01	LLP Coordinator
18	Spain	CEU Cardenal Herrera	E VALENCI08	International Coordinator
19	Spain	University of Lleida	E LLEIDA01	International Relations officer
20	Sweden	Umea University	S UMEA01	International coordinator
21	Turkey	Dokuz Eylul University	TR IZMIR01	Erasmus Outgoing students
22	Turkey	Dokuz Eylul University	TR IZMIR01	Erasmus Institutional coordinator

**Appendix V**





UNIVERSIDADE  
DO PORTO

## Erasmus Preliminary Bilateral Agreement

2012 / 2013 - ~~2013 / 2014~~

Faculdade de Letras da Universidade do Porto / Faculty of Arts of the University of Porto  
and  
University of Southampton / University of Southampton

Erasmus ID	P PORTO02	UK SOUTHAM01
Name	Universidade do Porto	University of Southampton
Address	Praça Gomes Teixeira	University Road; Highfield
ZIP Code	4099-002 PORTO	SO17 1BJ Southampton
URL	www.up.pt	http://www.soton.ac.uk/

### Contact Person

Name	[REDACTED]	[REDACTED]
Phone	[REDACTED]	[REDACTED]
Fax	[REDACTED]	[REDACTED]
E-mail	[REDACTED]	[REDACTED]
Address	Via Panorâmica, s/n 4150-564 PORTO	Modern Languages; University of Southampton; Highfield; Southampton SO17 1BJ, UK
URL	http://www.letras.up.pt	http://www.soton.ac.uk/

The above parties agree to cooperate in the activities shown below within the ERASMUS Programme. Both parties agree to abide by the principles and conditions set out in the ERASMUS UNIVERSITY CHARTER and by the terms of this cooperation agreement. The validity of this agreement is subject to the award of the EUC to both Institutions for the named period.

### OM/S: student mobility

Erasmus subject area		Level			Country		Total Number	
Code	Name	I	A	D	From	To	Students	Student months
9.1	Modern EC languages	X			PORTUGAL	UNITED KINGDOM	2	20
9.1	Modern EC languages	X			UNITED KINGDOM	PORTUGAL	2	20


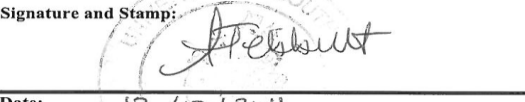
### OM/T: teaching staff mobility (1 week - 6 months)

Subject area code	Topic(s) taught	Name of the staff member	Home country	Host country	Duration in number of weeks	Number of teaching hours per week
9.1	Modern EC languages	TBA	PORTUGAL	UNITED KINGDOM	1	5
9.1	Modern EC languages	TBA	UNITED KINGDOM	PORTUGAL	1	5

### STT: Non-Teaching staff mobility (1- 6 weeks)

Subject area code	Working topic(s)	Name of the staff member	Home country	Host country	Duration in number of weeks	Number of working hours per week

Signatures of the representatives of both institutions

<b>Name of institution:</b> Universidade do Porto / Faculdade de Letras da Universidade do Porto	<b>Name of institution:</b> University of Southampton
<b>Academic Exchange Coordinator:</b> Maria da Graça Lisboa Castro Pinto	
<b>Name and status of the official representative:</b> [Redacted] Faculty Coordinator	<b>Name and status of the official representative:</b> [Redacted] EUROPEAN OFFICER
<b>Signature and Stamp:</b> 	<b>Signature and Stamp:</b> 
<b>Date:</b> 2011.08.25	<b>Date:</b> 13/10/2011

\*Please note: At the University of Porto (UPORTO), engagement in ERASMUS activities is decided at Faculty level. Therefore, all agreements are signed by the ERASMUS Local Coordinators.

**Appendix VI**

**Appendix VI:** The formal letter (ofício)

**INTERNATIONAL RELATIONS**

DATE: 25.11.2011  
SUBJECT: Staff Training week

Universitat de Lleida  
Astrid Ballesta Remy  
Oficina de Relacions Internacionals  
Carrer de Jaume II, 67  
E-25001, LLEIDA  
SPAIN

Dear Mrs. ....

Further to your letter and as requested, please find enclosed the LLP/ERASMUS Bilateral Agreement regarding the mobility of ....., signed by the Erasmus Institutional coordinator of the University of Porto.

We request you to send me back this agreement, just signed by your Institutional coordinator.

We look forward to see your colleague ..... at our International week in Porto

Yours sincerely,

.....,

International officer

**Appendix VII**

**Appendix VII:** The list of Erasmus Bilateral Agreements at the academic year of 2006/2007.

<b>Validation Year</b>	<b>Beginning of academic year</b>	<b>End of academic year</b>	<b>Country</b>	<b>Partnership Institution</b>	<b>Faculty</b>
2006/2007	2004/2005	2006/2007	Germany	Brandenburg University of Technology Cottbus	FAUP
2006/2007	2005/2006	2006/2007	Germany	Technische Universität Berlin	FAUP
2006/2007	2006/2007	2006/2007	Germany	Technische Universität Darmstadt	FAUP
2006/2007	2005/2006	2006/2007	Germany	Universität Stuttgart	FAUP
2006/2007	2005/2006	2006/2007	Spain	Universidad de La Coruña	FAUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de Las Palmas de Gran Canaria	FAUP
2006/2007	2005/2006	2006/2007	Spain	Universidad Politécnica de Madrid	FAUP
2006/2007	2005/2006	2006/2007	Spain	Universidad Politecnica de Valencia	FAUP
2006/2007	2006/2007	2006/2007	Spain	Universitat Politècnica de Catalunya	FAUP
2006/2007	2006/2007	2006/2007	Finland	Oulun Yliopisto	FAUP
2006/2007	2005/2006	2006/2007	France	Ecole d Architecture de Lille Regions Nord	FAUP
2006/2007	2005/2006	2006/2007	France	École d'Architecture Paris-Belleville	FAUP
2006/2007	2005/2006	2006/2007	France	ECOLE D'ARCHITECTURE PARIS-VAL DE SEINE	FAUP
2006/2007	2006/2007	2006/2007	France	Ecole Nationale Supérieure d Architecture de Versailles	FAUP
2006/2007	2005/2006	2006/2007	France	ENSAM - Ecole Nationale Supérieure d Architecture de Montpellier	FAUP
2006/2007	2004/2005	2006/2007	France	Institut National Polytechnique de Lorraine	FAUP
2006/2007	2005/2006	2006/2007	Greece	Aristoteleio Panepistimio Thessalonikis	FAUP
2006/2007	2006/2007	2006/2007	Italy	Instituto Universitario di Architettura di Venezia	FAUP
2006/2007	2004/2005	2006/2007	Italy	Politecnico di Milano	FAUP
2006/2007	2006/2007	2006/2007	Italy	Politecnico di Torino	FAUP
2006/2007	2005/2006	2006/2007	Italy	Sapienza Università di Roma	FAUP
2006/2007	2006/2007	2006/2007	Italy	Università degli Studi di Catania	FAUP
2006/2007	2004/2005	2006/2007	Italy	Università Degli Studi di Ferrara	FAUP
2006/2007	2004/2005	2006/2007	Italy	Università degli Studi di Firenze	FAUP
2006/2007	2004/2005	2006/2007	Italy	Università degli Studi di Napoli Federico II	FAUP
2006/2007	2006/2007	2006/2007	Italy	Università Degli Studi di	FAUP

				Palermo	
2006/2007	2006/2007	2006/2007	Italy	Università degli Studi di Parma	FAUP
2006/2007	2004/2005	2006/2007	Italy	Università degli Studi G.D Annunzio Chieti-Pescara	FAUP
2006/2007	2004/2005	2006/2007	Italy	Universita Degli Studi Roma Tre	FAUP
2006/2007	2004/2005	2006/2007	Norway	ARKITEKTUR- OG DESIGNHØGSKOLEN I OSLO	FAUP
2006/2007	2004/2005	2006/2007	Netherlands	Technische Universiteit Delft	FAUP
2006/2007	2004/2005	2006/2007	United Kingdom	Glasgow School Of Art	FAUP
2006/2007	2005/2006	2006/2007	Czech Republic	Ceské Vysoké Učení Technické v Praze	FAUP
2006/2007	2004/2005	2006/2007	Sweden	CHALMERS TEKNISKA HÖGSKOLA	FAUP
2006/2007	2006/2007	2006/2007	Sweden	KUNGL TEKNISKA HÖGSKOLAN	FAUP
2006/2007	2004/2005	2006/2007	Sweden	LUNDS UNIVERSITET	FAUP
2006/2007	2005/2006	2006/2007	Switzerland	EPFL - École Polytechnique Fédérale de Lausanne	FAUP
2006/2007	2004/2005	2006/2007	Switzerland	Università della Svizzera italiana	FAUP
2006/2007	2004/2005	2006/2007	Germany	Hochschule für Bildende Künste Dresden	FBAUP
2006/2007	2004/2005	2006/2007	Germany	Staatliche Akademie der Bildenden Kunst Karlsruhe	FBAUP
2006/2007	2004/2005	2006/2007	Belgium	École Supérieure des Arts Plastiques et Visuels	FBAUP
2006/2007	2006/2007	2006/2007	Belgium	Hogeschool Antwerpen	FBAUP
2006/2007	2004/2005	2006/2007	Belgium	75 Établissement d'Enseignement Supérieur des Arts Plastiques	FBAUP
2006/2007	2004/2005	2006/2007	Bulgaria	NATSIONALNA HUDOJESTVENA AKADEMIA	FBAUP
2006/2007	2004/2005	2006/2007	Slovakia	Vysoká Skola Vytvarnych Umení v Bratislave	FBAUP
2006/2007	2004/2005	2006/2007	Slovenia	UNIVERZA V LJUBLJANI	FBAUP
2006/2007	2005/2006	2006/2007	Spain	EHU Euskal Herriko Unibertsitatea	FBAUP
2006/2007	2006/2007	2006/2007	Spain	Universidad Complutense de Madrid	FBAUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de Barcelona	FBAUP
2006/2007	2005/2006	2006/2007	Spain	Universidad de Castilla la Mancha	FBAUP
2006/2007	2004/2005	2006/2007	Spain	Universidad Politécnica de Valencia	FBAUP
2006/2007	2006/2007	2006/2007	Estonia	Eesti Kunstiakademia	FBAUP
2006/2007	2006/2007	2006/2007	Finland	LAUREA-AMMATTIKORKEAKOULU	FBAUP

2006/2007	2004/2005	2006/2007	France	ECOLE DES BEAUX-ARTS DE BORDEAUX	FBAUP
2006/2007	2004/2005	2006/2007	France	Ecole Nationale Supérieure des Beaux-Arts	FBAUP
2006/2007	2006/2007	2006/2007	France	École Régionale des Beaux Arts de Nantes	FBAUP
2006/2007	2005/2006	2006/2007	France	ÉCOLE SUPERIEURE D ART DE CLERMONT COMMUNAUTE	FBAUP
2006/2007	2004/2005	2006/2007	France	ECOLE SUPERIEURE D'ART ET DESIGN DE SAINT-ETIENNE (ESADSE)	FBAUP
2006/2007	2005/2006	2006/2007	France	École Supérieure d'Arts	FBAUP
2006/2007	2004/2005	2006/2007	France	École Supérieure des Arts Décoratifs, Strasbourg	FBAUP
2006/2007	2006/2007	2006/2007	France	École Supérieure des Beaux Arts de Cornouaille	FBAUP
2006/2007	2006/2007	2006/2007	France	École Supérieure des Beaux-Arts de Le Mans	FBAUP
2006/2007	2005/2006	2006/2007	Greece	ANOTATI SCHOLI KALON TEHNON	FBAUP
2006/2007	2004/2005	2006/2007	Greece	TECHNOLOGIKO EKPEDEFTIKO IDRIMA (T.E.I.) OF ATHENS	FBAUP
2006/2007	2004/2005	2006/2007	Hungary	MOHOLY-NAGY MUVESZETI EGYETEM	FBAUP
2006/2007	2005/2006	2006/2007	Italy	Accademia di Belle Arti di Bologna	FBAUP
2006/2007	2006/2007	2006/2007	Italy	Accademia di Belle Arti	FBAUP
2006/2007	2005/2006	2006/2007	Italy	Accademia di Belle Arti de Brera, Milano	FBAUP
2006/2007	2004/2005	2006/2007	Italy	Politecnico di Milano	FBAUP
2006/2007	2004/2005	2006/2007	Latvia	Latvijas Makslas Akademija (Art Academy of Latvia)	FBAUP
2006/2007	2004/2005	2006/2007	Netherlands	Hogeschool Rotterdam and Omstreken (Acad. Beeldende Kunsten)	FBAUP
2006/2007	2004/2005	2006/2007	Netherlands	Hogeschool`s-Hertogenbosch (Centraal Instituut)	FBAUP
2006/2007	2005/2006	2006/2007	Poland	AKADEMIA SZTUK PIEKNYCH IM. JANA MATEJKI W KRAKOWIE	FBAUP
2006/2007	2006/2007	2006/2007	Poland	AKADEMIA SZTUK PIEKNYCH WE WROCLAWIU	FBAUP
2006/2007	2004/2005	2006/2007	United Kingdom	Coventry University	FBAUP
2006/2007	2004/2005	2006/2007	United Kingdom	Norwich University College of the Arts	FBAUP
2006/2007	2005/2006	2006/2007	United Kingdom	Sheffield Hallam University	FBAUP



2006/2007	2004/2005	2006/2007	United Kingdom	University of Salford	FBAUP
2006/2007	2004/2005	2006/2007	Czech Republic	Akademie Vytvarnych Umeni V Praze	FBAUP
2006/2007	2006/2007	2006/2007	Czech Republic	Univerzita Jana Evangelisty Purkyne V Ústí Nad Labem	FBAUP
2006/2007	2004/2005	2006/2007	Switzerland	Hochschule Luzern, Design and Kunst	FBAUP
2006/2007	2005/2006	2006/2007	Turkey	BASKENT UNIVERSITESI	FBAUP
2006/2007	2006/2007	2006/2007	Turkey	MARMARA ÜNİVERSİTESİ	FBAUP
2006/2007	2006/2007	2006/2007	Germany	Justus Liebig Universität Giessen	FCNAUP
2006/2007	2006/2007	2006/2007	Spain	Universitat de Valencia	FCNAUP
2006/2007	2004/2005	2006/2007	Finland	ITA-SUOMEN YLIOPISTO	FCNAUP
2006/2007	2006/2007	2006/2007	Sweden	Karolinska Institutet Stockholm	FCNAUP
2006/2007	2005/2006	2006/2007	Germany	JULIUS-MAXIMILIANS-UNIVERSITÄT WUERZBURG	FCUP
2006/2007	2005/2006	2006/2007	Germany	UNIVERSITÄT BAYREUTH	FCUP
2006/2007	2006/2007	2006/2007	Germany	Universität Hannover	FCUP
2006/2007	2006/2007	2006/2007	Austria	Leopold-Franzens-Universität Innsbruck	FCUP
2006/2007	2005/2006	2006/2007	Belgium	Facultés Universitaires Notre-dame De La Paix	FCUP
2006/2007	2004/2005	2006/2007	Belgium	Université Libre de Bruxelles	FCUP
2006/2007	2006/2007	2006/2007	Belgium	Universiteit Gent	FCUP
2006/2007	2006/2007	2006/2007	Denmark	Aarhus Universitet	FCUP
2006/2007	2006/2007	2006/2007	Denmark	Kobenhavns Universitet	FCUP
2006/2007	2006/2007	2006/2007	Spain	EHU Euskal Herriko Unibertsitatea	FCUP
2006/2007	2006/2007	2006/2007	Spain	Universidad Complutense de Madrid	FCUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de Alicante	FCUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de Barcelona	FCUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de Granada	FCUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de La Coruña	FCUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de Murcia	FCUP
2006/2007	2004/2005	2006/2007	Spain	Universidad De Oviedo	FCUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de Salamanca	FCUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de Santiago de Compostela	FCUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de Valladolid	FCUP
2006/2007	2005/2006	2006/2007	Spain	Universidad de Vigo	FCUP
2006/2007	2004/2005	2006/2007	Spain	Universidad de Zaragoza	FCUP
2006/2007	2006/2007	2006/2007	Spain	Universidad Europea Miguel de Cervantes	FCUP
2006/2007	2005/2006	2006/2007	Spain	Universidad Politécnica de	FCUP

				Cartagena	
2006/2007	2005/2006	2006/2007	Spain	Universidad Politécnica de Madrid	FCUP
2006/2007	2006/2007	2006/2007	Spain	Universidad Politecnica de Valencia	FCUP
2006/2007	2006/2007	2006/2007	Spain	Universitat de Les Illes Balears	FCUP
2006/2007	2005/2006	2006/2007	Spain	Universitat de Valencia	FCUP
2006/2007	2006/2007	2006/2007	Spain	Universitat Politècnica de Catalunya	FCUP
2006/2007	2006/2007	2006/2007	Estonia	EESTI MAAÜLIKOOL	FCUP
2006/2007	2006/2007	2006/2007	France	Ecole Polytechnique	FCUP
2006/2007	2006/2007	2006/2007	France	Université Claude Bernard - Lyon I	FCUP
2006/2007	2005/2006	2006/2007	France	Université de Bordeaux I	FCUP
2006/2007	2006/2007	2006/2007	France	Université de la Méditerranée (Aix-Marseille II)	FCUP
2006/2007	2004/2005	2006/2007	France	Université de Paris VII - Denis Diderot	FCUP
2006/2007	2006/2007	2006/2007	France	Université de Rouen	FCUP
2006/2007	2006/2007	2006/2007	Greece	National and Kapodistrian University of Athens	FCUP
2006/2007	2006/2007	2006/2007	Ireland	National University of Ireland, Galway	FCUP
2006/2007	2006/2007	2006/2007	Italy	Università degli Studi di Cagliari	FCUP
2006/2007	2005/2006	2006/2007	Italy	Università degli Studi di Firenze	FCUP
2006/2007	2006/2007	2006/2007	Italy	Università degli Studi di Milano	FCUP
2006/2007	2006/2007	2006/2007	Italy	Università degli Studi di Modena e Reggio Emilia	FCUP
2006/2007	2005/2006	2006/2007	Italy	Università Degli Studi di Torino	FCUP
2006/2007	2006/2007	2006/2007	Netherlands	Vrije Universiteit Amsterdam	FCUP
2006/2007	2006/2007	2006/2007	United Kingdom	University of Warwick	FCUP
2006/2007	2005/2006	2006/2007	Czech Republic	Masarykova Univerzita v Brno	FCUP
2006/2007	2004/2005	2006/2007	Czech Republic	Všoká Skola Chemicko-Technologicka v Praze	FCUP
2006/2007	2006/2007	2006/2007	Sweden	LUNDS UNIVERSITET	FCUP
2006/2007	2006/2007	2006/2007	Sweden	UMEÅ UNIVERSITET	FCUP
2006/2007	2004/2005	2006/2007	Switzerland	Eidgenössische Technische Hochschule Zürich	FCUP
2006/2007	2006/2007	2006/2007	Switzerland	EPFL - École Polytechnique Fédérale de Lausanne	FCUP
2006/2007	2005/2006	2006/2007	Switzerland	Université de Lausanne	FCUP
2006/2007	2006/2007	2006/2007	Turkey	Dokuz Eylul Universitesi	FCUP
2006/2007	2005/2006	2006/2007	Turkey	EGE ÜNİVERSİTESİ	FCUP
2006/2007	2006/2007	2006/2007	Turkey	ULUDAG ÜNİVERSİTESİ	FCUP

2006/2007	2004/2005	2006/2007	Belgium	Katholieke Universiteit Leuven	FADEUP
2006/2007	2004/2005	2006/2007	Belgium	Universiteit Gent	FADEUP
2006/2007	2004/2005	2006/2007	Denmark	SYDDANSK UNIVERSITET	FADEUP
2006/2007	2006/2007	2006/2007	Spain	Universidad Alfonso X El Sabio	FADEUP
2006/2007	2006/2007	2006/2007	Spain	Universidad Autonoma de Madrid	FADEUP
2006/2007	2006/2007	2006/2007	Spain	Universidad Catolica San Antonio de Murcia	FADEUP
2006/2007	2004/2005	2006/2007	Spain	Universidad de Alicante	FADEUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de Extremadura	FADEUP
2006/2007	2005/2006	2006/2007	Spain	Universidad de Jaén	FADEUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de La Coruña	FADEUP
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2006/2007	2006/2007	2006/2007	Austria	Universität Wien	FLUP
2006/2007	2004/2005	2006/2007	Belgium	Hogeschool Antwerpen	FLUP
2006/2007	2004/2005	2006/2007	Belgium	Institut supérieur de traducteurs et interprètes (Haute Ecole de Bruxelles)	FLUP
2006/2007	2005/2006	2006/2007	Belgium	Katholieke Universiteit Leuven	FLUP
2006/2007	2005/2006	2006/2007	Belgium	Université Catholique de Louvain	FLUP
2006/2007	2004/2005	2006/2007	Belgium	Université Libre de Bruxelles	FLUP
2006/2007	2004/2005	2006/2007	Belgium	Universiteit Gent	FLUP
2006/2007	2004/2005	2006/2007	Denmark	Aarhus Universitet	FLUP
2006/2007	2006/2007	2006/2007	Denmark	DANMARKS BIBLIOTEKSSKOLE	FLUP
2006/2007	2004/2005	2006/2007	Denmark	Kobenhavns Universitet	FLUP

2006/2007	2005/2006	2006/2007	Slovakia	Univerzita Mateja Bela v Banskej Bystrici	FLUP
2006/2007	2005/2006	2006/2007	Slovenia	UNIVERZA V LJUBLJANI	FLUP
2006/2007	2004/2005	2006/2007	Spain	EHU Euskal Herriko Unibertsitatea	FLUP
2006/2007	2006/2007	2006/2007	Spain	Universidad Autonoma de Barcelona	FLUP
2006/2007	2004/2005	2006/2007	Spain	Universidad Autonoma de Madrid	FLUP
2006/2007	2004/2005	2006/2007	Spain	Universidad Complutense de Madrid	FLUP
2006/2007	2005/2006	2006/2007	Spain	Universidad de Alcalá de Henares	FLUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de Barcelona	FLUP
2006/2007	2004/2005	2006/2007	Spain	Universidad de Cádiz	FLUP
2006/2007	2004/2005	2006/2007	Spain	Universidad de Cantabria	FLUP
2006/2007	2005/2006	2006/2007	Spain	Universidad de Granada	FLUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de La Coruña	FLUP
2006/2007	2004/2005	2006/2007	Spain	Universidad de Málaga	FLUP
2006/2007	2004/2005	2006/2007	Spain	Universidad de Murcia	FLUP
2006/2007	2005/2006	2006/2007	Spain	Universidad de Navarra	FLUP
2006/2007	2006/2007	2006/2007	Spain	Universidad De Oviedo	FLUP
2006/2007	2004/2005	2006/2007	Spain	Universidad de Salamanca	FLUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de Santiago de Compostela	FLUP
2006/2007	2004/2005	2006/2007	Spain	Universidad de Valladolid	FLUP
2006/2007	2004/2005	2006/2007	Spain	Universidad de Vigo	FLUP
2006/2007	2004/2005	2006/2007	Spain	Universidad de Zaragoza	FLUP
2006/2007	2006/2007	2006/2007	Spain	Universidad Huelva	FLUP
2006/2007	2005/2006	2006/2007	Spain	Universitat de Valencia	FLUP
2006/2007	2004/2005	2006/2007	Spain	Universitat Pompeu Fabra Barcelona	FLUP
2006/2007	2006/2007	2006/2007	Spain	Universitat Rovira I Virgili	FLUP
2006/2007	2004/2005	2006/2007	Finland	Helsingin Yliopisto	FLUP
2006/2007	2006/2007	2006/2007	Finland	JYVÄSKYLÄN YLIOPISTO	FLUP
2006/2007	2004/2005	2006/2007	Finland	Oulun Yliopisto	FLUP
2006/2007	2006/2007	2006/2007	Finland	Tampereen Yliopisto	FLUP
2006/2007	2004/2005	2006/2007	France	École des Hautes Études en Sciences Sociales	FLUP
2006/2007	2004/2005	2006/2007	France	Institut d'Etudes Politiques de Bordeaux	FLUP
2006/2007	2006/2007	2006/2007	France	Institut d'Études Politiques de Rennes	FLUP
2006/2007	2004/2005	2006/2007	France	Institut National des Langues et Civilisations Orientales	FLUP
2006/2007	2005/2006	2006/2007	France	IUT2 de Grenoble - Université Pierre Mendes France	FLUP

2006/2007	2006/2007	2006/2007	France	Université Blaise Pascal Clermont-Ferrand II	FLUP
2006/2007	2004/2005	2006/2007	France	Université D'Angers	FLUP
2006/2007	2005/2006	2006/2007	France	Université de Bretagne-Sud	FLUP
2006/2007	2006/2007	2006/2007	France	Université de Haute-Bretagne (Rennes 2)	FLUP
2006/2007	2004/2005	2006/2007	France	Université de la Sorbonne Nouvelle (Paris III)	FLUP
2006/2007	2005/2006	2006/2007	France	Université de Nantes	FLUP
2006/2007	2004/2005	2006/2007	France	Université de Paris VII - Denis Diderot	FLUP
2006/2007	2004/2005	2006/2007	France	Universite De Paris-Val De Marne (Paris XII)	FLUP
2006/2007	2004/2005	2006/2007	France	Université de Pau et des Pays de l'Adour	FLUP
2006/2007	2004/2005	2006/2007	France	Université de Rouen	FLUP
2006/2007	2004/2005	2006/2007	France	Université Jean Monnet - St. Étienne	FLUP
2006/2007	2004/2005	2006/2007	France	Université Michel de Montaigne Bordeaux III	FLUP
2006/2007	2005/2006	2006/2007	France	Université Paris Sorbonne - Paris IV	FLUP
2006/2007	2006/2007	2006/2007	France	UNIVERSITE PARIS 8 VINCENNES - SAINT- DENIS	FLUP
2006/2007	2004/2005	2006/2007	Greece	National and Kapodistrian University of Athens	FLUP
2006/2007	2005/2006	2006/2007	Hungary	Eotvos Lorand Tudomanyegyetem	FLUP
2006/2007	2005/2006	2006/2007	Ireland	Dublin Institute of Technology	FLUP
2006/2007	2005/2006	2006/2007	Ireland	National University of Ireland, Galway	FLUP
2006/2007	2004/2005	2006/2007	Ireland	UNIVERSITY COLLEGE DUBLIN NATIONAL UNIVERSITY OF IRELAND, DUBLIN	FLUP
2006/2007	2006/2007	2006/2007	Ireland	University of Limerick	FLUP
2006/2007	2004/2005	2006/2007	Italy	Instituto Universitario Suor Orsola Benincasa	FLUP
2006/2007	2004/2005	2006/2007	Italy	Libera Università Maria Ss. Assunta	FLUP
2006/2007	2004/2005	2006/2007	Italy	Sapienza Università di Roma	FLUP
2006/2007	2004/2005	2006/2007	Italy	Università CA FOSCARI DI VENEZIA	FLUP
2006/2007	2006/2007	2006/2007	Italy	Università degli Studi della Basilicata	FLUP
2006/2007	2005/2006	2006/2007	Italy	Università Degli Studi Della Tuscia	FLUP
2006/2007	2004/2005	2006/2007	Italy	Università degli Studi di Bari	FLUP
2006/2007	2004/2005	2006/2007	Italy	Università degli Studi di Bergamo	FLUP
2006/2007	2006/2007	2006/2007	Italy	Università degli Studi di	FLUP

				Cagliari	
2006/2007	2004/2005	2006/2007	Italy	Università degli Studi di Milano	FLUP
2006/2007	2005/2006	2006/2007	Italy	Università degli Studi di Modena e Reggio Emilia	FLUP
2006/2007	2006/2007	2006/2007	Italy	UNIVERSITA DEGLI STUDI DI NAPOLI "L'ORIENTALE"	FLUP
2006/2007	2006/2007	2006/2007	Italy	Università Degli Studi di Palermo	FLUP
2006/2007	2004/2005	2006/2007	Italy	Università Degli Studi di Perugia	FLUP
2006/2007	2004/2005	2006/2007	Italy	Università Degli Studi di Roma Tor Vergata	FLUP
2006/2007	2004/2005	2006/2007	Italy	Università Degli Studi di Salerno	FLUP
2006/2007	2004/2005	2006/2007	Italy	Università degli Studi di Siena	FLUP
2006/2007	2004/2005	2006/2007	Italy	Università degli studi di Udine	FLUP
2006/2007	2004/2005	2006/2007	Italy	Università del Salento	FLUP
2006/2007	2004/2005	2006/2007	Italy	Università di Pisa	FLUP
2006/2007	2005/2006	2006/2007	Latvia	REZEKNES AUGSTSKOLA	FLUP
2006/2007	2004/2005	2006/2007	Latvia	Vidzemes Augstskola	FLUP
2006/2007	2004/2005	2006/2007	Norway	UNIVERSITETET I BERGEN	FLUP
2006/2007	2004/2005	2006/2007	Norway	UNIVERSITETET I OSLO	FLUP
2006/2007	2004/2005	2006/2007	Netherlands	Universiteit Leiden	FLUP
2006/2007	2004/2005	2006/2007	Netherlands	UNIVERSITEIT MAASTRICHT	FLUP
2006/2007	2004/2005	2006/2007	Netherlands	Universiteit Utrecht	FLUP
2006/2007	2006/2007	2006/2007	Poland	Akademia Humanistyczna-Ekonomiczna w Lodzi	FLUP
2006/2007	2004/2005	2006/2007	Poland	Uniwersytet Wroclawski	FLUP
2006/2007	2004/2005	2006/2007	Poland	Uniwersytet Kardynała Stefana Wyszyńskiego w Warszawie	FLUP
2006/2007	2004/2005	2006/2007	Poland	Uniwersytet Łódzki	FLUP
2006/2007	2005/2006	2006/2007	Poland	UNIWERSYTET MIKOŁAJA KOPERNIKA	FLUP
2006/2007	2006/2007	2006/2007	Poland	Uniwersytet Pedagogiczny im. KEN w Krakowie	FLUP
2006/2007	2006/2007	2006/2007	Poland	Wyzsza Szkola Pedagogiczna TWP	FLUP
2006/2007	2004/2005	2006/2007	United Kingdom	The University of Nottingham	FLUP
2006/2007	2004/2005	2006/2007	United Kingdom	Middlesex University	FLUP
2006/2007	2004/2005	2006/2007	United Kingdom	The University of Manchester	FLUP
2006/2007	2006/2007	2006/2007	United	The University of Sheffield	FLUP

			Kingdom		
2006/2007	2005/2006	2006/2007	United Kingdom	University of Bristol	FLUP
2006/2007	2006/2007	2006/2007	United Kingdom	University of Essex	FLUP
2006/2007	2004/2005	2006/2007	United Kingdom	University of Glasgow	FLUP
2006/2007	2004/2005	2006/2007	United Kingdom	University of Leeds	FLUP
2006/2007	2004/2005	2006/2007	United Kingdom	University of Liverpool	FLUP
2006/2007	2004/2005	2006/2007	United Kingdom	University of Salford	FLUP
2006/2007	2004/2005	2006/2007	United Kingdom	University of Wales, Lampeter	FLUP
2006/2007	2004/2005	2006/2007	Czech Republic	Masarykova Univerzita v Brno	FLUP
2006/2007	2004/2005	2006/2007	Czech Republic	PALACKÝ UNIVERSITY IN OLOMOUC	FLUP
2006/2007	2006/2007	2006/2007	Czech Republic	Univerzita Karlova	FLUP
2006/2007	2004/2005	2006/2007	Romania	Universitatea Alexandru Ioan Cuza Iasi	FLUP
2006/2007	2004/2005	2006/2007	Romania	Universitatea din Pitesti	FLUP
2006/2007	2005/2006	2006/2007	Romania	Universitatea Ovidius Constanta	FLUP
2006/2007	2004/2005	2006/2007	Sweden	Göteborgs Universitet	FLUP
2006/2007	2004/2005	2006/2007	Sweden	Högskolan Dalarna	FLUP
2006/2007	2004/2005	2006/2007	Sweden	Stockholms Universitet	FLUP
2006/2007	2004/2005	2006/2007	Switzerland	Universität Zürich	FLUP
2006/2007	2004/2005	2006/2007	Switzerland	Université de Fribourg	FLUP
2006/2007	2006/2007	2006/2007	Switzerland	Université de Lausanne	FLUP
2006/2007	2005/2006	2006/2007	Turkey	EGE ÜNİVERSİTESİ	FLUP
2006/2007	2006/2007	2006/2007	Germany	Freie Universität Berlin	FMUP
2006/2007	2006/2007	2006/2007	Germany	JULIUS-MAXIMILIANS-UNIVERSITÄT WUERZBURG	FMUP
2006/2007	2006/2007	2006/2007	Belgium	Universiteit Gent	FMUP
2006/2007	2006/2007	2006/2007	Slovakia	Univerzita Komenského v Bratislave	FMUP
2006/2007	2006/2007	2006/2007	Spain	Universidad Complutense de Madrid	FMUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de Barcelona	FMUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de Salamanca	FMUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de Santiago de Compostela	FMUP
2006/2007	2006/2007	2006/2007	France	Université de Joseph Fourier - Grenoble I	FMUP
2006/2007	2005/2006	2006/2007	Hungary	DEBRECENI EGYETEM	FMUP
2006/2007	2006/2007	2006/2007	Hungary	Semmelweis University	FMUP
2006/2007	2004/2005	2006/2007	Italy	Università degli Studi di	FMUP



				Catania	
2006/2007	2006/2007	2006/2007	Italy	Università degli Studi di Firenze	FMUP
2006/2007	2005/2006	2006/2007	Italy	Università Degli Studi di Genova	FMUP
2006/2007	2005/2006	2006/2007	Italy	Università degli Studi di Milano	FMUP
2006/2007	2005/2006	2006/2007	Italy	Università Degli Studi di Palermo	FMUP
2006/2007	2006/2007	2006/2007	Italy	Università Degli Studi di Roma Tor Vergata	FMUP
2006/2007	2006/2007	2006/2007	Latvia	R&#299;gas Stradi&#326;a Universit&#257;te	FMUP
2006/2007	2006/2007	2006/2007	Poland	AKADEMIA MEDYCZNA W BIALYMSTOKU	FMUP
2006/2007	2006/2007	2006/2007	Poland	Akademia Medyczna We Wroclawiu	FMUP
2006/2007	2006/2007	2006/2007	Czech Republic	PALACKÝ UNIVERSITY IN OLOMOUC	FMUP
2006/2007	2006/2007	2006/2007	Czech Republic	Univerzita Karlova	FMUP
2006/2007	2006/2007	2006/2007	Romania	UNIVERSITATEA "TRANSILVANIA" DIN BRASOV	FMUP
2006/2007	2006/2007	2006/2007	Sweden	LINKÖPINGS UNIVERSITET	FMUP
2006/2007	2006/2007	2006/2007	Turkey	EGE ÜNİVERSİTESİ	FMUP
2006/2007	2005/2006	2006/2007	Spain	EHU Euskal Herriko Unibertsitatea	FMDUP
2006/2007	2006/2007	2006/2007	Spain	Universidad Complutense de Madrid	FMDUP
2006/2007	2004/2005	2006/2007	France	Université Victor Segalen Bordeaux 2	FMDUP
2006/2007	2005/2006	2006/2007	Turkey	EGE ÜNİVERSİTESİ	FMDUP
2006/2007	2006/2007	2006/2007	Germany	Freie Universität Berlin	FPCEUP
2006/2007	2005/2006	2006/2007	Belgium	Katholieke Universiteit Leuven	FPCEUP
2006/2007	2006/2007	2006/2007	Belgium	Université Catholique de Louvain	FPCEUP
2006/2007	2006/2007	2006/2007	Belgium	Université de Liège	FPCEUP
2006/2007	2006/2007	2006/2007	Belgium	Université de Mons-Hainaut	FPCEUP
2006/2007	2006/2007	2006/2007	Spain	EHU Euskal Herriko Unibertsitatea	FPCEUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de Cantabria	FPCEUP
2006/2007	2005/2006	2006/2007	Spain	Universidad de La Laguna	FPCEUP
2006/2007	2006/2007	2006/2007	Spain	Universidad de Murcia	FPCEUP
2006/2007	2006/2007	2006/2007	Spain	Universidad De Oviedo	FPCEUP
2006/2007	2006/2007	2006/2007	Spain	Universitat de Les Illes Balears	FPCEUP
2006/2007	2005/2006	2006/2007	France	Université de Paris VII - Denis Diderot	FPCEUP
2006/2007	2006/2007	2006/2007	France	Université de Poitiers	FPCEUP

2006/2007	2005/2006	2006/2007	France	Université de Rouen	FPCEUP
2006/2007	2006/2007	2006/2007	France	Université de Toulouse II le Mirail	FPCEUP
2006/2007	2006/2007	2006/2007	France	Université François Rabelais	FPCEUP
2006/2007	2006/2007	2006/2007	France	UNIVERSITE PARIS 8 VINCENNES - SAINT-DENIS	FPCEUP
2006/2007	2006/2007	2006/2007	France	Université René Descartes - PARIS V	FPCEUP
2006/2007	2006/2007	2006/2007	Greece	Aristoteleio Panepistimio Thessalonikis	FPCEUP
2006/2007	2006/2007	2006/2007	Italy	Libera Università Maria Ss. Assunta	FPCEUP
2006/2007	2006/2007	2006/2007	Italy	Università degli Studi di Bari	FPCEUP
2006/2007	2006/2007	2006/2007	Italy	Università Degli Studi di Bologna	FPCEUP
2006/2007	2005/2006	2006/2007	Italy	Università degli Studi di Firenze	FPCEUP
2006/2007	2006/2007	2006/2007	Italy	Università degli Studi di Milano-Bicocca	FPCEUP
2006/2007	2006/2007	2006/2007	Italy	Università Degli Studi di Torino	FPCEUP
2006/2007	2006/2007	2006/2007	Norway	NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET	FPCEUP
2006/2007	2005/2006	2006/2007	Poland	Unwersytet Wroclawski	FPCEUP
2006/2007	2006/2007	2006/2007	Poland	Uniwersytet Warszawski	FPCEUP
2006/2007	2005/2006	2006/2007	Romania	Universitatea Alexandru Ioan Cuza Iasi	FPCEUP
2006/2007	2006/2007	2006/2007	Romania	Universitatea de Vest din Timisoara	FPCEUP
2006/2007	2006/2007	2006/2007	Romania	Universitatea din Oradea	FPCEUP
2006/2007	2006/2007	2006/2007	Switzerland	Université de Genève	FPCEUP
2006/2007	2006/2007	2006/2007	Switzerland	Université de Lausanne	FPCEUP
2006/2007	2006/2007	2006/2007	Switzerland	Université de Neuchâtel - UNINE	FPCEUP
2006/2007	2006/2007	2006/2007	Turkey	Ankara Üniversitesi	FPCEUP
2006/2007	2006/2007	2006/2007	Germany	Humboldt-Universität Zu Berlin	ICBAS
2006/2007	2005/2006	2006/2007	Germany	Justus Liebig Universität Giessen	ICBAS
2006/2007	2006/2007	2006/2007	Germany	UNIVERSITAT BAYREUTH	ICBAS
2006/2007	2006/2007	2006/2007	Germany	Universität Karlsruhe (Technische Hochschule)	ICBAS
2006/2007	2004/2005	2006/2007	Germany	Universität zu Köln	ICBAS
2006/2007	2005/2006	2006/2007	Belgium	Université de Liège	ICBAS
2006/2007	2004/2005	2006/2007	Denmark	Aarhus Universitet	ICBAS
2006/2007	2006/2007	2006/2007	Spain	Universidad Autonoma de Barcelona	ICBAS
2006/2007	2005/2006	2006/2007	Spain	Universidad Autonoma de Madrid	ICBAS

2006/2007	2006/2007	2006/2007	Spain	Universidad Complutense de Madrid	ICBAS
2006/2007	2005/2006	2006/2007	Spain	Universidad de Extremadura	ICBAS
2006/2007	2006/2007	2006/2007	Spain	Universidad de Granada	ICBAS
2006/2007	2005/2006	2006/2007	Spain	Universidad de La Coruña	ICBAS
2006/2007	2005/2006	2006/2007	Spain	Universidad de Las Palmas de Gran Canaria	ICBAS
2006/2007	2005/2006	2006/2007	Spain	Universidad de Santiago de Compostela	ICBAS
2006/2007	2005/2006	2006/2007	Finland	Helsingin Yliopisto	ICBAS
2006/2007	2006/2007	2006/2007	Finland	JYVÄSKYLÄN YLIOPISTO	ICBAS
2006/2007	2004/2005	2006/2007	France	Université de Paris VII - Denis Diderot	ICBAS
2006/2007	2006/2007	2006/2007	Hungary	SZEGEDI TUDOMÁNYEGYETEM	ICBAS
2006/2007	2005/2006	2006/2007	Italy	Sapienza Università di Roma	ICBAS
2006/2007	2004/2005	2006/2007	Italy	Seconda Università degli Studi di Napoli	ICBAS
2006/2007	2004/2005	2006/2007	Italy	Università degli Studi di Milano	ICBAS
2006/2007	2006/2007	2006/2007	Italy	Università degli Studi di Napoli Federico II	ICBAS
2006/2007	2005/2006	2006/2007	Italy	Università degli Studi di Padova	ICBAS
2006/2007	2006/2007	2006/2007	Italy	Università Degli Studi di Pavia	ICBAS
2006/2007	2005/2006	2006/2007	Italy	Università degli Studi di Siena	ICBAS
2006/2007	2005/2006	2006/2007	Italy	Università Degli Studi di Torino	ICBAS
2006/2007	2005/2006	2006/2007	Netherlands	Universiteit Utrecht	ICBAS
2006/2007	2005/2006	2006/2007	Netherlands	Vrije Universiteit Amsterdam	ICBAS
2006/2007	2006/2007	2006/2007	Netherlands	WAGENINGEN UNIVERSITEIT	ICBAS
2006/2007	2006/2007	2006/2007	Czech Republic	Univerzita Karlova	ICBAS
2006/2007	2006/2007	2006/2007	Romania	Universitatea de Stiinte Agricole si Medicina Veterinaria Cluj-Napoca	ICBAS
2006/2007	2006/2007	2006/2007	Sweden	Göteborgs Universitet	ICBAS
2006/2007	2005/2006	2006/2007	Sweden	Stockholms Universiteit	ICBAS
2006/2007	2005/2006	2006/2007	Sweden	Sveriges Lantbruksuniversitet	ICBAS
2006/2007	2004/2005	2006/2007	Sweden	UPPSALA UNIVERSITET	ICBAS

## **Appendix VIII**

**Appendix VIII:** Questionnaire for the research: Impact of Bologna Process: Benefits and constraints of International Cooperation at the University of Porto (indicated for the faculties of U. Porto)

**The same type of questionnaire was sent to the Rectorate of the University of Porto (instead of faculties was indicated University of Porto).**

### **Inquerito de investigação de impacto do processo de Bolonha: benefícios e limitações da Cooperação Internacional na Universidade do Porto**

Este inquérito é dirigido às principais autoridades académicas (Reitor, Vice-reitor /-a), às direções das diversas Faculdades, aos coordenadores e técnicos dos departamentos da área cooperação em cada faculdade, e aos funcionários de Serviço de Relações Internacionais (SRI) – Reitoria. O objetivo deste inquérito é recolha de informações sobre como a implementação do processo de Bolonha influencia a Cooperação Internacional, nomeadamente os Acordos Bilaterais Erasmus, da Universidade do Porto, e perceber que tipo de mudanças e restrições estão relacionados ou causados nos mesmos. A realização deste inquérito vai oferecer informações importantes para identificar os principais benefícios e limitações do processo de Bolonha para Universidade do Porto, principalmente na melhor compreensão da situação atual da mobilidade internacional entre Universidades Europeias. Ficaria muito agradecida se pudesse disponibilizar algum tempo para preencher este inquérito. Obrigado pela sua ajuda.

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\*Obrigatório

#### **I. INFORMAÇÃO GERAL**

Nome:

Instituição:\*

Posição atual na Instituição:\*

#### **II. PROCESSO DE BOLONHA**

**1. No âmbito do Processo de Bolonha implementado em 2007 quais foram as áreas prioritárias para sua Faculdade? \* Indique as três opções mais relevantes**

- Adaptação dos três ciclos principais (1, 2, 3 ciclos)
- Estabelecimento de um sistema de créditos - ECTS
- Adoção de um sistema de graus académicos facilmente legível e comparável, incluindo também a implementação do Suplemento ao Diploma

- Promoção da mobilidade para estudantes
- Promoção da mobilidade para docentes e não docentes
- Desenvolvimento do sistema de avaliação e acreditação para garantia de qualidade do Ensino Superior (assegurando standards e diretrizes)
- Fortalecimento da aprendizagem ao Longo da Vida
- Fortalecimento da atratividade do Espaço Europeu do Ensino Superior
- Incremento da área do Espaço Europeu do Ensino Superior
- Outra:

**2. Nas ações seguintes avalie o impacto da implementação do processo de Bolonha na sua Faculdade.\***

	Totalmente implementado	Processo de Implementação	Não implementado	Não tenho conhecimento
Adaptação dos três ciclos principais (1, 2, 3 ciclos)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estabelecimento de um sistema de créditos - ECTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adoção de um sistema de graus académicos facilmente legível e comparável, incluindo também a implementação do Suplemento ao Diploma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoção da mobilidade para estudantes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoção da mobilidade para docentes e não docentes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desenvolvimento do sistema de avaliação e acreditação para garantia de qualidade do Ensino Superior (assegurando standards e diretrizes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fortalecimento da aprendizagem ao Longo da Vida	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fortalecimento da atratividade do Espaço Europeu do Ensino Superior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incremento da área do Espaço Europeu do Ensino Superior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Avalie como essas ações funcionaram? \***

	Excelente	Bom	Satisfatório	Mal	Não tenho opinião
Adaptação dos três ciclos principais (1, 2, 3 ciclos)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estabelecimento de um sistema de créditos - ECTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adoção de um sistema de graus académicos facilmente legível e comparável, incluindo também a implementação do Suplemento ao Diploma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoção da mobilidade para estudantes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoção da mobilidade para docentes e não docentes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desenvolvimento do sistema de avaliação e acreditação para garantia de qualidade do Ensino Superior (assegurando standards e diretrizes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fortalecimento da aprendizagem ao Longo da Vida	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fortalecimento da atratividade do Espaço Europeu do Ensino Superior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incremento da área do Espaço Europeu do Ensino Superior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Das seguintes áreas indique aquelas para as quais a Faculdade deve agora dirigir a sua atenção na implementação do processo de Bolonha? \*****Indique as três opções mais relevantes**

- Melhor desenvolvimento das mobilidades dos estudantes de Incoming / Outgoing
- Melhor desenvolvimento das mobilidades dos docentes e não docentes de Incoming / Outgoing
- Assinatura de novos e renovação de antigos Acordos Bilaterais Erasmus
- Melhor divulgação de informações (eventos internacionais, conferências, mobilidades para estudantes/docentes e não docentes)
- Fortalecimento da aprendizagem ao Longo da Vida
- Fortalecimento da atratividade do Espaço Europeu do Ensino Superior

- Melhor desenvolvimento do sistema de avaliação e acreditação para garantia de qualidade do Ensino Superior (assegurando standards e diretrizes)

**5. Das seguintes áreas indique que tipo de limitações notou-se durante a implementação do processo de Bolonha? \***

	Concordo completamente	Concordo parcialmente	Discordo parcialmente	Discordo completamente	Não concordo / Nei discordo
Diminuiu a qualidade da educação global dos graus na Universidade do Porto (1, 2, 3 ciclos)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Imposição de graus académicos reduzidos (especialmente, licenciatura)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cortes acentuados no financiamento do Governo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aumento significativo das propinas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empréstimos e subsídios insuficientes para os estudantes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problema do desemprego após a conclusão do 2º ciclo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. Qual é o impacto global do processo de Bolonha na sua Faculdade (Pós-2007, Implementação da Bolonha)? \***

	1	2	3	4	5	
Negativo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Positivo

Explique a sua opção?



### III. COOPERAÇÃO INTERNACIONAL

**1. Desde 2007 (Bolonha implementação), o estabelecimento de Acordos Bilaterais Erasmus tem sido considerado como uma prioridade ativa para o desenvolvimento da Cooperação Internacional, na sua Faculdade, particularmente para a promoção das mobilidades para estudantes / docentes e não docentes? \***

- Sim, muito ativo
- Razoavelmente ativo
- Não é muito ativo
- Ainda não ativo
- Não tenho opinião

**2. Compare o nível das mobilidades de Incoming / Outgoing para estudantes / docentes e não docentes antes e depois da implementação do processo de Bolonha? \***

	Concordo completamente	Concordo parcialmente	Está equilibrado	Discordo parcialmente	Discordo completamente
Significativamente mais estudantes de Incoming do que Outgoing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Significativamente mais estudantes de Outgoing do que Incoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nível semelhante de estudantes de Incoming e Outgoing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Significativamente mais docentes e não docentes de Incoming do que Outgoing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Significativamente mais docentes e não docentes de Outgoing do que Incoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nível semelhante de docentes e não docentes de Incoming e Outgoing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Nas seguintes áreas assinale as opções adequadas relativas à mobilidade dos estudantes de INCOMING durante de Implementação do processo de Bolonha. \***

	Mobilidade de estudantes desceu	Mobilidade de estudantes desceu significativamente	Está equilibrado	Mobilidade de estudantes aumentou	Mobilidade de estudantes aumentou significativamente
Adaptação dos três ciclos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Mobilidade de estudantes desceu	Mobilidade de estudantes desceu significativamente	Está equilibrado	Mobilidade de estudantes aumentou	Mobilidade de estudantes aumentou significativamente
principais (1, 2, 3 ciclos)					
Estabelecimento de um sistema de créditos - ECTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adoção de um sistema de graus académicos facilmente legível e comparável, incluindo também a implementação do Suplemento ao Diploma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoção da mobilidade para estudantes / docentes e não docentes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fortalecimento da aprendizagem ao Longo da Vida	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fortalecimento da atratividade do Espaço Europeu do Ensino Superior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Situação económica em Portugal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qualidade de nível de educação em Portugal (particularmente de programa de mobilidade)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversidade de cursos na U. Porto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Nas seguintes áreas assinale as opções adequadas relativas à mobilidade dos estudantes de OUTGOING durante de Implementação do processo de Bolonha. \***

	Mobilidade de estudantes desceu	Mobilidade de estudantes desceu significativamente	Está equilibrado	Mobilidade de estudantes aumentou	Mobilidade de estudantes aumentou significativamente
Adaptação dos três ciclos principais (1, 2, 3 ciclos)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estabelecimento de um sistema de créditos - ECTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adoção de um sistema de graus académicos facilmente legível e comparável, incluindo também a implementação do Suplemento ao Diploma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Mobilidade de estudantes desceu	Mobilidade de estudantes desceu significativamente	Está equilibrado	Mobilidade de estudantes aumentou	Mobilidade de estudantes aumentou significativamente
Promoção da mobilidade para estudantes / docentes e não docentes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fortalecimento da aprendizagem ao Longo da Vida	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fortalecimento da atractividade do Espaço Europeu do Ensino Superior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Situação económica de estudante de mobilidade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qualidade de nível de educação (particularmente de programa de mobilidade)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversidade de cursos na Universidade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5. Na sua opinião, a sua Faculdade, está a desempenhar um papel ativo na promoção de mobilidade para estudantes / docentes e não docentes?**

- Sim, muito ativo
- Razoavelmente ativo
- Não é muito ativo
- Ainda não ativo
- Não tenho opinião

**6. Na sua opinião os novos Acordos Bilaterais Erasmus (pós-2007, Implementação de Bolonha) forneceram as melhores oportunidades na promoção de mobilidade, para estudantes / docentes e não docentes, na sua Faculdade? \***

**Por favor indique uma única resposta**

- Para todos os estudantes na Faculdade
- Principalmente para estudantes de Outgoing
- Principalmente para estudantes de Incoming
- Principalmente para todos docentes e não docentes
- Principalmente para docentes e não docentes de Outgoing
- Principalmente para docentes e não docentes de Incoming
- Não tenho conhecimento

**7. Quais são os países da União Europeia que deverão ser mais prioritários para sua Faculdade aumentar a Cooperação Internacional?**

Por favor indique cinco opções para ordem da importância / Assinale a resposta com: 1

– Muito importante, 5 – Menos importante

1 opção

2 opção

3 opção

4 opção

5 opção

**8. Qual é o impacto global do processo de Bolonha, na sua Faculdade, no estabelecimento dos Acordos Bilaterais Erasmus (Pós-2007, Implementação de Bolonha)? \***

	1	2	3	4	5	
Negativo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Positivo

Explique a sua opção?

Enviar