






# **Implementation of Bologna Declaration – FoA Osijek experience**

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# Background

-  Main role of higher education - to create new knowledge and to transfer it to the students and society
-  Agricultural higher education (AHE) - crucial role in preparation of new agricultural experts
-  Flexible education - own educational profile
-  AHE - scientific and research work in the field of life sciences
-  AHE - lifelong learning education

# Background

 Croatia signed Bologna Declaration in 2001

 Croatian Law of Scientific Work and Higher Education (NN123/2003):

 Undergraduate (bachelor)

 Graduate (master)

 Postgraduate (doctoral) study

 Major Bologna tools:

 ECTS (European Credit Transfer System)

 Diploma supplement

 New studies - academic year 2005/2006

# New curricula

 involvement of all teaching staff

 students involvement

 involvement of employers

 Comity for Bologna declaration

 working groups at each Department

 discussion at Faculty council

# New curricula



3+2+3 structure



modular structure of the studies



modules replace subjects



consists of several units



several professors and assistants participate



bachelor level



first year - same for all students (10 compulsory modules)



second year - 10 compulsory modules of the major



third year - 4 compulsory modules, 4 elective modules, module of the final work and module for practical work




elective modules from the list offered by the Faculty or from other Universities


# New curricula

 master level

 first year - 10 compulsory modules

 second year in winter semester  
students have five elective modules -  
from the Faculty list or from other  
Universities in Croatia or abroad

 implementation of ECTS  
system

 doctoral study (PhD) also  
have ECTS points and elective  
modules

# Undergraduate study



Agroeconomics



Plant production



Animal husbandry



Mechanization



Horticulture

# Graduate study



Agroeconomics



Plant production



Plant production



Plant nutrition and soil science



Plant breeding and seed production



Plant protection



Organic agriculture



# Graduate study



Mechanization



Zootechnique



Animal nutrition



Hunting and beekeeping



Special zootechnique



Vegetable and flower  
production



Fruit growing, viticulture and  
vine production



Fruit growing



Viticulture and vine production

# PhD study



Agricultural sciences



Agroeconomics



Agrochemistry



Plant breeding and seed science



Plant protection



Animal husbandry



Animal nutrition and  
technology of feed production




Hunting and cynology




Technical systems in agriculture

# Experiences

 problems connected with professors and with students

 professors ➡ bigger involvement in teaching process; lack of time for research work; student-centred system

 students ➡ uninformed; constant learning and partial examination; uncertain future; lack of scholarships

# Experiences

 **need for constant monitoring of the process – Comity for Bologna declaration**

 **surveys about quality of teaching process**

 **student involvement – very important!**

 **need for adjustments after first experiences**

## Challenges to the future

- 💡 Encouraging mobility
  - 💡 modules from other Universities
  - 💡 study time abroad
  - 💡 recognition of ECTS
  - 💡 knowledge of English language
  - 💡 EU scholarships
- 💡 Dialogue with employers
  - 💡 awareness of reforms
  - 💡 expectations from bachelors

## Challenges to the future

💡 Continuation after first cycle

💡 employment after first cycle

💡 graduate study at other university

💡 Flexibility

💡 flexible rules for accepting student

💡 change in study programs

## Challenges to the future

- 💡 Involvement of students in decision process
- 💡 Lifelong learning
  - 💡 continuing professional development and training courses, courses for staff development etc.
- 💡 Programs in English