The External Dimension of the Bologna Process

Dr. Marie Scot
Sciences Po Paris France
2011 Shanghai Education Leadership Institute
Some readings


Pre-Bologna contexts

• the Sorbonne Declaration stressed “the international recognition and attractive potential of our systems”

• The Bologna Declaration looked “at the objective of increasing the international competitiveness of the European systems of higher education” and claimed to ensure “a world-wide degree of attraction”.
Pre-Bologna contexts

ERAMUS

*Erasmus is the European Community Action Scheme for the Mobility of University Students,* established already in 1987.

“to promote broad and intensive cooperation between universities in all Member States”

“to harness the full intellectual potential of the universities in the Community by means of increased mobility of teaching staff, thereby improving the quality of the education and training provided by the universities with a view to securing the competitiveness of the Community in the world market” (Council..., 1987, Article 2, iii) »

Readopted in 2000 within the Socrates II programme, its actions are now open to the participation of **33 countries:** the 27 Member States of the European Union, + Croatia, Iceland, Liechtenstein, Norway and Turkey, Switzerland

For details see
Pre-Bologna contexts

TEMPUS

The Tempus programme (the “Trans-European mobility scheme for university studies”) was launched in 1990.

TEMPUS IV (2007-2013)

- Joint European Projects (JEPs) aim to increase cooperation and network-building between actors in higher education in EU Member States and partner countries.

- Structural and Complementary Measures are short-term interventions designed to support national higher education reforms and strategic policy frameworks; projects within this category address typical Bologna issues such as quality assurance, accreditation systems and good university management practices.

- Individual Mobility Grants

• “to facilitate the coordination of the provision of assistance to the eligible countries in the field of exchange and mobility, particularly for university students and teachers”.

• The Decision also stated that “Joint European projects” (JEPs) within Tempus “may be linked, as appropriate, to existing networks, notably those funded in the framework of the Erasmus, Comett and Lingua programmes” “grants may be awarded for a wide range of activities according to the specific needs of the institutions concerned, including notably for curricular development and overhaul, integrated study courses, development of teaching materials, training and retraining of teachers, particularly in the field of modern European languages, the provision of short, intensive programmes, the development of language and area studies and of distance learning. Support equipment and documentation necessary for the implementation of a joint European project could also be eligible for funding.”
Bologna Context

ERAMUS MUNDUS PROGRAM

Erasmus Mundus was first introduced in January 2004, after the European Parliament and Council had received a Communication by the European Commission on strengthening EU-third country co-operation in higher education.

“to enhance the quality of European higher education by fostering cooperation with third countries in order to improve the development of human resources and to promote dialogue and understanding between peoples and cultures”

“...fostering cooperation with third countries in order to improve the development of human resources and to promote dialogue and understanding between peoples and cultures”

To promote a quality offer in European higher education and attractiveness “both within the European Union and beyond its borders”, “to encourage and enable highly qualified graduates and scholars from all over the world, to obtain qualifications and/or experience in the European Union”, “to improve accessibility and enhance the profile and visibility of higher education” in EU

- **Erasmus Mundus Masters Courses (Action 1)** joint programmes of outstanding quality at masters and doctoral levels, including scholarships/fellowships to participate in these programmes
- **Erasmus Mundus scholarships (Action 2),**
- **Erasmus Mundus Partnerships (Action 3)**
- **Support for projects aimed at enhancing the attractiveness and interest in European higher education worldwide (Action 4).**

Erasmus Mundus has a budget of over €950 million, with €493.69 million allocated to Actions 1 and 3, taken from the EU’s education budget, and €460 million allotted to Action 2, taken from a number of different funding instruments (e.g. the Development Co-operation Instrument, the European Neighbourhood and Partnership Instrument, and the Instrument for Pre-Accession Assistance).

Erasmus budget: € 450 milions
Bologna Process, Inwardly focused?

Ulrich Teichler noted that “[i]n the early 1990s, external observers could come to the conclusion that higher education in Europe ‘Europeanised’ rather than ‘internationalised’.”


Bologna Declaration (1999)

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

BERGEN SUMMIT 2005: towards an external dimension policy

May 2002, the Bologna Follow-up Group “approved that a specific point for debate of the external aspect of the Bologna Process should be added to the agenda of the next meeting”.

See Bologna Follow up Group, Attractiveness, Openness and Co-operation. The European Higher Education Area and third countries. Report by the Danish Presidency. 4th draft, Athens, 20 June 2003

The External Dimension Working Group (WG ED) was set up in 2005:
- an information (didactic) approach, by means of which the EHEA would be correctly presented and explained in other world regions;
- a competitiveness and attractiveness agenda, = inflow of non-European students and scholars into European higher education;
- a partnership and cooperation agenda, in which collaborative activity will democratically benefit both European and non-European higher education, and from which notably commercial motives should be absent (“academic values”);
- a dialogue approach, by means of which the EHEA would foster the exchange of experience and ideas on higher education reform issues with representatives of other world regions;

“The European Higher Education Area must be open and should be attractive to other parts of the world. Our contribution to achieving education for all should be based on the principle of sustainable development and be in accordance with the ongoing international work on developing guidelines for quality provision of crossborder higher education. We reiterate that in international academic cooperation, academic values should prevail.

We see the European Higher Education Area as a partner of higher education systems in other regions of the world, stimulating balanced student and staff exchange and cooperation between higher education institutions. We underline the importance of intercultural understanding and respect. We look forward to enhancing the understanding of the Bologna Process in other continents by sharing our experiences of reform processes with neighbouring regions. We stress the need for dialogue on issues of mutual interest. We see the need to identify partner regions and intensify the exchange of ideas and experiences with those regions. We ask the Follow-up Group to elaborate and agree on a strategy for the external dimension. »
What are the limits of membership of the Bologna Club?

Source: Pavel Zgaga, Erasmus Mundus Conference, Brussels Nov 2006
What are the limits of membership of the Bologna Club?
What are the limits of membership of the Bologna Club?

TODAY (2011) 47 COUNTRIES
Bologna as a model

ALFA in LATIN AMERICA

To **improve the quality**, relevance and accessibility of Higher Education in Latin America;

To contribute to the process of **regional integration** in Latin America, fostering progress towards the creation of a joint **Higher Education** area in the region and exploiting its synergies with the European Union

**Participant countries** are the 27 Member States of the **European Union** and the following **18 countries** of Latin America: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela.

Cf. the Rector of the University of Chile Luis Riveros at the EUA Glasgow Convention 2005

“The Bologna process is considered a key conceptual background for the change that it is being implemented in several Latin American traditional universities. The observation of the Bologna process has pointed out the importance of more flexible programmes to foster student mobility both across universities and disciplinary fields. The process is also important to make labour mobility easier in order to adapt to changing market conditions. The occurrence of an ‘undergraduate reform’ in several Latin American institutions has been originated from those issues, as a key instrument to attain more flexible and efficient formative programmes. Bologna has been an intellectual input to it, as well as the Tuning initiative to create a more compatible system of credit assignment across
Bologna as a model

ASIA PACIFIC HE AREA

Adoption 1993 UMPA
University Mobility in Asia and the Pacific;

1999 UMPA Credit Transfert System

April 2006, Brisbane Communique
52 Countries
21 are APEC members
APHEA ? Asia Pacific Higher Education Area

“the Ministers agreed to continue the Asia-Pacific Education Ministers’ Meeting as a biennial meeting that will become a new forum to consider common education issues at ministerial level, throughout this extended region”

- Quality assurance frameworks for the region linked to international standards, including courses delivered online;
- Recognition of educational and professional qualifications;
- Common competency based standards for teachers, particularly in science and mathematics; and
- The development of common recognition of technical skills across the region in order to better meet the overall skills needs of the economic base of the region.

http://www.wes.org/ewenr/07sept/feature.htm
Bologna as a Partner: Asia

ASIA

the ASEAN-EU University Network Programme (AUNP) was officially launched in 2000-2006

the Partnership Projects aimed at improving cooperation between higher education institutions in ASEAN and EU (three components/areas: Human Resource Development, Curriculum Development and Common Applied Research)

the Network Initiatives which aimed at bringing universities together to share experiences.

Joint ASEAN-EU Rectors' Conferences

The Asia Link was set up by the European Commission in 2002 to promote regional and multilateral networking between higher education institutions in Europe and developing countries in Asia. The programme aimed to develop new and existing partnerships between European and Asian universities.

include partnership projects

European higher education fairs in Asia

The European Commission is funding the Erasmus Mundus Partnerships (Action 2)
Should the Bologna reforms be extended to other parts of the world?

Neighbouring countries

The Bologna Process in North Africa and Africa

1/ Strong historical links (university systems patterned on the colonial model)
2/ very close collaboration in teaching and research
3/ Brain Drain
1 out of 16 African Students (5.6%) go abroad to study (vs 1/250 US Students 0.4%)

= Vital need to establish compatible structures and systems, which would facilitate mobility within Africa as well as between Africa and Europe and other parts of the world.

= No choice but To adjust

Bologna Process in North Africa: Morocco, Algeria

Only in 2007 a Joint Africa-EU Strategy was launched
Developing links: EU-Africa Cooperation in Higher Education Dec 2007
To Access to Success project (2008-2010)

Euro-Mediterranean Area: Partnership

The Barcelona Process was launched in November 1995 → cooperation agreements were re-launched in 2008 as the Union for the Mediterranean (UfM)

the European Neighbourhood Policy (ENP) in 2004 multilateral forum of dialogue and cooperation between the EU and its Mediterranean partners

Along with the 27 EU member states, 16 Southern Mediterranean, African and Middle Eastern countries are members of the UfM: Albania, Algeria, Bosnia and Herzegovina, Croatia, Egypt, Israel, Jordan, Lebanon, Mauritania, Monaco, Montenegro, Morocco, the Palestinian Authority, Syria, Tunisia and Turkey.

In January 2006, the Ministers of Education from 12 Mediterranean countries (Algeria, Egypt, France, Greece, Italy, Jordan, Malta, Morocco, Slovenia, Spain, Tunisia and Turkey) met in Italy and signed the Catania Declaration
Should the Bologna reforms be extended to other parts of the world?

Neighbouring countries

“Countries in transition” (Eastern Europe, Central Asia)

Tempus
27 EU Member States + 29 Partner Countries
60% of the partnership projects: Bologna reform

Caucasus
Armenia; Azerbaijan; Georgia

Central Asia
Kazakhstan; Kyrgyzstan; Tajikistan; Turkmenistan; Uzbekistan

Eastern Europe
Belarus; Moldova; The Russian Federation; Ukraine

Middle East
Egypt; Israel; Jordan; Lebanon; The Occupied Palestinian Territory: Syria

North Africa
Algeria; Libya; Morocco; Tunisia

Western Balkans
Albania; Bosnia and Herzegovina; Croatia; The Former Yugoslav Republic of Macedonia; Kosovo under UNSCR 1244/1999; Montenegro; Serbia

The Eastern Partnership was officially launched in May 2009. It responds to the desire of the EU's Eastern neighbours to move closer to the Union and should bring about a significant strengthening of EU policies towards the Eastern Partners (Armenia, Azerbaijan, Georgia, Moldova, Ukraine and Belarus)
Competition

Australia & Bologna

• “Bologna compatibility would closely align key features of the Australian higher education system with the university systems of the 45 [now 46] European countries and would allow broader cooperation, facilitate the movement of students between Australian and European higher education institutions and aid recognition.”

• “The European vision also introduces some urgency for this region to develop its own approach to collaboration and facilitation of student and academic mobility. Without this development, we could face a situation where Europe eventually has a highly integrated education system, while Asia-Pacific has, by comparison, very limited recognition, credit transfer, and fewer opportunities for people of the region to enjoy the benefits of being part of a globally-connected workforce.”

Australian education minister, Julie Bishop, at the Australian National Seminar on the Bologna Process in September 2006
Competition?

Is there a European challenge to USA?

« Newly reformed higher education in the EHEA, along with relatively low tuition fees, will hopefully make Europe a viable option for many international students who cannot or will not pay the high cost of education in North America or Australia.” 2003

« Even though the Bologna Process has resulted in shorter degree programmes that are defined in terms of required credits and introduced a two-tiered (undergraduate/graduate) system, the new European bachelor's is still quite distinct from its U.S. counterpart. Based on the sample ‘Bologna’ bachelor's degrees we examined from Austria and, it is apparent that the European degrees are more heavily concentrated in the major – or specialisation – and that the general education component which is so crucial to U.S. undergraduate education is absent. The new degrees, awarded by traditional European institutions, are undeniably European in character” 2004”

Robert Sedgwick, editor of World Education News and Reviews (WENR)
Conclusions

SOME TENSIONS (identified by Steve Woodfield, Kings College)

- Bologna process vs. other ‘models’ ....homogeneity vs. diversity?
- Mobility vs. brain drain
- Competition vs. Cooperation
- Modernisation & employability vs. public good
- Public vs. private financing of HE
- Regional focus of collaborations

- European national contexts differ, not only “internally” but also “externally”. It is well-known that the national higher education systems within the EHEA are diverse (their traditions, to some degree their organisation (still), their size, etc). Of course, the “internationalisation needs” of the countries of the Bologna Process are equally diverse.

- The national international agendas and the HE institutions international agendas: these two levels are more often than not linked together.