



## AUDIS Kick off meeting

### The Bologna process and its implications for internationalisation

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## The Agenda

- The context: European higher education systems in the 90s
- The Bologna process
  - The idea
  - The action lines
  - The principles
- The role of the different actors
  - International bodies
  - National governments
  - Institutions
- The Bologna process and the internationalization
  - European dimension
  - Mobility
  - External dimension



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## European higher education systems in the 90s The context

Main trends in European University systems during the 90s:

- Increasing number of students -> **massification of Higher Education (HE)**
- Increasing level of statutory, financial and administrative **autonomy** of the universities from the central government
- Growth of private universities despite strong re-affirmation of the **University as a public good**
- Still important but declining % of public funding in the university budgets
- Increasing public interests in **quality assurance** and evaluation models
- Increasing diversification of educational **needs** and programmes
- Emerging of a **global competitive HE market**
- Extraordinary success of the **Erasmus programme** among European universities
- but still high degree of **fragmentation** in European University systems



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## The Bologna process The idea I

The Bologna Process derives its name from the so-called Bologna Declaration, which was signed on 19 June 1999 by **ministers in charge of higher education** from 29 European countries

The Bologna process is an intergovernmental European reform process aimed at establishing the **European Higher Education Area (EHEA)** by 2010

EHEA is envisaged as an **open space** that allows students, graduates, and higher education staff to benefit from free **mobility** and **equitable access to high quality** higher education



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## The Bologna process

### The idea II

- The process is based on the idea of **improving compatibility and comparability** of the European systems, not on the idea of homogenisation or creating a unique higher education system in Europe
- The process is **not mandatory for international law**
- the Declaration was originally signed by 29 Ministers but now the participating countries are **46** (last applicants: Armenia, Azerbaijan, Georgia, Moldova and Ukraine)
- The process is **dynamic**: it consists in a sequence of biannual meetings of Education ministers of European countries to monitor the process and take political decisions (Bologna, Prague, Berlin, Bergen, London)
- under the Bologna process framework, a large amount of conference, events, seminars took place and a huge production of position statements, documents, and studies was published



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## The Bologna process

### The 10 Action lines

1. Adoption of a system of **easily readable and comparable degrees**;
2. Adoption of a system essentially based on **two cycles**;
3. Establishment of a system of **credits**;
4. Promotion of **mobility**;
5. Promotion of European co-operation in quality assurance;
6. Promotion of the **European dimension** in higher education;
7. **Lifelong learning**;
8. Higher education institutions and **students**;
9. Promoting the **attractiveness of the European Higher Education Area (EHEA)**;
10. Doctoral studies and the synergy between the EHEA and the European Research Area



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## European higher education systems in the 90s

### The 5 principles

The realisation of the European Higher Education Area can only be achieved by incorporating these principles within the higher education system of each country:

- International mobility of students and staff;
- **Autonomous universities**;
- Student participation in the governance of higher education;
- **Public responsibility** for higher education;
- Higher Education having a **social dimension**



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## The Bologna process

### The actors I

#### Transnational actors:

- Bologna follow up group (national representatives, EC; international associations)
- Bologna secretariat

#### Main activities:

- Monitoring the agenda of the process
- Organisation of seminars on specific topics
- Organisation of biannual ministerial conferences
- Preparing the stocktaking and programme reports



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## The Bologna process

### The actors II

#### National actors:

- Ministries (not only the Ministry of Education)
- Rector's conferences
- Student associations
- Bologna promoters

#### Main activities:

- Providing the legal framework for the implementation of the Bologna process (organisation of the studies, establishment of the ECTS or Diploma Supplement)
- set national agencies for quality assurance
- Redesign the state budget distribution considering quality criteria
- Disseminating the Bologna process among the institutions
- Promoting the national system and the reforms abroad



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## The Bologna process

### The actors III

#### Institutional actors:

- Senate and University bodies
- Faculties
- International relation offices
- Student associations

#### Main activities

- Re-defining the course catalogue and developing new curricula based on ECTS, learning outcomes and relation with the labour market
- Promoting mobility at all levels (students, researchers, professors, officers) and guaranteeing recognition
- Increasing services for international students (VISA, health care, housing, ect)
- Developing and promoting a quality assurance culture



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## Open Debates

#### The development of two (three) cycle systems

- different impact in the countries
- difficulties in designing consistent curriculum at the first level (bachelor)
- Difficulties in changing well established patterns in curricula development for those university that offered only long programmes
- Two cycles usually seen as more transparent from other part of the world and Master programmes more accessible and attractive for those that have obtained a bachelor at the home university.

#### The employability

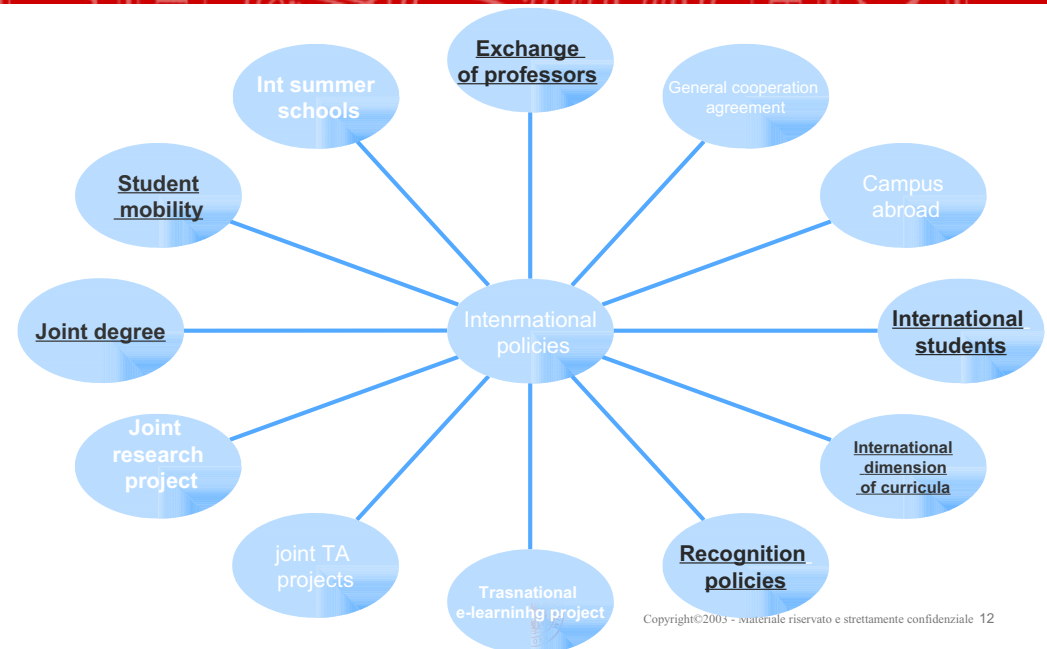
- Is it a matter for the universities?
- Is the labour marker fully aware of the changing in the University systems?
- Could be the bachelor considered as the entry qualification for the labour market?
- Is it the professional preparation more suitable for undergraduate or Master education? Should be integrated or separated by more academic education?



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## Bologna Process and Internationalisation

### types of internationalisation



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## Bologna Process and Internationalisation

### The European dimension

the Bologna process is promoting a **new vision** of the university and raising the awareness of being part of a broader environment.

The **European** is slowly replacing the national framework in **various aspects of the university management**: governance systems, student services, funding policies, library services (not normative but substantial change)

The mutual knowledge of European systems is increasing in the last years and various initiatives of curriculum design have been put in place at the European level:

-**Joint and double degrees** (integrated programmes)

-**Tuning projects** (design a framework of shared competences at disciplinary level)

All these initiatives strongly encourages the definition of learning outcomes, competences and student profiles relevant not only at the national but also at the international level



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## Bologna Process and Internationalisation

### The mobility flows

The adoption of easily comparable degree structures is strongly encouraging:

- **Horizontal mobility**: through exchange programmes organised on bilateral bases and on full recognition principles (Erasmus)
- **Vertical mobility**: through an increased opportunity of continuing studies in other institutions and in other countries\_

Moreover, European commission is increasingly supporting:

- **teaching staff mobility schemes** on a cooperation bases
- student mobility for implementing **internship experience abroad**



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## Bologna Process and Internationalisation

### The external dimension I

Bologna, Prague declaration already pointed out the need to promote the attractiveness of the European Higher Education Area to students from non-European Union countries

#### Bergen communiqué (2005)

*The European Higher Education Area must be open and should be attractive to other parts of the world. .... 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 STRESS THE NEED FOR DIALOGUE ON ISSUES OF MUTUAL INTEREST.....WE ASK THE FOLLOW-UP GROUP TO ELABORATE AND AGREE ON A STRATEGY FOR THE EXTERNAL DIMENSION*



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## Bologna Process and Internationalisation

### The external dimension II

The Bologna Process has become popular in all world regions, receiving different rejections:

- A general interest and need of understanding
- Fear of imposition of models from outside
- Useful insights to implement regional reform of university systems (learning from the experience)
- Interest in designing new models of mutual cooperation
- Clearer understanding about higher education systems in Europe



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## Bologna Process and Internationalisation

### The external dimension III

Many issues, which could probably be perceived in the eyes of Europe as “the typical Bologna issues” have been discussed also in other parts of the world.

There is a “general” higher education modernisation agenda which is common to all world regions and to all countries of today:

- broadening access,
- diversifying study programmes,
- quality enhancement,
- Employability and links to economy,
- Mobility, exchange and Joint degrees,
- International students,
- Recognition of study periods and degrees



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## Bologna Process and Internationalisation

### The external dimension IV

The main conclusions from the report of the follow up group (Looking out: The Bologna Process in a Global Setting: Pavel Zgaga 2006) are the following:

- Urgently increasing information on the EHEA and promoting its image in a wider world** (common portal, coordinated information campaigns)
- Supporting the attractiveness** of the EHEA and **its distinctiveness** from higher education provision in other regions: transparent quality, accessibility, recognition, mobility enhanced by structural and social means
- Considering attractiveness** also as a way to compete in international higher education market (Europe must play its role and remark its excellences and peculiarities)
- Maintaining strong cooperation** viewed as a mutual benefits between EHEA and other world regions. Europe should maintain its traditions of academic cooperation and continue to promote two-way flows of information, knowledge and mobility and open its vision also to insights from other part of the world



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## Bologna Process and Internationalisation

### The external dimension V

In the framework of cooperation and mutual understanding, Eu commission has promoting different programmes such as Edulink, Tempus, Alfa, Asia Link and has, recently launched a new programme called “**Erasmus Mundus external cooperation windows**”

- It is a comprehensive mobility programme that include both student, scholar and academic exchange
- It is based on bilateral exchange within a consortium of European and third countries universities.
- Mobility flows are for both for horizontal and vertical mobility
- The emphasis is on:
  - ✓ recognition of activates made abroad and cultural opportunities for students;
  - ✓ Institutional, Teaching and joint research experiences for professors.
- First experiences with European neighbouring countries in 2007.



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