

THE FUTURE OF BOLOGNA, 10 YEARS ON
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The Bologna Process in a Global Setting

Pedro Lourtie
Instituto Superior Técnico

Content

- The World in the Bologna Process
- Global Setting issues
- The Portuguese Speaking Countries
- Discussion

Competitiveness and attraction

The Bologna Declaration (June 1999):

*“We must in particular look at the objective of increasing the **international competitiveness** of the European system 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.”*

Attractiveness and competitiveness

The Prague Communiqué (May 2001):

“As the Bologna Declaration sets out, Ministers asserted that building the European Higher Education Area is a condition for enhancing the attractiveness and competitiveness of higher education institutions in Europe.”

Promoting the attractiveness of the European Higher Education Area:

“Ministers agreed on the importance of enhancing attractiveness of European higher education to students from Europe and other parts of the world.”

And co-operation

Convention of European Higher Education Institutions (Salamanca, March 2001):

*“More competitiveness is needed to attract students from overseas.
Competitiveness and co-operation are not mutually exclusive.
Competitiveness means academic quality in the first place and cannot
be reduced to a commercial concept only.”*

Attractiveness and openness

The Berlin Communiqué (September 2003):

Promoting the attractiveness of the European Higher Education Area:

*“Ministers agree that the **attractiveness and openness** of the European higher education should be reinforced. (...)*

*They encourage the **co-operation** with regions in other parts of the world by opening Bologna seminars and conferences to representatives of these regions.”*

External dimension

The Bergen Communiqué (May 2005):

The attractiveness of the EHEA and cooperation with 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, (...). We look forward to enhancing the **understanding** of the Bologna Process in other continents (...). 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.**”*

Working on the External Dimension

Pavel Zgaga report:

*Looking out: The Bologna Process in a
Global Setting. On the “External
Dimension” of the Bologna Process,*

December 2006

Strategy

Core policy areas:

- Improving information on the EHEA
- Promoting European Higher Education to its world-wide attractiveness and competitiveness
- Strengthening Cooperation based on partnership
- Intensifying policy dialogue
- Furthering recognition of qualifications

Priorities

The London Communiqué (May 2007):

2. Progress towards the EHEA:

“(...) the Bologna reforms have created considerable interest and stimulated discussion (...)

We adopt the strategy (...)”

3. Priorities for 2009

“(...) two priorities. First, to improve the information available about the EHEA, (...); and second, to improve recognition.”

Bologna Policy Fora

The Leuven/Louvain-la-Neuve Communiqué (April 2009):

*“**Competition** on a global scale will be complemented by enhanced **policy dialogue and cooperation** based on **partnership** with other regions of the world, in particular through the organisation of **Bologna Policy Fora**, involving a variety of stakeholders.”*

Bologna Policy Forum 2009

Statement

*“We are convinced that fair recognition of studies and qualifications is a key element for promoting mobility and we will therefore establish **dialogue on recognition policies** and explore the implications of the various **qualifications frameworks** in order to further mutual recognition of qualifications.*

(...)

*We seek to establish concrete **cooperation activities** which should contribute to better **understanding and long-term collaboration** by organizing joint seminars on specific topics, like on **quality assurance** for example (...).”*

Global Setting issues

- Competition, Cooperation and “Coopetition”
- The role of Bologna:
 - Just another experiment?
 - Ground breaking process?
 - Standard setting?
- How much of it is adaptable to other regions?
- How can others’ experiences contribute to the dialogue?
 - Other countries or regions
 - International organisations

The Portuguese Speaking Countries

- The Association of the Portuguese Speaking Universities (AULP)
- The Community of the Portuguese Speaking Countries (CPLP)

The Portuguese Speaking Countries

- AULP project – Portuguese Speaking Higher Education Area:
 - Initiated in 2002, Luanda, Angola
 - 4 strands:
 - Quality Assurance
 - Recognition of qualifications (UNESCO technical support for Convention)
 - Common qualifications' principles
 - Mobility of students and graduates
 - Academic, required political engagement

The Portuguese Speaking Countries

- CPLP Ministerial meetings:
 - 2004 – Fortaleza Declaration:
 - Quality and international recognition
 - Mobility of students and staff
 - Cooperation in higher education qualification structures
 - Joint projects
 - 2005 – CPLP Higher Education Area:
 - Information Centres Network
 - Quality Assurance cooperation
 - Mobility
 - 2009: Quality Assurance cooperation

The Portuguese Speaking Countries

- Cape Verde:
 - Higher Education framework under revision:
 - Bologna principles considered/adapted
 - Basic Law of Education in political process
 - Degrees at public university (UNICV) revised taking into consideration Bologna principles
- East Timor:
 - II National Education Congress, December 2008
 - Discussion about Bologna
 - Interest in the region to develop a “Bologna like” process

Discussion

- Latin America and China case studies
- UNESCO contribution
- Suggestions for discussion at the Workshop:
 - What are the best fora for discussing/converging globally?
 - To what extent Bologna principles/approaches are globally relevant (as opposed to Euro-European)?
 - What do other region experiences/processes bring to the EHEA?
 - How may we contribute to build a Global Higher Education Area?

Thank you!