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Researching the Bologna Process from Different Theoritical Frameworks

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Jean Monnet, the founding father of EU
'si l'Europe était à refaire, je commencerais par la culture' (Blitz 2003: 198) coined by Gänzle, Meister and King (2009)

The European Cooperation in HE (1950-1993)
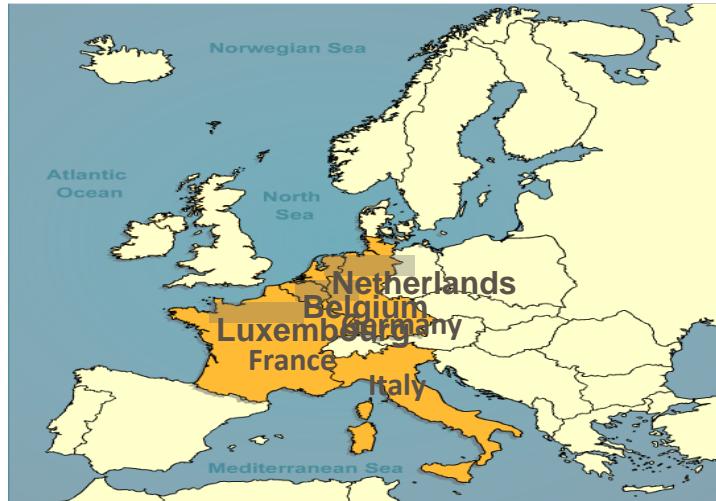
Article 128 EEC concerning Vocational Training
The establishment of the European Social Fund

Article 9 European Atomic Energy Community: The European University (Hallstein, Hirsch, Schuman)

Against Sorbonne and the German Universities

It would educate the European bureaucracies and reflect "*l' esprit européen*"

Finally, the European University Institute, established in Florence 1975, under an intergovernmental agreement. It offers postgraduate studies
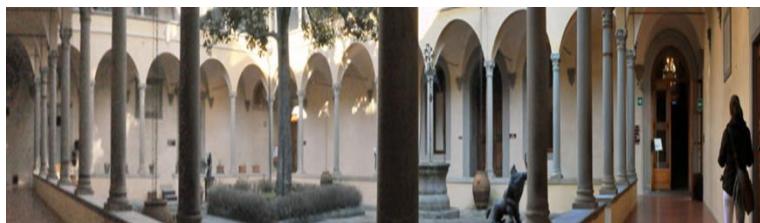
Interuniversity Cooperation

- Council of Europe, 1949

- Unesco (1945), International Association of Universities established in Nice, France in 1950

- The European Cultural Foundation, 1954 (first President R. Schuman). It managed Erasmus and Tempus programmes at their initial stage.

- CERN 1954 (Denis De Rougement)

- Western European Union (1948) and NATO (1949)

In the Cambridge WEU meeting in 1955, inaugurated the Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities (CRE and then EUA). University autonomy and their role at the European society was discussed.

- NATO created a Wise Men Committee (foreign ministers of Norway, Canada and Italy) that proposed, amomg others, the enhancement of exchanges and interunisversity cooperation

- High rates of development (+8%) in Europe
- Social welfare state was established in Europe
- Baby boom
- High demand for HE
- Abolition of tuition fees, introduction of scholarships, student support
- HE as public good under public responsibility
- Diversification of HE-adoption of binary systems (UK, France, Germany, Norway)

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The inauguration in educational cooperation, 1970s

- Introvert national education systems, limited cooperation and mobility
- 1971 First meeting of Ministers of Education after the initiative of the French Minister Olivier Gluichard, under the auspice of the Commissioner Altiero Spinelli, a pro-European leftist politician (the manifesto of Ventotene)
- 1974 Education Ministers' Meeting in the framework of Labor and Social Affairs Council
- Establishment of the Education Committee, Eurydice and NARIC network
- 1975, EUI and CEDEFOP
- 1976 Action Plan for Education (Cooperation in HE JSPs, SSVs)
- 1976-1980 Denmark put a veto

1980s-eurosceptisism

- Oil crisis (1973, 1979)
- Recession and stagnation
- Insufficient national resources to support public systems
- Massification of higher education, introduction of two-year study programmes
- Introduction of Audits/accountability and autonomy (UK, France, Netherlands)
- 1985-1987, Single European Act, White Paper
- Decisions of the European Court of Justice (Gravier 1985) that included HE under the scope of vocational training

Jacques Delors: "The founding father" of Erasmus Programme that put the basis for higher education cooperation in Europe
(followed by Commet and Tempus Programme for the accession countries)

Important dates

- 1987 Erasmus programme
- 1990 Lingua programme
- 1988, the 'Magna Charta Universitatum' issued by CRE (EUA) during the celebration of the 900th anniversary of the University of Bologna
- 1990-2006 Tempus (TACIS/CARDS/MEDA)
- 1991 Memorandum for Higher Education

The legal basis

- 1993 the Maastricht Treaty introduced Article 126 and 127 regarding Education and Vocational Training in a very restrictive way. No harmonization of the systems.

" The Union shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, *while fully respecting the responsibility of the Member States for the content of teaching and the organisation of education systems* and their cultural and linguistic diversity."

The European Parliament and the Council, acting in accordance with the ordinary legislative procedure, after consulting the Economic and Social Committee and the Committee of the Regions, shall adopt incentive measures, *excluding any harmonisation of the laws and regulations of the Member States* (Article 165TFEU)

R&D

- Under the Single European Act Provision and the goal for the Single Market interdependence among member states is deepening (neofunctional spill over effect, new policy areas are introduced, such as industrial cooperation, regional development, increase of the structural funds' budget)

- Tigers of East-Asia

- Competition with the USA who is the major internet provider

- EUREKA (1985), ESPRIT

- In Europe research is mainly conducted in Universities and Research centers

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Commercialization of Education

1995-7 WTO/GATS Agreement

Education Services

(a)primary education services;

(b)secondary education services;

(c)higher education services;

(d)adult education; and

(e) other education services (e.g., liberal arts, business, professional)

Main discourses within the academics

- The new role for universities
- The Entrepreneurial university (Clark 1998)
- New Public Management Practices towards governance and funding (performance based indicators)
- Interlationalisation of higher education
- Globalisation of higher education

Internationalisation vs globalisation

- According to Teichler "internationalization is generally defined as increasing cross-border activities amidst persistence of borders, while 'globalization' refers to similar activities concurrent to an erosion of borders" (Teichler, 2009).

- Teichler stresses that internationalization means **that national and institutional actors and policies** "continue to play a prominent role" while **"globalization puts the emphasis on market mechanisms and global players**" (Teichler, 2008, p.364).

Source: Teichler, U. (2009), "Internationalization of higher education: European experiences" Asia Pacific Education Review, 10(1), 93-106.

European Programmes

- Socrates (1995-2006)

- Leonardo da Vinci (1995-2006)

- LLP (2007-2013)

- Erasmus+ (2014-2020)

Cooperation with Third Countries

Erasmus Mundus, Erasmus Mundus External Co-operation Window, Marie Curie Fellowships

Alban, Alfa, Tuning Programme

EU-USA Programme ATLANTIS

EU-CANADA Programme

EU-INDIA Economic Cross Cultural Programme, EDU-Link, Asia Link, Asean. EU-Korea Cooperation in Higher Education and Vocational Training

EU-Japan Cooperation in Higher Education and Vocational Training

EU-Australia Cooperation in Higher Education and Vocational Training

EU-New Zealand Cooperation in Higher Education and Vocational Training

Tempus (TACIS)

Tempus (CARDS)

Tempus (MEDA)

Erasmus+

2007-2013

2014-2020

EU-international

ERASMUS+

Tempus

Erasmus Mundus

Edulink

Alfa

Youth in Action

Erasmus

Leonardo

Comenius

Grundtvig

EU - EU
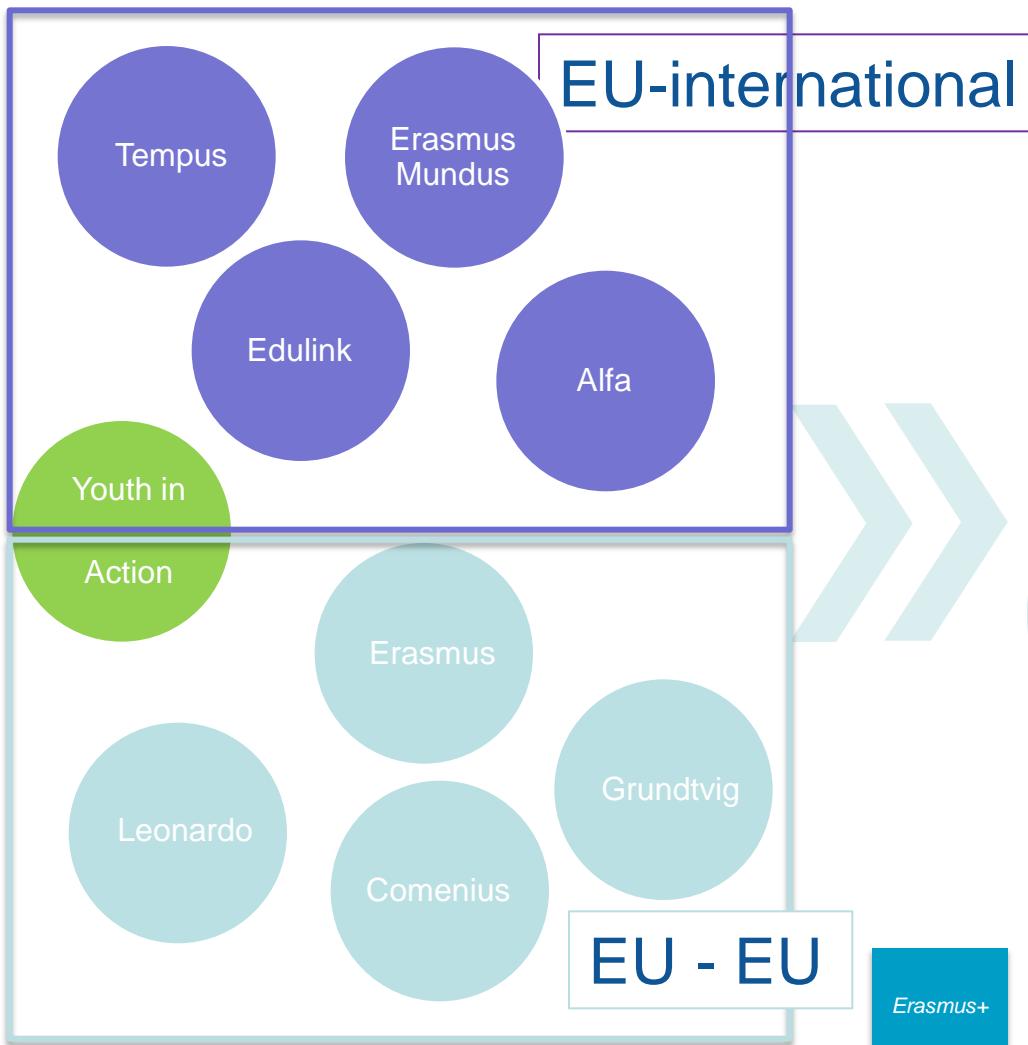
Erasmus+

1 Learning Mobility

2 Cooperation

3 Policy support

Jean Monnet

Sport

The impact of the European Porgrammes

- New bureaucracies at the European and national level has been established ("institutional Europeanisation")

- Meetings of the DGs for HE since 1994

- They introduced multi-level and multi-actor procedures for the implementation and the evaluation of the programmes

- ENIC / NARIC network, Eurydice

- Introduced and enhanced new actors (stakeholders) that support the Commission's activism (EUA, EURASHE, AEGEE, ESIB/ESU, ESN, ACA)

(2)

- Enhanced mobility of students, administrative and academic staff, synergies and networks, joint curricula and projects

- Internationalisation both at home and abroad

- Supported academic excellence/reforms and capacity building

- Establishment of cooperation with third countries

- Tools were created and implemented such as ECTS, DS, ECVET, EQF

Under the Lisbon Strategy and EU2020 strategy

There are 4 main "areas"

- Education and Training 2020
- The European Higher Education Area
- The European Research Area (Horizon 2020)
- The Bruges-Copenhangen Process

and the initiative "Innovation Europe"

"differentiated integration" (i.e. the role of the actors/horizontal and vertical integration/OMC / "community method"/funding

The Sorbonne Declaration, 1998

- Bologna Process is a voluntary, intergovernmental procedure among interdependent European states.

- The kick off was given in Sorbonne in 1998 by the Ministers of the four leading European countries, France, U.K., Germany, and Italy, which represented the three major higher education systems in Europe, the Anglo-Saxon, the Napoleonic and the Humboltian.

- The four Sorbonne countries attending faced the need for reforms in order to modernize and finance their higher education system as well as to respond to global competition.

- All of them are interested in attracting international students.

- The three of them (France, Germany, Italy) encountered great domestic reactions, hence an international initiative would serve as a "window of opportunity" to proceed with the reforms and a mean to convince their domestic pressure groups (Allègre, 1999).

- The four states acted as rational players, identified the problem and assigned studies to committees to suggest solutions as the relevant reports pointed out (Attali report , Martinotti report, Dearing and Garrick reports)

European "needs" and interdependence

- The establishment of the European Monetary Union stressed the need for an integrated labor market.

- The development of the "new economy" requested free circulation of knowledge and accordingly of the "knowledge workers".

- Nevertheless, the fragmented European educational systems hindered mobility of students, researchers, highly skilled workers as well as intra-university networking and synergies.

- On the contrary, brain-drain of talented researchers towards U.S. was a frequent phenomenon.

- A need to respond to the GATS Agreement and regulate global and intra-European competition

"Co-odinated" Reforms

The three-cycle system

QA mechanisms, procedures and standards (ESGs)

Recognition of qualifications (Lisbon Convention, EQF)

Mobility tools (ECTS, Diploma Supplement)

Lifelong learning, Social dimension, Internationalization strategies

What made "the face of higher education across Europe" to change as it is stated in the Bucharest Communiqué (2012)?

The Bologna Process

A pan-European, voluntary, intergovernmental process, based on soft law and coordination mechanisms

EUROPEAN
Higher Education Area

EHEA   TOPICS   EVENTS   RESTRICTED AREA

The EHEA / BFUG members are **48 countries** and the **European Commission**.

Endorsed in EU framework in the Barcelona Summit 2002 and linked with ERA and the other areas. It became the main forum for this policy area

Bologna Ministerial Meetings

Source: Global Higher Education. Created by University of Wisconsin-Madison Cartography Lab with the financial support of Worldwide Universities Network (WUN).

INSTITUTIONAL FRAMEWORK

MINISTERIAL MEETINGS
Bologna 1999, Prague 2001, Berlin 2003, Bergen 2005
London 2007, Leuven/Louvain 2009, Budapest-Vienna 2010,
Bucharest 2012, Erevan 2015

BOLOGNA FOLLOW-UP GROUP

BOARD

WG on the Revision of the ECTS Users' Guide , WG on the Third Cycle,
 Mobility and Internationalisation, NESSIE, Network of NQF Correspondents,
Recognition of Prior Learning European Network, Reporting on the BP Implementation
Social Dimension and Lifelong Learning, 'Structural Reforms' WG.

SECRETARIAT

ACTORS

EUROPEAN LEVEL
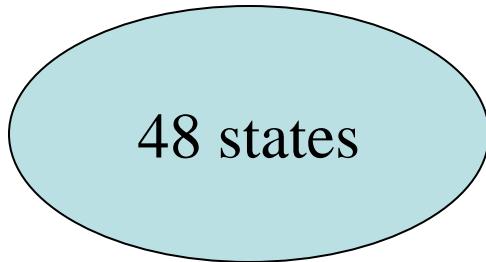
48 states + Commission

CONSULTATIVE MEMBERS

Council of Europe   Unesco/CEPES

| EUA | EURASHE | ESU | EI | ENQA | BE |

NATIONAL/ SUBNATIONAL LEVEL

National Parliament (s)

| Rectors' Conference | HEIs Conference | National Student Union | National Union of Staff | National QA Agency | Employers |

INSTITUTIONAL LEVEL

Partners

EAIE
European Association for International Education

EUROCADRES

eurodoc
The European Council of Doctoral Candidates and Junior Researchers

Euro Science
EuroScience website (new window)

Technical Experts

Eurostat
Eurostudent

The main aim of the EUROSTUDENT project is to collate comparable data on the social dimension of European higher education.

Eurydice

The Eurydice network supports and facilitates European cooperation in the field of lifelong learning by providing information on education systems and policies in 37 countries and by producing studies on issues common to European education systems.

OMC, composition of working groups/committes
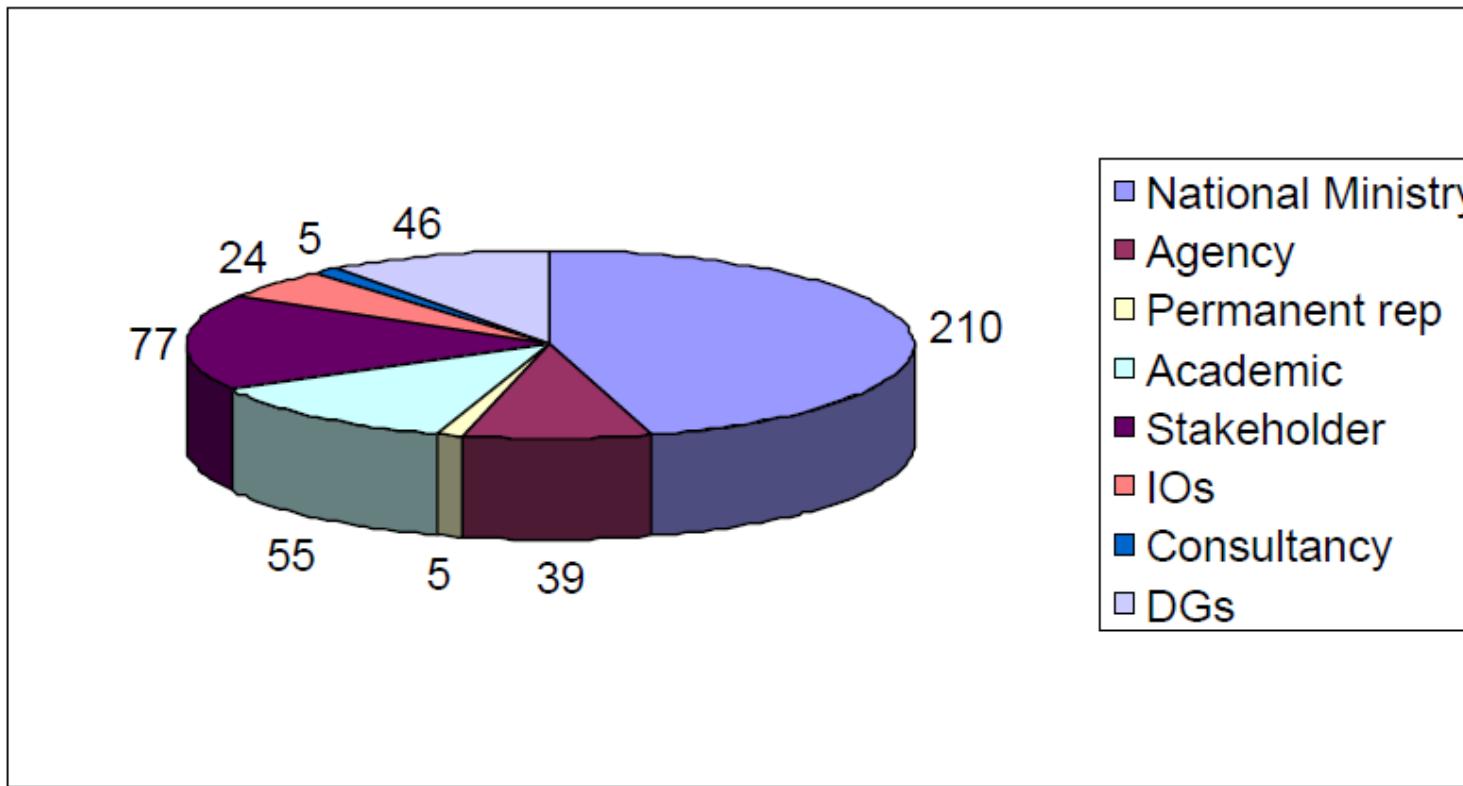
Note: based on list of participants in the working group report from 2003/04,
http://ec.europa.eu/education/policies/2010/objectives_en.html

Source: Gornitzka 2006

The Bologna tools

- ECTS, DS, learning outcomes
- Lisbon recognition convention
- ESGs
- EQAR
- Joint programmes
- The Policy Forum

Analyzing Bologna: The state of the art

- Public Policy/Comparative politics
- Europeanisation literature
- Diffusion literature
- Regime Theory
- Regionalism/Comparative regionalism

International Regime theory

A definition elaborated in 1982 by Krasner in the special issue of *International Organisation* in 1982

- *An international regime is "a set of implicit or explicit principles, norms, rules, and decision making procedures around which actor expectations converge in a given issue-area. Principles are beliefs of fact, causation, and rectitude. Norms are standards of behaviour defined in terms of rights and obligations. Rules are specific prescriptions or proscriptions for action. Decision-making procedures are prevailing practices for making and implementing collective choice".*

Hasenclever et al (1997) review

Three main approaches were elaborated and dominated the discourses of international regime theory:

a) ***the liberal-derived interest-based theories*** and in particular the neoliberal institutionalism approach;

b) ***the power-based theories*** coming from the (neo) realist literature developed as a critique of the former and

c) ***the knowledge-based approaches*** stemming from the cognitive school of thought, separated in two dimensions cognitivism and constructivism.

- **Power-based theories**
  - *A group of powerful states set the initial rules*
  - *Powerful states are not satisfied with results and use international regime complexity and cross-national political strategy to enhance its interests*
  - *Coercion/imposition*

- **Interest-base theories**
  - *States establish regimes in order to handle multidimensional problems in a mutually beneficially way*
  - *International regimes reduce transaction costs, share information, pool resources, stabilize expectations*

- **Knowledge-based theories**
  - *Learning and socializiling process*
  - *Epistemic communities*
  - *We-ness*
 - *Development of a common "language" (intersubjective meanings)*

EHEA as a regime

- establishes an institutionalized negotiation forum;
- A multilevelvel, multiactor process
- its structure includes several level of interaction at European, national and sub-national level by a variety of actors (ministerial meetings, follow-up meetings, seminars);
- it provides information on European and global developments;
- it establishes an interactive learning and socialising process where countries and stakeholders discuss and define problems, set targets, develop tools and exchange practices;
- it includes epistemic communities mainly stemming from stakeholders and experts;

EHEA as a regime

- it contributes to the development of a common terminology and inter-subjective meanings;
- it cultivates the sense of "We-ness" towards the "others" which are the competitors (i.e. U.S., Australia, China) or partners;
- It creates "the European Model"
- it includes IOs (UNESCO/CEPES, CoE) which act as the "custodians of the seals" concerning the implementation of values and norms as well as the compliance with the international standards;
- it facilitates actors to redefine their interests and expectations and to specify common interests

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Regional initiatives

European Higher Education Area

The Euro- Mediterranean Higher Education and Research Area

Higher Education Networks of Latin America and the Caribbean

The African higher education harmonization process

Association of Southeast Asian Nations

Brisbane Communiqué
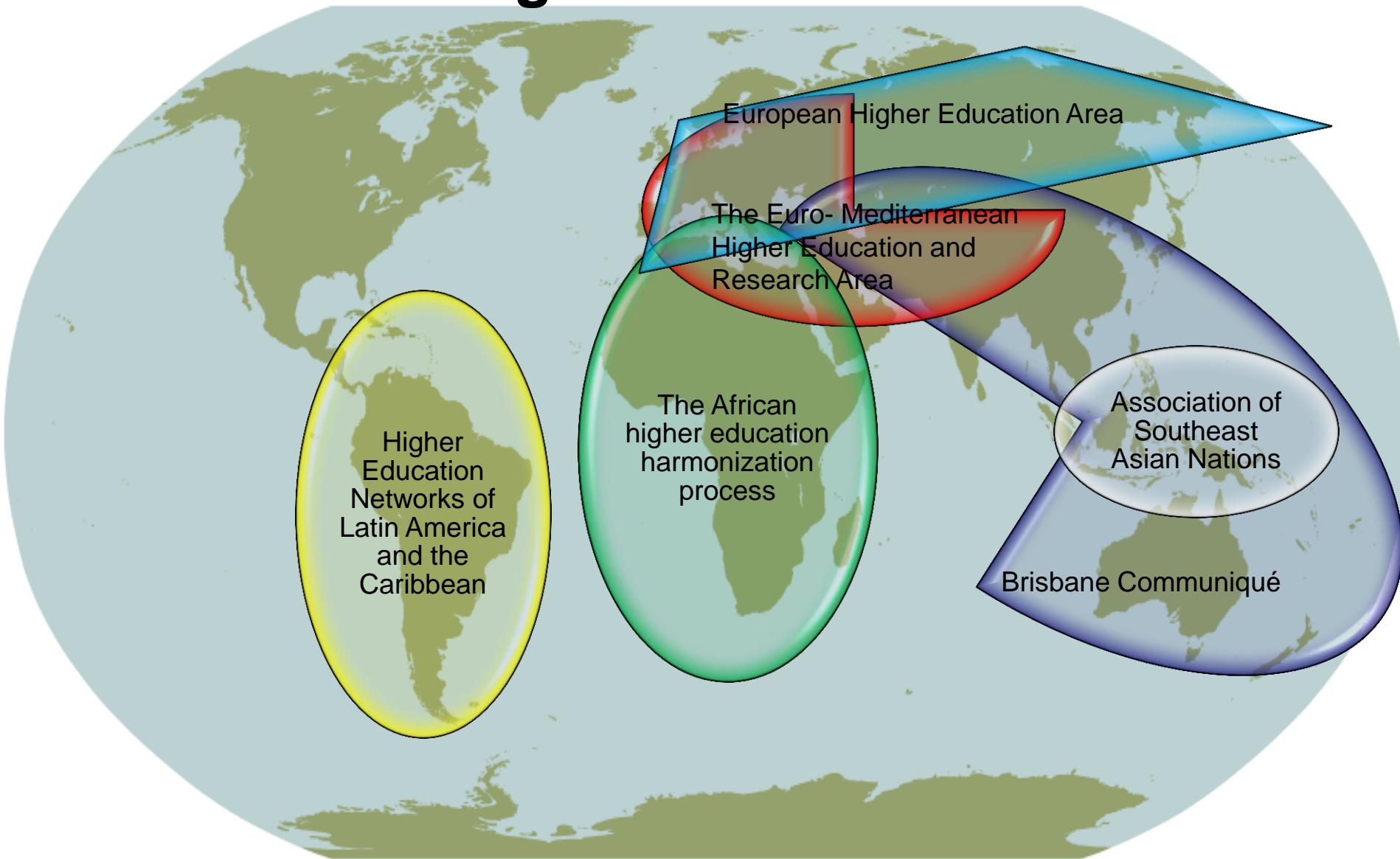
Europeanisation

- The Europeanization literature offers a variety of explanation for the interaction within the domestic and the European level policy arenas in order to explain policy change (Ladrech 1994, 2005, 2009; Knill 2001; Trondal 2002; Börzel 2003; Bache 2006; Börzel and Risse, 2007; Graziano and Vink 2007; Radaelli and Saurugger 2008; Exadaktylos and Radaelli, 2009).
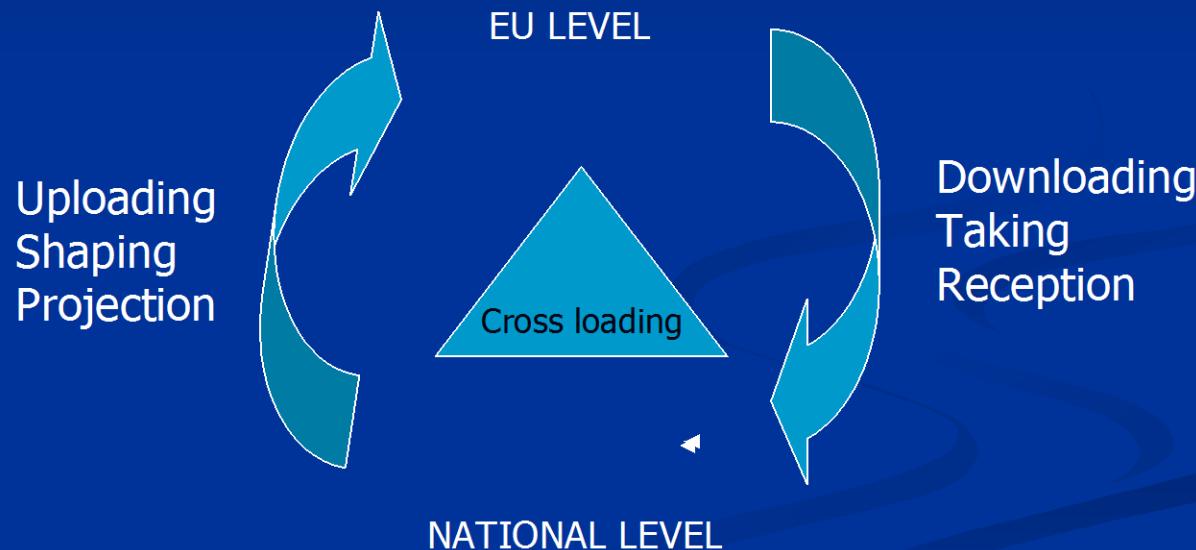
Source: Major, Cl. & Pomorska, K. (2005), "Europeanisation-Framework or fashion?", FORNET Plenary Conference, 23 April 2005 Brussels.

The diffusion literature

"The further we move away from the EU the less appropriate it is to refer to the spread of EU policies and institutions as Europeanisation" (Borzel and Risse, 2012)

It examines the EU's influence in current accession candidates and neighborhood countries as well as regions

Borzel and Risse 2012 (1)

The diffusion literature firstly is trying to identify the mechanisms such as

- Direct influence mechanisms of diffusion, such as legal coercion (i.e. recognition) and accession conditionality

- Indirect influence through *soft mechanisms* such as technical and financial assistance for capacity building, European investments, European programmes which funded reforms, socialisation and learning processes, forums etc

(2)

- The diffusion literature is also trying to identify scope conditions under which EU policies and institutional models spread across space and time
- Empirical findings ensure that there is some general impact of the EU on domestic institutional change in its neighborhood and beyond
- There are some diffusion of EU institutional models of regional integration worldwide
- Yet political, economical and cultural difference do matter

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Thank you for your attention!