

Policies that shaped Bologna
vs.
Policies that Bologna shaped

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What's on the menu?

- Europeanization
- European collaboration in (higher education)
 - Historical overview
 - Characteristics
- Bologna Declaration
 - BD vs. the European Union
 - Realizations

Globalization (in education)

*"[...] the global competitiveness and collaboration between new regional blocs
which are not only economic, but also cultural and educational."*
P. Scott

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↓
The emerging of a (the?) knowledge society and economy

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Globalization (in education)

"[...] the global competitiveness and collaboration between new regional blocs which are not only economic, but also cultural and educational."

The development of domestic, education policies that aims at enhancing nation's global competitiveness.

Europeanization

"European integration is, at the same time, a reaction to the process of globalization, and its most advanced expression."

M. Castells

Europeanization: *what is 'Europe'?*

- Construct or concept of border(s)
- Europe transcends the idea of border(s): *ideas, values, ideals, ...*

Europeanization: *what is 'Europe'?*

Europa as a '*space of meaning*' and an '*imagined community*'
(Lawn & Grek, 2012; Anderson, 1983)

Europeanization: *what is 'Europe'?*

Europa as a '*space of meaning*' and an '*imagined community*'

› Quest for homogeneous meaning of a '*European-ness*'

"[...] *building communality with unavoidable respect for differences.*"
J. Derrida

Europeanization (in education)

- The formation of a free market on higher education (cf. the Lisbon Strategy)
- The emerging of a hybrid form of multi-level policy

Rosamond (2005)

Lisbon Strategy

The European Union clearly stated in the Lisbon Strategy her perspective to draft (higher) education as a source to deliver the knowledge to improve the competitiveness of Europe versus well established economies, like the United States and the emerging economies (e.g. China and India).

▶ Europeanization (in education)

- The formation of a free market on higher education (cf. the Lisbon Strategy)
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Rosamond (2005)

▶ Europeanization (in education)

"The purpose of education, according to this scheme, would be to rear the most 'current' men possible – 'current' being used here in the sense in which it applies to the coins of the realm"


F. Nietzsche

▶ European collaboration in higher education

- Europeanization moved past a certain tradition in which education is merely of national, domestic interest...

▶ European collaboration in higher education

Historical overview



1970's

Action Programme (1976)

European collaboration in higher education *Historical overview*

1980's

"Dark ages of the European Union" (Keohane & Hoffman, 1991)

Solemn Declaration on the European Union (1983)

European collaboration in higher education *Historical overview*

1980's

New Action Programmes: e.g. ERASMUS

"ERASMUS has turned out to be a mobilizing mobility programme"
(Teichler & Maiworm, 1997)



European collaboration in higher education *Historical overview*

1990's

The Treaty on European Union (1993, the Maastricht Treaty)

Maastricht Treaty

Article 126

1. The Community 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 organization of education systems and their cultural and linguistic diversity.

Article 137

1. The Community shall implement a vocational training policy which shall support and supplement the action of the Member States, while fully respecting the responsibility of the Member States for the content and organization of vocational training.

European collaboration in higher education *Historical overview*

2000's

Shift i.c.o. the Lisbon Strategy

Action Programmes: *Socrates & Leonardo Da Vinci*

European collaboration in higher education *Towards some generic characteristics*

- Tension between nation states and European level: *state of between-ness*

"it hovers between politics and diplomacy, between the international and the domestic, between states and markets and between government and governance."
(Laffan, O'Donnell & Smith, 2000)

European collaboration in higher education *Towards some generic characteristics*

- Constraints to the 'what' and the 'how'

Domains: *international mobility* and *international collaboration*

Modus operandi: stimulating and promoting *voluntary collaboration*

European collaboration in higher education *Towards some generic characteristics*

"The conflict between efforts on the part of the European Commission to extend constantly its territory of action and of the national governments aiming to keep the European Commission out of the core of higher education eventually triggered off a European policy of reinforcing grass-root internationalization."

(Teichler, 1998)

European collaboration in higher education *Towards some generic characteristics*

- European Union: **regulating** the market and guiding its actors (cf. Rosamond)
- Influencing with its **money bracket**: stimulating by incentives

"He who commands resources tends largely to command everything else, or, at the very least, has his views listened to with the upmost respect"
(Neave, 1995)

The Bologna Declaration

"In the scope of history, the Bologna process is likely to rank alongside the establishment of the Euro – and higher perhaps than efforts to establish more integrated foreign and defense policies. It has become one of the most powerful symbols of European-ness"
(Scott, 2012)

The Bologna Declaration *Historical overview: Sorbonne Declaration*

1998
Joint Declaration on the Harmonising of the Architecture of the European Higher Education Systems



The Bologna Declaration *Historical overview: Bologna Declaration*

1999
Joint Declaration of the European Ministers of Education

Political statement
"many challenges in higher education are common, and that, therefore, the solutions should be common too"

More than 'just' a statement

The Bologna Declaration

- (1) creating comparable degrees, e.g. by diploma supplements and EQF,
- (2) constructing a system, based on two (or three) cycles,
- (3) unfolding a credit system (ECTS),
- (4) improving mobility for students and staff,
- (5) collaborating in the context of quality assurance and
- (6) stimulating a European dimension for higher education.

The Bologna Declaration (1) Comparable degrees

- Diploma supplements
- European Qualifications Framework

The Bologna Declaration (2) Two or three cycle(d) system

3 years: Bachelor's degree
5 years: Master's degree
8 years: Doctoral degree

The Bologna Declaration (3) European Credit Transferring System

- Translation of (the achievement of) learning outcomes in *credits*
- Comparability of courses and valorisation of efforts/qualifications

The Bologna Declaration
(4) *International mobility*

- ERASMUS, ERASMUS+, Erasmus Mundus, ...

The Bologna Declaration
(5) *Quality Assurance*

- Shift towards accountability and transparency
- National systems for external quality assurance (accreditations, evaluations & audits)
- European Standards and Guidelines for Quality Assurance
 - Internal Quality Assurance
 - External Quality Assurance
 - External Quality Assurance of quality assurance agencies (e.g. EQAR)

The Bologna Declaration
(6) *European Dimension*

By 2010: *European Higher Education Area*



The Bologna Declaration
Where does the European Union fit in?

Bologna grew outside the European institutions, avoiding any mention of the institutions.



Bologna encompasses the discourse of the European Union.



To conclude...

- Bottom-up, emerging process of institutionalization is historic.
- Aims at realizing 'European' goals, serving the European Union's wish to create a certain 'European dimension' (in higher education).
- Expression of a globalizing Europe, and a reaction to a globalizing society.