



## The external dimension of the Bologna Process and joint study programmes

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[www.bolognaprocess.it](http://www.bolognaprocess.it)



# ***The Bologna Process (1999-2010)***

***A shared principle***

***Student-centered learning***

***Agreed actions/reforms***

***A common degree-structure based on three cycles***

***Common Quality Assurance procedures***

***Common recognition procedures***

***Common policies***

***Mobility***

***Social dimension***

***Employability***

***Lifelong learning***

***External dimension/International openness***





# **The external dimension of the BP**

***From the Bergen Communiqué (2005):***

***The EHEA as a partner of HE systems in other regions of the world***

- balanced student and staff exchange***
- cooperation between HE institutions.***

***Intercultural understanding and respect***

- enhancing the understanding of the Bologna Process in other continents***
- sharing experiences of reform processes with neighbouring regions.***

***Need for dialogue on issues of mutual interest  
(Policy Forum at BP Ministers' meetings)***

***At the London Ministerial conference (2007),  
the ministers adopted the strategy  
“The EHEA in a Global setting”***

***In Leuven (2009) a progress report stated that  
the BP had made it easier for countries,  
organizations and HE institutions outside  
Europe to cooperate with their counterparts  
in Europe and vice versa. The report  
recommended dialogue on specific topics  
such as mobility, QA recognition, student  
involvement and and governance or on HE  
reforms in general***

# **Third Bologna policy Forum**

**Bucharest, April 27 2012**

***Dialogue between the EHEA and HE systems from other regions of the world on four main points:***

- 1. Public responsibility for and of HE within national and regional context***
- 2. Global academic mobility: incentives and barriers, balances and imbalances***
- 3. Global and regional approaches to quality enhancement of HE***
- 4. The contribution of HE reforms to enhancing graduate employability***



# ***1. Public responsibility for and of HE within national and regional context***

***Providing appropriate investment and public funding to sustain equitable higher education***

***Setting in place the regulatory framework and policy environment for autonomous HE institutions to fulfil their diverse missions.***

***Acknowledging the importance of active participation of the academic community – students, faculty, staff and institutional leadership – in the governance and development of HE responsive to societal change and economic needs.***

***Stressing the importance of creating open and flexible pathways.***



## ***2. Global academic mobility: incentives and barriers, balances and imbalances***

***Striving for open and transparent education systems and better balanced mobility within and between HE areas and systems.***

***Intensifying the academic exchange of ideas and people and creating innovative networks.***

***Working towards reducing the diverse obstacles to mobility between education areas, such as:***

- the lack of transparency of qualifications***
- financial barriers for students***
- problems with academic and professional recognition***
- administrative hurdles***



### **3. Global and regional approaches to quality enhancement of HE**

**Quality assurance is important in the current international context**

- as a tool to strengthen the capacity of HE institutions to enhance the quality of provision**
- as an instrument to promote transparency and trust.**

**Even when different regions and countries have developed different approaches to QA, challenges and interests are similar**

**It is beneficial to work towards solutions which can share a common basis, although they have to be adapted to different contexts.**





#### **4. The contribution of HE reforms to enhancing graduate employability**

**One of the essential missions of HE systems is to foster long term employability of graduates.**

**Increasing the fair recognition of studies and qualifications will support a better link between HE and the global economy.**

**The leaning outcomes approach is important as a common base for**

- mainstreaming lifelong learning**
- implementing the recognition and validation of prior learning**
- increasing the readability of qualifications.**

# **Contribution of the BP to the development of comparable initiatives in other regions**

**Asia- Pacific countries:** the Brisbane process led by Australia. In 2006, 27 ministers signed a communiqué encouraging mobility and common QA standards to enhance recognition in the region.

**Latin America and Caribbean countries:** the Inter-American Organization for Higher Education (IOHE) includes 300 HE institutions addressing common issues like quality, credit transfer and accumulation, curricular harmonization, a common framework of qualifications and the recognition of academic titles.

**Africa: the African Union's HE harmonization strategy was endorsed by HE ministers in 2007. The focus is on harmonization of HE systems, recognition of qualifications and QA, but also on Bologna principles like public responsibility for HE and the social dimension.**

**North America: Reports from US HE education experts see the BP as an example to be followed by their decentralized and diverse system. The pilot Tuning USA project is an example of a tendency towards the harmonization of curricula.**



# ***European Higher Education in the World***

***A communication from the European Commission***

***A comprehensive internationalization strategy of HE institutions and member states should cover three key areas:***

- 1. Promoting international mobility of students and staff***
- 2. Promoting internationalization at home and digital learning***
- 3. Strengthening strategic cooperation, partnerships and capacity building***

## ***2. Joint study programmes***

***One of the first objectives of the Bologna Process listed in the Bologna Declaration (1999):***

***“Promotion of the necessary European dimension in higher education, particularly with regards to curricular development, inter-institutional cooperation, mobility schemes and integrated programmes of study....”***

***One of the first actions of EU programmes based on inter-istitutional cooperation,***

# **The external dimension of the BP and EU policies for HE in the world**

**are best implemented through  
joint study programmes  
designed and delivered  
by partner institutions  
from different regions of the world:**

***EU-funded Erasmus Mundus  
Master and doctoral programmes***





# EM Master and doctoral programmes

*include most of the elements mentioned in the documents:*

- *Inter-institutional academic cooperation*
- *Shared reforms (common degree structure and credit system)*
- *Development of integrated curricula*
- *Use of learning outcomes*
- *Transparency*
- *Student and staff mobility*
- *Shared quality assurance principles*
- *Enhanced employability of graduates*

# *The way forward*

## EHEA

**2015 Target for the next Policy Forum:**

*support for global student and academic staff dialogue*

**2020 Target for EHEA student mobility:**

*20% of those graduating in the EHEA should have had a period of study abroad*

## EU

**2014 Start of the new Erasmus + programme:**

*Calls for applications*

# **ERASMUS + (2014-2020)**

## **Key Action 1: Joint Masters Programmes**

- **Continuation of Erasmus Mundus action 1**
- **Joint degree programmes (second cycle) offered by European universities and partner countries to attract the best students from the world through 'high level' grants**
- **Centralised action (managed from Brussels)**
- **Forecast: 34,000 students and staff in the 7 years**



## ***Website of the Italian Bologna Experts***

[www.processodibologna.it](http://www.processodibologna.it)