



The external dimension of the Bologna Process and joint study programmes

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**INTERUV Conference
Rome, 6 November 2013**

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The Bologna Process (1999-2010)

A shared principle

Student-centered learning

Agreed actions/reforms

A common degree-structure based on three cycles, with a common credit system

Common Quality Assurance procedures

Common recognition procedures

Common policies

Mobility

Social dimension

Employability

Lifelong learning

External dimension/International openness

1. 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)***



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.***



A communication from the European Commission

European Higher Education in the World (2013)

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,



**BP policies for the external dimension
and EU policies for HE in the world
-based on dialogue and partnership-**

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

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



EM Master and doctoral programmes

Include most of the elements mentioned in the BP and EU documents:

- *Inter-institutional academic cooperation*
- *Shared reforms (common degree structure and credit system)*
- *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 coming soon!



www.processodibologna.it