

University Reform, Globalisation and Europeanisation (URGE)



Work Package 1

Report

EU FP7 (PEOPLE) MARIE CURIE ACTIONS IRSES

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1. URGE Concept Note

Overall Aim

This four-year programme of research exchanges, funded by the European Commission under the Marie Curie programme and by New Zealand's Ministry of Research, Science and Technology (MoRST), aims to develop a new research community working on how processes of regionalization and globalization are redefining the nature and scope of universities. A comparison between the regions of Europe and Australasia, especially New Zealand, will ask, what is actually going on in apparently similar processes of university reform? Are processes of creating a European Higher Education Area not only preparing Europe for global competition but also acting as a model and motor for globalization in other regions? The programme will develop theoretical and methodological approaches for ethnographic studies of these processes and their effect on teaching and research practices. Its purpose is also to provide an evidence base on the different national approaches to university reform and the global knowledge economy, and to develop extended case studies that examine the implications of these processes for the social mission of the university.

The exchanges are between three research groups:

- EPOKE (Education, Policy and Organization in the Knowledge Economy) at the Danish School of Education, Aarhus University
- GES (Centre for Globalization, Education and Society), Graduate School of Education, University of Bristol
- EI (European Institute), Auckland University

An important aim of the programme is to create enduring partnerships and future collaborative research projects between the three research groups. To this end, the three universities' research or international officers are also involved in the exchanges

Work Packages

The programme consists of 6 Work Packages. WP 1-2 ('methodologies') will develop a new conceptual and theoretical framework to analyse the globalization of higher education. WP 3-4 ('policies') will compare how 'coordination' of HE operates across different regional spaces and how universities are being reshaped as knowledge organizations. WP 5-6 ('impact') will develop extended case studies to examine how these processes affect research and teaching practices and the mission of the university. Each work package involves a schedule of exchanges combining senior and junior researchers in research training, sharing knowledge and research development

Each work package has a designated co-ordinator and lasts about 18 months. The co-ordinator starts by drawing up a detailed work plan. S/he asks all the participants, who would like to be involved, and what they wish to contribute. Participants scheduled to make an exchange visit as part of a work package will do the core of the work, but those hosting visits and anyone else can also participate. Contributions can range from, for example, exchanging existing knowledge, to collaborating between different perspectives to create new insights, introducing each other to new literatures, or doing new research in the host country.

Every work package will hold a workshop, in which as many members of the programme as possible will participate, either directly or electronically. Each work package will publish its results in a working paper series on URGE's website and in articles in identified journals. The whole programme will conclude with an edited volume covering the scientific achievements.

Management

The day-to-day management is done by Sue Wright (Programme Co-ordinator) and Svetlana Wolkov (Administrator) at DPU.

Programme co-ordination is done through two-monthly Skype meetings between Sue Wright, Susan Robertson (Bristol) and Cris Shore (Auckland).

An annual meeting, during one of the workshops, will involve all participants in reviewing the individual work packages, their accumulative impact, and progress towards long-term collaboration between the three research groups.

List of Participants

Danish School of Education, Århus University

Professor Sue Wright, Associate Professor Kirsten Marie Bovbjerg, European Development Officer Ole Henckel, Associate Professor Jens Erik Kristensen, Associate Professor Stavros Moutsios, Ph.D. Student Gritt B. Nielsen, Professor Dorte Marie Søndergaard, Director for Internationalization Arne Carlsen.

University of Bristol

Professor Susan Robertson, Senior Administrator Dan Cook, Professor Roger Dale, Post-Doctoral Fellow Peter Jones, Research Associate Fumi Kitigawa, Senior Lecturer Lisa Lucas, Ph.D. Student Susana Melo de Melo

University of Auckland

Professor Cris Shore, Associate Professor Chris Tremewan, Associate Professor Elizabeth Rata, Associate Professor Dr. Airini, Dr. Lynette Read, Dr. Melissa Spencer

Contacts

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Susan Robertson	S.L.Robertson@bristol.ac.uk
Cris Shore	c.shore@auckland.ac.nz

Additional documents available on request

1. Project submission
2. Charts of exchanges and work packages

2. Work Package 1

2.1 Detailed Plan for the Work Package

Work Package 1 Title: Globalisation and higher education: towards a new conceptual framework

Work Package Coordinator: Susan Robertson (Bristol)

Partners Involved: Robertson, Dale (UNIVBRIS), Tremewan, Shore (UA) Moutsios, Neilson, Wright (AU)

Objectives

1. Develop a training and research programme that will strengthen cooperation.
2. Advance scientific knowledge on the implications of globalisation and regionalisation for university research, teaching and governance
3. Use this theoretical framework to advance the overall work of URGE

Tasks

The main task of this work package is to share their knowledge of the current literature and offer a review of that literature in terms of the changing landscapes of higher education, and the role of regionalisation and globalisation as project, process and outcome. This will broadly engage the partners in sharing their knowledge in ways that enhance current understandings of these processes.

Specific Tasks

1. Map and develop an account of the range of actors/institutions involved in processes of globalisation and regionalisation, including their interests, scales of influence and temporal horizons.
2. Examine the role of higher education policy on globalisation processes (development of service economies, aid to trade) and role played by European higher education agencies (e.g. Bologna Follow-up Group, Global Policy Fora, European Qualifications Framework) as potential models for other world regions.
3. Identify the role of key transnational agencies in policy travel and in new forms of transnational governance.
4. Analyse processes of transformation (tipping points, points of friction) in higher education.

2.2 Actions to date (Auckland and Copenhagen)

Month	Hosts	Visiting Personal	Actions and Deliverables
March	Tremewan, Shore, Spencer	Moutsios	Reflect on HE in NZ and the Asia Pacific region Contribution to reading group
April	Tremewan, Shore, Spencer	Moutsios	Deliverable 1 - Seminar: 'Transnational education reform and the "progress of societies"' (Moutsios)
May	Tremewan, Shore, Spencer	Moutsios, Robertson, Dale	Deliverable 2 - Seminar: 'Capitalism, Modernity and the Future of Education in the Social Contract' (Dale) Deliverable 3 - Seminar: "'Producing" the Global Knowledge Economy: The World Bank, the Knowledge Assessment Method and Education*' (Robertson) Deliverable 4 – International Public Symposium: 'Globalisation and higher education: towards a new conceptual framework' (14 May 2012, Robertson, Dale, Moutsios, Shore) Deliverable 5 – Workshop: with doctoral students (Robertson, Dale) Deliverable 6 - Reading Group Session: 'Statehood and Regulatory Regionalism' (Robertson, Dale and Moutsios)
November	Dale, Robertson	Wright	Deliverable 7 - PhD Course (Erasmus Exchange): 'Globalisation, Higher Education and the Knowledge Economy' (Dale, Robertson, Wright)
November December	Dale, Robertson, Melo, Jones, Kitagawa, Lucas	Shore, Tremewan, Spencer Wright, Bovbjerg, Moutsios, Michel, Nielsen.	Deliverable 8 – 4-Day Workshop: in Bristol 'Globalisation and higher education: towards a new conceptual framework' Presentation of papers on themes: <ul style="list-style-type: none"> - actors; - projects; - governance;

			<p>- transformations Finalise outline of Working Paper 1</p> <p>(Dale, Robertson, Melo, Jones, Kitagawa, Lucas, Shore, Tremewan, Spencer, Wright, Bovbjerg, Moutsios, Michel, Nielsen)</p> <p>Deliverable 9 - PhD seminars and supervision (Erasmus Exchange): (Wright, Bovbjerg, Moutsios, Michel, Nielsen)</p>
June 2011			Publish Working Paper 1


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Seminars and events

Find out about upcoming seminars and events in Critical Studies in Education.

- » [Capitalism, Modernity and the Future of Education in the New Social Contract - Professor Roger Dale](#)
- » [Book launch - Critical Multiculturalism: Theory and Praxis](#)
- » [Producing the Global Knowledge Economy: The World Bank, the Knowledge Assessment Methodology and Education - Professor Susan Robertson](#)
- » [Seminar Series 2010](#)

Capitalism, Modernity and the Future of Education in the New Social Contract - Professor Roger Dale

4.30pm Thursday 20 May
Venue: N East Block - N356, Faculty of Education, Gate 4, 60 Epsom Ave, Epsom ([View map](#))
Contact: Please RSVP to [Lorna Morris](#) by Tuesday 18 May

It is clear that we are entering a new and unknown world, where it seems that nothing can be predicted, except perhaps that it will be both in the short term rather uncomfortable and in the longer term quite different. This is at least as true of education as of any other area of organised human activity, and the fundamental concern of this chapter will be the changing role, nature and place of 'education' in 21st century societies.

The paper suggests that against this framing, the ever-expanding, ever-improving, ever-progressing set of assumptions which have characterised education's historic tie to the development of the modern nation state, are coming to an end, principally as a result of new developments in the relationship between the historically intertwined but essentially distinct trajectories of capitalism and modernity. Separately and together these two trajectories have been recast, rearticulated and recalibrated in ways that amount to a fundamental discontinuity with the era of modernity in turn transforming the nature and role of education as we have come to understand it.

These issues cannot be effectively understood through existing theoretical and methodological tools. The main lens through which to view and understand the nature of these changes is by focusing on the relationship between education and the social contract. It is through its relationship with the social contract, which lies at the heart of the social imaginary of modernity, that the institutional relationship between education and modernity has been most extensively developed. It is here that we find conceptions of what education is for.

Roger Dale is Professor in the Centre for Globalisation, Education and Societies at the University of Bristol. From 1989-2004 he was Professor of Education at the University of Auckland. He is the co-founder and editor of *Globalisation, Societies and Education*, and Scientific Coordinator of the EU's Network of Experts in Social Science and Education (NESSE). His main research interests are in the global governance of education, with a particular interest in European education policy. His most recent publication is



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Celebrating research



From left to right are Elisapeta Heta, Dr Brad Coombes and Professor Michael Walker with a display reflecting the themes of Indigenous knowledges, peoples and identities.

Key events

Global insights

On Friday May 14 from 2.30-5pm a symposium will be presented which forms part of the project "University reform, globalisation and Europeanisation", funded by the European Commission and the Ministry of Research, Science and Technology.

The symposium, entitled "Globalisation and higher education: Towards a new conceptual framework", aims to explore different dimensions of the way universities and higher education policies are being shaped by processes of globalisation. Speakers are Professor Susan Robertson (University of Bristol, UK), Professor Roger Dale (University of Bristol, UK), Dr Stavros Moutsios (Aarhus University, Denmark), and Professor Cris Shore (University of Auckland).

This international symposium will take place in the Presentation Room, Level 2, Clock Tower, Princes Street. The contact person is Lynette Read (l.read@auuckland.ac.nz).

2.4 Building Blocks for Knowledge Exchange for WP1

Dale, R. and Robertson, S. (2002) The varying effects of regional organisations as subjects of globalisation of education, *Comparative Education Review*, 46 (1), pp. 10-36.

Robertson, S. Bonal, X and Dale, R. (2002) GATS and the education service Industry: the politics of scale and global territorialisation, *Comparative Education Review*, 46 (4), pp. 472-96.

Robertson, S. (2010) The EU, regulatory state regionalism, and new modes of higher education governance, *Globalisation, Societies and Education*, 8 (1), pp.23-37.

Robertson, S. (2010) Corporatisation, competitiveness, commercialisation: new logics in the globalising of UK higher education, *Globalisation, Societies and Education*, 8 (2), pp. 191-203.

Robertson, S. and Dale, R. (forthcoming - 2009) Researching education in a globalising era, Special issue on L'éducation comparée aujourd'hui: théories et méthodes? edited by Julia Resnik, Jürgen Schriewer & Anthony Welch, in *Éducation Comparée*, n° 4.

Robertson, S. L. (2009) Metaphoric Imaginings: Re/Visions on the Idea of a University, in [Rethinking the University After Bologna: New Concepts and Practices beyond Tradition and the Market](#): UCSIA, Antwerp.

Robertson, S. (2010) [Market Multilateralism, the World Bank Group and the Asymmetries of Globalising Higher Education: Toward a Critical Political Economy Analysis](#), in R. Bassett and A. Maldonado (eds) *Thinking Globally, Acting Locally*, London and New York: Routledge.

Robertson, S (forthcoming 2009) ['Producing' the Global Knowledge Economy: the World Bank, the KAM, Education and Development](#), in M. Simons, M. Olssen and M. Peters (eds) *Re-reading Education Policies: Studying the Policy Agenda of the 21st Century*, Rotterdam: Sense Publishers.

Robertson, S. (2008) [Parcerias publico-privadas, empresas digitais e a producao de um espaco educacional neoliberal em escala europeia](#), in *Educacao e Pesquisa*, 34 (3), pp. 573-86.

Robertson, S. (2008) [The Bologna Process Goes Global: A Model, Market, Mobility, Brain Power or State-Building Strategy?](#) An invitational paper to ANPED's Annual Conference, Caxambu, Belo Horizonte, Brazil (paper is currently being translated into Portuguese and published by ANPED in an edited volume in 2009).

Robertson, S. and Dale, R. (2009) [The World Bank, the IMF and the possibilities of critical education](#), in M. Apple, W. Au and L. Gandin, *International Handbook of Critical Education*, New York: Routledge

Robertson, S. (2008) [Peripheral Re/Visions: Thoughts on the Geopolitics of Place, Nation and Dis/Location](#), *Around the Globe*, Monash University.

Dale, R. and Robertson, S. (2008) [Globalisation and Europeanisation of Education](#), Oxford: Symposium Books.

Robertson, S. and Keeling, R. (2008) [Stirring the Lions: Strategy and Tactics in Global Higher Education](#), *Globalisation, Societies and Education*, 6 (3), pp. 221-240.

Robertson, S. (2008) ['Europe/Asia' Regionalism, Higher Education and the Production of World Order](#), *Policy Futures in Education* 6 (6), pp. 718-729.

Dale, R. and Robertson, S. (2008) [Beyond Methodological 'Isms' in Comparative Education in an Era of Globalisation](#), A. Kazamias and B. Cowan, (eds) *Handbook on Comparative Education*, Netherlands: Springer.

Robertson, S. and Dale, R. (2008) [Researching education in a globalising era: beyond methodological nationalism, methodological statism, methodological educationism and spatial fetishism](#), in J. Resnik (ed) *The Production of Educational Knowledge in the Global Era*, Rotterdam: Sense Publications. pp. 19-32..

Robertson, S. (2008) [Embracing the Global: Crisis and the Creation of a New Semiotic Order to Secure Europe's Knowledge-Based Economy](#), in N. Fairclough, R. Wodak and B. Jessop, (eds) *Education and the Knowledge-Based Economy in Europe*, Netherlands: Sense Publications.

Robertson, S. (2008) [Globalisation, education governance and citizenship regimes: new democratic deficits and social injustices](#), in W. Ayers, T. Quinn and D. Stovall, (eds) *Handbook of Social Justice in Education*, London and New York: Routledge.

Robertson, S and Keeling, R. (2007) [Stirring the Lions: Strategy and Tactics in Global Higher Education](#), a paper presented to the European Union Studies Association Conference, Montreal, Canada, 17-19th May.

Dale, R. and Robertson, S. (2007) [New arenas of global governance and international organisations: reflections and directions](#), in K. Martens, A. Rusconi and K. Lutz (eds) *Transformations of the State and Global Governance*, London: Routledge.

Robertson, S. (2006) [The politics of constructing \(a competitive\) Europe\(an\) through internationalising higher education: strategies, structures, subjects](#), *Perspectives in Education*, 24 (4), pp. 29-44.

Robertson, S. and Dale, R. (2006) [Changing geographies of power in education: the politics of rescaling and its contradictions](#), in Derek Kassem, Emmanuel Mufti, John Robinson (eds), *Education Studies: Issues and Critical Perspectives*, Open University Press: Buckinghamshire.

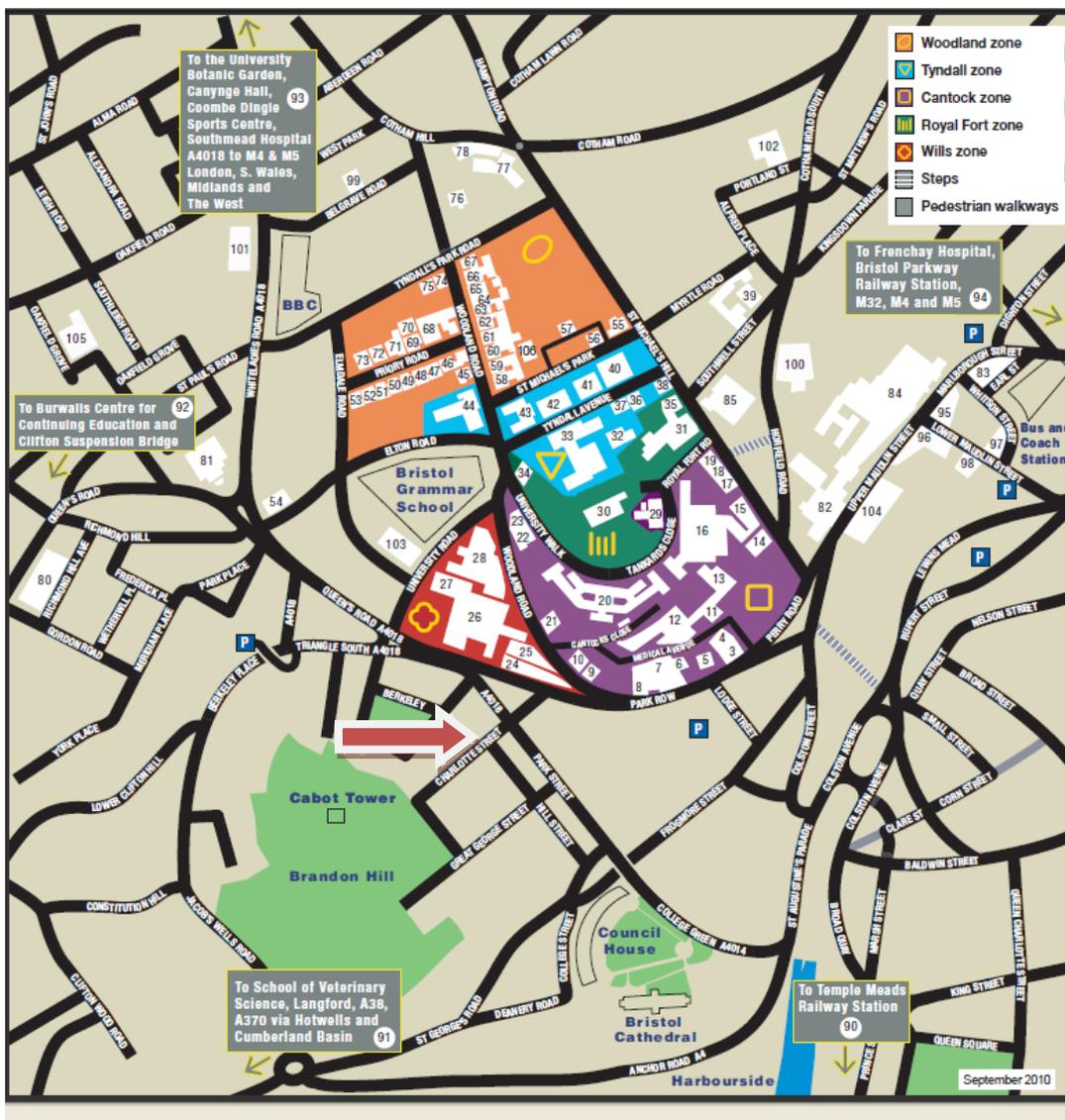
3. Bristol Workshop

3.1 How to Get to the Workshop

The URGE Bristol workshop will take place in the Graduate School of Education (GSoE), University of Bristol. The GSOE is located at

35 Berkeley Square, Clifton BS81JA (**No. 1** on map, see arrow)

It is just off Park Street. When you arrive at the GSoE, ask the Porters at reception to direct you to the Level 4, Room 410



3.2 Workshop - Timetable of Work

Date	Time	Location	Activity
Mon 29 th Nov	2.00- 4.00	Room 410	<p>Introductions</p> <p>URGE overview (Wright)</p> <p>Workplan for the week (Robertson)</p> <p>URGE issues (Wright)</p> <p>Please read 'Authorship protocol' p. 43-44 below</p> <p>GROUP DINNER</p>
Tues 30 th Nov	10.00- 12.00	Room 401	<p>WP1 – Task 1 .1</p> <p>Mapping and developing an account of the range of actors/institutions involved in processes of globalisation and regionalisation (Robertson and Moutsios to lead).</p>
Tues 30 th Nov	2.00-4.00	Room 401	<p>WP2</p> <p>Planning meeting for contributions, visits, activities (Shore)</p>
Wed 1 st Dec	10.00- 12.00	Room 401	<p>WP3</p> <p>Planning meeting for contributions, visits, activities (Dale)</p>
Wed 1 st Dec	1.00-3.00	Room 401	<p>WP1</p> <p>Task 1.2 – The role of higher education in globalisation processes, and the role played by the European higher education agencies and their projects as potential models (Dale, Moutsios, Robertson to lead) See paper page 25ff</p>
Thu 2 nd Dec	4.00- 6.00	Room 401	<p>WP1</p> <p>Task 1.3: Rethinking 'policy travel' in light of new forms of transnational governance (Dale, Wright, Bovbjerg to lead)</p> <p><i>GROUP DINNER</i></p>
Fri 3 rd Dec	10.00- 12.00	Room 410	<p>WP1</p> <p>Task 1.4: Theorising the transformation of HE at different scales (tipping points, logics). Review of progress.</p>

3.3 Tasks and Outputs

Task 1.1 Mapping Actors and Processes in Globalisation and Regionalisation (Susan Robertson)

Task 1.2 Europe as a Model for World Regions (Roger Dale)

Task 1.3 – Policy Travel: The Bologna Process as a Transnational Policy Network (Stavros Moutsios)

The Bologna Process as a transnational policy network: agencies and projects

Stavros Moutsios

This is a brief presentation of the main agencies and projects of the Bologna Process, placed under analytical categories which are drawn from network theory.

In Messner's theoretisation¹, networks combine the market logic (e.g. decentralisation, flexibility and short-term action) with the traditional logic characteristic of state bureaucracies (e.g. long term strategies, hierarchical relations, homogeneity). Networks combine independence and interdependence: they ensure participants' authority as well as their commitment in pursuing common goals. With the decisive help of ICT, networks have become dominant forms of organisation in the late globalised capitalism and they include core functions and processes of decision making; moreover, networks can operate beyond national borders and open parliamentary procedures. In Castells' well known elaboration², a network is 'a set of interconnected nodes' which, by definition, does not have a centre; it is a complex structure of communication which ensures at the same time unity of purpose and flexibility in its execution (p. 501). It excludes existing or includes new nodes given that they accept common values, goals and performance standards. Its nodes may differ in size and significance regarding their contribution to the function and goals of the network, expressing unequal, hierarchical relations. However, as long as they are in, all nodes are necessary for the function of the network: it is a structure of asymmetrical interdependence.

Castells' latest elaboration on his network society theory³ produces four categories, which are being employed here in order to present the functioning of the Bologna Process: 'networking power', 'networked power', 'network making power' and 'network power'.

Networking power refers to the actors and organisations included in a network that accumulates valuable resources and exercises gate-keeping strategies towards outsiders or those who do not follow the network's rules and standards. It is a form of power which establishes relations of inclusion/exclusion and distributes accordingly benefits and costs: those being in the network benefit from its resources and the outsiders may see their own substantially devalued.

The Bologna Process is a clear illustration of 'networking power' as both European nation-states and extra-European regions consider the benefits of inclusion or the costs of exclusion in terms of their participation in the emerging global competition for knowledge, students and skills. In fact, this is the main point of Robertson's and Keeling's analysis⁴ about the USA and Australia: the two

¹ Messner, D. (1997). *The Network Society: Economic Development and International Competitiveness as Problems of Social Governance*. London: Frank Cass.

² Castells, M. (2000). *The Rise of the Network Society*, 2nd edition, Oxford: Blackwell.

³ Castells, M. (2009) *Communication Power*. Oxford: Oxford University Press.

⁴ Robertson, S. and Keeling, R. (2008) 'Stirring the lions: strategies and tactics in global higher education'. *Globalisation, Societies, and Education*. Vol. 6, No. 3, 221-240.

countries are eager to link themselves with the Process so that they retain the flow of talents to their own HE system (i.e. USA) and to provide internationally recognised qualifications in the global market of students (i.e. Australia). Different countries may have different priorities in their decision to join the Bologna Process, but apparently a significant number of them finds, cannot afford being 'Bologna-outsiders' or 'Bologna non-compatible' (ibid).

The number of countries that have joined the Bologna Process (BP) testifies for this. Launched with the Bologna Declaration of 1999, today the BP is implemented in 47 countries (the 27 EU members and 20 non-EU countries located in Europe and Central Asia⁵), which constitute the European Higher Education Area (EHEA), effective since 2010. Moreover, there are another 23 countries from all over the world that participate in the Process with observer status⁶ - thus raising the number of all Bologna participant-countries to 70.

Members of the Bologna Process are also the European Commission and the consultative members: the Council of Europe, UNESCO-CEPES (*European Centre for Higher Education*), the OECD, EUA (European University Association), ESU (European Students' Union), EURASHE (European Association of Institutions in Higher Education), ENQ (European Association for Quality Assurance in Higher Education), Education International, IAU (International Association of Universities), and BUSINESSEUROPE.

The Bologna Process is overseen between the ministerial meetings by the *Bologna Follow-up Group (BFUG)* which meets at least once every six months. The BFUG is composed of the representatives of all members of the Bologna Process and the European Commission, with the Council of Europe, the EUA, EURASHE, ESU, UNESCO-CEPES, Education International, ENQA and BUSINESSEUROPE, as consultative members. The BFUG is being co-chaired by the country holding the EU Presidency and a non-EU country, which rotate every six months. The vice-chair is the country organising the next Ministerial Conference. The BFUG runs seven working groups dealing (according to the work plan 2009-2012) with the 'priority areas': access and completion, LLL, employability, student-centred learning and teaching mission, 'education, research and innovation', international openness, mobility, data collection, multidimensional transparency tools, quality assurance, independent assessment.

The profile of the main agencies of the Bologna Process is, in short, as follows:

- *EUA (European University Association)* is the result of a merger between the Association of European Universities (CRE) and the Confederation of European Union Rectors' Conferences, which took place in Salamanca, Spain on 31 March 2001. EUA represents universities in the BFUG and its various working groups; participates in fora and expert groups established by the EC Directorate General for Research; participates in policy fora with North American universities as well as ASEM. Along with ENQA, EURASHE, and ESU, EUA is part of the E4 group, which organise European Quality Assurance activities.

⁵ Turkey, Ukraine, Switzerland, Albania, Andorra, Armenia, Azerbaijan, Bosnia-Herzegovina, Croatia, Georgia, Holy See, Iceland, Kazakhstan, Liechtenstein, Moldova, Montenegro, Norway, Serbia, FYR Macedonia, Russian Federation.

⁶ Japan, Mexico, Israel, Ghana, Egypt, China, Colombia, Canada, Jordan, New Zealand, Malaysia, Mali, Morocco, Brazil, Australia, Argentina, Philippines, Saudi Arabia, Senegal, South Africa, Thailand, Tunisia, United States of America.

- *EURASHE (European Association of Institutions in Higher Education)* includes Polytechnics, Colleges, University Colleges, etc. and it is devoted to Professional Higher Education and related research within the Bachelor-Masters structure. EURASHE's main objective is to defend the interests of the professionally oriented HEIs. EURASHE is linked with a variety of other organizations and agencies.⁷

- *ESU (the European Students' Union)* is an umbrella organization of 44 National Unions of Students (NUS) from 37 countries. According to its review of ten years of Bologna Process, ESU considers the three-cycle systems and ECTS among the prime examples of the BP success in a global context; the organization also thinks that the *European Standards and Guidelines for Quality Assurance in Higher Education* and the establishment of the *European Quality Assurance Register* are amongst the main achievement of the BP. One of the main problems according to ESU is the 'different paces of the implementation of the Process, which can fundamentally endanger the vision of a common EHEA'.⁸

- *EI (Education International)* represents 100 national organisations of academics worldwide. Education International launched recently along with ESU a toolkit for staff and students to promote the concept of student-centred learning. Moreover, EI has just published a report on "*Enhancing Quality – Academics' Perceptions of the Bologna Process*" specially aimed for dissemination at the Bologna Anniversary Conference that took place in Budapest and Vienna in March 2010. The report presents the findings of a study undertaken with 34 unions representing higher education staff across 26 European countries. According to the report, a large number of union respondents think that the impact of the Bologna Process has been largely positive in their respective countries, though a number of them also consider the impact to be more or less neutral. They see a rise of bureaucratic work as a direct impact of the BP as well as deterioration of the in teaching and research conditions. Nevertheless, academics are in general reported to 'have a positive outlook on the future of the Process, perceiving it to be a sign of quality as well as an opportunity for the creation of an academic labour market'⁹.

- *BUSINESSEUROPE*, the Confederation of European Business, whose members are 40 central industrial and employers' federations from 34 countries, is one of the main partners in the Bologna Process. *BUSINESSEUROPE* is now part of a much bigger business interest group, *The Alliance for a Competitive European Industry*; which includes another 11 major European Industry sector associations (Automobile Manufacturers, Chemical, Cement, Paper, Food and Drinks, Textile, Electricity, Iron and Steel, Metals, Oil Refining, Engineering' industries).

⁷ see <http://www.eurashe.eu/RunScript.asp?page=140&p=ASP\Pg140.asp>

⁸ ESU (2010) *Bologna at the Finish Line: An account of ten years of European Higher Education Reform*. Education and Culture DG, p. 9.

⁹ EI (2010) *Enhancing Quality – Academics' Perceptions of the Bologna Process*. http://download.ei-ie.org/Docs/WebDepot/EI_BolognaReport2010_EnhancingQuality.pdf

The Alliance sector members account for: 6,000 large companies, 1.7 million SMEs, €1.3 trillion yearly added value, €5 trillion turnover annually and 23 million jobs. It was founded with the 'common objective to promote the competitiveness of European industry on a global scale' by 'urging EU leaders to act' on 6 priorities: *partnership, balance, markets, growth, innovation and skills*.¹⁰ The *Alliance* seeks to have the European industry out 'of the economic crisis more competitive and innovative than ever before' with 'sensible tax policies that do not kill future growth potential, despite increased public debt levels and deficits'. They also request that the EU ensures access to world markets and raw materials in OECD and emerging economies through the Doha trade and through bilateral and regional Free Trade Agreements in Asia and Latin America; The *Alliance* is requesting from the EU 'to ensure third-country market access in particular by removing tariff and non-tariff barriers'.

In short, the networking power of the Bologna Process brings together a significant number of countries not only from Europe but from all over the world as well as a number of major transnational organizations and associations that can selectively have an impact of the reform agenda of the Process.

The differential impact of the nodes of a network on its agenda is what would constitute, according to Castells' terminology, *networked power*. *Networked power* refers to the power-holders, those that have the 'relational capacity' to impose their will on the others on the basis of the 'structural capacity of domination embedded in the institutions of society' (Castells, 2009, 44). In other words, it refers to the power of selected nodes of the networks to make their own goals of the whole network.

In the Bologna Process, we arguing here, the strong nodes of the network, the main power holders, are the EU, as European Council but particularly as European Commission as well as amongst the 'consultative members' the business interest group.

The role of the European Commission is crucial in actualising the Bologna Process as higher education discourse and as specific mechanisms and measures. As Keeling¹¹ underlines in a relevant paper: 'From funding the ministerial meetings of the intergovernmental Bologna Process to its political backing of the nascent European Research Council, the European Commission has become an indispensable player in Europe' (p. 208). Indeed, the Commission has linked the BP with the Lisbon Strategy, and has been sponsoring activities and reforms that realise the aims of both throughout Europe. Already with its documents 'The Role of the Universities in the Europe of Knowledge' in 2003 and 'Mobilising the Brainpower of Europe' in 2005, the Commission made specific proposals about HE governance, finance and curricular reform (see *ibid*). The Commission also actively supports, financially and institutionally, initiatives such as 'quality assurance' through the establishment of ENQA and EQAR (see below for details), the overarching qualifications framework, the ECTS and the *Diploma Supplement* and *Tuning Education Structures*. Moreover, the Commission has connected, discursively and institutionally, higher education studies with lifelong learning credentials.

¹⁰ Alliance for a Competitive European Industry (2010) *Shifting Gears for a New EU Industrial Partnership: A Manifesto*.

¹¹ Keeling, R. (2006) 'The Bologna Process and the Lisbon Research Agenda: the European Commission's expanding role in higher education discourse'. *European Journal of Education*, Vol. 41, No. 2, 203-223.

It is important though to underline the role of the business associations in the Bologna Process and their specific interest in defining its reform agenda. As stated by BUSINESSEUROPE official documents in the Process: *'The Bologna Process is an extremely important catalyst for change. It has brought about more change in higher education than any other international instrument or policy has done before BUSINESSEUROPE is fully committed to the Bologna Process and will continue so.'*¹²

This interest is also expressed in broader terms by the *Alliance for a Competitive European Industry* which pursues the establishment of an 'all-encompassing R&D and innovation strategy for Europe'. It urges Europe to enhance the efficiency of EU public support schemes by improving the European Research Area governance model and the management of EU public-private research partnerships'; to protect and enforce intellectual property rights; and promote the mobility of researchers. In the domain of skills, the *Alliance* urges the EU to 'foster and attract new generations of highly skilled and creative workers'. They underline that 'human skills are at the foundation of value creation and innovation' and they ask the EU to 'address important challenges such as increased global competition for skills, ageing, restructuring constraints, intercultural working environments and mobility; to 'develop an EU skills policy involving the European Commission, national and regional authorities, schools and universities, social partners, companies and workers'.

BUSINESSEUROPE specifies these proposals through its participation in the Bologna Process and the BFUG - proposals which have a remarkable similarity with those finally adopted and promoted by the Process. Some of the main suggestions of *BUSINESSEUROPE* are:

- Individuals need to increasingly take greater responsibility for their own employability.
- Universities should recognize and integrate lifelong learning into their strategies. They should open up particularly to those who hold a vocational qualification.
- Lifelong Learning has to be developed in partnership with business organizations.
- Universities need to establish closer links to the business sector ('We also emphasized that a greater degree of autonomy in universities' governance structures is of particular importance'). Need to associate entrepreneurs more closely in the definition of university curricula;
- Address the shortage in science and technology (particularly ICT); launch, for this purpose, of a European industrial doctorate funded by the EU Marie Curie fellowship;
- Improve of Europe's record in attracting qualified migrants;

¹² BUSINESSEUROPE (2009a) Bologna Ministerial Conference - Reflections on the Bologna Process, Address by Irene Seling, Social Adviser, Plenary Session I on 28 April, Leuven/Louvain-La-Neuve, 28-29 April 2009, pp. 1 and 2.

- The three-cycle structure has increased compatibility and comparability of national systems and has made it easier for students to be mobile; curricula must be adjusted to allow students to make use of the mobility options.
- Quality assurance infrastructure has developed significantly in recent years; however, it is difficult for business to understand the different quality assurance systems in the different member states. It is therefore crucial to strengthen the European dimension, also allowing cross-border competition between national quality assurance agencies.
- Higher education institutions should embrace quality management. Business is ready to support them in this and must be involved in the accreditation or audit processes.
- University rankings can help to complement quality assurance. It must be ensured that the evaluation of universities reflects the interests of employers and is not based on one-sided indicators, such as research. We need an approach to university performance which looks at all three sides of the knowledge triangle: research, education and innovation. BUSINESSEUROPE actively contributes to this as a member of the Commission’s Advisory Group on a Multidimensional Global University Ranking.
- Entrepreneurship is the glue of the knowledge triangle (research, education and innovation). BUSINESSEUROPE is concerned about the comparatively low levels of entrepreneurship in the EU. Higher education must stimulate independence, creativity and an entrepreneurial approach to harnessing knowledge.
- Entrepreneurship education requires firstly a change in teaching methods and not simply a change in the content of education. This means working on the attitudes of pupils in kindergarten and in primary school (e.g. creativity, team work, initiative). After that it is necessary to provide practical experience of entrepreneurship in secondary and in tertiary education. Practice-based programmes, such as practice firms and student mini-companies, can be effective tools to teach entrepreneurship.
- In addition to that, a regular flow of students and faculty members from university to business and a constant presence of entrepreneurs on campus will help create the required change in culture.¹³

Overall, it should be remarked that the EU, as European Council (and its main policies, such as the Lisbon Strategy) and particularly the European Commission and the business associations have a pivotal role in defining the agenda of the Bologna Process and consequently the kind of university reforms taking place in member-states.

The EU states and the European Commission hold also in the Bologna Process what Castells calls *network making power*. Networking-making power referring to *programmers* and *switchers*, that is those who constitute networks and connect and ensure the cooperation of different networks. In Castells terms, networking making power expressed through: ‘(1) the ability to constitute

¹³ See BUSINESSEUROPE (2010) *Go for Growth: An Agenda for the European Union in 2010-2014*; BUSINESSEUROPE (2009b) Meeting Between the Troika of the Education Council and Social Partners, Brussels. Speech by Steven D’Haeseleer, Director, Social Affairs 25 November 2009; BUSINESSEUROPE (2009a) op. cit.

network(s), and to programme/re-programme the network(s) in terms of the goals assigned to the network; and (2) the ability to connect and ensure the cooperation of different networks by sharing common goals and combining resources, while fending off competition from other networks by setting up strategic cooperation' (2009, p. 45).

This function by the EU/EC is manifested in a number of cases. For example, the EU initiated 'Asia-Europe Meeting' (ASEM) consisting of EU and ASEAN countries, but also other Asian as well as Pacific countries (e.g. China, Japan, S. Korea, Australia and New Zealand). ASEM has developed policy fora in various domains, including education policy. It has established the 'ASEM Education Hub' (AEH) in the framework of which runs the 'ASEM Rectors' Conference' (RC), promoting cooperation (e.g. scholarships, research and mobility) between European universities and the 'ASEAN University Network'. Some member states of ASEM (Japan, Malaysia, Thailand, Philippines, Australia and New Zealand) have also observer status membership in the Bologna Process.

Tuning Latin America is another example of Bologna network making power. *Tuning* (a transnational process of curriculum isomorphism in higher education connected with the BP – see formal details below) covers 19 Latin American countries and 190 universities in the region (2007 figures)¹⁴. Each LA country participates in this process through a National Tuning Centre (NTC).

Other initiatives of the 'external dimension' of the Bologna Process include (see S. Robertson's presentation at DPU 2009 and work on inter-regionalism): 'Euro-Africa' (Francophone Africa); 'Euro-Mediterranean Partnership' (includes North African and Middle East countries); Maghreb region; and Lusophone Higher Education Area; as well as programmes such as Tempus and Erasmus Mundus which constitute intra- and extra-European HE partnerships.

In short, the 'programmers' and 'switchers' in the university reform process are the EU, the European Commission, and selected governments (e.g. ex-colonial powers) which constitute networks and processes of policy making in HE beyond the European borders.

Both in and out of Europe, the Bologna Process is promoting a set of rules and standards in the function of Higher Education thus exerting what Castells calls *network power*. *Network power* refers to 'protocols of communication' set by the major nodes of the network – rules that newcomers must abide by once they are given membership. In this regard, power is exercised not through exclusion, but through the imposition of the rules of inclusion. Rules are negotiable but once they are set they are compelling for all nodes. 'Network power is the power of the standards of the network over its components...' (Castells, 2009, 43).

The Bologna Process is setting rules, criteria and standards practically about all aspects of the university's function. We could classify these aspects under Bernstein's main analytical categories, the 'message systems' of educational provision¹⁵: a) what counts as valid knowledge (curriculum), b)

¹⁴ Beneitone, P. et al (2007) *Reflections on and outlook for Higher Education in Latin America: Final Report – Tuning Latin America Project 2004-2007*.

¹⁵ Bernstein, B. (1975). *Class, Codes and Control, Vol.3: Towards a Theory of Educational Transmission*. London: Routledge and Kegan Paul.

what counts as valid transmission of this knowledge (pedagogy); c) what counts as a valid realisation of this knowledge (evaluation or 'quality control'); and, we could add, d) what counts as valid institutional organisation (management). The Bologna Process is attempting to define all message systems – a remarkable project indeed, both in its transnational basis as well as in its isomorphic intent.

This is being pursued through a number of standard-setting mechanisms which are described below, drawing on official sources.

A very important mechanism is the *European Network for Quality Assurance (ENQA)*, established in 2000 and renamed in 2004 as the *European Association for Quality Assurance in Higher Education* (but keeping the same acronym). The European Commission has partly financed the activities of ENQA since the very beginning. ENQA members are 'quality assurance organisations' from the European Higher Education Area (EHEA) member states. At the end of 2009, ENQA consisted of 48 members representing 25 Bologna signatory countries; 26 associates (representing 19 European countries, 3 trans-European and 2 non-European countries) and 3 European or regional affiliates. ENQA is also cooperating with other quality assurance networks from various countries and regions across the world¹⁶

Quality assurance agencies are expected to be certified by the *European Quality Assurance Register for Higher Education (EQAR)*, which was founded in 2008 by the E4 Group. By the end of 2009, the membership of EQAR consisted of the four founding members, *BusinessEurope* and *EI*, and 26 governmental members. As of today, 24 quality assurance agencies, active in 23 European countries, feature on the European Quality Assurance Register for Higher Education (EQAR).

All quality assurance processes and agencies must abide by *the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)* adopted in Bergen in 2005. The ESG outline detailed standards and guidelines for: Internal quality assurance within higher education institutions; External quality assurance of higher education; External quality assurance agencies.

Another important mechanism set up by the Bologna Process is the *Qualifications Frameworks in the EHEA*. A qualifications framework encompasses all the qualifications in a higher education system 'It shows what a learner knows, understands and is able to do on the basis of a given qualification – that is, it shows the expected learning outcomes for a given qualification'. It also shows how the various qualifications in the education or higher education system interact, that is *how learners can move between qualifications*. Qualifications frameworks therefore '*focus on outcomes more than on procedures*', and 'several learning paths – including those of lifelong learning – may lead to a given qualification'. Qualifications frameworks play an important role in developing degree systems as well as in developing study programmes at higher education institutions. They also facilitate the *recognition of qualifications*, and they are important for those who make use of qualifications, in particular learners and employers. Tools that facilitate the recognition of qualifications are the *European Credit Transfer and Accumulation System (ECTS)* and the *Diploma Supplement (DS)*

¹⁶ For example: the *Central and Eastern European QA Network*, the *European Consortium for Accreditation*, the *International Network for Quality Assurance Agencies in Higher Education (INQAAHE)*, the *Nordic Quality Assurance Network in Higher Education (NOQA)*, the *Arab Network for Quality Assurance in Higher Education (ANQAHE)* and the *Asia-Pacific Quality Network (APQN)*. See ENQA (2010) ENQA Report to the Bologna Ministerial Anniversary Conference of March 2010.

In the European Higher Education Area, qualifications frameworks are found at two levels. An *overarching framework* has been adopted for the EHEA in 2005; and by this year, all member countries are expected to have developed *national qualifications frameworks* that are compatible with this overarching framework.

The EHEA overarching framework (QF- EHEA), adopted in 2005 through the Bergen Communiqué, sets the parameters (i.e. the three cycles) within which each country will develop its own national framework. National qualifications frameworks encompass all higher education qualifications. They show what learners may be expected to know, understand and be able to do on the basis of a given qualification (learning outcomes) as well as how qualifications within a system articulate, that is how learners may move between qualifications in an education system as well as between systems. Qualifications frameworks 'are therefore important in promoting mobility within education systems as well as internationally'.

Another mechanism that is worth to be mentioned is *TUNING Educational Structures in Europe* for its attempt to create similar curricular and pedagogic conditions across the participating institutions. According to 2007 figures over 175 Universities participated in Tuning. Tuning started, according to its official website, in 2000 as a project to 'link the political objectives of the Bologna Process and at a later stage the Lisbon Strategy to the higher educational sector'. It purports to redesign, implement, and evaluate first, second and third cycle degree programmes in the framework of the Bologna Process.

Tuning focuses educational structures with emphasis on the subject area level, that is the content of studies. As a result of the Bologna Process the educational systems in all European countries are in the process of reforming. This is the direct effect of the political decision to converge the different national systems in Europe. For Higher Education institutions these reforms mean the actual starting point for another discussion: the comparability of curricula in terms of structures, programmes and actual teaching. This is what Tuning offers. (Website)

Tuning's main aim is to construct *a framework of comparable and compatible qualifications* in each of the signatory countries of the Bologna process, described *in terms of workload, level, learning outcomes, competences and profile*. Tuning serves as a common basis for the development of the *overarching European framework of qualifications*.

The study programmes which have been set up according to the Tuning methodology are output-oriented and modularized. A module is considered to facilitate *'finding of a correct balance between learning outcomes and their related student workload expressed in ECTS credits'*. So far programmes have produced for Business, Chemistry, Earth Sciences, Education Sciences, European Studies, History, Mathematics, Nursing and Physics.

Higher Education in the Bologna process is being divided in cycles. The so-called *Joint Quality Initiative (JQI)*, has developed sets of general descriptors for each cycle, which are called the Dublin descriptors. These cycle descriptors have now been endorsed by the European Ministers of Education as part of the report *A Framework for Qualifications of the European Higher Education Area*. *The approaches of Tuning and the JQI are fully compatible and complementary*. Moreover, Tuning takes into account ENQA's *Standards and Guidelines for Quality Assurance in the European Higher Education Area*. The introduction of a two or three cycle system is leading to the revision of all existing study programmes which are not based on the concept of cycles. *In practice these*

programmes have to be redesigned because in a cycle system each cycle should be seen as an entity in itself. The first two cycles should not only give access to the following cycle but also to the labour market. For this reason Tuning is devising programmes based on competences and learning outcomes. Tuning is also linking learning outcomes, competences and ECTS workload based credits. This means that credits no longer have a relative value but have an absolute one and are linked to learning outcomes. In the new ECTS system the award of credits depends on full achievement of the desired learning outcomes for a unit or module.

3.4 Record of Bristol Workshop - Photographs





4. Lists of Participants

4.1 *Auckland Public Symposium*

4.2 Bristol Workshop