

University Reform, Globalisation and Europeanisation (URGE)



Work Package 1

Programme of Work

and

'Bristol Workshop'

November 29th-December 3rd, 2010

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

Sue Wright	suwr@dpu.dk
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 (UoB), 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

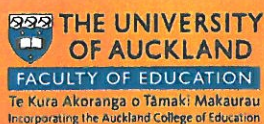
1. Map and develop an account of the range of actors/institutions involved in processes of globalisation and regionalisation, including their interests, scales of influence and temporal horizons.
2. Examine the role of higher education policy on globalisation processes (development of service economies, 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

2.3 Record of Actions to date (Auckland and Copenhagen)



CRITICAL STUDIES IN EDUCATION
Te Kura O Te Kōtuinga Akoranga Mātauranga
(Incorporating Education Studies, Health and Physical Education, Pasifika, and Social Sciences)

Professor Susan Robertson



'Producing' the Global Knowledge Economy: The World Bank, the Knowledge Assessment Methodology and Education '

Thursday 27 May at 4.30pm in N356

In this seminar I draw upon a Cultural Political Economy of Education (CPE/E) to critically examine the World Bank's Knowledge For Development Program (K4D) and the Knowledge Assessment Methodology (KAM) used to diagnose, direct and produce a particular version of a 'knowledge-based economy' globally. I suggest that this imaginary education is being formulated and institutionalised in a very particular way; as leading to the realisation of knowledge as intellectual property. Other ways of thinking about education, such as the development of the individual through social and cultural knowledge, is made absent. I explore the dilemmas and contradictions of this model for the long-term development for societies.

Susan Robertson is Professor Of Sociology of Education, University of Bristol. She is the founding Director of Centre for Globalisation, Education and Societies at the University of Bristol. With Roger Dale she is also the founding editor of the journal Globalisation, Societies and Education. She has published widely on aspects of the global and regional governance of education. Susan currently works as a senior policy advisor to the European Commission, and advisor to the Open Society Institute, Soros Foundation.

Please RSVP to Lorna Morris at l.morris@auckland.ac.nz by Tuesday 25 May


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- » [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



THE UNIVERSITY OF AUCKLAND news

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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 Rea (l.rea@tauckland.ac.nz).

Globalisation and higher education: towards a new conceptual framework. Public Symposium



MINISTRY OF
RESEARCH
SCIENCE +
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MRST



University Reform, Globalisation and Europeanisation

SPEAKERS:

- Prof. Susan Robertson (University of Bristol, UK)
- Prof. Roger Dale (University of Bristol, UK)
- Dr. Stavros Moutsios (Aarhus University, Denmark)
- Prof. Cris Shore (University of Auckland)

Aims:

to explore different dimensions of the way universities and higher education policy are being shaped by processes of globalization.

Objectives:

- Map and analyse the range of actors/institutions involved in processes of globalisation and regionalisation, including their interests, scales of influence and temporal horizons.
- Examine the role of higher education policy on globalisation processes (development of service economies, aid to trade) and the 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.
- Identify the role of key transnational agencies in policy travel and in new forms of transnational governance.
- Analyse processes of transformation (tipping points, points of friction) in higher education



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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.

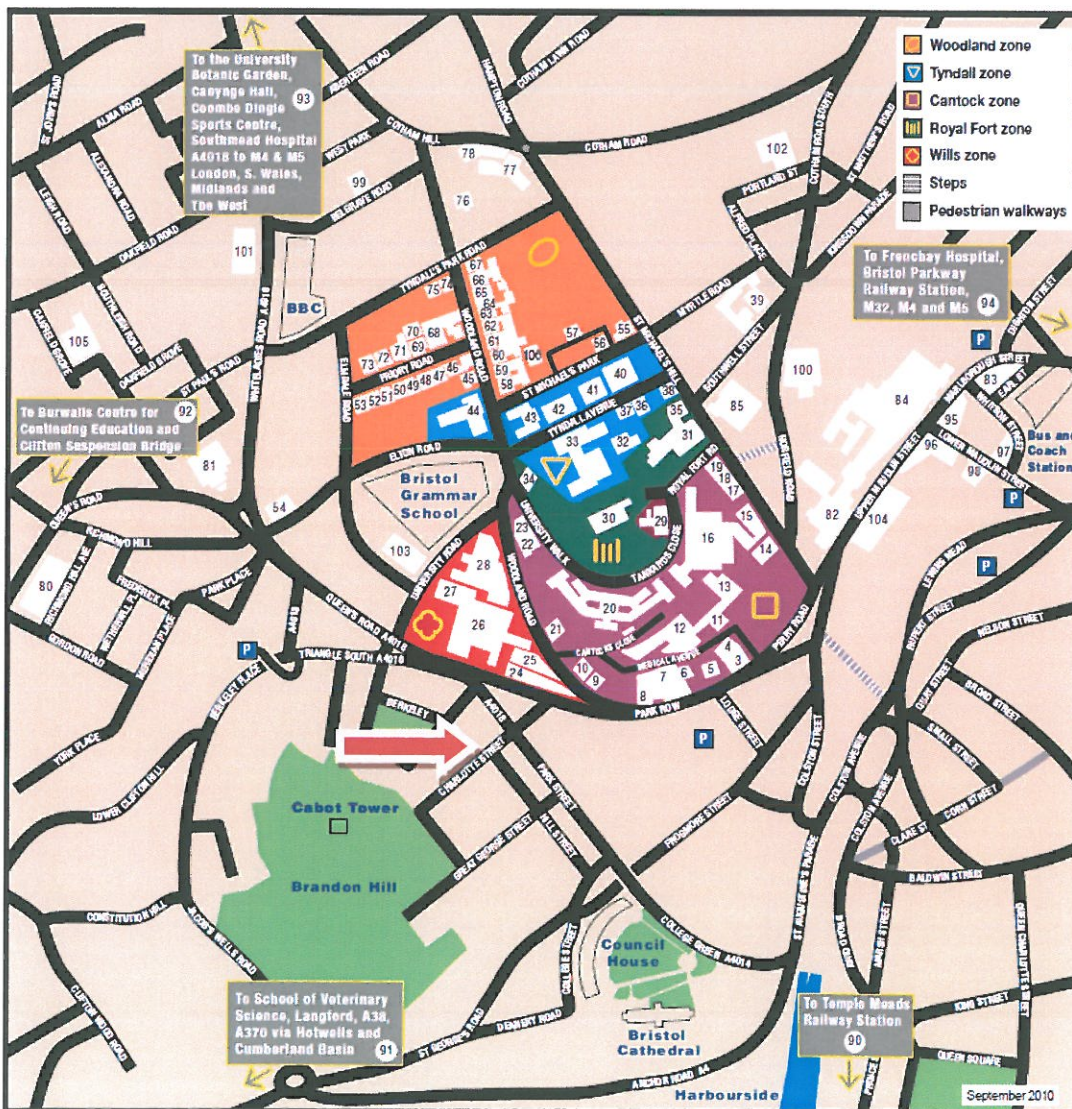
Robertson, S. and Dale, R. (2006) [Changing geographies of power in education: the politics of rescaling and its contradictions](#), in Derek Kassem, Emmanuel Mufti, John Robinson (eds), *Education Studies: Issues and Critical Perspectives*, Open University Press: Buckinghamshire.

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>GROUP DINNER</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

**WP1:
Globalisation and Higher Education: Toward
a New Conceptual Framework**

WP1 Task 1.1:
Mapping Actors and Processes in
Globalisation and Regionalisation



Susan L. Robertson
Centre for Globalisation, Societies and
Education, U of Bristol

1

Knowledge Base/Argument


1. Mapping actors/projects/practices involves a series of moves: (1) to take seriously the new metaphors driving changes in HE (projects and practices) in order to see the projects and politics driving these developments; (2) to recognise that our conventional ways of seeing the sector are not able to see the changes taking place (isms); and to take a relational account of globalisation, regionalisation and the way in which these processes are mediated by HE
2. Metaphors
3. Isms
4. Globalisation (project, condition, discourse, outcome)
5. Regionalisation (waves, generations or...??)
6. Theoretical advances – the bases of a Cultural Political Economy of (Higher) Education

2

Metaphors

It is not so much that metaphors are cognitive; rather cognition is metaphorical.

Metaphors are central to the way we understand social relations (Kelly, 2001: 723)



Metaphors

1. New geometries of power are emerging as a result of the re/imagining, re/representing and re/configuring of higher education assemblage
2. Metaphors as political representations
3. Higher education - new formations being brokered to build capacity; new services sector; engine for the new economy; creative entrepreneur
4. Hubs, hotspots, clusters, networks, helix - desired and actual

Metaphors are Political Representations

Metaphors are:

More than colourful accounts of social phenomena; they are discourses of political power that offer particular political representations of the world

Strategically deployed to structure and interpret events

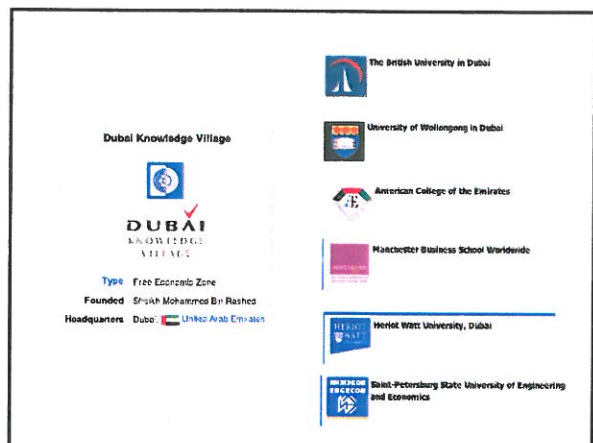
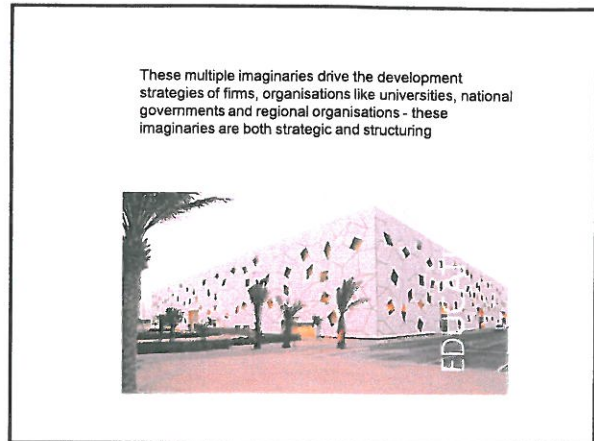
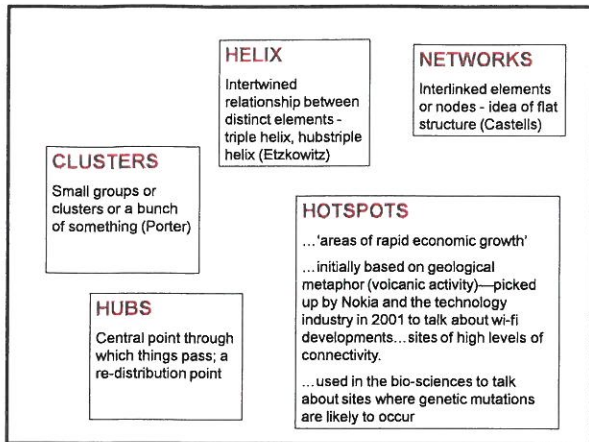
Real and representational

Political - they shape the meanings of events as well as the possibilities for action (Kelly, 2001)

"The more general point is that we must continually think critically about the metaphors we use—where they come from, why they were proposed, whose interests they represent, and the nature of their implications. Not to do so can lead us to be the slaves of some defunct master of metaphors" (Barnes, 1996: 159)

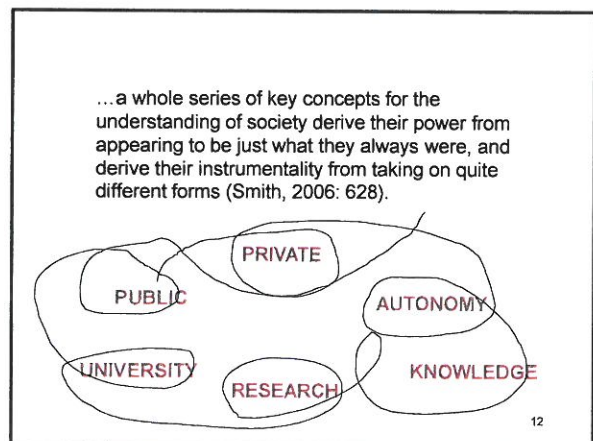
**Re/Structuring Metaphors of
Modern and Post-Modern Universities**

<p>Modern academy 'ivory tower'</p> <p>[...with orientations such as universal knowledge (Shils), commitment to progress, contemplation (Newman), academic freedom (Veblen), international...]</p>	<p>Postmodern Academy An array of competing metaphors</p> <ul style="list-style-type: none"> -clusters (Porter) -networks (Castells)- -hotspots -hubs - triple helix (Etzkowitz) <p>[academic capitalism. with orientations such as international competitiveness, innovation, globally-oriented, world class, responsive service provider...]</p>
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Isms

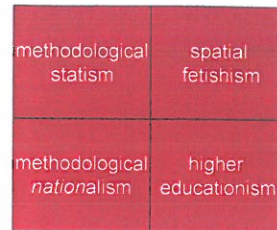
The idea of 'ism' is used to suggest an approach to the objects that takes them as unproblematic, and assumes a constant and shared meaning; they become 'fixed, abstract and absolute' (Fine, 2003: 465).



Both self-evidently 'global' and 'denationalising' dynamics destabilize existing meanings and systems. This raises questions about the future of crucial frameworks through which modern societies, economies and polities have operated; the social contract of liberal states, social democracy as we have come to understand it, modern citizenship, and the formal mechanisms that render some claims legitimate and others illegitimate in liberal democracies (Sassen, 2006: 2-3)

13

Theoretical and methodological challenges in HE research on globalisation: (-isms)



14

Assumptions

methodological statism

A particular form assumed to be intrinsic to **states** (resources, law, legitimacy, welfare) which converged in national constellations and national institutions (e.g. Westphalian; the social democratic national welfare state)

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Assumptions

That space is inert, a backdrop, rather than the object and outcome of social processes and social relations.

spatial fetishism

Spatialising processes are reified, naturalised and given agency ('globalisation does')

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Assumptions

higher educationism

That **higher education** can be understood via the classical activities/scholarship outputs (Biesta, 2009) of the sector.

This output is oriented toward management and improvement of existing institutions.

It tends not to focus on new parallel developments, or the co-constitution of HE as a result of wider political, economic and social processes (Dale, 2009)¹⁷

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Assumptions

That the **nation state** is the container of society; **internationalism** infers spatial extension from the **national** outward toward **other nations**. It assumes a world made up of nation states.

However, we can see 'regions', 'cities', 'sectors', 'firms', etc all involved in HE each with their different horizons of action.

methodological nationalism

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methodological statism	spatial fetishism
methodological nationalism	higher educationism

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The outcome of these 'isms' is that:

- Globalisation is reduced to the more obvious 'out there' processes (mobility, international student markets, international agencies etc) rather than it being viewed as the outcome of a complex of 'in-here' and 'out-there' processes involving institutions, knowledge, people, ideas, research etc (Sassen, 2006: 2)
- We fail to 'see' an array of new projects and actors with different metaphors, logics, and temporal horizons operating in HE, that are transforming 'HE' (through de-de/re-nationalising, de-re/statising, 'de/re-sectoralising') (see also Olds, 2009).

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Cont:

- The governance of HE is being redistributed across different scales and into different sectors, in turn reconstituting the sector and the wider political economy of HE.
- This removes from view some HE activity (agents/projects) including knowledge, its purposes, and outcomes (Robertson, 2009)
- HE 'ism's' tend to undermine relational understandings and relational thinking, which is central to opening up a wider debate.

21

In summary - we can understand globalisation as:

- ...a localism which has become hegemonic (Santos, 2003)
- ...social relations that 'stretch out' more broadly over space (Massey, 2005)
- ...social processes where the furthest horizon of action is the global (Jessop, 2008)
- ...tendentally associated with the emergence of new regional initiatives, and the creation of new norms that value concentration (clustering, categorisation, differentiation, segmentation, benchmarking) whilst accepting its corollary (exclusion)

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A good part of globalization consists in the enormous variety of micro-processes that begin to denationalise what has been constructed as national – whether policies, capital, political subjectivities, urban spaces, temporal frames, or any other variety of dynamics and domains. Sometimes these processes of denationalization allow, enable, or push the construction of new types of global scalings of dynamics and institutions; other times they continue to inhabit the realm of what is still largely national (Sassen, 2006: 1).

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- New spaces – like regions and inter-regionalisms are being constituted through HE – but we need new tools to understand these developments

Argument

1. Europe as a (competitive) region within the globe is being constituted through sectors (higher education) and new strategies of governance
2. Theories on regionalism tend to be limited by 'ideal type' understandings, and underplay the increasingly important role of regulatory rule/governance
3. Theories of region-building tend to privilege one scale,(region) as having emerged from an opposition to other scales
4. In the case of Europe, it is more helpful to view scales as being a the fluid divide between different levels within a unified field of political action, is being shifted upward/outward in ways that alter the distribution and concentrations of sovereignty/authority and rule.
5. The dynamics shaping regions tend to be seen as largely internal rather than the external being crucial to the internal.
6. Education is often mobilised an important form of soft power to broker regional projects/region making.

'Waves' or 'Generations' of Regionalisms?

(Soderbaum and Langehove, 2006)

1. The idea of 'generation' refers to empirical rather than historical location.
2. In this way it avoids the dichotomy between 'old' and 'new' which suggests periodisation (e.g. end of second world war and those since the mid 1980s).
3. Enables us to see the way that regionalism is related to inter-regionalism.

'Generations' of Regionalisms

1. **First Generation** - often have narrowly defined objectives; focused on trade or security; introverted (e.g. free trade areas and common markets in Africa, Asia and the Americas. These are still growing phenomena (2002 there were 172 regional trade agreements).
2. **Second Generation** - more complex, comprehensive with political ambition to establish coherence. Close inter-sectoral connections; trade, social policy, security, justice etc; more extroverted (*The number, scope and diversity of regional projects has grown and they are no long simply replicas of Europe. National states continue to play a major role; multi-level governance; new modes of governing*)

'Generations' of Regionalisms cont:

3. **Third Generation** - much stronger external orientation of regions, in which regions play a more important role in world-wide in extra-regional affairs on a series of fronts;
 - (i) global international regimes and organisations
 - (ii) towards other regions
 - (iii) towards other countries in the rest of the worldImplies external operations that can span the whole world

'Generations' of Regionalisms cont:

3 Third Generation - continued

The institutional environment for dealing with out-of-area regional policies is more evident and stronger (e.g EU Constitution - legal personality; negotiator at the WTO, has jurisdiction to act in UN etc)

Become more proactive in generating inter-regionalisms which has deeper ramifications for world order. Inter-regionalism, in this sense, is a new level of interaction, and not just a stepping stone or reaction to globalisation (Gilson, 2002)

'Regulatory regionalism' (Jayasuriya, 2003).

An approach to the study of regionalism to overcome:

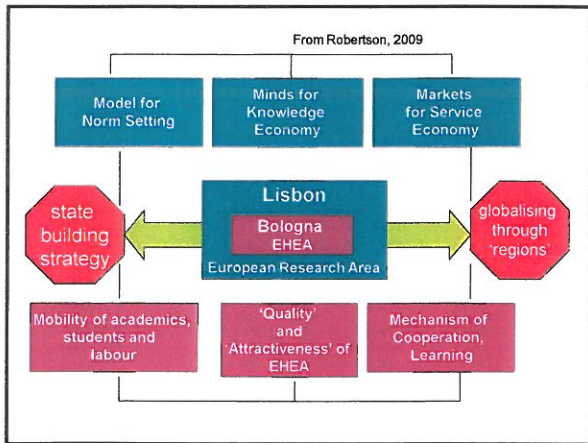
1. an over-emphasis on formal regional 'institutions' to the detriment of an understanding of the domestic political mainsprings of regional governance (Jayasuriya, 2003: 199 [my emphasis]),
2. a predominant view that regionalism is a process driven from the outside rather than also from within; and
3. the tendency to see the process of regionalisation as following a particular ideal-type model.

The Bologna Process's external dimension - using existing inter-regionalism and instruments to 'diffuse' norms

1. **Central Asia** - Tempus Project - 11 Kyrgyz higher ed institutions linked to 2 European universities (instruments such as Tempus, Bologna + Tuning)
2. **Euro-Mediterranean Partnership** - Catania Agreement 2006 - working toward a Euro-Mediterranean Area (includes Egypt, Lebanon, Tunisia, Jordan)
3. **Euro-Africa** - Bologna a model for regional collaboration using colonial ties;
 - *Afrique francophone* (Conference held in Senegal, 2005; Morocco, 2006; Congo, 2007)
 - *African Lusophone* - (Angola)
4. **Mahgred region** - Morocco, Tunisia and Algeria (Middle East and North Africa)
5. **Lusophone Higher Education Area (ELES)**
6. **EU-LAC Common Area** - EU-Latin American and Caribbean - includes Tuning Latino Americana (181 LAC universities involved so far) as well as mobility and scholarship instruments (e.g. Erasmus Mundus, Apha)
7. **Asia-Link/ASEAN Initiatives (2006-)** - China and other Asian economies - workshops on Bologna, deploying mobility and scholarship instruments

In conclusion...

...the 'extra-regional' in the European project would appear to be driven by a combination of forces and projects: Europe's claim to contingent territorial sovereignty (Elden, 2006) and state-hood; Europe's extension of its political project in relation to other geo-strategic claims; the attractiveness to domestic actors in neighbouring and more distant economies of the usefulness of Europe's higher education tools for brokering internal transformations; the desire of globally-oriented export and import higher education institutions and domestic economies beyond the borders of Europe to align their architecture and regulatory frameworks to maximise market position; and emergence of Europe's normative power on the global stage. I conclude by suggesting that in the case of Europe.



CPE (H)E (from Robertson, forthcoming)

A 'Cultural Political Economy of Education' (CPE/E) sees education, not as a pre-given container or universal and unchanging category of social relations and life-worlds, but as a complex terrain and outcome of discursive, material and institutionalized struggles over the role of education in the 'social contract'. This includes, for instance, the role and status of knowledge within the economy and society; the role of education as a positional good; the relationship between education, the allocation of merit and credentials and social mobility; the conception of the learner; governance of the labouring of teachers and learners; the relationship between education and other social sectors, and so on. In sum, it locates education within a wider ensemble of capitalist and other social relations that directs, albeit in contradictory ways, the form and function of education over time and its role in both social reproduction and in the repair of the social relations of production. It takes the cultural turn seriously by examining the role of semiosis in constituting 'education' subjects and objects; for instances as it shapes the ideational, representational and institutional moments in education strategies, structures, subjects and subjectivities.

CPE/E deploys a strategic relational approach to understanding the structured and structuring role of education in political economies more generally (Jessop 2001, p. 5), and the global political economy in particular (Dale 2008). This involves:

(...) examining how a given structure may privilege some actors, some identities, some strategies, some spatial and temporal horizons, some actions over others; and the ways, if any, in which actors (individual and/or collective) take account of this differential privileging through 'strategic-context' analysis when choosing a course of action. (Jessop 2004, p. 162)

CPE/E also argues that education, a key site of cultural production and social reproduction, is directly and indirectly shaped by combinations of economic, political and intellectual forces who deploy power and knowledge in order to reproduce new boundaries, geometries and temporalities in a spatio-temporal fit to displace or defer capitalism's crisis tendencies (Jessop 2000). Taken together, CPE/E enables us to unravel and reveal the complex (and contradictory) ways in which discourses/ideas/imaginations (such as growth, development, knowledge), actors/institutions (such as the World Bank, OECD, nation states) and material capabilities/power (resources, aid) are mobilized to strategically and selectively advance an imagined, (in this case) 'knowledge-based economy' and its material reproduction, within which education is now being reconstituted in particular ways.

Examples of Emerging and/or Increasing Powerful Actors

PRIMARY SCALE OF OPERATION	ACTORS	GOAL/LOGICS	TEMPORAL HORIZON	KEY UNIVERSITY ENTRÉE POINTS
Global	Private firms (e.g., Thomson Reuters, The Economist Intelligence Unit)	Research services & insights, (e.g., citation indices) for profit; forecasting, benchmarking	Quarterly/yearly with strategic plan	Library systems, funding councils
	Private firms (e.g., Google, Cisco)	Enhancing access to information for profit	Quarterly/yearly with strategic plan	Consortia; Library systems; Personal computer web browsers
	Private firms (e.g., media)	Ranking to enhance profit	Once per year	All levels
	Private foundations (e.g., Gates Foundation; Soros)	Development	Short; longer term (e.g. Central Eastern University)	Faculty and administrators
	Private firms (e.g., Standard and Poors)	Risk analysis for profit; emerging markets	Client-driven	Senior administrators
	Private firms (e.g. Apollo Global; i-graduate)	Return from investment portfolio	Shareholder driven	All levels

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	Multilateral agencies (e.g., IFC, OECD, UNESCO, WTO; IAU)	Development and system change	1-5-10 years	Ministries and senior administrators (universities and associations)
	Sovereign wealth funds (e.g., the King Abdullah University of Science & Technology)	Development and branding	5 years	Researchers and key STEM departments departments/un
Regional and interregional	Regional organizations (e.g., EU, ASEAN, APEC, ASEM, OECD, IFC)	Regional integration and development	1-5-10 years	Ministries, senior administrators (universities and associations), funding councils
	Regional higher education areas (e.g., the EHEA; UNILIA)	Regional development and reform	1-5 years	Ministries, universities
	Regional funding councils (e.g. European Research Council)	Facilitating research	1-5 years	University research units and researchers
	Regional champions (e.g. Bologna Promoters; West Midlands in Europe)	Regional development and reform	1-5-10 years	Regional development agencies; university academics

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National	Ministries of Trade	Enhancing trade	Singular (signing) and then term of free trade agreement	N/A
	Ministries and monarchies (e.g., Qatar)	Capacity building and branding	Post-economic crisis or during economic boom	Senior administrators
	Funding councils	Global research infrastructure	Irregular	Faculty and senior administrators
	Funding councils	Joint calls for proposals	Irregular or annual	Faculty and senior administrators
	Think tanks (e.g., Lumina)	Insights for development	Issue-specific cycle	Senior administrators
	Student mobility brokers (e.g. Gap year)	Creating safe travel products	Economic cycles	Families; university careers advisors

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

University Reform, Globalisation and Europeanisation

Work Package 1. Task 1.2: Europe as a Model for World Regions Roger Dale

Bristol Workshop, 1 Dec 2010

1

Outline of Argument

- (Especially since 2005 (Lisbon stage 2, post Kok)) Europe and the KBE are co-constitutive. It is through the KBE that 'Europe' will be formed, and the KBE is what Europe makes it
- Constituting the KBE is based on competitiveness and 'modernisation', both of whose meanings fluctuate, though the USA is taken as rival, model and threat
- Higher Education (including, but not confined to, 'Bologna') is tightly imbricated in this project. EC has a crucial role in HE
- The project has *European* (building Europe), *transregional* and *global* aspects

Contexts

- Neoliberal globalisation (promoted by IOs); KBE; Lisbon as a response; no longer just state vs market
- NPM as its political accompaniment (promoted by IOs); ; independently achieving global purchase
- Massification of HE; (between 1999 and 2006 – the number of students enrolled in higher education increased by 50% (93 million to 144 million) and the number of Universities doubled 1983-2005; means qualitative transformation in sector; old rules difficult to sustain
- New expressions of modernity; from modernity as telos sometime to modernity as status tomorrow; 'the status differentiations of the global system sit raw and naked' Ferguson 2006, 186)
- 9/11; emphasis on security and closed doors in US
- English as global lingua franca
- Bologna itself; the available alternative

Building Europe

- EHEA traverses much more space than EU—46 members, stretching from Lisbon to Vladivostok
- Basis of membership is having signed European Cultural Convention (NB changing role of Council of Europe)
- European Commission now a central player—funder, facilitator—helps attach Bologna to Lisbon agenda
- EU HE policy not confined to Bologna—e.g., Erasmus, Erasmus Mundus, Tempus, etc

Transregionalising

- 'Europe' can only 'negotiate' with other regions, not nation states
- Therefore, pressure to construct 'Regional' entities with whom to negotiate
- The original aims of cooperation between Bologna countries and other regions was focused on promoting the "Bologna idea" and to regional cooperation "à la Bologna" (e.g. strengthening cultural contacts and mutual understanding, enhancing quality in higher education, creating a coherent regional labour market with transparency in qualifications, etc.)
- Now more likely to be imbricated with 'regulatory regionalism in HE' (see Robertson, Jayasuriya)

'Globalising' Strategy

'Strategy for the European Higher Education Area in a Global Setting' (no longer 'External Dimension') (2007)

(a) *Improving Information on the EHEA* to present the EHEA to the world.

(b) *Promoting European Higher Education* to enhance its worldwide attractiveness and competitiveness; (NB both these have 'old' attractiveness focus)

(c) *Strengthening Cooperation* based on Partnership, in a spirit of partnership and solidarity, aiming at mutual benefit;

(d) *Intensifying Policy Dialogue* based on already existing and well-functioning fora;

(e) *Furthering Recognition of Qualifications* as a key element in facilitating mobility.

This work to be seen in relation to the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education

Scope

'The (Bologna External) Strategy does not exclude any region or country of the world. Meanwhile, individual European countries have strong links with specific regions or countries outside Europe, and they may want to develop those links further. The diversity of the international cooperation activities of individual nations and institutions of higher education across the world should be perceived as strength and an asset for the EHEA, rather than as a disadvantage.'

Approaches

The "external dimension" has been approached in Europe at

three levels of international cooperation agendas:

- - agendas developed by the national *ministries*;
- - the EC's international cooperation programmes;
- - *academic organizations' /associations' agendas*.

Ministerial agendas too diverse; serve national needs only.

Not all of 45 members of the Process are eligible for EC's cooperation programs.

The EHEA needs a coherent common approach to HE in other world regions : the external approaches should be led by common principles.

- The EHEA needs a coherent strategy also for itself: from the beginning of the Process, external recognition was not only an objective but also a driving force of reforms

Leuven 2010

- Balanced bilateral and multilateral cooperation based on partnership, e.g. in the framework of relevant EU programmes and projects, should be enhanced and intensified with partners across the world.
- A *Bologna policy forum* with participants at ministerial, stakeholder or civil servant level, from EHEA countries and countries that are not party to the European Cultural Convention; involving *policy dialogue on specific topics* (such as mobility, quality assurance, recognition, student involvement, governance etc.) or on higher education reforms in general; and making full use of existing EU and UNESCO initiatives.
- Inviting stakeholders from countries that are not party to the European Cultural Convention to Bologna-related conferences, seminars and other events and to contribute to projects and initiatives as part of the BFUG work programme, where appropriate.

Leuven Conclusions

- Balanced bilateral and multilateral cooperation based on partnership, e.g. in the framework of relevant EU programmes and projects, should be enhanced and intensified with partners across the world.
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- Inviting stakeholders from countries that are not party to the European Cultural Convention to Bologna-related conferences, seminars and other events and to contribute to projects and initiatives as part of the BFUG work programme, where appropriate.
- Contribution by the BFUG to relevant projects and activities in other regions
- Still very Europe-centred

Globalising Bologna: Multiple Affiliates, with different rights, roles and rewards

- Member states of EU; in the driving seat, can chair BFUG, and be involved via other EU actions (Erasmus, Tempus, etc)
- Non-EU members of EHEA--signatories to *European Cultural Convention* (+ Kazakhstan and Kosovo)
- Participants in other EU programmes, such as Tempus, Erasmus Mundus, which encourage/assist Bologna conformity
- Other groups and regions adopting, or seeking to adopt, Bologna principles (Latin America; Francophone Africa; Central Asia; ASEM; US (Tuning) etc, etc)
- Global Policy Forum

The role of the European Commission: Stages 1 and 2 of Framing (and incorporation?) of Bologna

- Stage 1—from the Sorbonne Declaration (1998) to the Berlin meeting of the Bologna process in 2003— attractiveness, 'quality, mobility/employability
- Stage 2—from Berlin to the mid-term report on the Lisbon process (2005) "The Europe of Knowledge" appears here as a key term, with a quite different sense from that conveyed in the Bologna Declaration. ...the word "knowledge" precedes the words "society and economy" (with the order sometimes reversed). This "Europe of Knowledge" is based on two planks, the European Research Area and the Commission's work in education.

Stage 3 of Framing of Bologna

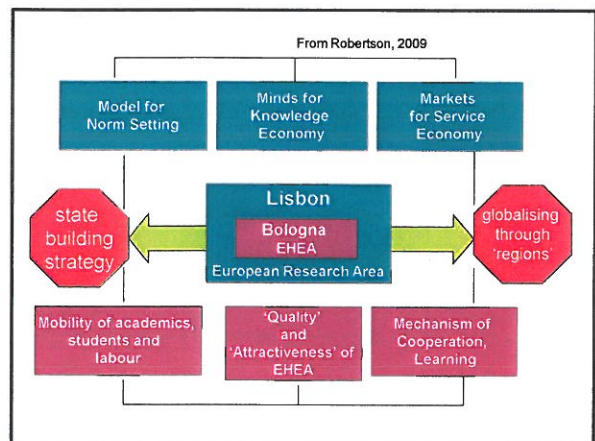
- Stage 3—from “new” Lisbon 2005 to the Leuven meeting of the Bologna process in 2010.
- a shift toward an externally determined and driven project, concerned with “Europe” and a conception of knowledge that goes well beyond the Bologna declaration.
- The focus is the responsibilities of and for “Europe,” rather than European universities, or the university in Europe
- Priorities: ensuring sufficient resources and their efficient use; consolidating excellence in research and teaching; and opening up universities to the outside and increasing their international effectiveness

Stage 3 of Framing of Bologna “Mobilising the Brainpower of Europe: Enabling Universities to Make Their Full Contribution to the Lisbon Strategy”(2005)

- Central focus on “jobs and growth”; “the search for knowledge has always been at the heart of the European adventure. It has helped to define our identity and our values, and it is the driving force behind our future competitiveness.”
- Universities “essential” in all three “poles of Europe’s *knowledge triangle*: education, research, and innovation,” but “not in a position to deliver their full potential contribution”
- attractiveness, governance, and funding as the basis of the “core modernization agenda”

Stage 3 of Framing of Bologna “Delivering on the Modernization Agenda for Universities: Education, Research and Innovation” (CEC 2006)

- ‘The EU has supported the conversion process of sectors such as the steel industry or agriculture; it now faces the imperative to modernize its “knowledge industry” and in particular its universities’
- not “modernization” in the sense of updating, or of making greater use of information technologies, for instance, that seeks to make the institution better able to carry out its core business more effectively, but modernization of the core of the institution of the university, which essentially fractures that traditional core, following the division of functions of universities. That is to say, in the process of being “modernized” the university has been transformed, in its missions, its governance, and its unity as a sector



Modes of Valorisation

- ‘Money’ (through international fees); ‘Brains’ (brain gain); Loyalty (‘thickening Europe’) and ‘Influence’ (at a global level) as the main modes of valorisation of the BP

Contradictions and Complexities

- Between elements of Strategy
- Between ‘Logics of Intervention’ (strengthening Bologna for MS or for EU in world; Capacity Building or access to talent; democratising or building knowledge economy; assisting ‘transition’ (to?) ; etc)
- Different ‘Modes of Valorisation’; what combinations of Brains, Money, Loyalty and Influence?
- Europe-centred/driven? (IAU)
- Does ‘the world’ want/need the ‘whole package’?

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

The Bologna Process as a transnational policy network

Stavros Moutsios
DPU-Aarhus University

The Bologna Process as 'networking power'

- 27 EU members
- 20 non-EU countries
- 23 countries with observer status
- European Commission
- Council of Europe
- UNESCO-CEPES
- OECD
- EUA
- ESU
- EURASHE
- ENQ
- IAU
- Education International
- BUSINESSEUROPE

The Bologna Process as 'networked power'

Bologna Follow-up Group (BFUG)

- State-member representatives
- European Commission
- Council of Europe
- UNESCO-CEPES,
- EUA
- EURASHE
- ESU
- ENQA
- Education International,
- BUSINESSEUROPE

The Bologna Process as 'network-making power'

- 'Asia-Europe Meeting' (ASEM)
- *Tuning Latin America*
- 'Euro-Africa' (Francophone Africa);
- 'Euro-Mediterranean Partnership' (includes North African and Middle East countries);
- Maghreb region;
- Lusophone Higher Education Area;
- Tempus
- Erasmus Mundus

The Bologna Process as 'network power'

- 'Quality Assurance'
- 'Qualifications Frameworks'
- 'TUNING'

Standard-setting mechanisms

- *European Association for Quality Assurance in Higher Education (ENQA)*
- *European Quality Assurance Register for Higher Education (EQAR)*
- *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*

Standard-setting mechanisms

- *Qualifications Frameworks in the EHEA (Recognition of qualifications - European Credit Transfer and Accumulation System, ECTS, and the Diploma Supplement , DS)*
- *Overarching framework*
- *National qualifications frameworks*

Standard-setting mechanisms

- *TUNING Educational Structures in Europe*

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.

(From Tuning's Website)

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 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 (JQF)*, 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 JQF 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

Urge public symposium



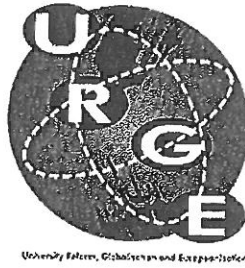
Globalisation and higher education: towards a new conceptual framework

14th May 2010-05-14

Attendance List (Please could you write your name – and email address if you would like to be on the mailing list for future events of this kind)

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Urge public symposium



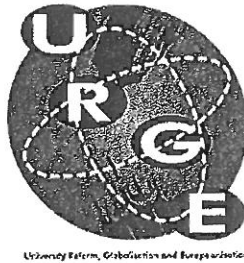
Globalisation and higher education: towards a new conceptual framework

14th May 2010-05-14

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Urge public symposium



Globalisation and higher education: towards a new conceptual framework 14th May 2010-05-14

Attendance List (Please could you write your name – and email address if you would like to be on the mailing list for future events of this kind)

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✓/Ruth Irwin	AUT	rirwin@aut.ac.nz
- David Mayer	Europe Institute	d.mayer@auckland.ac.nz

4.2 Bristol Workshop

Work Package 1: Final Workshops.

Held at graduate School of Education, Bristol University, 29 November-3 December 2010

(Convened by Susan Robertson, Roger Dale, Stavros Moutsios)

	29 Nov	30 Nov	1 Dec	2 Dec	3 Dec
	Introductions to research interests	WP1 Task 1.1 Mapping actors and institutions	WP1 Task 1.2 Role of HE and international agencies in globalization processes	WP1 Task 1.3 Policy travel and transnational governance	WP1 Task 1.4 Theorising transformation of HE
Cris Shore	<i>Cris Shore</i>	<i>Cris Shore</i>	<i>Cris Shore</i>	<i>Cris Shore</i>	<i>Cris Shore</i>
Nicholas Lewis	<i>Nicholas Lewis</i>	<i>Nicholas Lewis</i>	<i>Nicholas Lewis</i>	<i>Nicholas Lewis</i>	<i>Nicholas Lewis</i>
Melissa Spencer	<i>Melissa Spencer</i>	<i>Melissa Spencer</i>	<i>Melissa Spencer</i>	<i>Melissa Spencer</i>	<i>Melissa Spencer</i>
Chris Tremewan	<i>Chris Tremewan</i>	<i>Chris Tremewan</i>	<i>Chris Tremewan</i>	<i>Chris Tremewan</i>	<i>Chris Tremewan</i>
Stavros Moutsios	<i>Stavros Moutsios</i>	<i>Stavros Moutsios</i>	<i>Stavros Moutsios</i>	<i>Stavros Moutsios</i>	<i>Stavros Moutsios</i>
Kirsten Marie Bovbjerg	<i>Kirsten Marie Bovbjerg</i>	<i>Kirsten Marie Bovbjerg</i>	<i>Kirsten Marie Bovbjerg</i>	<i>Kirsten Marie Bovbjerg</i>	<i>Kirsten Marie Bovbjerg</i>
Gritt Nielsen	<i>Gritt Nielsen</i>	<i>Gritt Nielsen</i>	<i>Gritt Nielsen</i>	<i>Gritt Nielsen</i>	<i>Gritt Nielsen</i>
Dirk Michel	<i>Dirk Michel</i>	<i>Dirk Michel</i>	<i>Dirk Michel</i>	<i>Dirk Michel</i>	<i>Dirk Michel</i>
Susan Wright	<i>Susan Wright</i>	<i>Susan Wright</i>	<i>Susan Wright</i>	<i>Susan Wright</i>	<i>Susan Wright</i>
Susan Robertson	<i>Susan Robertson</i>	<i>Susan Robertson</i>	<i>Susan Robertson</i>	<i>Susan Robertson</i>	<i>Susan Robertson</i>
Roger Dale	<i>Roger Dale</i>	<i>Roger Dale</i>	<i>Roger Dale</i>	<i>Roger Dale</i>	<i>Roger Dale</i>
Peter Jones	<i>Peter Jones</i>	<i>Peter Jones</i>	<i>Peter Jones</i>	<i>Peter Jones</i>	<i>Peter Jones</i>
Susana Melo de Melo	<i>Susana Melo de Melo</i>	<i>Susana Melo de Melo</i>	<i>Susana Melo de Melo</i>	<i>Susana Melo de Melo</i>	<i>Susana Melo de Melo</i>
Fumi Kitigawa		<i>Fumi Kitigawa</i>		<i>Fumi Kitigawa</i>	
Lisa Lucas	<i>Lisa Lucas</i>	<i>Lisa Lucas</i>	<i>Lisa Lucas</i>	<i>Lisa Lucas</i>	<i>Lisa Lucas</i>
Thomas Muhr	<i>Thomas Muhr</i>	<i>Thomas Muhr</i>	<i>Thomas Muhr</i>	<i>Thomas Muhr</i>	<i>Thomas Muhr</i>
Alfredo Gomes	<i>Alfredo Gomes</i>	<i>Alfredo Gomes</i>	<i>Alfredo Gomes</i>	<i>Alfredo Gomes</i>	<i>Alfredo Gomes</i>
Sheila Trahar					<i>Sheila Trahar</i>