

IAU, founded in 1950, is the leading global association of higher education institutions and university associations. It has Member Institutions and Organisations from some 130 countries that come together for reflection and action

on common concerns. IAU partners with UNESCO and other international, regional and national bodies active in higher education. It is committed to building a worldwide higher education community.



ACTIVITIES

The IAU met in Vilnius, Lithuania last June

IAU 3rd Global Survey Report on the Internationalisation of Higher Education

Ongoing Projects Reports

Upcoming Events

IN FOCUS

10 YEARS OF BOLOGNA IN EUROPE AND IN THE WORLD

CONTENTS

1 IAU NEWS AND ACTIVITIES

- 1 IAU 2010 Board Meeting and Round Table
- 3 IAU 2010 International Conference – Mykolas Romeris University, Vilnius, Lithuania, 24-26 June 2010 – Conference highlights
- 4 IAU and Internationalization: IAU 3rd Global Survey Report Published
- 5 IAU Upcoming events: GMA IV; Kenya Conference; General Conference & Sponsored events
- 6 IAU reports on ongoing Projects

9 IAU COLLABORATION AND NETWORKING

11 IAU / PALGRAVE ESSAY PRIZE 2010

12 MEMBERSHIP NEWS

13 IN FOCUS: EUROPEAN HIGHER EDUCATION IN THE WORLD – THE 10TH ANNIVERSARY OF THE BOLOGNA PROCESS AND LAUNCH EHEA

- 13 Building the Global Knowledge Society: Systemic and Institutional Change, by Juan Ramon de la Fuente & Eva Egron Polak, IAU, France
- 14 Bologna revisited: where and what next? an interview with Pavel Zgaga, Slovenia
- 16 The Bologna Process and the European Higher Education Area – Achievements and Challenges, by Barbara Weitgruber, Austria
- 17 Bologna and Beyond: the European Higher Education Area faces New Challenges, by Sjur Bergan, CoE, France
- 18 Bologna 10 years on: The students' view, by Christian Hemmestad Bjerke, ESU, Belgium
- 19 The Bologna Process in the Maghreb States, by Ahmed Ghouati, France
- 20 Impact of the Bologna Process in Africa, by Isaac N. Obasi & Akinpelu O. Olutayo, Nigeria
- 22 Bologna in brief and Bologna Timeline
- 24 References and further reading

25 NEW IAU PUBLICATIONS AND SELECTION OF PUBLICATIONS RECEIVED

28 CALENDAR OF EVENTS

The views expressed in the articles published in *IAU Horizons* are those of the authors and do not necessarily reflect the views of the International Association of Universities.

 A longer version of this article is available online at www.iau-aiu.net

Cover Image: © shutterstock / Vasil Vasilev
Cover image – top photo panel:

Left: Prof. Juan Ramon de la Fuente, President IAU, H.E. Ms. Dalia Grybauskaitė, President of the Republic of Lithuania & Prof. Pumputis, Rector MRU, Vilnius at the IAU International Conference 2010, inaugural Ceremony.

Center: EFA Capacity Building Session in Mexico.

Right: Doctoral Programmes Project site visits of the University of Ilorin, Ilorin, Nigeria.

WORD FROM THE SECRETARY GENERAL

‘INSPIRATIONAL AND ASPIRATIONAL’ – these two adjectives are used in the article by Obasi and Olutayo in this issue of *IAU Horizons* to describe the impact of the Bologna Process in Africa.

It seems that after 10 years of this continent-wide reform process, the same two words could be applied in Europe as well. As we witness the birth of the European Higher Education Area, anchored firmly in the foundations laid down over the past decade by Ministers, university and other higher education institution leaders, students, faculty members and others, it is possible to applaud and rejoice about progress made, but to feel concern as well, especially when this process is imported and exported elsewhere.

We can applaud because, as Pavel Zgaga points out, the Bologna Process is fundamentally about cooperation in higher education rather than competition. We can worry, because as he and others point out, the Process has become a scapegoat for a variety of changes or developments, some of them less than positive and many unrelated to its intent or even its actions. We can also worry when the Process is being adopted outside its European context without proper consideration of what safeguards might be needed to address the contextual differences and their impact.

IAU has been observing the influence exerted by the Bologna Process on our Members outside of Europe. The Process sparks much curiosity and fascination. Without a doubt, the instruments it has developed for greater transparency and comparability of structures, the role it has assigned to different stakeholders in the policy development process, and even the different missions it has inadvertently or purposefully assigned to higher education, are all positive developments. They ceaselessly underline and prove the importance of higher education, serving the public interests, for the general well-being of society. It is this underlying message, above all, that must be exported or imported to other regions.

This issue of the *IAU Horizons* helps the Europeans celebrate the 10th anniversary of the Bologna Process. The words of caution, as expressed in the ‘In Focus’ section, assure us that complacency is unlikely to settle in.

As always, *IAU Horizons* presents brief announcements and updates on the most important activities of the Association.

The Conference hosted by Mykolas Romeris University (Vilnius, Lithuania) invited participants to consider how to ensure that academic values and commitment to ethical conduct remain central in higher education and most importantly in the various disciplines.

After several months of data analysis, writing and editing, the *IAU Horizons* announces the publication of the IAU 3rd Global Survey on Internationalization, reporting on data collected in 2009 from institutions in 115 countries.

In this issue you can also read updates on projects such as the IAU study on the changing nature of doctoral programs in a handful of African institutions; the pilot project on institutional self-assessment with regard to equitable access and success and an update on the progress the Association is making to bring higher education closer to other levels of education, most particularly in view of the EFA and MDGs.

Finally, IAU is very pleased to have been able, in a modest way, and due to the generosity of the Swedish International Development Agency (Sida) to re-orient this year’s LEADHER Programme to support projects in aid of higher education in Haiti. Many of our Members sought ways to provide assistance and LEADHER made it possible for IAU to fund four modest projects which you will find described in this issue along with a brief report on a completed LEADHER grant.

Eva Egron-Polak
IAU Secretary-General

IAU NEWS AND ACTIVITIES

IAU BOARD MEETING

IAU extends its warm thanks to Mykolas Romeris University and in particular to the Rector, **Professor Pumputis** and his staff, for having generously hosted the **75th annual Meeting of the IAU Administrative Board**. The Meeting took place in June, just prior to the IAU 2010 International Conference. This Issue of IAU horizons reports back on a selection of issues that were debated more specifically.



The IAU Board Members met at Mykolas Romeris University, Lithuania, in June.

AROUND THE WORLD WITH THE ADMINISTRATIVE BOARD – IAU BOARD MEMBERS’ ROUND TABLE

As has been done in the past, the Board meeting started with a round table presentation, by each of the Board Members. Here they highlighted some of the major facts, issues and new trends impacting on higher education in their respective countries and regions. Amongst other discussions and points made during the short Round Table discussion, *IAU Horizons* can report on the following:

Professor Baydar, *Suleyman Demirel University*, underlined the growth of the higher education sector in Turkey with the creation of new public HEIs and the introduction of private not-for-profit ones. A new Qualifications Framework was adopted in 2009.

Professor Kis, *Corvenius University*, Hungary, noted that a ‘German kind’ of “Excellenz initiative” has recently been launched in the country involving five institutions.

Prof. Bladh explained how in Sweden higher education institutions have gained greater autonomy. As well, she reported that new steering instruments such as quality assurance programmes, funding schemes, and the recently introduced tuition fees for students from non-EES countries are also having a marked impact.

Prof. Hodder called attention to the recent environmental disasters – oil slick hitting the Gulf coast of the US and the earthquake in Haiti, and expressed concerns about the financial situation of higher education in the Caribbean more generally, and the West Indies and Cuba in particular

Prof. Fernos reported on how the current economic crisis has lead the State University of Puerto Rico to increase its tuition fees. He indicated that as a consequence, students

went on strike and many have decided to opt out of the public sector HE, and register at private institutions instead.

Goolam Mohamedbhai highlighted four new trends in higher education in Africa: the creation of the pan-African institute for university governance in Yaoundé, Cameroon; the introduction of a university rating scheme; the creation of the Pan-African University; and the emergence of strong South-South cooperation in higher education (with for instance Brazil and India).

In Ghana, **Prof. Tagoe** was pleased to report that the higher education sector is still expanding (25% increase in student population; 2 new public universities). Yet, the Government’s Education Trust Fund is moving back to support primary and secondary education, even though it had originally been created to support higher education. He also noted that due to the economic crisis, more and more people from the diaspora are coming back and increasing numbers of foreign academics are willing to come to Africa. Furthermore, Ghana’s links with universities from the Gulf States are increasing.

In contrast to the situation in Ghana, **Prof. Oloyede**, *University of Ilorin*, indicated that in Nigeria, the government budget that is allocated to education principally aims at supporting higher education, rather than primary and secondary education.

In Southern Africa, according to **P. Kotecha**, SARUA, current trends in the higher education sector are related to post-structural adjustment developments and the subsequent revitalisation of HE. In addition, the ongoing differentiation of HE provision and efficiency drives, and the growth of the further education sector in general as an increasing number of students become eligible for higher education studies, are having a major impact in the region.



IAU Board Members meet.

In Iran, **Prof. Sorourradin**, *Tabriz University*, detailed that 60% of currently enrolled students are girls. He also drew attention to the fact that there has been an increase of students at Master degree level, but the current capacity of Iranian HEIs to offer this type of degree is still insufficient, and hence the creation of international universities in free economic zone areas.

Prof. Asashima outlined how the University of Tokyo is working with other Japanese universities to address issues of sustainability science, such as energy, food, water and aging population. He underlined the trend for higher education to focus on its own sustainability in light of an ageing academic

population. He also reported on the Japanese Government policy which aims to attract 300,000 international students per year to Japan by 2020, and mentioned the internationalization project of Japanese universities, entitled "Global 30."

While calm has returned to Thailand, after weeks of political upheaval **Prof. Mongkhongvanit** from *Siam University*, reported that the country is looking into how higher education institutions can contribute to peace and democracy. Other debates in Thailand have recently focused on general education, internationalisation and university-industry collaboration.

Prof. Shah, *Association of Indian Universities*, stated that in India, in addition to the new policy to open up Indian higher education to foreign providers, in recent months, special emphasis is being put on the development of a Higher Education Excellence Initiative.

IAU President, **Prof. de la Fuente** summed up the session by saying that despite the crisis, he was pleased to hear that there was also some positive news for the higher education sector in some parts of the world and expressed his hope that more such news could be reported on in the future.

The IAU Board discussions focused on **ongoing and future plans, projects, upcoming events and other initiatives of the Association**. You will read more on these in the upcoming pages of the magazine.

Special attention was devoted to **Membership which resulted in the creation of a new category of membership**, namely that of the **IAU Observers**, and a **decision to broaden and open up the IAU Associates category** to include additional higher education experts in the work of the Association.

This new category – **IAU Observers** – targets newly established higher education institutions, recognised officially by their national governments, offering them the opportunity to join the Association and benefit from the wealth of

information and cooperation potential it makes available. Newly established institutions can become IAU Observers even prior to having graduated at least three cohorts of students, as long as they fulfil all other IAU criteria for membership. In making this decision, IAU wishes to become more inclusive and contribute to the development of higher education of quality globally.

The Board Members also voted and approved the redefinition of the **IAU Associates**. The IAU Associate category has been **broadened** beyond former Board members to include all individuals who share an interest in higher education, would bring value to the work of the Association and wish to work with the IAU. Interested individuals can contact the IAU and send their Curriculum Vitae to the secretariat. www.iau-aiu.net/members_friends/index.html

➡ WANT TO ENHANCE YOUR VISIBILITY?

Want to bring your programs, projects and other activities to the attention of the global HE community, why not advertise in IAU Horizons?

For any further information, please contact: iau@iau-aiu.net

UPDATES ON IAU ADMINISTRATIVE BOARD MEMBERS

IAU is honoured to welcome a **New Board Member: Molly Corbett Broad**, President, American Council on Education (ACE). She becomes one of the four IAU Vice-Presidents, and concurrently a member of the Executive and Administrative Board of the International Association of Universities.

IAU 2010 INTERNATIONAL CONFERENCE

Mykolas Romeris University, Vilnius, Lithuania, 24-26 June 2010



The IAU International Conference 2010 on **Ethics and values in higher education in the era of globalization: What role for the disciplines?** was hosted by Mykolas Romeris University, Vilnius, Lithuania, last June. IAU was pleased to welcome **H.E. Ms. Dalia Grybauskaitė**, President of the Republic of Lithuania who inaugurated the Conference.

It is heart warming to note that the Conference topic – not among the easiest to address in the context of global financial and social crisis and yet all the more important because of that – attracted numerous higher education leaders from around the world who engaged in lively discussions on all topics selected for this particular Conference (see programme at: www.iau-aiu.net/conferences/Vilnius2010/index.html).

Without prior consultation, speakers agreed on the need for values and ethics education to be reinforced at all levels and in all disciplines especially now that scientific discoveries and research allows man and women to reach the almost unreachable and decide on so many aspects of life. **Agneta Bladh** (Sweden) stressed that “We have to remind ourselves that higher education institutions do not exist for themselves but for the benefits they bring to humankind and to society. Academic freedom and institutional autonomy cannot be seen as isolated from the tasks higher education institutions have in the globalised world of the 21st century.” **Margaret Somerville** (United States) emphasized that “We hold the essence of life, itself, in the palm of our collective human hand in a way no humans before us have ever done; we can redesign life, including human life. We can change the 4.8 billion years of evolution that has resulted in us and all other life on earth, in a nanosecond.” **Abdul Razak Dzulkifli** (Malaysia) “In our own evolutionary journey, the human species has attained godlike power. We are no longer just a species among species. We now have this macrophasic power, driven by microphasic, biological strategies. But if we don’t step back and use our intelligence for self reinvention, we become like the cancer that kills its host.”

The Conference participants fully endorsed the **need for higher education institutions to develop and observe ethical codes of conduct for their community** but also to instil in all students a capacity to address and resolve ethically challenging issues which are and continue to become more numerous and complex.

IAU will pursue its reflection on the feasibility of elaborating an **internationally applicable higher education code of ethics**. It is expected that the Magna Charta Observatory, an IAU Affiliate, will become a key partner in this endeavour.

The feedback received through the evaluation form is highly positive and special thanks go to the **Rector of Mykolas Romeris University, Professor Pumputis** and the entire staff of the University for hosting the Conference and ensuring its success.

Missed the Conference? Please go to www.iau-aiu.net/conferences/Vilnius2010/index.html to find the Conference presentations.

IAU is pleased to annually announce and present all new IAU Members through an illustrated power point presentation at its International annual Conferences. This new initiative was launched in Vilnius in the presence of many new Members of the Association.

THE INTERNATIONALIZATION STRATEGIES ADVISORY SERVICE

The **Internationalization Strategies Advisory Service (ISAS)** continues to be open for applications. ISAS works with university teams to assess and or develop their institutional international policies and activities. Through detailed consultations and specifically tailored approach to the review, an advisory team of national and international internationalization experts, will report their findings and make suggestions for continued development and/or change of approach in line with broader institutional goals.

For further information, and a brochure on the ISAS programme, please consult the IAU’s web-pages on internationalization, or contact Dr. Madeleine Green, IAU Senior Fellow (m.green@iau-aiu.net) who has taken on a leadership role in support of IAU’s work in this area or Mr. Ross Hudson, IAU Programme Officer (r.hudson@iau-aiu.net).



IAU PUBLISHES ITS 3RD GLOBAL SURVEY REPORT ON THE INTERNATIONALISATION OF HIGHER EDUCATION

INTERNATIONALIZATION OF HIGHER EDUCATION: GLOBAL TRENDS, REGIONAL PERSPECTIVES THE REPORT IS NOW AVAILABLE!



Internationalization is fast growing into one of the most important agents of change in higher education. Leaders of higher education institutions and associations, as well as faculty members, researchers, government policy makers, educational planners, and students are increasingly interested in internationalization strategies, approaches, policies and activities.

Gaining a thorough understanding of the potential benefits, risks and challenges to overcome becomes ever more important as the process of internationalization, in its multiple forms, becomes part of the mainstream of higher education reform.

These reasons have led the Association undertake another global survey on internationalization of higher education, the third of its kind. The results are presented and analyzed in the report entitled *Internationalization of Higher Education: Global Trends, Regional Perspectives*, which presents the findings based on questionnaires collected from 745 higher education institutions (HEIs) in 115 different countries, as well as the questionnaires completed by National University Associations (NUAs).

The 3rd IAU survey is the largest global survey on internationalization of higher education ever undertaken and the only one that includes input from so many countries around the world!

The report presents and compares **global (aggregate) level results with findings at the regional level. In-depth expert analyses and commentary** on selected aspects of this regional data is also provided by highly knowledgeable researchers or senior higher education administrators from each of the six regions. In addition to the analysis of the NUAs' responses, where appropriate, survey results are **compared with those of the IAU 2005 Global Survey** on internationalization. Furthermore, the report includes a section investigating **what impact enrolment size has on internationalization** within HEIs

The report seeks to provide informed **answers to a number of questions** that face higher education stakeholders as they develop and enhance international policies and strategies. Among many others, these questions include:

- What do HEIs and their associations perceive as the main benefits of pursuing internationalization, and as the main risks?
- What activities are given highest priority within internationalization policies, and which are given the most attention and resources?
- How does an institutions enrolment size affect the internationalization policies and activities that it implements?
- What level of scholarship funding and other mechanisms do HEIs have in place to facilitate student mobility?
- How do NUAs support internationalization within their member HEIs?
- Who drives internationalization within HEIs, and how senior are those responsible?
- To what extent is international student recruitment supported within institutions, and how many international students are enrolled?
- What quality insurance mechanisms for internationalization activities are in place within HEIs?

Special Offer:

IAU is offering the 3rd Global Survey Report at a special promotional rate for both IAU members and non members who **order more than one copy**:

- **€35 per copy** – Special offer for **IAU Members, IAU Affiliates and IAU Associates** / €30 for each additional copy
- **€45 per copy** – all others / €40 per each additional copy

In conjunction with the above the **IAU is also offering the IAU 2005 Global Survey Report at a special discounted rate of only €15 per copy**, to all those who order the 3rd Global Survey Report.

For further information, or if you have any questions about the IAU 3rd Global Survey Report please contact **Mr. Ross Hudson**, IAU Programme Officer at r.hudson@iau-aiu.net

To obtain your copy, please complete and return the Order Form included with this issue of IAU Horizons or download it at the following link:

www.iau-aiu.net/internationalization/pdf/Internationalisation_Pre_Order_Form_2010.pdf



UPCOMING IAU EVENTS

8-10 November 2010: Three day invitational Seminar on the IAU pilot project on the **Changing Nature of Doctoral Programmes in Sub-Saharan Africa** – see page 8
University of Ilorin, Ilorin, Nigeria



as well as the role of associations in activities related to the following **conference sub-themes**:

- 1. International academic mobility** – including staff, students and researchers;
- 2. Cross-border academic collaboration** – including joint-degree programmes, new campuses, mobile programmes;
- 3. Recognition of academic credentials** – including national & regional qualification frameworks;
- 4. Bridging gaps: reaching the unreached** – including measures to increase equity in access to knowledge and to international opportunities.

18-19 November 2010: a two-day workshop on **Access and Success** related to the IAU Project on this topic – see page 7-8
University of Arizona, Tucson, USA



The full programme and registration details will be released in the near future. Please regularly check the [IAU Website](#) for further information on GMA 4 and on previous IAU Global Meetings of Associations.

11-12 April 2011: IAU 4th Global Meeting of Associations (GMA 4), Internationalization of Higher Education: New Players, New Approaches



Co-organized with the Association of Indian Universities (AIU) and the Indian Institute of Information Technology (IIIT), this fourth edition of IAU's Global Meeting for Associations will take place in New Delhi, India.

17-18 November 2011: IAU 2011 International Conference, Strategies for Securing Equity in Access and Success in Higher Education
Kenyatta University, Nairobi, Kenya



Held in partnership with Kenyatta University (Kenya) this IAU International conference will focus on a wide range of issues relating to access to higher education. Further information on the conference programme and about registration modalities will be released in the coming few months.

Building on the successes of the 3rd Global Meeting of Associations held in Guadalajara, Mexico in 2009, GMA 4 will once again be attended by leaders of national and regional associations of universities, and other key stakeholders from across the world. Through a wide range of interactive presentations and workshops, GMA 4 will consider and assess values-based and ethical practices in internationalization,

12-18 November 2012: IAU 14th General Conference on Higher Education and the Global Agenda,
Interamerican University of Puerto Rico, San Juan, USA



IAU SPONSORED EVENTS

27-29 September 2010: International Congress on Higher Education: "The social and ethical commitment of universities: International and regional perspectives and challenges"



Universidad del Salvador, Ciudad Autónoma de Buenos Aires, Argentina and IOHE
congreso@salvador.edu.ar – www.salvador.edu.ar/congreso

2-4 November 2010: OpenED 2010 on OER: Impact and Sustainability

Universitat Oberta de Catalunya, Barcelona, Spain
<http://openedconference.org/2010/>



20-24 October 2010: World Universities Congress on: What should be the new aims and responsibilities of universities within the framework of global issues?
Çanakkale Onsekiz Mart University, Çanakkale, Turkey
www.comu.edu.tr/english



30 March-2 April 2011: Observatory on borderless Higher Education

2011 Global Forum on Levelling the International Playing Field: A New Global Regionalism for Sustainable Partnerships, Student Mobility and Open and Distance Learning,
Banff, Canada
www.obhe.ac.uk/the_2011_global_forum_canada





IAU REPORTS ON PROJECTS

HIGHER EDUCATION, EDUCATION FOR ALL AND THE MILLENNIUM DEVELOPMENT GOALS

The Association has recently completed the first series of **capacity building sessions** to reinforce local partnerships with higher education institutions in **Education For All (EFA)** and related **Millennium Development Goals (MDG)** areas.

Why?

The 2015 target date to achieve the goals of the EFA and education-related MDGs is drawing close. Yet, despite increased global involvement, much has still to be done. The IAU believes that higher education could contribute a great deal in pursuing these goals yet all stakeholders (including higher education institutions) overlook the potential wealth that the higher education sector could bring through its three missions of teaching, research and community service.

What?

These sessions, entitled *Envisaging a global initiative locally*, were designed to directly target higher education entities at the highest level. They provided a rare opportunity for senior academic staff, researchers and students to come together with representatives of other sectors of education and EFA education-related MDGs stakeholders – Ministries, local educational administrative bodies, NGOs, schools, parents’ unions, and UNESCO. Participants were challenged to “think out of the box” and to perceive the role of the higher education sector in a new light. Working collectively over 2-days, participants exchanged ideas and identified concrete tools to strengthen higher education participation in local EFA activities.

What Outcomes?

The first session was organised with the University Autonoma del Estado de Morelos, at the invitation of Alejandro Chao Barona, an expert from the IAU Reference Group on HE and EFA. It was held in Cuernavaca, Mexico, on 25-26 May 2010, bringing together over 100 local stakeholders including representatives of 16 local universities. The session ended with the adoption of the Cuernavaca Declaration that underlined the importance of EFA and the need to better implicate higher education in EFA. Several committees linked to identified EFA priorities and comprised of higher education representatives and other participants were created to map out next steps.

The second session was held on 8-9 July 2010 in Ouagadougou, Burkina Faso, and was organised in



Participants in the Burkina Faso capacity building session.

cooperation with the University of Ouagadougou and the Ministry of Basic Education and Literacy. 40 representatives from the higher education sector, basic and secondary education, NGOs, parents’ unions and UNESCO worked – for many for the first time – collectively on EFA. A list of recommendations on the ways to draw higher education closer in EFA was drafted and validated by the group.

These sessions having served as pilots, a modus operandi will be produced for further capacity building activities.

Interested?

Any institution interested in organising a capacity building session can contact Isabelle Turmaine at i.turmaine@iau-aiu.net

LEADHER PROGRAMME

Special LEADHER programme for Haiti: universities contributing to the rebuilding of Higher Education

Committed to making a constructive contribution to the rebuilding effort of Haiti’s higher education sector, and hoping to add to a long-term, coordinated and collaborative effort involving other organizations and agencies IAU opened a special LEADHER competition exclusively targeting projects in Haiti. In this way, the Association hoped to respond to the needs of the Haitian higher education stakeholders, albeit in a modest concrete



way. These grants enable a few IAU Members to create and carry out collaborative and/or planning projects that may lay the groundwork for future, longer term partnerships for reconstruction.

Of course the requirement for this special edition of the LEADHER competition was for all partnerships to involve at least one HEI located in Haiti.

The competition ended in May and the IAU received several worthwhile and interesting projects. The following four proposals were selected for funding by the Peer Selection Committee:

- The **Ecole Supérieure d'Infotronique d'Haiti** (Haiti) & the **University Sains Malaysia** (Malaysia) will work on post-disaster capacity building and community outreach in various aspects of the medical & health sectors as well as campus buildings, using experience gained in post-Tsunami hit regions in Asia.
- The **Faculté de Médecine et de Pharmacie de l'Université d'Etat d'Haiti** (Haiti) & the **Université Claude Bernard Lyon 1** (France) will implement a project to provide pedagogic support for the training of pharmacy students, including curriculum development – contributing in the long term, to the rebuilding efforts of the Haitian Health System.
- **Quisqueya University** (Haiti) & **The University of the West Indies** (Jamaica) will assess and organize existing Haitian capacity in Urban and Settlements Planning and determine ways of applying it to the reconstruction effort as quickly as possible, with Caribbean support (in particular for the teaching language).
- **Quisqueya University** (Haiti) & **The University of the West Indies – Open Campus** (Jamaica) will develop a project focusing on On-line teacher training.

The grants have been disbursed and the projects are currently being implemented.

For more information: **Isabelle Devylder**, IAU Project Officer (i.devylder@iau-aiu.net).

Preparing graduates to understand and promote sustainability in their civic and professional lives – a LEADHER Project

James Madison University (JMU, USA) and Kenyatta University (KU, Kenya) received an IAU LEADHER Programme grant in 2009. Both institutions embrace the common purpose of preparing graduates to understand and promote sustainability in their civic and professional lives. They

understand that sustainability is itself a social reform project, and thus should serve as the basis for institutional reform.

The two universities organized learning visits with the main goals being to learn from one another about campus efforts regarding sustainability, curriculum greening, and outreach, and then to follow up on the learning exchanges by pursuing common projects. Through many meetings and lively conversations, the project was oriented to focus most especially on energy, water and campus landscape management.

The two institutions have drafted a Memorandum of Understanding and are now developing a new curriculum for JMU's study abroad program in Kenya. The universities are also working on securing additional funding to help further their collaboration on their focal issues.

EQUITABLE ACCESS AND SUCCESS IN HIGHER EDUCATION – THE IAU PILOT PROJECT IS UNDERWAY

Ten Higher Education Institutions in Asia and the Americas have joined the IAU pilot project on **Equitable Access and Success in Quality Higher Education** designed to learn more about and share these lessons about institutional approaches to improving both entry and progression for students from under-represented groups.

Working in collaboration with members of its international Task Force, the IAU designed an **Institutional Self-Assessment Instrument** to enable institutions to systematically examine their policies and programs designed to improve access and success for learners from usually marginalized groups. The questionnaire is also designed to help universities collect information and analyze their practices in this area. The ten institutions that have been invited to join the pilot group are from the ten different countries in the Americas and Asia and quite diverse in profile. This pilot project has been supported by funding from the World Bank which is also reviewing issues of access and equity in higher education.

IAU is now preparing for the next step, namely co-organizing with the University of Arizona (USA) a two-day workshop to be held on **18-19 November 2010**, in **Tucson**, Arizona, USA, bringing together representatives of the pilot universities, members of the IAU Task Force and other experts. The goal of the workshop is to analyze the self-assessment results, share



good institutional practices to improve equity in access and success, review the Institutional Self-Assessment Instrument and evaluate the potential for generalizing its use in other institutions. The workshop participants will also advise IAU on other initiatives it could develop to pursue the 'equitable access and success agenda'. The workshop will benefit from funding from Lumina Foundation (USA), whose support will enable all pilot universities to send a representative to Tucson.

The ten pilot institutions are:

State University of Campinas – UNICAMP, Brazil ■ University of Battambang – Cambodia ■ Technical University of Loja – Ecuador ■ University of Delhi – India ■ Syiah Kuala University – Indonesia ■ Champasack University – Lao PDR ■ University Sains Malaysia – Malaysia ■ Pontifical Catholic University of Peru – Peru ■ Inter American University of Puerto Rico – Puerto-Rico, USA ■ University of Arizona – USA

IAU PROJECT ON THE CHANGING NATURE OF DOCTORAL PROGRAMMES: SECOND PHASE COMPLETED



The IAU team met with colleagues at Kenyatta University.

The second phase of the IAU Pilot Project on the Changing Nature of Doctoral Programmes in sub-Saharan Africa has been rounded up over the summer. After having collected the completed Survey Questionnaires, **site visits** took place at *Kenyatta University, Kenya, Ilorin University, Nigeria, National University of Rwanda, Université des Sciences et Technologie du Bénin* and *Université Gaston Berger de Saint-Louis, Senegal*, in June and July. Each site visit involved meetings with the project teams identified locally and other members of university staff with Dr. Ddembe Williams, Uganda, the IAU Consultant working on the project, and Dr. Hilligje van't Land, IAU Director, Membership and Programme Development coordinating the initiative. The visits allowed for face-to-face meetings with all actors involved in the process; in depth discussions on the information provided in the completed questionnaires; and clarification as well as completion of various sections of the questionnaire jointly. Each visit lasted

between 4 to 5 days. IAU is analyzing all data collected and **drafting a comparative report** which will form the basis for the **Study and Research Seminar** that will take place on **8-10 November 2010 at Ilorin University, Nigeria.**

Contact: h.vantland@iau-aiu.net

IAU-GUNI-AAU PROJECT ON HESD



Higher education institutions (HEIs) in Sub-Saharan Africa are key agents for improving sustainable development in Africa.

The Global University Network for Innovation (GUNI), the International Association of Universities (IAU) and the African Association of Universities (AAU) joined efforts to push the agenda one step further and to provide an overview of major actions, experiences and practices that sub-Saharan higher education institutions (HEIs) developed to integrate sustainable development considerations within their activities. This collaboration helped identify the emerging trends and the priority lines of action for the integration of sustainable development considerations in the work of Sub-Saharan African HEIs and to raise awareness about the important role of HEIs for promoting sustainable development in the region.

A Survey Questionnaire was sent out to all HEIs in sub-Saharan Africa. The three partners are pleased to report that more than 15 % of them participated in the project. The outcomes will be presented during the GUNI 5th International Barcelona Conference on Higher Education to be held at the Universitat Politècnica de Catalunya, in Barcelona, from 23 to 26 November 2010.



Going Global 2011

The international education conference

World education: the new powerhouse?

10 – 12 March, HKCEC, Hong Kong

Find out how to get involved: www.britishcouncil.org/goingglobal

IAU COLLABORATION AND NETWORKING

Since *IAU Horizons* last went to press, IAU participated in a number of international conferences addressing themes related to work carried out by the Association.

Bologna Process Global Policy Forum

Budapest Vienna, Austria, 11-12 March 2010

IAU President, Juan Ramon de la Fuente as well as two IAU Vice Presidents and the Secretary-General took part in the second *Global Policy Forum* organized by Austria and Hungary, in conjunction with the Bologna Process 10th Anniversary Ministerial Meeting. The IAU President's Keynote Presentation as well as the Forum Declaration and other information are available at:
www.ond.vlaanderen.be/hogeronderwijs/bologna/2010_conference/



AHELO Stakeholders Consultative Group Meeting

Paris, France, 17 March 2010

The IAU Secretary-General is a member of the *AHELO Stakeholders Consultative Group* which met for the second time in March 2010. This meeting served most particularly to detail progress reports made by the ACER Consortium and its dozen partners, contracted to design the diverse assessment instruments, which will focus on learning outcomes in Engineering, Economics and Generic Skills acquisition, and for each discipline/stream, a different set of countries have volunteered to serve as testing ground.
www.oecd.org/edu/ahelo



UNESCO/ADEA Task Force on Higher Education in Africa

Paris, France, 17-18 March 2010

The IAU took part in the Sixth Meeting of the *UNESCO/ADEA Task Force on Higher Education in Africa* which met in Paris, to review progress and outline the follow-up actions with regard to the July 2009 UNESCO World Conference on Higher Education and its special sessions devoted to Africa. Prof. Is-haq Oloyede, AAU President and IAU Deputy Board member also participated in this Meeting. Each participating organization, including IAU, was invited to present their projects in, or of, potential interest to Africa.
www.unesco.org/en/wche2009/special-focus-africa/



Going Global 4

London, UK, 24-26 March 2010

IAU Programme Officer, Ross Hudson, presented some of the results of the IAU 3rd Global Survey in one of the plenary sessions of the British Council's *Going Global 4*, meeting held in London, UK. The theme of the conference was *World Potential: Making Education Meet the Challenge*.
www.britishcouncil.org/goinggglobal.htm



IAU's Director, Information Centre and Communication Services, Isabelle Turmaine, is a member of the Jury of the *Innovact European Hopefuls for Innovation* competition sponsored by the European Commission. This year, the three winning projects were attributed to students from ESSEC, Paris, France; the Norwegian University of Science and Technology, Norway; and Cork Institute of Technology, Ireland.
www.innovact.com/Espoirs-Europeens-de-l-Innovation,567



Meeting of the Steering Committee for Higher Education and Research (CDESR)

Strasbourg, France, 24-25 March 2010

The IAU Director Membership and Program Development, Dr van't Land, participated in the *Meeting of the Steering Committee for Higher Education and Research (CDESR)* of the Council of Europe, making a presentation on the promotion of Intercultural Dialogue and Democratic Culture through Higher Education. The CoE and the IAU co-edit a book entitled: *Speaking Across Borders: The Role of Higher Education in Furthering Intercultural Dialogue (in print)*.
www.coe.int/T/E/Cultural_Co-operation/



13th CONAHEC North American Higher Education Conference

Houston, USA, 21-23 April 2010

IAU was one of several sponsoring organizations of this 13th CONAHEC conference hosted by Rice University in Houston, Texas. Speaking at the first Plenary Session, the IAU Secretary-General shared some of the key regional findings of the IAU 3rd Global Survey. The Conference aimed to promote innovative and creative thinking as North American HEIs respond to the current challenging times.
www.conahec.org



6th Meeting of the Steering Committee of the GIQAC

Windhoek, Namibia, 7-8 May 2010

Attending the 6th Meeting of the Steering Committee of the World Bank-UNESCO Global Initiative for Quality Assurance





IAU COLLABORATION AND NETWORKING

Capacity (GIQAC), the IAU Secretary-General met various regional networks for quality assurance that attended the Annual Conference of INQAAHE. As GIQAC funding from the World Bank is nearing its final year, the Steering Committee focused on elaborating a strategy for ensuring the sustainability of activities and results, including ways to secure on-going support.

www.unesco.org/en/higher-education/quality-assurance-and-recognition/quality-assurance/giqac/

Academic Cooperation Association (ACA) Annual Conference 2010

Cordoba, Spain, 16-18 May 2010



Ross Hudson, IAU Programme Officer, presented some of the results of the IAU 3rd Global Survey of Internationalization relating to student mobility at the Academic Cooperation Association (ACA) Annual Conference 2010. The theme of the conference was *Brains on the move – Gains and losses from student mobility*, and it was held in partnership with the Universidad.es. Mr. Hudson also took the opportunity to promote the new IAU Internationalization Strategy Advisory Service (ISAS). www.aca-secretariat.be

Association for the Development of Education in Africa (ADEA): EFA

Bonn, Germany, 17-19 May 2010



The IAU Director of the Information Centre and Communication Services attended the ADEA Board of Ministers' Meeting, where she presented the outcomes of the IAU project on the links between higher education/research and EFA/MDGs and sought partnerships for the second phase of the project. Should you be interested in knowing more about, or partnering in the project, please contact: i.turmaine@iau-aiu.net / www.adeanet.org

Agence universitaire de la Francophonie (AUF) Meeting on the Reconstruction of Haiti

Quebec, Canada, 24-25 May 2010



The IAU Secretary-General took part in the AUF-organized International Meeting on the Reconstruction of Higher Education in Haiti. The overall goal of this Meeting was to agree on a plan of action, based on Haitian leaders' needs, and a strategy for on-going coordination. Proposals were submitted by IAU, which focused on the creation of a Haitian Association of Higher Education Institutions and initiatives to facilitate Haitian university student participation in

educational capacity building in Haiti. IAU also promoted the LEADER programme devoted to Haiti.

www.auf.org

UNIVERSIA: For a Latin-American Space of Socially Responsible Knowledge

Guadalajara, Mexico, 31 May-2 June 2010



The IAU President, Juan Ramon de la Fuente, chaired a plenary panel at the 2nd International Meeting of Presidents, organized by UNIVERSIA on *Networking and University Associations in the New Global Higher Education Space*. Speakers in this IAU-organized panel included the immediate past president of IAU and current Secretary-General of the Association of African Universities (AAU), Goolam Mohamedbhai, the President of the European University Association (EUA) Jean-Marc Rapp, the Rector of United Nations University (UNU) Konrad Osterwalder, and the IAU Secretary-General, Eva Egron-Polak.

<http://encuentroguadalajara2010.universia.net/index-en.html>

4th Advisory Group Meeting of U-Multirank Feasibility Study: EC and CHERPA

Brussels, Belgium, 7 June 2010



IAU Director, Information Centre and Communication Services, attended the fourth Advisory Group Meeting of the feasibility study of the multi-dimensional global university ranking, initiated by the European Commission and conducted by the CHERPA Network. This meeting focused on the selection of indicators for the 5 different dimensions (teaching and learning; research; knowledge transfer; international orientation; regional engagement) and the list of institutions (150) to be selected for the pilot survey www.u-multirank.eu.

IIEP Workshop – Literacy and EPT Initiatives

Paris, France, 10-11 June 2010



IAU Director, Information Centre and Communication Services, chaired the 2-day Workshop on the theme: *People excluded from literacy and EPT initiatives: the role of NGOs and universities* which took place at The International Institute for Educational Planning (IIEP). The Workshop was organized by the EFA Working Group of the NGO-UNESCO Liaison Committee of which she is President. A follow-up report will be released in September www.ngo-unesco.org/english/

AS OF SEPTEMBER, IAU PARTICIPATES IN THE FOLLOWING EVENTS

22nd Annual Conference: Making Knowledge Work

Nantes, France, 15-18 September 2010

www.eaie.org/nantes/



7th International PEACE Conference on Academic Cooperation and the Palestinian Universities,

Universitat Politecnica de Catalunya, Barcelona, Spain, 22-23

November 2010

Higher Education in a World Changed Utterly: Doing More with Less

Paris, France, 13-15 September 2010

www.oecd.org



5th International GUNI Conference on: Higher Education's Commitment to Sustainability: from Understanding to Action

Barcelona, Spain, 23-26 November 2010

www.guninetwork.org/conference2010



Belgian EU Presidency conference, "Youth on the Move – achieving mobility for all!" and ECTS and DS Label Award Ceremony

2010, Antwerp, 5-6 October 2010

<http://mobility.education2010.be/>



Internationalization of Higher Education and Research in Africa: responding to opportunities and challenges,

Kampala, Uganda, 4-5 November 2010

www.anienetwork.org



Conference of the Americas on International Education, CBIE, Conhace, OUI-IOHE and Foreign Affairs and International Trade Canada.

Calgary, Canada, 20-23 October 2010



2011 AIEA Annual Conference, Westin St. Francis Hotel

San Francisco, 20-23 February, 2011

www.aieaworld.org/

2nd ASEM Rectors' Conference: Asia-Europe University Cooperation: Contributing to the Global Knowledge Society,

Korea University, Seoul 26-27 October 2010

www.asef.org/



⇒ SHOULD YOU WISH TO GET IN TOUCH WITH THE PARTICIPATING IAU STAFF MEMBERS, please contact us at: iau@iau-aiu.net

LAST CALL IAU / PALGRAVE PRIZE – 2010 ESSAY COMPETITION

The IAU together with Palgrave Macmillan Ltd, the Editor of its Academic Journal Higher Education Policy (HEP) call for papers to be submitted for the Association's Prize in Higher Education Policy Research.

The 2010 competition focuses on: "Privatization of Public Higher Education: Current Trends and Long-Term Impact".

Who can participate?

Any researcher/scholar working in an IAU Member institution / organization.

Selection procedure:

An international jury of distinguished scholars and higher education leaders will review the Essays submitted and select the most deserving Essay.

Outcomes and reward:

The result will be widely disseminated by the Association, published in Higher Education Policy and the winner of the prize will receive a reward of £1,000

Deadline:

1 November 2010

Further information:

www.iau-aiu.net/scientificpub/hep_prize.html

Contact:

IAU at hep@iau-aiu.net





MEMBERSHIP NEWS

Please do inform us of any change of Leadership at your institution (iau@iau-aiu.net)

New IAU Members

IAU is pleased to welcome the following new Members who joined or rejoined the Association since March 2010.

INSTITUTIONS

University of Palermo,
Argentina
www.palermo.edu



European Humanities University,
Lithuania
www.ehu.lt



University of Western Sydney,
Australia
www.uws.edu.au



St. Kliment Ohridski University,
FYROM, Macedonia
www.uklo.edu.mk



Applied Science University,
Bahrain
www.asu.edu.bh



Bahria University,
Pakistan
www.bahria.edu.pk



University of Mons (UMONS),
Belgium
<http://portail.umons.ac.be>



Belgorod University of Consumer Cooperatives,
Russia
www.bupk.ru/



Athabasca University,
Canada
www.athabascau.ca/



Russian State University for Humanities,
Russia
<http://rggu.com>



Sias International University,
People's Republic of China
www.sias.edu.cn



Southern Federal University,
Russia
http://sfedu.ru/00_eng/



University of Technology "Bel Campus",
Democratic Republic of Congo
www.belcampus.org



Dar Al-Hekma College,
Saudi Arabia
www.dah.edu.sa



Alexandria University,
Egypt
www.alex.edu.eg



Najran University,
Saudi Arabia
www.nu.edu.sa



HAAGA-HELIA – University of Applied Sciences, Finland
www.haaga-helia.fi/en



University of Gothenburg,
Sweden
www.gu.se



All Nations University College,
Ghana
www.allnationsuniversity.org



Pamukkale University,
Turkey
www.pamukkale.edu.tr



Kwame Nkrumah University of Science and Technology, Ghana
www.knust.edu.gh



The Accreditation Council of Trinidad and Tobago,
Trinidad and Tobago
www.actt.org.tt



Indian Institute of Information Technology,
India
www.iit.ac.in



University of Banking of the National Bank of Ukraine, Ukraine
www.ubs.gov.ua



Syiah Kuala University,
Indonesia
www.unsyiah.ac.id



Women's University in Africa ,
Zimbabwe
www.wua.ac.zw



Tarbiat Modares University,
Iran
www.modares.ac.ir



Kazakh National Technical University named after K.I. Satpaev, Kazakhstan
<http://ntu.kz/en>



Please do visit the online News from Members Section for: information on Conferences, Call for papers and for applications, publications, grants and special programmes, positions offered, main staff changes, new study programmers or special courses, partnerships and cooperation opportunities, etc. at : www.iau-aiu.net/other/other_news_members/index.html

ORGANISATIONS

Canadian Bureau for International Education (CBIE), Canada
www.cbie.ca



➡ YOU WISH TO BECOME A MEMBER OF IAU?
Please visit our website at www.iau-aiu.net or contact us at iau@iau-aiu.net

In Focus:

EUROPEAN HIGHER EDUCATION IN THE WORLD

10th Anniversary of the Bologna Process and Launch of the EHEA



Building the Global Knowledge Society: Systemic and Institutional Change

by **Juan Ramon de la Fuente**, President of IAU and **Eva Egron Polak** (IAU),
Secretary-General of IAU (e.egron-polak@iau-aiu.net)



should instead be efforts to promote the co-development and maintenance of many points of reference, in order to do justice to the multiple and varied expectations of HE across the globe.

IAU President, Juan Ramon de la Fuente as well as Prof A.R. Dzukifli, Vice Chancellor, University Sains Malaysia, and Prof. Calzolari, Former Rector, University of Bologna, two IAU Vice Presidents, and Eva Egron-Polak, the IAU Secretary-General, took part in the **second Global Policy Forum** organized by Austria and Hungary, in conjunction with the **Bologna Process 10th Anniversary Ministerial Meeting**. The IAU was honoured to be asked to deliver the Keynote Presentation.

In his presentation, which took, as the starting point, a global an institutional perspective in contrast to the regional and ministerial context, Professor de la Fuente began by stressing that the most important development in the last couple of decades and a key driver of change in the sector is the very importance assigned to higher education today, and the expectation that it can provide solutions or respond to society's numerous challenges. *There is general consensus that no state, indeed no society, can afford to ignore how well its higher education and research sector is performing. In an increasingly competitive, globalized economy, nations with the most knowledge-intensive economic base, the greatest capacity for innovation and the most educated population are the most likely to succeed, he said.*

Building the Global Knowledge Society must be synonymous with building a diverse higher education and research system both within and between nations. It is imperative that higher education leaders, policy makers, faculty members and researchers ask themselves whether current policies, actions and goals serve to push for ever stronger convergence in the higher education and research sector around the world or whether they are instead preserving diversity and nurturing alternatives. Given the state of higher education around the world, the sector as a whole can not use a single 'reference framework', there

Against the background of IAU's slogan 'Building a worldwide higher education community', Prof. de la Fuente, questioned whether current trends of regionalization, internationalization and globalization are bringing HEIs closer or further away from this ideal and/or the Global Knowledge Society.

He stressed that it is important to decipher what higher education globally can learn from the European efforts to build a Higher Education Area (EHEA) and what non-Bologna Process participants can bring to the debate. In a forum on higher education, these questions are essential, including because it is the responsibility of academics as well as higher education leaders to examine critically the various trends and to question them with detachment and objectivity while educating students everywhere to do so as well. Listening to stakeholders from other parts of the world is part of this critical assessment since the impact of the Bologna Process and especially of the globalizing strategies that in increasingly includes are felt worldwide.

The Global Knowledge Society too is a highly positive concept. However there are many questions that remain in the path towards its creation. Can it be built using competing regional blocks? Can it be built without the global South? What must be done to ensure that people of all nations participate – not merely as subjects but as empowered actors whose contribution enriches the global space? Can higher education become merely an export sector or an instrument of economic and political diplomacy, rather than a sector that can also serve as a model for new types of collaborative relations and innovative partnerships?

 The full text of Professor de la Fuente is available online at: www.iau-aiu.net/association/pdf/IAU-Vienna.pdf

For References see page 24.



Bologna revisited: where and what next?

IAU interviews **Pavel Zgaga**, Professor, Faculty of Education, University of Ljubljana, Slovenia
(Pavel.Zgaga@guest.arnes.si)

Univerza v Ljubljani



Prof Pavel Zgaga is an expert on the Bologna Process. IAU interviewed him about the first ten years of this unique endeavour, its outcomes and achievements as well as the future of the European Higher Education Area.

Pavel Zgaga is Professor of the Faculty of Education at the University of Ljubljana, and currently Director of the Centre for Education Policy Studies (CEPS). His teaching and research is focused on the philosophy of education, educational policy and in particular on higher education; he published extensively in these areas, in particular he is the author of the books "Higher Education in Transition", "Looking out – the Bologna Process in a global setting", on the «external dimension» of the Bologna Process and "The importance of education in social reconstruction: six years of the Enhanced Graz Process: developments, current status and future prospects of education in South-East Europe, amongst others.

During the 1990s, Dr. Zgaga was State Secretary for Higher Education (1992-1999), Minister of Education and Sports (1999-2000), and head of a working group on "Education, Training and Youth" during EU accession negotiations (1998-1999). He was also a member of the Board of the Bologna Follow-up Group (2004-2005) and rapporteur of the BFUG Working Group on External Dimension of the Bologna Process (2006-2007).

IAU: According to some reviewers, the Bologna Process is "a weak process that generated strong results". When looking back at the past ten years of the Bologna Process, what do you see as its main achievements and failures, and what do you feel has had the greatest impact in sustaining the Bologna Process?

Pavel Zgaga: In my view, the main achievement of the Bologna Process is that a new understanding of co-operation has developed in European and global higher education, and most especially that this understanding is being promoted within the competitive world of today. Over the past decade, Bologna hasn't only succeeded in bringing together European ministers on a biannual basis, it has also brought together higher education partners, and has connected higher education from Lisbon to Vladivostok, etc. It has formed a common agora for decision makers and partners, as well as analysts and researchers, and reinforced higher education discussions. Co-operation activities have also resulted in a common European framework of qualifications, quality standards and guidelines. With such 'strong results' as these Bologna has been rightly recognized as a 'winner'.

Its main weakness, however, lies precisely in the uneasy status of its success – i.e. its hegemonic position within on-going discussions on the future of higher education and higher education policy. Today, the Bologna label is attributed to everything what could 'smell' a bit like a 'higher education issue'. If decision makers like to push a specific decision through consultation and approval process they argue: "Bologna requires it!" On the other hand, if critical groups like to send a strong signal against a specific distortion at institutional or national level they argue: "Look, Bologna produced this". The 'Bologna omnipresence' in higher education discourses, seems to me to be strange and counterproductive. Bologna alone can never assume the whole national and institutional responsibility for higher education.

The main achievement of the Bologna Process is that a new understanding of co-operation has developed in European and global higher education.

IAU: It has been well documented that the Bologna Process is having some success in achieving its goals. For example, the *German Rectors Conference (HRK)* recently reported that, in line with the Bologna Process, 80% of all study courses in Germany had adopted the new masters and bachelors concepts by the winter semester of 2009 – 10, and that $\frac{3}{4}$ of all first year students in Germany have enrolled for bachelor and masters study. This is obviously good progress. However, in your contribution to the Bologna anniversary booklet entitled *The making of Bologna*, you note that "real success can not be measured in terms of final implementation [...] but in searching for new momentum and re-conceptualization". Given this statement, how do you see the Bologna Process and the EHEA developing in the next 10 to 20 years, in particular with regards to its promotion across the world?

P.Z: We should remind ourselves of what the problem was in 1998 or 1999. What was being addressed was the future of higher education in a deeply changed Europe and in a deeply changed global context. This was a strategic issue. An agenda of how to respond to the challenges of the time was gradually developed and 'tools' were constructed with an intention to implement them until 2010. It is true to say that the agenda has been implemented to an important degree. However, there are at least two new issues. First, implementation has not been perfect, and second, there are still different interpretations of the agenda itself. Nevertheless, these are not the main issues; re-conceptualization efforts are far more crucial. What is the problem today? This question incorporates



issues which have occurred during the last decade. It requires further analysis and development. Not a 'final solution'.

IAU: At the Bologna Ministerial Anniversary Conference 2010, which took place in Budapest and Vienna in early 2010, several stakeholders expressed concerns that the Bologna Process was not doing enough to provide solutions to issues such as underfunding and socio-economic inequities amongst students. What were your perceptions of on the one hand the Ministerial meeting's debates, and on the other hand its outcomes? Is there any more that could be done by European policy makers to address the problems relating to the financial issues being faced in many countries, without affecting the continuing drive to forward the Bologna Process?

P.Z.: The Anniversary Conference took place at a time when the impact of the economic crisis on higher education had become clearly evident across Europe. A question of social discrepancies in higher education was a rather marginal issue at the beginning of the Bologna Process but stakeholders, and the European Students Union (ESU) in particular, succeeded to develop it into a specific point on the Bologna agenda: the social dimension. With the present crisis, this point has become even more important. The question of underfunded systems is trickier. The Bologna Process is recognized as a voluntary action of European nation states. In legal and political terms, each of them is responsible for their own higher education system – including its funding of course. I remember a discussion prior to the adoption of the Berlin Communiqué (2003), where an amendment was proposed to address underfunding, but this resulted only in a brief notice about "strong support, including financial" in the final text.

It seems that questions which make-up the core of governmental and parliamentary debates in nation states (e.g. the budget), are rather dissonant with the language of international policy documents. I guess that this is a major reason for the identifiable split between ministerial rhetoric and action. Bologna alone does not seem to be a sufficient argument to increase the national educational budget and ministers responsible for education know this very well. However, under the present crisis the story becomes more and more bleak. It requires new strategies at this point. At the national level, the Bologna agenda should not be seen only as a 'caprice' of the minister for higher education but as an agenda which is trans-sectoral, and one which is important for national development in general. At the international level a sound principle should be promoted; that funding is an indispensable part of the public responsibility for higher education.

IAU: In June 2010, the European Commission created a new Brussels directorate devoted to higher education (Directorate C: Lifelong learning: higher education and international affairs), as part of its agenda to modernize higher education, within the Bologna Process. What is your take on this action? Do you see it as welcome development?

P.Z.: I don't have enough information to comment in detail about this. So far, the European Commission has already helped to open 'windows', and to connect higher education systems and institutions from EU countries with partners worldwide. This help has provided useful tools for concrete co-operation. A new directorate could simply be an administrative change of the existing organization. Of course, for universities it is always sympathetic if administrative restructuring recognizes the importance of the higher education sector. I don't expect that this news announces a substantial change of the already known direction.

IAU: Outside of Europe, many voices debate both the pros and cons of the Bologna Process. Some even go as far as stating that the Bologna Process is now reinforcing brain drain in favour of Europe. What are your views on this?

In the Bologna global strategy, the disputed relationship between co-operation and competition hasn't been made clear yet.

P.Z.: At least partly, these voices are most probably a part of the 'Bologna omnipresence' – now put 'in a global context'. On the other hand, the reproach can be partly true. In the Bologna global strategy, the disputed relationship between co-operation and competition hasn't been made clear yet. There are practices which are obviously based on a competitive paradigm, but there are also practices which stress the co-operative one. Last but not least, there are European countries which could develop competitive strategies only in fantasy; in reality they must first consider how to decrease brain drain from their own country. Yet, one thing is clear: reproaches like this one make re-conceptualization even more urgent.

IAU: Critical voices have also been heard against the Bologna Process both amongst students and professors. What do you see as the main concerns of these groups? How serious is their resistance and what mechanisms do you think should put in place to address these criticisms?

P.Z.: The Bologna Process started as a response to critical voices – at that time, access was too selective, mobility impeded, recognition problematic, and quality issues were not addressed properly. Ten years later, critical voices should not be a surprise. In principle, they should be taken as a blessing. However, they require first of all a 'mechanism' for critical analysis. It is necessary to note that these 'critical' groups are not monolith; they represent diverse 'voices' and sometimes they are even mutually exclusive. There are criticisms against implementation as well as against certain principles. However, these two horizons should not be mixed together. Here again, one could identify elements of the 'Bologna omnipresence', but I would be seriously anxious if there were no critical voices ten years after the Bologna process was first implemented.

This Interview was carried out by e-mail correspondence in July 2010.



© Foto Semrad

The Bologna Process and the European Higher Education Area – Achievements and Challenges

by **Barbara Weitgruber**, Austrian Federal Ministry of Science and Research, Working Group “International Openness: European Higher Education in a Global Setting”, Vienna, Austria (Barbara.Weitgruber@bmfwf.gv.at)

BM.W.F^a

Bundesministerium für Wissenschaft und Forschung

“The Bologna Declaration in 1999 set out a vision for 2010 of an internationally competitive and attractive European Higher Education Area where higher education institutions, supported by strongly committed staff, can fulfil their diverse missions in the knowledge society; and where students benefitting from mobility with smooth and fair recognition of their qualifications, can find the best suited educational pathways.” (Budapest-Vienna Declaration on the European

Higher Education Area, March 12, 2010).

In the EHEA higher education is regarded as a public responsibility and its main principles encompass academic freedom, autonomy and accountability of HEI.

Since 1999, 47 parties to the European Cultural Convention of the Council of Europe have joined the Bologna Process and

have made a strong commitment to implement commonly agreed reforms in higher education across Europe. In a unique joint effort ministries and public authorities responsible for higher education, higher education institutions (HEI), staff and students, organizations representing employees and employers, quality assurance agencies, international organizations and European institutions have engaged in these reforms and have jointly shaped the European Higher Education Area (EHEA).

The Bologna Process is a voluntary intergovernmental cooperation and a stakeholder process based on trust, cooperation and respect for the diversity of cultures, languages and higher education systems in Europe. In the EHEA higher education is regarded as a public responsibility and its main principles encompass academic freedom, autonomy and accountability of HEI.

Higher education is considered a driving force for social and economic development and innovation. HEIs have a vital role to play in contributing to democratic, stable and peaceful societies. And they provide students with the opportunity to acquire knowledge, skills and competences furthering their careers and lives as active democratic citizens as well as their personal development.

As foreseen in 1999, the EHEA was officially launched in 2010 and the progress made in the Bologna Process since its beginning was assessed from different stakeholders’ perspectives. In almost eleven years the Bologna Process has brought about fundamental change in higher education

structures across Europe. These reforms have taken place at a time of unprecedented and rapid expansion in higher education systems.

While much has been achieved in implementing degree and curriculum reform as well as quality assurance and significant efforts have been made to enhance mobility, recognition and the social dimension, many challenges still remain. Depending on the respective higher education system and often even depending on the individual higher education institution, reforms have been realized to varying degrees, in diverse ways and at different paces.

Student and staff protests in a number of European countries have shown that some of the reforms have not been properly implemented and the Bologna idea has not been clearly communicated and explained. Quite often measures and developments not related with the Bologna Process have been criticized and many Bologna myths have developed.

At the “Bologna Ministerial Anniversary Conference” in March 2010 it was therefore agreed by the 47 members and the stakeholders participating in the Bologna Process that more efforts and also adjustments – involving staff and students as those mostly concerned – were necessary at European and national, but above all at institutional levels to realize the EHEA as originally envisaged in 1999.

At the beginning the Bologna process clearly focused on intra-European cooperation and the reform measures needed to shape the EHEA. It was only in 2003 that the increasing interest in other parts of the world was taken note of for the first time in a Communiqué of the Bologna ministers.

Meanwhile the importance of international cooperation and dialogue has been recognized as stated in the “Budapest-Vienna Declaration on the European Higher Education Area” of March 12, 2010:

“The Bologna Process and the resulting European Higher Education Area, being unprecedented examples of regional, cross-border cooperation in higher education, have raised considerable interest in other parts of the world and made European higher education more visible on the global map. We welcome this interest and look forward to intensifying our policy dialogue and cooperation with partners across the world.”

Based on the assumption that there is added value in discussing higher education reform, cooperation and competition on an inter-regional level and in mutual learning,



a policy dialogue among different regions in the world was initiated at ministerial and stakeholder levels.

At ministerial level a Bologna Policy Forum was held in Vienna on March 12, 2010 with representatives of 69 countries and 11 organizations debating systemic and institutional changes in higher education in the developing global knowledge society. Participants agreed to set up a network of contact persons as liaison points for a better flow of information and joint activities and welcomed initiatives of institutions and organizations to promote dialogue and cooperation among HEI, staff, and students across the world.

In March 2010 the EHEA was officially launched, but it is still taking shape as the Bologna Process continues. It is not a final product, but a process. It is not a ready-made global, but a European solution, a model of regional cooperation worth sharing. Global dialogue is crucial to help break down some of the Bologna myths, to share good practice on higher education reform processes and to learn from one another.

Information on the Bologna Process and the EHEA: www.bologna2009benelux.org and www.ehea.info



Bologna and Beyond: the European Higher Education Area faces New Challenges

by *Sjur Bergan, Council of Europe, Strasbourg, France (Sjur.BERGAN@coe.int)*



“The Bologna Process is dead – long live the European Higher Education Area” could perhaps be this year’s motto for higher education in Europe. The slogan would contain more than a grain of truth, yet it would also be overly simplified.

In mid-March, Ministers of 47 countries gathered to proclaim the establishment of the European Higher Education Area (EHEA). The meeting had two strong symbolic aspects. First, it started in Budapest and ended in Vienna. Without the political changes some two decades ago, such a meeting would have been unthinkable, as would the very idea of a Higher Education Area spanning the whole continent. Second, Kazakhstan joined the EHEA as its 47th member, an accession that would have been equally unthinkable 20 years ago.

At one level, the Bologna Process, launched in 1999 to establish a European Higher Education Area, has therefore reached its goal and it has achieved a lot. It has brought European countries together in reforming higher education in close cooperation. The overall guidelines for reform are agreed at European level and then implemented and adapted at national level, which of course in many cases really means within each higher education institution. The number of countries engaged in this cooperation has increased steadily from 29 eleven years ago to 47 today, and in a sense the big breakthrough came in 2003, when the European Cultural Convention became the framework within which the EHEA was to be build. This made it possible for Russia, Ukraine and other European countries with a less strong attachment to the EU to join the cooperation.

One does not have to look far to see that the Bologna Process has not created an area of perfection, however. Numerous

student protests give an indication, but many of the protest have displayed a mix of concerns about genuine Bologna reform – including a concern that in some countries they have not been properly implemented. Other protests were organised around other higher education issues like funding and infrastructure, general dissatisfaction with the government in place and anti-globalization protests. Some of the ills ascribed to “Bologna” have very little to do with the EHEA.

“The Bologna Process is dead – long live the European Higher Education Area”.

Nevertheless, the Bologna Process has not reached all its goals, as has also been shown by the numerous assessments conducted along the way. The first decade concentrated on structural reform and the results are broadly positive but not uniformly so. All countries now have three cycle degree systems and in most countries a significant number of new students are enrolled in “new style” programs even if some disciplines, like medicine, are exceptions. The EHEA has an overarching qualifications frameworks and most countries are on the way to developing their national frameworks but the original deadline proved unrealistic and had to be prolonged until 2012. We have European standards and guidelines for quality assurance and a European Quality Assurance Register of agencies complying with the guidelines was launched in 2008. The Council of Europe/UNESCO Recognition Convention is the only legally binding text of the EHEA, sets the standards for how qualifications should be recognized across borders, and has been ratified by all EHEA countries except Greece and Italy but recognition practice is still uneven throughout the EHEA. Whereas the convention specifies that in order to justify non-recognition, the difference between qualifications must be substantial, and too many credentials evaluators have a narrow view of how similar qualifications must be to warrant recognition.



As we look ahead to the next decade of the EHEA, putting structures into practice emerges as one of the toughest challenges. The structures will broadly be in place once countries have developed their national qualifications frameworks but the structures will only work if they are seen to make a difference in the lives of learners and the practice of institutions. Learning outcomes and qualifications frameworks have the potential to help learners but they can also be reduced to formal descriptions that say the “right things” without actually changing practice. The danger is made greater by the fact that these are challenging reforms and that in many countries and institutions they require a formidable culture change. Then again, changing perceptions and established ways of seeing and doing things is at the very core of what education is all about.

Linking the reform of structures to a discussion of what education should be about is another formidable challenge. Someone following the European education debate from afar would be forgiven if (s)he were to believe that education has a single purpose: preparation for the labour market. This is of course an important objective of education but it is not the only one. Education is about the kind of society we want, so education must provide competences for democratic citizenship as well as employment; it must inspire the personal development of learners as well as the ability of societies to develop a broad and advanced knowledge base. Education is about helping us get the kind of jobs we would like but even more about making us the kind of persons we want to be and enabling us to develop the kind of society in which we want to live.

The EHEA must, therefore, meet the challenge of employability but also that of providing equal opportunities to higher education, including to academic mobility. The social dimension is less easy to define than structural changes but this does not make it less important. The EHEA must continue its reforms and at the same time be open to the world. Over the years, a number of clumsy terms have been invented for the relationship between an EHEA which is in itself international and the large part of the world that lies outside of its borders but that is nevertheless very interested in it. The EHEA should not be carbon copied but many of its policies and experiences may be of interest to those who would like to reform their own education systems nationally or regionally. The international dimension of the EHEA also implies, however, that we should consider policies and practices elsewhere with the same open minds that we would like others to consider European higher education.

The EHEA embarks on its second decade strengthened by considerable achievements that, even if they are not an image of perfection, are probably far more solid than most of us would have dared to believe in 1999. The challenges are, however, also more formidable, ranging from meeting the ambitious goals of 20 per cent mobility by 2020 through completing the development of national qualifications frameworks to making the reformed structures work in practice and providing those from less favored backgrounds with improved opportunities in higher education. Above all, we must base our reforms on a holistic view of higher education: it must prepare learners to do well but also to do good.



Bologna 10 years on: The students' view

by **Christian Hemmestad Bjerke**, Academic Affairs Committee, European Students' Union (ESU), Brussels, Belgium (chrjbjerke@gmail.com)



The European Students' Union (ESU) is the umbrella organisation of 45 national unions of students from 37 countries and through these members represents over 11 million students. ESU has been a central part of the Bologna Process since the first reforms were initiated over a decade ago. In March this year student representatives from across Europe met in Vienna for the European Student Summit (ESS) that was held before the ministerial conference. At the ESS we launched our publication: *Bologna at the Finish Line – an account of ten years of European higher education reform*. The publication is an in-depth analysis of the past ten years of reform as it is perceived by the students of Europe (available on our website), and in this article I will present a few findings on the advantages and disadvantages of the Bologna Process, and most importantly

some thoughts on what challenges lie ahead for the European Higher Education Area.

In many ways the Bologna process is unique: the sweeping reforms that have transformed the face of higher education in Europe are without comparison in the world.

In many ways the Bologna process is unique: the sweeping reforms that have transformed the face of higher education in Europe are without comparison in the world.

Being initiated and developed by the various countries and organizations, stakeholder participation is at the core of the Bologna Process. The inclusion of the social dimension is an excellent example of how stakeholders such as students can influence and improve the Bologna Process. Another example is mobility, with the ambitious goal of 20 percent mobile students by 2020. The Bologna Process relies on



the good will of its members; on the one hand this ensures participation and cooperation. However, on the other hand the Bologna Process has few tools in order to ensure that countries follow up on their pledges.

ESU has for several years warned that the Bologna Process must be implemented fully by its member countries. We have seen conflicting interests between national agendas and the European level Bologna Process too many times, with countries introducing various policies under the cover of ‘Bologna’ in order to satisfy popular demand at home. For the *Bologna At the Finish Line* publication, ESU conducted a survey among our member unions and found that limited or even wrong implementation “has triggered negative effects: inflexibility of the curricula, increases in study cost, lack of recognition (and) greater challenges for mobility (...)” (Ligia Deca, 2010)¹

I also wish to present some thoughts on the future of the Bologna Process. As was clearly underlined by the ministers in the Leuven/Louvain-la-Neuve’ Communiqué from 2009, the ‘finish line’ for the Bologna Process has been pushed back to at least 2020. From the perspective of the European Students’ Union the Bologna Process is not in any way fully implemented by its member nations. This is especially true for the countries that have joined the process over the past few years. As the Bologna Process grows in scope, more effort is needed in ensuring a proper and equal implementation of the Bologna action lines across Europe. Partial implementation undermines the credibility and impact of the entire process.

Perhaps the biggest challenge that will arise over the coming years might be perceived as somewhat of a paradox – The

1. Ligia Deca, Opening Words of “Bologna at the Finish Line”, published by the European Student Union, Brussels, February 2010

Bologna Process must remain relevant, both for stakeholders and for nations. Let me explain this further. Behind us we have a decade of uninterrupted reform of higher education in Europe and with the communiqué from 2009 there are few signs of these reforms slowing down. It is paramount that the Bologna Process is able to remain at the forefront of Europe’s higher education agenda. Should the Bologna Process lose this momentum, several key elements of the reforms will not be implemented and ‘Bologna’ in the meaning of a stakeholder driven project, might be lost.

The ongoing financial crisis has left public finances all over Europe in a dismal state. Cuts have been introduced across a wide range of public goods and services, with no exception being made for higher education. The Bologna Process must be able to adapt to this challenge and present ideas and initiatives that will highlight how investing in education and research is the way out of the crisis, thereby counteracting a reversal of attention from European-level processes to national-level issues. There is a very clear danger of the Bologna Process losing momentum, and it will be hard for this initiative to be recovered should the process be ‘put on hold’ over the coming years.

In summary, the Bologna Process is an opportunity for students and other stakeholders to influence and define higher education policy while at the same time revitalizing higher education in Europe. The Bologna Process merges ideals of academic freedom and stakeholder participation with the need of a strong higher education sector in Europe. In a global context, and with a global perspective, the Bologna Process needs strong advocates and ESU will continue to call for increased attention to, and funding of, higher education. The need and importance of knowledge and education has never been greater.



The Bologna Process in the Maghreb States

by **Ahmed Ghouati**, Associate Professor, University of Auvergne, Clermont-Ferrand, France (aghouati@wanadoo.fr)



Rarely has an educational reform process known such a rapid success amongst such a large number of countries from various world regions, as has been the case with the Bologna Process. However, the

dominance of the economic rationale for the process reduces the political and pedagogic range of the Bologna Process and even risks changing the nature of the university.

A rapid expansion, but a process which is more economic than political

From the Bologna Declaration (1999) to the Budapest and

Vienna Conference (the launching of the European Higher Education Area, 2010), we have seen 47 countries signing up to the Declaration, as well countries from the Middle East, Asia, North Africa and sub-Saharan Africa are now adopting the process.

A rapid expansion, but a process which is more economic than political.

Originally a vehicle for inter-university cooperation, cultural exchange and assertion of a European model of higher education, the process seems to have escaped politics to become an experts’ “tool” within the knowledge society, as defined by the Lisbon Declaration.



In the Maghreb, apart from Libya which does not seem to have implemented the process yet and Mauritania which started the process only in 2008-2009, the reform process came into use at almost the same time as it did in Europe. After the economic liberalisation movements earlier in the century, governments in Algeria, Morocco and Tunisia decided at the beginning of 2000s to reform their systems of higher education implementing the Bologna Process structure (Licence, Masters, Doctorate (LMD) reform, new public management, research evaluation, etc.) and using the financial backing of the World Bank. Well before joining the process in 2006, Tunisia had already benefited from a loan from the World Bank.

For the three Maghreb countries, this reform was a question of bringing up to date a higher education system that was confronted with massification; giving a professional orientation to some of their degrees; changing their governance structures; introducing a quality assurance mechanism and evaluating national systems of innovation and research.

A rather disappointing outcome for the Maghreb

Ten years after the launching of the process, as stated at the Conference of European Ministers of Higher Education, "in order to implement fully at European, national and institutional level all objectives not thus far achieved will require a concerted effort after 2010."

In the Maghreb region, the results have not lived up to expectations. Due to administrative constraints and issues of student influx, the governance structures need to be changed. In the actual decision making process there is no real inclusion of university communities. Besides, and despite the very significant state investments in support of industry/research relations, professionals rarely call upon local researchers.

In Algeria, the LMD reform was first of all introduced as an option (before coming into general use from 2009-2010). Initially, the level of enrolment in LMD courses, offering many professional bachelor degrees as opposed to classic university courses, was pretty low: 15% of students in 2007-2008 choosing one of the new courses on offer. Therefore, in the future, how will they therefore persuade students and professionals that the new three-year bachelor degree is better than the classic four-year one?

From 2003-2004, Morocco saw the generalisation of the LMD reform – thus putting a professional orientation on more and more bachelor degrees but within non-selective areas. In selective areas, the reform came into force from 2006-2007. But the authorities have noticed that there is still not an adequate level of tuition being provided – teaching staff are lacking in pedagogic training and the students are opting more and more for arts and social sciences subjects to the detriment of scientific and professional fields of study. In 2009-2010, an emergency plan was drafted in order to maintain the reforms currently under way.

The late arrival of Tunisia to the reform process has not prevented the country from having the support and encouragement of the World Bank. However, despite the professionalization of university courses – 478 professional bachelor degrees being available in 2009-2010, against 216 regular bachelor degrees in 2008-2009 – the quality of training available remains weak in the eyes of professionals. Yet, this has not prevented the Ministry of Higher Education to impose that, since 2009, 2/3rds of the education offer at Licence and Master's levels be professional ones.

In these three countries, the use of such degrees is a serious problem, taken into account the low demand locally. Can this be changed through launching a quality based approach driven by administrative considerations but without evaluating what exists? Compared to other Middle-East and North African (MENA) countries, and based on four criteria – access, equity, quality and effectiveness – the World Bank estimates that, within the Maghreb region, Tunisia and Algeria have so far achieved the best results which will allow them to further improve reforms under way.

However, in the Maghreb region, several questions remain to be asked. Amongst many others, these include: how can the reform processes underway be further improved if they were originally started without input from the principal actors (faculty, students and university staff)? Is the economic rationale pressing for more and more professionalization of the university, not at odds with scientific norms and universal ethics which make up the university?

For References see page 24.



Impact of the Bologna Process in Africa

by **Isaac N. Obasi**, Department of Public Administration, University of Abuja, Nigeria, (zikobasi@yahoo.com), & **Akinpelu O. Olutayo**, Senior Lecturer, Department of Sociology, University of Ibadan, Nigeria (lantopamtu@yahoo.com)

Frameworks for Understanding the Impact of the Bologna Process

Two broad frameworks are useful when assessing the impact of the Bologna Process outside the European Higher Education Area (EHEA) particularly in Africa. The first is a *descriptive framework* which provides a circumstantial understanding



of what has happened to African higher education as a result of the adoption of the Bologna Process in Europe. The second is an *analytical framework* which critically assesses the outcomes of the resultant changes in African higher education systems since the adoption of the Bologna Process. With respect to the first, the April 2007 issue of the *World Education News and Reviews* (WENR) provides an interesting – even though not too recent – overview (www.wes.org/ewern/PF/07apr/pfeature.htm).

This article will instead develop discussions by analyzing some critical dimensions of the process in Africa.

The Ever Changing Nature of African Higher Education

Over the past decade, African universities have hardly led any major process-reforms in the knowledge production sector, and have instead remained largely consumers of knowledge. The globalization-driven Bologna Process has acted as a strong force for change in Africa as will be explored in this article, although it is worth pointing out that, historically, the changes that have taken place in African universities, have always trailed behind those in Europe and North America.

Assessment of Impact

The article is organized around some of the assessment criteria which constitute the main avenues for extra-European cooperation identified by the Working Group on the External Dimension of the Bologna Process (www.ond.vlaanderen.be/hogeronderwijs/bologna).

1. Marketing the Bologna Process

The EHEA's effort to market the Bologna Process appears to have achieved its intended goals with respect to Africa. After ten years of the Bologna Process, Africa has been implementing several continental wide reform processes in order to harmonize African Higher education along the lines of the Bologna Process. Examples of initiatives include the hosting of a continent-wide conference on *African Universities Adaptation to the Bologna Process* in Lubumbashi, Democratic Republic of Congo which took place in July 2007. Another, a more recent and substantive initiative is the *Access to Success* project – a collaborative initiative between the Association of African Universities (AAU) and the European University Association (EAU) – which inter alia aims at 'fostering trust and exchange between Europe and Africa' as well as 'enhancing the attractiveness of European higher education' (Access to Success, 2010).

2. Adoption and Implementation of major Features of the Bologna Process

Although there are differential levels of adoption and implementation of the Bologna Process across the various sub-regions of Africa, all sub-regions have taken concrete measures to implement what they consider the perceived benefits of the Bologna Process. For example, in the Maghreb region (e.g. Algeria, Morocco and Tunisia) and other Francophone countries, considerable efforts have been made to implement the *Licence – Master – Doctorate* (LMD)

architecture – a key harmonizing mechanism of the Bologna Process. In English speaking Africa (West, East and Southern Africa), a large number of harmonization mechanisms have been implemented, including the adoption of the credit system, the introduction of the semester sequences, the *Licence – Master – Doctorate* (LMD) architecture amongst others. At the University of Botswana – where both authors worked at the time their first paper on the issues debated here came out – the aforementioned mechanisms are already in place and there are other ongoing reform initiatives being discussed, including the possibility to modularize courses, and the adoption of a qualification framework.

After ten years of the Bologna Process, Africa has been implementing several continental wide reform processes in order to harmonize African Higher education along the lines of the Bologna Process.

3. Collaborative Partnership

One major avenue for realizing the goals of the Bologna Process is through collaborative partnerships that would "lead to mutually beneficial activities in areas of shared academic values between European and non-European institutions" (WENR, 2007). With respect to Africa, part of this goal is realized through the implementation of two exchange programmes funded by the European Union, namely the *Tempus programme* (which includes countries in North Africa) and the *Erasmus Mundus programme* (which includes other African countries under the 'third country' category). These do not form part of the Bologna process as such but complement it and facilitate European global outreach. Again with respect to Africa, a recent collaborative initiative is the *Access to Success* project, as mentioned above. Three key events under this initiative have already taken place, namely workshops on (a) *Access and Retention in Europe and Africa* held in Addis Ababa, Ethiopia on November 2009; (b) *Towards a coordinated vision of Europe-Africa higher education partnerships: Supporting Institutional capacity building in Africa* held in Oslo, Norway, in February 2010; and (c) *'Mobility between Africa and Europe'* held in Accra, Ghana, May 3-4, 2010 (see Access to Success, 2010).

4. Relevance of the Bologna Process-inspired Changes

The authors feel, in concurrence with Robertson (2008) that the Bologna Process in Africa has had both aspirational and inspirational impact. For example, it has triggered new pockets and forms of regional cooperation in African higher education. A good case is what is happening in the Maghreb region as well as, for example, the Southern African Regional Universities Association (SARUA). But aside from these, there is increasing cooperation along the Anglophone and Francophone linguistic groupings. There is evidence therefore to believe that the promotion of intra-African mobility among scholars has magnified in recent times as Oyewole Olusola of the AAU pointed out at the First Dialogue Meeting of African and European Rectors in Addis Ababa in 2009 (Access to Success, 2010).



From a critical perspective however, the Bologna Process has generated some concerns among Africans. One of the stated objectives of Erasmus Mundus is “to contribute towards the development of human resources and the international cooperation capacity of higher education institutions in third countries through increased mobility streams between the European Union and those countries” (EACEA, 2010). It is through this programme that African countries hoped to secure significant benefits from the Bologna Process. But unfortunately, this is turning into a ‘pipe’ for draining African brains, commonly known as ‘brain drain’ (Obasi and Olutayo, 2009). Furthermore, in a recently completed survey, it was found that out of a sample of 162 African students surveyed in Sweden, 76.5% plan to stay in Sweden for three years and beyond after their studies. Amongst those specifically selected for in-depth interview – of which none were from West Africa – only 21 planned to return home. This raises serious fears about the unintended consequences of the Erasmus Mundus programme. Again, in a contribution by Khelifaoui (2009), the Bologna Process was described as an imposition from the outside, and a return to colonial situation that subverts Africa’s national interests. As he argues, in Europe and North America, the global option is defined by the limits of national options, but in Africa, this is not the case, which raises also the question of the long term benefits of the Bologna Process to Africa.

Fortunately enough, these fears are being addressed through concerted efforts between AAU and EUA, through initiatives

that aim to stem the tide of brain drain in Africa, such as the three workshops previously detailed in this article. These constructive initiatives would go a long way in addressing the concerns regarding the negative impact of the Bologna Process in Africa. It is reassuring to note that a white paper on the contents and outcomes of the three workshops is scheduled to be released in September 2010. Our expectation is that this white paper should include a mandatory clause requiring African students to return to their institutions after each exchange programme in Europe.

Conclusion

Ten years of the Bologna Process have raised fears that many of the African beneficiaries of its exchange programmes were being lost to Europe; thereby triggering new forms of brain drain. This is against a backdrop that as of 2004, about 77% of all African students who study abroad do so in Europe, while 18% of students in Europe are from Africa (AAU E-Courier, 2010). However and fortunately, emerging initiatives are giving hope that these issues will be better addressed in the future, as the Bologna Process moves into its second decade. For example, the fact that the *Access to Success* project is being executed under UNESCO’s guiding principles for international cooperation and partnerships (see UNESCO 2009 WCHE Communiqué) demonstrates that AAU’s current steps are in the right direction, and will help Africa to secure wide-ranging benefits from the Bologna Process in the future.

For References see page 24.

BOLOGNA IN BRIEF



THE PROCESS

Launched in 1999 by the Ministers of Education and university

leaders of 29 countries, the Bologna Process led to the creation of a European Higher Education Area (EHEA) in 2010; it has further developed into a major reform encompassing 47 countries. Taking part in the Bologna Process is a voluntary decision made by each country and its higher education community to endorse the principles underlined in the

BOLOGNA TIMELINE

1998

France, Italy, the United Kingdom and Germany signed the Sorbonne Declaration on the “Harmonisation of the architecture of the European Higher Education System”.

1999

Ministers of Education from 29 European countries signed the Bologna Declaration which aims to create a coherent and cohesive European Higher Education Area (EHEA) by 2010.

2001

Prague Communiqué (inclusion of lifelong learning strategies, involvement of higher education institutions and students as essential partners in the Process, promotion of the attractiveness of the European Higher Education Area).

2003

Berlin Communiqué (aiming at speeding up the process by setting an intermediate deadline of 2005 for progress on: quality assurance, the adoption of a system of degree structures based on two main cycles, recognition of degrees; additional Action Line “Doctoral studies and promotion of young researchers”).



European Higher Education Area. The Bologna Process does not aim to harmonise national educational systems but rather to provide tools to connect them.

WHO IS INVOLVED?

- Education Ministers of countries that signed the Bologna Declaration
- Representatives of European universities (EUA), professional higher education institutions (EURASHE), students (ESU), quality assurance agencies (ENQA), the United Nations Educational, Scientific and Cultural Organisation – European Centre for Higher Education (UNESCO-CEPES), Education International (EI) and Business Europe
- The Process is also supported by the European Commission and the Council of Europe

All actors are involved in the **Bologna Follow up Group (BFUG)** which meets regularly to further elaborate on the 10 action lines and supports the implementation of the Bologna Declaration. A **ministerial meeting** is held every two years to take stock of the latest implementation stage and review its course.

MAIN ELEMENTS OF THE PROCESS

1. Three Degree Cycle

Two basic degrees, Bachelor and Master, have been adopted now by every participating country; sometimes in parallel to existing degrees during a transition period, sometimes replacing them completely.

2. Qualifications Frameworks

Qualifications Frameworks based on learning outcomes have become a central part of the Bologna Process and of the European Higher Education Area. The official Bologna seminar held in Edinburgh described learning outcomes as “the basic building blocks of the Bologna package of

educational reforms” and endorsed the proposition that this methodological approach is at the heart of the paradigm shift from teacher to student-centred learning.

3. The European Credit Transfer and Accumulation System (ECTS)

An important tool used for credit transfer and accumulation, ECTS plays an important role in curriculum design and in validating a range of learning achievements (academic or not). In this system, credits reflect the total workload required to achieve the objectives of a programme – objectives which are specified in terms of the learning outcomes and competences to be acquired – and not just through lecture hours. It makes study programmes easy to read and compare for all students, local and foreign, and therefore facilitates mobility and academic recognition.

4. The Diploma Supplement

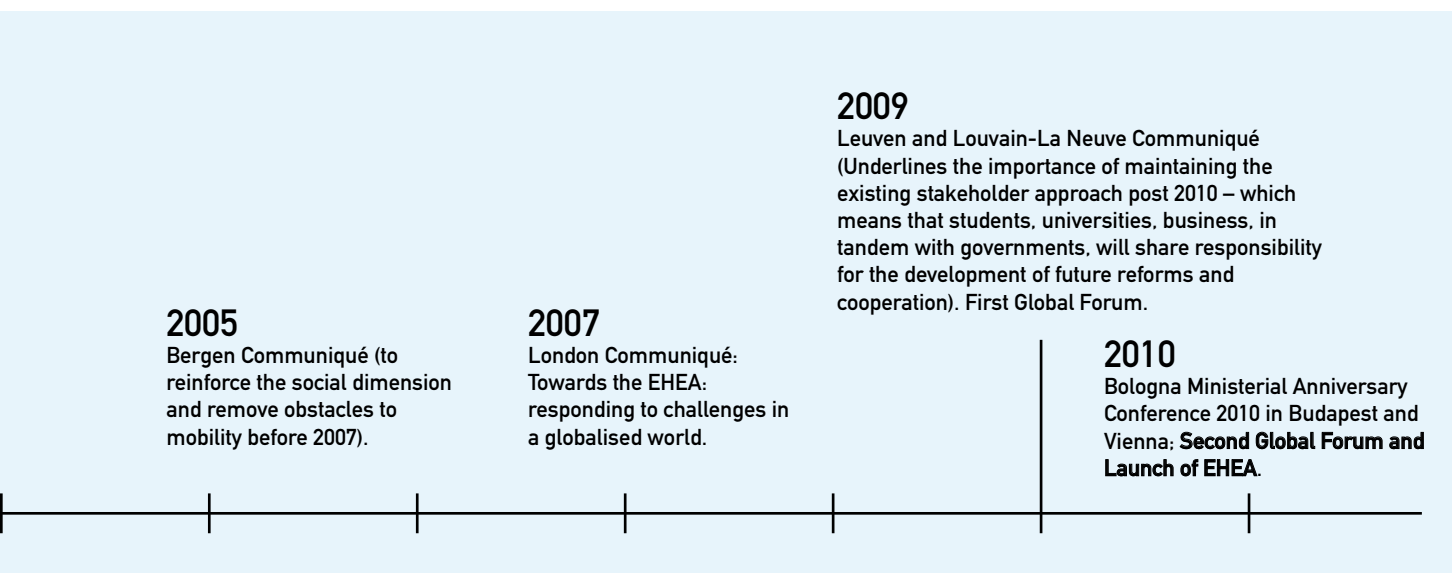
Compulsory for every graduate (since 2005), the Diploma Supplement is a tool which is attached to a higher education diploma and describes the degree’s qualification in an easily understandable way. It is designed to provide a standardised description of the nature, level, context, content and status of the studies that were successfully completed by the graduate.

5. Quality Assurance in the Bologna Process

The Bologna Process includes the promotion of European co-operation in quality assurance as one of its ten objectives. The current structural and curriculum reform provides an opportunity for universities to reflect upon management practices and to review programmes and teaching and assessment methods with the aim of ensuring their quality.

6. Recognition

The recognition of qualifications is essential to allow students to study at different institutions in different countries. Work on agreeing the common recognition of qualifications predates the start of the Bologna Process, but overcoming legal recognition and administrative obstacles is one of the



ten objectives of the reform process and a vital element in promoting mobility.

7. Joint Degrees

Joint degrees (degree programmes involving periods of study at multiple institutions) provide innovative examples of inter-university cooperation and can be seen as pillars of future European higher education development. Interest in joint programmes is increasing in Europe and project work (undertaken by EUA and other stakeholders) has sought to provide information, build upon successful practice, and to focus attention on the main challenges faced by joint programmes, such as regarding quality assurance. In recent years, many countries have adapted legislation to enable joint degrees to be awarded, and at European level an amendment to the Lisbon Recognition Convention (see above section on Recognition) was adopted in 2005 to facilitate the recognition of joint degree qualifications.

This section was inspired by the work of the European University Association (EUA), to find out more go to: www.eua.be

SOME FURTHER READING

You will also be able to find a wealth of information on the Bologna Process online on HEDBIB, see: http://hedbib.iau-aiu.net/format_liste.php?Chp14=2&dsi=Bologna+Process

HEDBIB

➔ BLOGS ON BOLOGNA

<http://globalhighered.wordpress.com/category/european-higher-education-area/>

www.studyineurope.eu/blog

www.col.org/blog/Lists/Posts/Post.aspx?List=df4fb45f-ce28-45bb-8096-706f6503f936&ID=16

<http://euobserver.com/881/29371>

References

Altbach, P.G., Reisberg, L. and Rumbley, L.E., (2009) *Trends in Global Higher Education: Tracking an Academic Revolution*, WCHE, Paris: UNESCO.

AAU (2010): 'About 77% of Africans Study in Europe'. *AAU E-Courier*, Issue No. 63, April & May. AAU in the Media column. Available at: www.aau.org/e-courier/issue.htm?no=63.

Access to Success (2010): 'Fostering Trust and Exchange between Europe and Africa'. Available at: www.accesstosuccessafrica.eu/web/images/workshop2/presentations/project%20presentation%20access%20to%20success%20oslo_mg%20gm.pdf.

Erasmus Mundus Executive Agency – Education, Audiovisual and Culture (EACEA) http://eacea.ec.europa.eu/erasmus_mundus/tools/2 – www.erasmusmundus.org.

Ghouati Ahmed, 2009, *Réforme LMD au Maghreb : éléments pour un premier bilan politique et pédagogique*, JHEA/RESA Vol. 7, Nos. 1&2, 2009, pp. 61–77.

Ghouati Ahmed (upcoming), *Processus de Bologne et enseignement supérieur au Maghreb*, Paris, Editions l'Harmattan, Collection Europe Maghreb.

IAU. *Internationalization of Higher Education. Global Trends, Regional Perspectives. The IAU 3rd Global Survey Report*, Paris: IAU, 2010.

Khelfaoui, H. (2009): 'Introduction: The Bologna Process: Globalization or Return to "Colonial Situation"?' Vol 7, Nos.1&2, *Journal of Higher Education in Africa* (CODESRIA), published by the Council for the Development of Social Science Research in Africa (ISSN 0851–7762).

Obasi, I. N. & Olutayo, A. O (2009): 'Globalization, the Bologna Process and African Universities: Limits and Contradictions of Market-oriented Higher Education Reforms', *Journal of Higher Education in Africa (JHEA)*, Vol. 7, Nos.1&2, pp.159-187.

OECD. (2009) *Education at a Glance 2009: Global Indicators* Paris: OECD Publishing, France.

Salmi, J. (2009) in *Higher Education to 2030, Volume 2 Globalisation*, Paris: OECD Publishing, France.

Sursock, Andrée et Hanna Smid, *Trends 2010: A Decade of Change in European Higher Education*, EUA Publications 2010.

UNESCO (2009): '2009 World Conference on Higher Education: The New Dynamics of Higher Education and Research for Societal Change and Development'. Communiqué. Paris: UNESCO, 5-8 July. www.unesco.org/en/wche2009.

UNESCO, (2009) *Global Education Digest 2009: Comparing Education Statistics Across the World* Montreal: UNESCO Institute for Statistics. Canada.

World Bank, 2007, *A Road Not Travelled: Education Reform in the Middle East and North Africa*, MENA Development Rapport, Washington.

World Education News and Reviews (WENR) (2007): The Impact of the Bologna Process beyond Europe, Part 1. Vol. 20, Issue 4, April. www.wes.org/ewern/PF/07apr/pfeature.htm.

Zgaga, Pavel, *Higher Education in Transition, Reconsiderations on Higher Education in Europe at the Turn of Millennium in Monographs on Journal of Research in Teacher Education* – Series Editor Gun-Marie Frånberg, Umeå University, 2007 (www.see-educoop.net/education_in/pdf/monografi_zgaga_web.pdf)

NEW PUBLICATIONS

IAU New Publications

Internationalization of Higher Education: Global Trends, Regional Perspectives,

the report of the IAU 3rd Global Survey on Internationalization of Higher Education is now available (see page 4 of this magazine).



Two Great European Ideas: Comparing Humboldt and Bologna

IAU, Higher Education Policy, vol. 23, no.2 June 2010

This special edition, set against the background of the numerous attempts in Europe to reform and renew higher education following the objectives of the Bologna Process, brings together both empirical analyses and reflections in order to lead to a more informed debate about the past and future of European higher education.



Michelson looks at debates on the Humboldtian University and the Bologna Process, exploring theoretical, methodological and normative aspects of these debates and the relations between the Bologna Process and the Humboldtian ideals. Bleiklie and Lange, in the next paper, look at the development of the organisation of German and Norwegian universities since the two countries introduced New Public Management-inspired governance reforms during the first decade of the 21st century. Outlining different organisational ideals and values involved in university governance, they suggest a perspective that focuses on the ambiguous and gradual nature of change in governance arrangements towards corporate enterprise ideals. State funding of universities in France, Germany, Ireland and Norway is examined in the article by Frolich et al; the separation of funding for teaching and research has been a predominant approach which challenges the idea of unity of teaching and research, a key element of the Humboldtian model. Serrano-Velarde and Stensaker examine the meanings of quality in the Humboldtian university ideal and the Bologna Process. With an overview of current practices associated with quality and quality assurance in Germany and Norway,

they suggest that there are several possible links to be found between the ideas underpinning Humboldt and Bologna. Kehm et al go on to describe and analyse changes made in the organisation of higher education studies in Germany and Norway following the recommendations of the Bologna Declaration. Dysthe and Webler write about pedagogical issues in Norway and Germany, taking as starting point the central pedagogical concepts of the Humboldtian University. This issue closes with a look by Aamodt, Hovdhaugen and Bielfeldt at the two-fold function of the reform process in Norway: as a basis for further studies and as a qualification for the labour market, using Norwegian graduate survey data to show how the bachelor degree is rewarded in the market. (For further information: www.palgrave-journals.com/hep/journal/v23/n2/index.html)

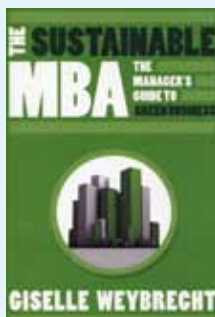
IAU, Higher Education Policy, vol. 23, no.3 September 2010

September 2010 saw the release of a multi-themed issue of HEP. Lepori and Kyvik examine the development of research within universities of applied science in eight European countries, where enhancement of research has mostly been seen as a case of academic drift. Watanabe looks at sustainable retirement systems of private institutions in Japan, examining at the same time the financial health of these institutions. Sá focuses on the recent evolution of provincial science and technology policies in Canada, against a backdrop of increasing attention to sub-national regions in this area. Arar and Haj-Yahia look at the rapid increase in the number of Palestinian Arabs from Israel studying in Jordan. Using questionnaires, they ascertain that lenient admission requirements and cultural-language similarity explain Jordan's popularity. De Boer, Kolster and Vossensteyn consider the motives underlying bachelor-master transitions. With the new bachelor-master structure introduced in 2002-2003, new opportunities were introduced for students from Dutch universities of applied science to enrol in university master programmes. Carvalho and Santiago examine changes in government policies aimed at restructuring the Portuguese higher education system, under the influence of New Public Management. Using a qualitative study based on several interviews with heads and deans, they analyze attitudes and values in the context of increasing state managerial pressure. Davidovitch and Soen, in their paper, trace developments of the dialogue between universities and the colleges which were created in their shadow, discussing changes in goals, curricula, orientation to vocational education amongst others. This edition is rounded off with a Forum article by Varelo-Petito, who examines the major changes faced by Mexican public higher education, analyzing the current trend towards the promotion of planned and unplanned changes in their institutions.

Selected Annotated List of Publications Received

The Sustainable MBA – A Manager's Guide to Green Business

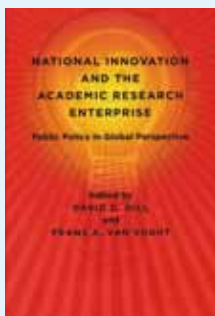
Giselle Weybrecht, published by John Wiley and Sons, Chichester, England, 2010, ISBN 978-047-074-1146 (www.wiley.com)



This book based on more than a hundred interviews with experts, is organized into five sections, like a business course, it is aimed at managers who wish to know more about sustainable business – detailing how sustainability can be operated in financial, marketing and organizational strategies etc. The book seeks to provide knowledge and tools to turn sustainability talk into action for the benefit of the society as a whole.

National Innovation and the Academic Research Enterprise – Public Policy in Global Perspective

David D. Dill and Frans A. van Vught eds., published by Johns Hopkins University Press, USA, 2010, ISBN 978-0-8018-9374-2 (www.press.jhu.edu)



As global forces transform the basis of economic development, policymakers in mature economies have focused increasingly on promoting innovation and technical change as principal means of sustaining international competitiveness. This book analyses the impact of these policies on the knowledge economies and the higher education system of OECD countries. Seeking to answer the question: How is public policy affecting academic research and how are post-secondary institutions reacting? The book is based on the latest economic research and includes case studies from the EU, Australia, Canada, Japan and the USA amongst other OECD countries.

A Chance for European Universities

Jo Ritzen, published by Amsterdam University Press, The Netherlands, 2010, ISBN 978-90-8964-229-5 (www.aup.nl)

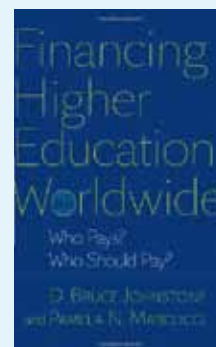


According to the author of this book the present position of Europe's universities is something like a bronze Olympic medal: very well represented among the world's top 200 universities but almost absent in the top 50. The book details that society's feelings about universities are likewise lukewarm – sometimes ecstatic, but often critical of the ivory tower image or downright cynical of

the waste of "taxpayer's money". The book makes the case that the current economic crisis provides an excellent opportunity for a paradigm shift all over Europe; to both promote excellence and to facilitate the emancipation of new European universities.

Financing Higher Education Worldwide – Who Pays? Who Should Pay?

D. Bruce Johnstone and Pamela Marcucci, published by The Johns Hopkins University Press, Baltimore, USA, 2010 ISBN 978-0-8018-9457-2 (www.press.jhu.edu)



No issue in higher education is as salient, or as controversial, as finance.

As demand for higher education around the world grows, so do the costs associated with it, especially as governments shoulder less of the burden. Tuition fees rise and student loan debt grows. Who pays for these surging costs? Who *should* pay? Featuring comprehensive economic and policy data, this book shows how economically diverse countries all face similar cost-sharing challenges, and that cost-sharing is imperative for the financial health of colleges and universities, bringing better efficiency, equity, and responsiveness.

ERA indicators and monitoring – Expert Group Report

Directorate-General for Research, published by the European Commission, Brussels, Belgium, 2010 ISBN 978-92-79-13998-7 (www.ec.europa.eu)



The Directorate-General for Research of the European Commission has assigned three expert groups to collect recommendations and views on the EU 2020 strategy in the research policy domain. This publication is the report of the Expert Group chaired by Prof. Rémi Barré. The group makes recommendations on how to measure progress towards the realisation of the European Research Area in view of the development of a knowledge-intensive economy in Europe. It also identifies indicators, for the suitable possible setting of targets by the European Commission and the Competitiveness Council.

Global research report: Africa

Jonathan Adams, Christopher King, Daniel Hook eds., published by Thomson Reuters, Leeds, UK, 2010 ISBN 1-904431-25-9 (<http://researchanalytics.thomsonreuters.com>)



Part of a series, this book aims to inform policymakers and others about the



landscape and dynamics of the global research base on the Africa Continent. The challenges that the continent faces are enormous and indigenous research could help provide both effective and focused responses. While the preliminary analysis in this report cannot provide a clear direction, the information may, however, help provide a further context to those set by the OECD's economic reports, while also furnishing background against which to view the regional dispatches in the *UNESCO Science Report 2010*.

Focus on higher education in Europe 2010: the impact of the Bologna Process

David Crosier, Ed., Simon Dalferth, Teordora Parveva eds., published by European Commission, Brussels, Belgium, 2010 ISBN 978-92-9201-086-7 (<http://eacea.ec.europa.eu/>)



This report has been prepared for the European Ministerial Conference in Budapest/Vienna, 11-12 March 2010 that officially launched the European Higher Education Area. Developed by the Eurydice Network and the Bologna Follow-up Group (BFUG), it is to provide concise and clear information on key aspects of higher education systems in all 46 countries of the emerging European Higher Education Area at the end of the first Bologna decade. It focuses on the impact of Bologna process reforms, and provides a comparative overview of the main issues related to the implementation of the Bologna process (Bologna three-cycle degree structure, the implementation of the main Bologna tools, etc.) along with comparable system information for all signatory countries giving an overview of key issues associated with the Bologna process.

The 2010 World Social Science Report

Françoise Caillods ed., published by UNESCO and the International Social Science Council (ISSC), Paris, France, 2010 ISBN 1-904431-25-9 (www.unesco.com/shs/wssr)



The 2010 World Social Science Report is a co-publication commissioned by UNESCO from the International Social Science Council (ISSC). Ten years after publishing the first World Social Science Report in 1999, UNESCO and the ISSC produced this new review of the state of the social sciences and how social science knowledge is produced, disseminated and used. The report shows how social science expertise is in high demand by policy makers, media and the public and discusses how they help address the UN Millennium Development Goals.

Equity and quality assurance – A marriage of two minds

Michaela Martin ed., published by UNESCO / IIEP, Paris, France,

2010, ISBN 978-92-803-1347-5 (www.iiep.unesco.org/)

Equity and quality are two long-standing, however separate, strands of higher education policy agendas, in terms of policy targets and implementation mechanisms. This publication explores whether there is scope for equity and quality to come together on higher education policy agendas, how and under what conditions. It includes authors from countries as diverse as Australia, Brazil, India and South Africa who have been invited to discuss the relationship between the two in their respective higher education systems. These countries share a strong focus on equity in their higher education policies and have all recently created quality assurance systems, an ideal terrain for the exploration of the interface of equity and quality assurance from a comparative point of view.



Twentieth Century Higher Education – Elite to Mass to Universal

Martin Trow, published by The Johns Hopkins University Press, Baltimore, USA, 2010 ISBN -13: 978-0-8018-9441-1 (www.press.jhu.edu)



Martin Trow is well known for his pioneering work on the transition from elite to mass to universal higher education, and scholars worldwide continue to use his conceptual framework for analyzing and comparing institutions. Many of Trow's groundbreaking works can be found in this book including three articles never published before. Each essay is being introduced by some of those who joined him at various times along the way.

International Student Support in European Higher Education – ACA Papers on International Cooperation in Education

Maria Kelo, Tim Rogers, Laura E. Rumbley (eds), Lemmens Medien GmbH, Bonn, Germany, 2010 ISBN -13: 978-3-932306-99-0 (www.lemmens.de)



This book is a culminating component of a project named ENATIS – 'Enhancing Attractiveness through International Student Services'. The book summarises the findings of the project, aimed to discover through an extensive student survey the real support needs of international students, and to provide European institutions with a host of good practice examples of how to address those needs adequately and efficiently.

October 2010

14-15	<i>EURASHE – Tallinn, Estonia</i> 20th Annual Conference: Implementing Bologna: from rhetoric to reality www.eurashe.eu
15	<i>ACA – Brussels, Belgium</i> World-class: the brave new world of global higher education and research www.aca-secretariat.be/
20-23	<i>CBIE, CONAHEC, IOHE – Calgary, Canada</i> Conference of the Americas on International Education http://caie-caei.org/2010/
20-23	<i>EUA – Palermo, Italy</i> Diversities and Commonalities – the changing face of Europe's universities www.eua.be/eua-events/
20-23	<i>Universitas Gadjah Mada – Yogyakarta, Indonesia</i> World Conference on Science, Education and Culture: Local Wisdom Inspiring Global Solutions www.wisdom.ugm.ac.id/
20-24	<i>Çanakkale Onsekiz Mart University – Çanakkale, Turkey</i> World Universities' Congress: What should be the new aims and responsibilities of universities within the framework of global issues www.comu.edu.tr/unicongress2010/
25-27	<i>EDEN – Budapest University of Technology and Economics, Hungary</i> Enhancing Transparency in Quality Management of Peer Production – E-value and E-valuation in E-learning www.eden-online.org/
26-28	<i>AAOU – Hanoi Open University, Vietnam</i> Open Distance Learning towards Building Sustainable Global Learning Communities http://aaou2010.hou.edu.vn/
27-29	<i>Karlsruhe, Germany</i> International Greening Education Event www.etechgermany.com/en/igee2010.html

November 2010

01-03	<i>Ahmedabad, India</i> International Conference on Ethical Framework for a Sustainable World www.earthcharterplus10.org/
03-04 04-05	<i>ANIE – Makerere University, Uganda</i> 2nd Annual Meeting of the African Network for Internationalization of Education Internationalization of Higher Education and Research in Africa: responding to opportunities and challenges www.anienetwork.org
17	<i>Barcelona, Spain</i> EU-Drivers Conference: Universities leading regional innovation: New partnerships at a time of economic crisis www.eu-drivers.eu
18-20	<i>EUA – University Claude Bernard, Lyon 1, France</i> Building Bridges: Making sense of QA in European, national and institutional contexts www.eua.be/eqaf-lyon.aspx
22-23	<i>Barcelona, Spain</i> 7th International PEACE Conference: International Academic Cooperation and the Palestinian Universities http://peaceconference.upc.edu
23-26	<i>GUNI – Barcelona, Spain</i> Higher Education's Commitment to Sustainability: from Understanding to Action www.guninetwork.org/conference2010
24-28	<i>COL – Kochi, Kerala, India</i> Sixth Pan-Commonwealth Forum on Open Learning: Access & Success in Learning: Global Development Perspectives www.col.org/pcf6

February 2011

20-23	<i>AIEA – Westin St Francis Hotel, San Francisco, United States</i> 2011 AIEA Annual Conference: Competition and Collaboration in the Global Transformation of Higher Education www.aieaworld.org/
-------	---

March 2011

11-12	<i>British Council – Hong Kong, China</i> Going Global 2011: World Education: the new powerhouse www.britishcouncil.org/goingglobal
-------	--

11-12	<i>IAU in collaboration with the Indian Association of Universities and the Indian Institute of Information Technology – New Delhi, India</i> IAU 4th Global Meeting of Associations www.iau-aiu.net
-------	---

30-02 April	<i>Observatory on Borderless Higher Education – Banff, Canada</i> Leveling the International Playing Field: a new global regionalism for sustainable partnerships, student mobility and open and distance learning www.obhe.ac.uk/the_2011_global_forum_canada/overview
-------------	--

May 2011

19-21	<i>UNESCO-CEPES – Lucian Blaga University of Sibiu, Romania</i> Life after Graduation: The Role of Employment and Tracking Systems for Continuous Curricula Development and Quality Enhancement in Higher Education http://conferences.ulbsibiu.ro/unescocepes/en
-------	--

29-03 June	<i>NAFSA – Vancouver, Canada</i> Innovation and Sustainability in International Education www.nafsa.org/annualconference/
------------	---

30-03 June	<i>AAU COREVIP Conference – Stellenbosch, South Africa.</i> Strengthening the Space of Higher Education in Africa www.aau.org/announce/detail.htm?ai=276?lang=fr
------------	---

June 2011

17-20	<i>IAUP – New York, USA</i> Building Bridges through Education www.bcdmionline.com/IAUP/index.htm
-------	--

November 2011

17-18	<i>IAU – Nairobi, Kenya</i> Strategies for Securing Equity in Access and Success in Higher Education www.iau-aiu.net
-------	--

November 2012

12-18	<i>IAU – Interamerican University Puerto Rico, San José, Puerto Rico, USA</i> IAU General Conference on Higher Education and the Global Agenda www.iau-aiu.net
-------	--

Your reactions and comments on the IAU Horizons are welcome. Please contact the Editor, Dr. Hilligje van't Land, with suggestions for future themes and important news about your work and/or to provide information on events you would like to see listed here.

////////////////////////////////////

IAU – INTERNATIONAL ASSOCIATION OF UNIVERSITIES / INTERNATIONAL UNIVERSITIES BUREAU. SERVICING ITS INSTITUTIONAL AND ORGANIZATIONAL MEMBERS AND THE WIDER HIGER EDUCATION COMMUNITY, IAU PROVIDES A FORUM FOR BUILDING A WORLDWIDE HIGHER EDUCATION COMMUNITY, PROMOTES EXCHANGE OF INFORMATION, EXPERIENCE AND IDEAS, CONTRIBUTES, THROUGH RESEARCH, PUBLICATION AND ADVOCACY TO HIGHER EDUCATION POLICY DEBATE.

IAU HORIZONS – Eva Egron-Polak, Secretary General and Executive Director /// Editor: Hilligje van't Land, PhD, Director, Membership and Programme Development /// Assistant Editors: Ross Hudson, Programme Officer, Anna Györy, Intern
 Translation into French: François Agati /// Printer: SEP, Nîmes, France /// Design: Maro Haas
 ISSN: 2076-2208

International Association of Universities (IAU), UNESCO House, 1, rue Miollis – F-75732, Paris cedex 15 – France
 Tel: + 33 1 45 68 48 00 – Fax: + 33 1 47 34 76 05 – E-mail: iau@iau-aiu.net – Internet: www.iau-aiu.net

IAU Horizons is available on-line both in PDF format and as WORD document at: www.iau-aiu.net/association/a_newsletter.html

This document is printed on 100% recycled paper, certified by the labels Blaua Engel, Nordic Ecolabel and Ecolabel européen.



Definitive Resources on Higher Education Worldwide



Higher Education Policy

The Quarterly Journal of the International Association of Universities (IAU)
Editor: Jeroen Huisman, University of Bath, UK

Higher Education Policy is a peer-reviewed journal of the highest quality providing the most advanced analysis in Higher Education to institutional leadership, scholars, practitioners and administrators at all levels of Higher Education.

2010 Volume 23
4 Issues per Year
Print ISSN: 0952-8733
Online ISSN: 1740-3863
www.palgrave-journals.com/hep/

Recommend *Higher Education Policy* to your library for full online access for all of your colleagues and students.

Visit: www.nature.com/pal/librec/svc/request/makeProdRequest?id=hep



The International Handbook of Universities 2011

22nd edition, 3 Volumes
International Association of Universities

The most comprehensive guide to university and university-level education worldwide, providing detailed up-to-date information on over 14,000 higher education institutions in 183 countries. An authoritative and unrivalled reference source on Higher Education worldwide.

September 2010 5096pp 297 x 210mm
Hardback £390.00 978-0-230-22346-2

Includes single-user access to the *World Higher Education Database Online*
IAU members benefit from a 50% discount to IHU. For more information or to order, please contact orders@palgrave.com or visit www.palgrave.com/reference. Please indicate if you are an IAU member when placing your order.



The World Higher Education Database 2010 CD ROM (network and single user)

The world of higher education at your fingertips

The *World Higher Education Database* (WHED) is the most authoritative, comprehensive and up-to-date compendium of information on higher education institutions worldwide. It provides a fully searchable database featuring information on institutions in more than 180 countries.

Members of IAU benefit from a complimentary copy of WHED CD ROM.

The World Higher Education Database is also available online.
Please visit www.whed-online.com or please contact our online sales team for further information: onlinesales@palgrave.com



Also available:

The Grants Register 2011
The most comprehensive guide available to postgraduate grants and professional funding worldwide

June 2010 1120pp 297 x 210 mm
Hardback £210.00 978-0-230-20601-4

