



towards the european higher education area

**bologna process**

# Rediscovering the Universal Dimension of Higher Education



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# Part I

## *Facts and Phenomena*





# The Bologna Process: A unique phenomenon in european and international policy

## Why?





# Looking beyond Europe:

Europe and „*the rest of the world*“:

... from the „*external dimension*“ ...

... to „*international openness*“





## Bologna Declaration 1999:

*„We need to ensure that the European Higher Education System acquires a world-wide degree of attraction equal to our extraordinary cultural and scientific traditions.“*





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# Bergen Communiqué 2005:

*„the European Higher Education Area  
must be open and should be attractive  
to other parts of the world“*







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to other parts of the world“*

*„We ask the Follow-up Group to  
elaborate and agree on a strategy for  
the external dimension“*





# Working group 2005-2007: *„on the External dimension“*





# Working group 2007-2009 & strategy:

*„The European Higher  
Education Area  
in a global context“*





# Strategy 2007-2009:

*\* improving information on the EHEA*





## Strategy 2007-2009:

- \* improving information on the EHEA*
- \* Promoting European Higher Education to enhance its world-wide attractiveness and competitiveness*





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- \* Strengthening cooperation based on partnership and intensifying policy dialogue*



# Strategy 2007-2009:

- \* improving information on the EHEA*
- \* Promoting European Higher Education to enhance its world-wide attractiveness and competitiveness*
- \* Strengthening cooperation based on partnership and intensifying policy dialogue*
- \* Furthering recognition of qualifications*







Working group 2009-2012:

*„International openness –  
The European Higher Education  
Area in a Global Context“*





# *International openness*

inter – national

=

*„between Nations“*





# *International openness:*

„Open“ ...

*for what?*





# „Open“ ...

*... to get the best brains  
from allover the world?*

*„... to become the most competetive and dynamic  
knowledge-based economy in the world,  
capable of sustainable economic groth with more  
and better jobs and greater social cohesion“  
(EU: Lisbon Strategy, 2000)*





„Open“ ...

*... for dialogue and  
collaboration?*





„Open“ ...

... *for something beyond?*





# Some initiatives on a global scale





# *Promoting Mobility of University Students*







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\* EU: Erasmus programme, 1987





# *Promoting Mobility of University Students*

- \* EU: Erasmus programme, 1987
- \* EU: Tempus programme, 1990





# *Promoting Mobility of University Students*

- \* EU: Erasmus programme, 1987
- \* EU: Tempus programme, 1990
- \* EHEA goal: „in 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad.“





*\* Promoting Mobility of University Students*

# *UNESCO – Regional Recognition Conventions*





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# *UNESCO – Regional Recognition Conventions*

° *Latin America and the Caribbean  
(Mexico City, 1974)*





# *UNESCO – Regional Recognition Conventions*

- *Latin America and the Caribbean  
(Mexico City, 1974)*
- *Africa (Arusha, 1981)*





# *UNESCO – Regional Recognition Conventions*

◦ *Latin America and the Caribbean  
(Mexico City, 1974)*

◦ *Africa (Arusha, 1981)*

◦ *Asia and the Pacific (Bangkok, 1983)*







# *UNESCO – Regional Recognition Conventions*

- *Latin America and the Caribbean  
(Mexico City, 1974)*
- *Africa (Arusha, 1981)*
- *Asia and the Pacific (Bangkok, 1983)*
- *European Region (Lisbon, 1997)*





*\* Promoting Mobility of University Students*

*\* UNESCO – Regional Recognition  
Conventions*

*International Organisms,  
Seminars, Networks ...*





*\* Promoting Mobility of University Students*

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***Bologna Policy Fora  
(2009, 2010, 2012)***





# *Bologna Policy Forum 2012*

**Theme: “*Beyond the Bologna process: Creating and connecting national, regional and global higher education spaces*”**

## **Decision BFUG 18.03.2011**

An agreement for mobility (sub-themes 1a and 1b) and quality assurance (sub-themes 6a and 6b) was reached amongst the BFUG members, but also for a combination of social dimension and international public responsibility and a combination of employability and transparency. It was also agreed that the IO WG has to refine the sub-themes and present them to the BFUG at the following meeting.





# Some initiatives on a global scale

- \* *Promoting Mobility of University Students*
  - \* *UNESCO – Regional Recognition Conventions*
  - \* *International Organisms, Seminars, networks ...*
  - \* *Bologna Policy Fora (2009, 2010, 2012)*





*growing interest*  
or  
*getting tired*



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# *Is there anything new?*



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*„Is there anything new?“*

The Bologna Process:  
a way back to the middle ages  
?



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# *Rediscovering the universal Dimension of Higher Education:*





# *Rediscovering the universal Dimension of Higher Education:*

**\* Recognition of „Academic Degrees“**





# *Rediscovering the universal Dimension of Higher Education:*

- \* Recognition of „Academic Degrees“
- \* „Stakeholder“ involvement & student-centered learning





# *Rediscovering the universal Dimension of Higher Education:*

- \* Recognition of „Academic Degrees“
  - \* „Stakeholder“ – involvement
  - \* mobility of students and staff





# *Rediscovering the universal Dimension of Higher Education:*

- \* Recognition of „Academic Degrees“
  - \* „Stakeholder“ – involvement
  - \* mobility of students and staff
    - \* Academic freedom and institutional autonomy





# *Threats to the universal Dimension of Universities (in History):*





# *Threats to the universal Dimension of Universities (in History):*

## \* Nationalisation





# *Threats to the universal Dimension of Universities (in History):*

- \* Nationalisation

- \* Ideologies – trying to make the particular universal







# *Threats to the universal Dimension of Universities (in History):*

- \* Nationalisation
- \* Ideologies – trying to make the particular universal
- \* Relativism





## Rediscovering the universal Dimension of Higher Education:

*„The academic heritage is of great importance to the Bologna Process both because of its intrinsic value and because it provides us with a broader perspective on higher education reform. Reform is part and parcel of our heritage: the universities, along with the Church and the parliament, are the oldest continuously existing institutions in Europe. I think it is important to underline that universities have survived precisely because they have been able to reform. (...) Yet, universities have not just adapted their form: they have at the same time conserved their essence and their core values. It is this combination of adapting their form and preserving their core values that make universities relevant to modern society.“ (Sjur Bergan, 2006)*





*„Is there anything new?“*

The Bologna Process:  
a way (back) to the roots  
and origins of „University“

!





There will not be  
*„international openness“*  
in the EHEA

without

*Rediscovering the „universal  
dimension“ and the core values  
of European Universities*





# Intermezzo:

## *basic principles, goals and values*





# *Does anyone know the goals of the Bologna Process?*





*Example:*





*Example:*

*Bologna Process = „3+2“  
Why?*







*Example:*  
*Bologna Process = „3+2“*  
*Why?*

*Transparency & harmonisation*  
*Why?*





*Example:*

*Bologna Process = „3+2“*

*Why?*

*Transparency & harmonisation*

*Why?*

*mobility - recognition - collaboration*

*Why?*





# Sustainable democratic society living together in peace and justice human rights and freedom ...

*Why?*





# Basic and principal values

*„A university is the trustee of the European humanist tradition; its constant care is to attain universal knowledge; to fulfil its vocation it transcends geographical and political frontiers, and affirms the vital need for different cultures to know and influence each other“ (Magna Charta Universitatum)*





# Part II

## “Universitas”

*(universal)*

*essence and mission*





# *Society and University*

## *The need of universal values*





# UNIVERSITAS

lat.: *universus*  
*unum & versus*





# „Universitas“: *the Roman Empire*







# „Universitas“: *quærere Deum –* *quærere Universum*





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# „Universitas“: *magistororum et scholarium*





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„Universitas“.

„*litterarum*“

„*studiorum*“

„*scientiarum*“





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# „Universitas“:

# „veritatis“





„[...] a University seems to be in its essence, a place for the communication and circulation of thought by means of personal intercourse, through a wide extent of country”; “In the nature of things, greatness and unity go together; excellence implies a centre. And such, [...] is a University [...]. It is the place [...] in which the intellect may safely range and speculate, sure to find its equal in some antagonist activity, and its judge in the tribunal of truth. It is the place where inquiry is pushed forward, and discoveries verified and perfected, and rashness rendered innocuous, and error exposed, by the collision of mind with mind, and knowledge with knowledge. [...] It is a seat of wisdom, a light of the world, a minister of the faith, an Alma Mater of the rising generation” (J.H. Newman, The Idea of a University)







# Rediscovering the Universal Dimension of Higher Education

## What to do now?





*“In particular, we must emphasize that however important structural reform, the European Higher Education Area is more than structures. It is about our living academic community. It is about making the academic community true to itself and true to the society of which it is a part. We must also emphasize that however important the European dimension of higher education, the international dimension is equally important. What we do in higher education in Europe also impacts on how we interact with other parts of the world, and how we are viewed by other parts of the world. We are not either academics or members of our local community or citizens of our home country, or Europeans or citizens of the world – we are all of these and probably several other things also at the same time.” (S. Bergan, 2006)*





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**Thank you  
for your  
Attention!**



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