

**“THE BOLOGNA PROCESS FROM BERLIN 2003 TO BERGEN 2005:
DISCUSSION OF THE INSTRUMENTS FOR INCREASED COOPERATION
BETWEEN UNIVERSITIES”**

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SESSION: INSTRUMENTS FOR COOPERATION

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1. Background: Extensive European University Reforms

Universities in Europe are experiencing the most radical changes in many decades. Some observers claim that the ongoing university reforms in the so-called Bologna process is changing the structure of universities in Europe more than ever before and that this change will create a new concord between society and higher learning institutions. The reform processes that have been underway in Europe for the last three decades took a new leap forward in 1999 in Bologna, Italy. Ministers of Education from 31 countries in Europe met and signed an intentional agreement for increased collaborative actions along six clearly defined dimensions in higher education. The objectives were to stimulate increased international cooperation, increase academic mobility, and to work out a transparent and effective recognition system of academic degrees across the signatory states based on mutual trust. The 1999 Bologna Declaration² states that a Europe of Knowledge is an important factor for social and human growth. Education and educational cooperation is important for the development of stable, peaceful and democratic societies, making universities partners in the follow up.

The focus of the paper is to examine the institutional response to the Bologna initiative at the University of Bergen, Norway, and in particular to address the conference theme of “Instruments for Institutional Cooperation.” To illustrate this institutional response, the Erasmus Mundus Programme, launched by a call for proposals on December 5, 2003 by the European Union, will be presented and analysed as a powerful instrument for greater consortium building between European Universities and institutions in third countries.³ One of the major objectives of the Bologna process is greater “employability” of university candidates based on greater correspondence of the content of the academic degrees obtained at universities and the need in society for academic competence. Another objective promoted by the Bologna process and in particular by the European Union, is to strengthen “the European dimension” in academic degrees across Europe in collaborative schemes with institutions in third countries.

How are these objectives achieved in the Bologna process? What priorities are set by the universities themselves? How are strategic moves at universities planned and executed? Which instruments for greater international cooperation exist and how are they used? What is the relation between objectives at European and national level and institutional response at university level? The University of Bergen is a good example of how increased attention to international collaboration has been followed up with institutional measures.

The Erasmus Mundus Programme and the Bologna process in particular encourage European universities to establish joint degrees between collaborating universities, either operated bilaterally or in consortia of partner universities. This paper examines the rationale behind the advocacy of joint degrees both at Masters and Doctorate levels and describes the experience at the University of Bergen of actively participating in this endeavour, and how the University tackles legal issues and other major challenges in order to increase the quality dimension in higher education. There is a

² The Bologna Declaration and many other important documents following up the declaration from 1999 until today can be downloaded on <http://www.bologna-bergen2005.no/>

³ The term “third countries” refers to countries worldwide other than the EU member states and the EEA countries (Norway, Iceland and Liechtenstein).

plethora of principal and practical questions involved, and both new strategic priorities and different ways of organising academic issues have to be sorted out. In this paper we are discussing why higher education institutions should participate in such joint degree operations in Europe and worldwide, and how the Erasmus Mundus programme has lifted this work high up on the agenda in international consortia.

In a paper of January, 2002, Dr. Per Nyborg, Senior Advisor at the Norwegian Council for Higher Education, gave an account of the Quality Reforms of Higher Education in Norway and concluded that “Norway has gone a way step along the lines of the Bologna process” by adopting a degree system essentially based on two main cycles, introducing the system of ECTS credits and actively promoting academic mobility⁴. These results probably contributed to the selection of Norway and Bergen as the venue for the upcoming Ministerial meeting in the Bologna process in 2005. Another example of the front position of Norway in the Bologna process was the selection round of the Diploma Supplement Label in the SOCRATES –ERASMUS programme as of November 1, 2003, where 14 out of 28 selected institutions from all over the EU/EEA were Norwegian. The Commission stated in the Selection Results that “Norway’s success may be attributed to its Government, which issued a letter requiring that all universities/university colleges start using the Diploma Supplement immediately. By the end of 2001 all institutions had developed the supplement and started issuing it automatically. Its use has been made obligatory by the Ministry’s request.”

⁴ Per Nyborg: “The Quality Reform of Higher Education in Norway: A national reflection of the Bologna Process”, Paper 2002, See <http://www.uhr.no/internasjonalsamarbeid/utskrifter/BOL%20kvalitetsreformen%20refleksjoner.htm>

2. Joint degrees in the Bologna process; from Berlin 2003 to Bergen 2005

Joint degrees represent a relatively new instrument which has a great potential for university collaboration in Europe. The logic of joint degrees is simple: the combined strength of several institutions can provide a high quality programme that surpasses what can be offered by a single institution alone. But the simplicity ends there. There are also some challenging aspects of joint degrees: the assumption of why a joint degree is favourable has to be clearly defined; the logistically demanding scheme of distributing the load of teaching and supervision in a joint study programme has to be solved; resource input has to be agreed in a way that corresponds to how teaching tasks are distributed between the collaborating institutions, etc.

The rationale behind the development of joint degrees and joint study programmes is:

- To stimulate multinational collaboration in teaching at advanced level
- To stimulate more transparency between the educational systems
- To collect European competence in fields that are too weak at national level
- To develop cross-disciplinary degrees to meet new societal demands
- To gather the best institutions in Europe in certain disciplines
- To increase employability and mobility of candidates
- To increase attractiveness of studies in Europe for students in third countries

In a recent European University Association (EUA) report, “*Developing Joint Masters Programmes for Europe: Results of the EUA Joint Masters Project (March 2002 - Jan 2004)*,” the following strong argumentation in favour of joint masters programmes can be read in the report:⁵

From the student perspective, the benefits of participating in a joint Masters programme are immense. Studying in structured programmes that offer learning opportunities in another institution and country stimulates new ways of thinking and generates a wealth of new cultural opportunities, including the possibility to develop and extend language-learning skills and being exposed to new learning methods. Working with students and professors in multi-cultural environments enhances experiences of European culture and extends pan-European social and technological knowledge. Developing permanent network links across Europe assists future employment prospects and, in this context, graduates’ CVs have considerable “added value.” There is no doubt that such learning experiences change lives, broaden intellectual horizons and offer new professional perspectives.

For academics, these programmes provide professional development opportunities outside their national context. The developed and tested ties within a network build solid bases for international cooperation. They can facilitate research contacts and enable exploration of complementarities in teaching and learning methods. Interaction is fostered between teaching and research in specialised areas and staff benefit from the exposure to different academic environments and traditions.

For institutions that make the choice to integrate joint Master programmes as part of their strategic planning, they benefit from learning about policy and practice in other European institutions and countries, and place themselves at the forefront of European inter-university cooperation. They also have the opportunity to combine the diverse strengths of individual institutions, some of which may be small in size, and build a greater potential for specialised programmes with high quality teachers and infrastructure. An

⁵ For the full report, see http://www.eua.be/eua/jsp/en/upload/Joint_Masters_report.1087219975578.pdf

institution's involvement in innovative and collaborative programmes may enhance its international reputation and attract new students.

And lastly for Europe, there are clear benefits from the further development of these programmes. They encourage the rapid implementation of all Bologna reforms, adding a sense of urgency to issues such as: comparable degree structures, degree recognition, a European dimension of QA, the use of ECTS and the Diploma Supplement. In addition, joint Masters programmes are able to respond directly to European professional development needs. They contribute to the retention of Europe's best students, attract overseas students, and encourage cooperation with non-European institutions in the name of international understanding. Finally, they should lead to the development of truly European citizenship and cultural understanding."

The initiative to establish more joint degrees came from the politicians arguing for greater "employability" in the Bologna process. At universities today academic degrees are normally related to academic specialisation that increases with the higher the levels of training. This implies that most universities cannot cover all fields of specialization in many academic disciplines. With changing occupational structures and the need for a greater variety of competence in the work force, a greater flexibility in academic training at universities is argued for by these stakeholders. The advocacy of greater emphasis on joint degrees and greater institutional commitment to this form of academic collaboration across borders was first mentioned in the Prague Communiqué in the Bologna process.

One rationale behind the Bologna process was the disappointment in many European Ministries of Education with the work to increase academic mobility in Europe. Starting out with the Erasmus Programme in the late 1980s, the rhetoric from the European Commission set a goal of getting ten per cent of the students to participate in academic mobility programmes. In the mid-1990s it was clear that academic mobility could barely pass the three per cent mark of registered students at European institutions. In 1995/96 there were even severe setbacks in the quantitative objectives of increased student participation in academic mobility programmes in Europe.

The Bologna process hit a fertile ground. It soon became clear that the call for greater collaboration in Europe in the intentional declaration hit a chord; Ministries in many countries soon started to compare their achievements against other European countries, benchmarking best practices and defining new goals and instructing their universities to implement follow-ups. In this process several actors, notably the European Universities Association (EUA), the Academic Cooperation Association (ACA) and others, claimed that the instruments used in the first phase of the Erasmus programme were not sufficient to achieve the set goals. New approaches for more institutionally committed structures were needed and resources for such schemes had to be found at both national and European levels. The concept of joint degrees started to appear at European academic conferences in the year 2000 and onwards. An EUA survey on Master Degrees and Joint Degrees in Europe was undertaken in 2002.⁶ The EUA launched a European Master Pilot Project in 2002 which received a great response from interested universities. Eleven Master programmes were selected from 56 proposals submitted. The participating universities undertook major work experimenting with joint degrees, and reported their results at several European conferences. Parallel to this the ENIC/NARIC networks, working on academic recognition in the Bologna

⁶ See http://www.bologna-bergen2005.no/PDF/02-EUA/0209SURVEY_MASTER_JOINT_DEGREES.PDF

process, picked up the work with joint degrees and made a draft recognition in May 2003, recently ratified at a meeting in June 2004.⁷ This ENIC/NARIC network statement forms part of the Lisbon Convention for academic recognition in the Bologna process. The signatory states of the Lisbon Convention are committing themselves to adapt their national legislature to all aspects agreed upon in the Lisbon convention. By June 2004 the convention is a legal instrument in the Bologna process to implement joint degrees in the legal framework of all Bologna signatory states. In particular the “Explanatory Memorandum to the Recommendation on the Recognition of Joint Degrees” gives an overview of definitions, general principles, quality assurance and institutional recognition of joint degrees.

Parallel to this formal development aimed at legislation, the processes in Bologna repeatedly put joint degrees on the agenda at European meetings. The first conference took place in Stockholm, Sweden, in May 2001, and the second in Mantova, Italy, in April 2003. The results of this work were the recommendations of joint degrees made to the European Ministers of Education gathered in Berlin from a working group chaired by Professor Roderick Floud, Vice-Chancellor of London Metropolitan University, on September 19, 2003: “Joint Degrees: a Hallmark of the European Higher Education Area” (see **appendix 1**.) The working group gave six recommendations to the Ministers for the Berlin meeting and in particular urged the Ministers to define the “European Dimension” in terms of meeting the European demand for educated, trained and employable people. This links to the need of European scientists to meet the requirements of the European Research Era. After the Berlin meeting a third conference on joint degrees took place in Babes-Bolyai in Romania in November 2003.

The Ministers in Berlin recognised that the work for wider use of joint degrees in the Bologna process had proceeded too slowly and that legislation in more than 50 per cent of the signatory States effectively prohibited the explorations of collaborating on joint degrees. In the Berlin Communiqué the Ministers of Education agreed to go back home and check their national legislation and clarify these issues before the next Ministerial meeting to be held in Bergen, Norway, in May 2005. The Berlin Communiqué states:

“Ministers note that, following their call in Prague, additional modules, courses and curricula with European content, orientation or organisation are being developed. They note that initiatives have been taken by Higher Education Institutions in various European countries to pool their academic resources and cultural traditions in order to promote the development of integrated study programmes and joint degrees at first, second and third level. Moreover, they stress the necessity of ensuring a substantial period of study abroad in joint degree programmes as well as proper provision for linguistic diversity and language learning, so that students may achieve their full potential for European identity, citizenship and employability. Ministers agree to engage at the national level to remove legal obstacles to the establishment and recognition of such degrees and to actively support the development and adequate quality assurance of integrated curricula leading to joint degrees”.

The importance of joint degrees is clearly demonstrated by the fact that the first Bologna follow-up conference after the Berlin meeting in Stockholm in May 2004 focused on the work on joint

⁷ See http://www.bologna-bergen2005.no/PDF/03-Seminar_reports/040608_ENIC_NARIC_Strasbourg_Statement_on_Recognition.pdf

degrees. In Stockholm the following recommendations were given for the Ministerial Meeting in Bergen in 2005:

“The possibility of awarding joint degrees with national and foreign higher education institutions should be clearly referred to in national legislation. Every country should report on the progress of their work in time for the ministerial meeting in 2007.

Ministers should encourage the development of incentives for higher education institutions to participate in joint study programmes leading to joint degrees. Higher education institutions should give proper recognition to student and staff who participate in joint degree programmes.”

The Norwegian Government has made a proposal to the Parliament for a new law on higher education which explicitly opens up for joint degrees between Norwegian institutions and institutions abroad. At the same time the law proposed is defining how the national quality assurance should be coordinated. The following can be read in the law proposal:⁸

“Through the Bologna process Norway is committed to remove legal barriers for joint degrees, and to actively support the development and quality assurance of joint degrees. The Ministry finds it important for Norwegian institutions to collaborate with institutions abroad, also on the development of joint degrees, and resources should be made available for this purpose. (...) At the same time it is important that the authorities have the necessary instruments for conducting an active policy in this field, and to maintain some control to secure that the development does not move in unintended directions.”

“The Ministry can give further instructions on a national framework for academic degrees and professional training and opportunities for the institutions to award joint degrees in collaboration with other institution.”

“It should be stated on the graduate diploma if the degree is delivered as joint degree with other institutions.”

⁸ The quoted text below is a translation from Norwegian to English by the authors.

3. Erasmus Mundus: A “European Fulbright” Programme 2004 - 2008?

The Erasmus programme for student mobility in the European Union countries was launched in 1987 and its trans-national curriculum and economic incentives for the student and teachers made it possible for over a million students to move throughout Europe during their studies, taking courses at a university in another European country in combination with their degree studies at home. Erasmus Mundus aspires to build on this model and to make the institutional university cooperation available for excellent candidates throughout the World.

The Erasmus Mundus programme has been in the pipeline for several years now but the decision to launch the programme was delayed because of a disagreement between the European Parliament and the European Commission on the size of the programme. The European Commission finally launched the Erasmus Mundus programme in December 2003 with a budget of 230 million Euros for the period 2004 - 2008. This will enable higher education institutions in 28 EU and EEA countries to offer more than 100 joint Master degree programmes of one to two years duration and provide scholarships to several thousands of competitive master students from third countries admitted to the approved Master programmes.

There are several interesting components in the Erasmus Mundus programme:

1. The grants for the students are very high compared to other international grant schemes: The monthly grant for an Erasmus Mundus student from a third country is 1600 Euros plus a travel grant. Even if the student has to pay fees from this grant, this is a generous monthly allowance.
2. There is an absolute requirement in the programme that the student should follow an integrated study programme at a consortium of collaborating universities that will lead to a “joint, double or multiple degree.”
3. The financial support from Erasmus Mundus to the institutions that run the Master programmes is very modest.

About 100 Erasmus Mundus Master programmes will be selected in the first period of 2004 - 2008 and some 5000 graduate students from third countries will follow courses in Europe and 4000 EU graduates will follow Master courses in third countries as an exchange balance in the programme. Erasmus Mundus students should apply to the approved Master programmes according to a standard application procedure, aiming at getting the best qualified students worldwide to apply. A minimum of three universities must be able to deliver courses in an approved Erasmus Mundus Master programme, two of which must be EU members. An absolute criteria for being approved is the need to document the existence of an integrated study programme between the participating institutions. Besides, courses must be offered in at least two different European languages jointly agreed upon by the consortia.

The Erasmus Mundus programme is described as “promoting the European Union as a centre of excellence in learning around the world, by supporting inter-university master courses”. In the International Herald Tribune of February 17, 2004 Jennifer Joan Lee compares the Erasmus Mundus programme with the Fulbright scholarship in the US.

4. An institutional response at the University of Bergen: Participating in European consortia in Erasmus Mundus

The Erasmus Mundus programme has met great interest at universities in Europe, and the discussion on how to establish consortia started even before the announcement of the programme in December 2003. Even though many observers had raised the question about the legal basis for European higher education institutions to offer joint degrees during the planning period of the Erasmus Mundus programme, it nevertheless came as a surprise to many people that there was an absolute requirement in Erasmus Mundus that a Master programme should award either a joint, double or multiple degree to the accepted candidates. It was clearly stated in the call for proposals that the Erasmus Mundus grant to institutions should not be used to establish new degrees, but rather to open up already existing Master degrees for students from third countries. There was, however, a clause in the call that if the Master degree programme was not in existence by the time of the application deadline in May 2004 it had to be operational for the academic year 2004/2005 by August/September 2004.

This gave the consortia some time to clarify difficult procedural matters. Also, in the first call for proposals for 2004/2005 the names of students to be accepted for the Master programme should be given together with ten substitutes and all students should be listed in the application. These prerequisites in the first round of Erasmus Mundus made it a very difficult programme to apply for.

The response, however, was rather extensive. The University of Bergen was invited to join several consortia for submission of Erasmus Mundus applications and five project applications were filed before the deadline, four applications under Action 1 and 2 (Master programmes and Scholarships) and one under Action 4 (Enhancing attractiveness of European Higher Education).

These five applications and consortia in which the University of Bergen participates are:

Action 1 and Action 2 applications:

- **Title:** “*tropEd- European Master of Science Programme in International Health*”

Co-ordinator:

Charité Universitätsmedizin Berlin, joint venture of Humboldt Universität zu Berlin and Freie Universität Berlin

Participants in the consortium:

University of Copenhagen; Université Victor Segalen Bourdeaux 2; Vrije Universiteit Amsterdam; Karolinska Institute, Stockholm; University College, London; Queen Margareth University College Edinburgh; University of Bergen.

Summary of the proposal:

This European Masters of Science Programme in International Health is part of tropEd, a network of 28 European institutions for higher education. In existence since 1996, tropEd collaborates closely with institutions in Asia, Africa and the Americas in providing postgraduate education and training opportunities. It focuses on improving the management of health services for disadvantaged populations. This innovative approach is based on mobility of people, different disciplines exchanging experiences and the establishment of a common high-quality standard in education and training. tropEd is one of eleven educational networks that participated in the 2002 European University Association Joint Masters Project. These networks were recognised for innovation in addressing issues of trans-

national cooperation with an excellent record of teaching quality assurance and recognition, student experience and mobility, course integration and sustainability.

This Masters programme is full-time over one year, taught in English. The expected student population size is 60, with a staff/student ratio of approximately 2:1. The main objective of the programme is to raise awareness of current global/international health concerns. Students are being qualified to identify and critically analyse key factors shaping the health and wellbeing of populations in low and middle income countries and to formulate effective and appropriate responses to complex health-related issues. The eight institutions awarding this degree are: The Royal Tropical Institute/ Vrije Universiteit Amsterdam, University of Bergen, Charité University Medical School Berlin, Université Victor Segalen Bordeaux 2, University of Copenhagen, Queen Margaret University College Edinburgh, University College London and Karolinska Institute Stockholm. Admission criteria are a Bachelors degree with honours or equivalent and relevant professional experience. Six possible study tracks offered for this degree are reflecting the strengths of the consortium institutions: Tropical Medicine and Disease Control; Health Systems, Health Policy and Management; Sexual and Reproductive Health; Child Health; Health Research Methods; and Health in Emergencies.

- **Title:** *“European Masters of Science in Aquaculture and Fisheries”*

Co-ordinator:

Ghent University.

Participants in the consortium:

University of Bergen; Wageningen University; Warmia & Olsztyn; University of Algarve.

Summary of the proposal:

Declining fishery catches, and changing consumer requirements for a diversified range of safe, high quality, farmed fish are presenting new educational challenges. With this “European Masters in Aquaculture and Fisheries” programme (MaqFish) five universities in five European countries, offer the possibility to educate specialists in all fields of aquaculture and fisheries drawing on the complementary expertise of the partner universities. Each student will be registered at one of the participating universities (home university).

To obtain the European Masters of Science in Aquaculture and Fisheries as a joint or double degree, the students have to study for a total of 120 ECTS with more than 30% at a host university. The degree will be issued at the home university in collaboration with the host.

The universities of Ghent (Belgium), Wageningen (Netherlands), Algarve (Portugal), Bergen (Norway) and Warmia & Mazury in Olsztyn (Poland) offer complementary courses taught in English towards the programme, eg. Nutrition, Reproduction, Breeding, Environment, Larviculture, Larval Food Production, Fisheries, Shellfish, Molluscs and Crustaceans, Genetics, Mediterranean Aquaculture, Fisheries Management, Engineering in Aquaculture, Pathology, Modelling in Fisheries, Conservation and Management, Ecology of Resources and Ecosystems, Management in the Aquaculture Industry, Ethics, Welfare of Aquatic organisms, etc. Altogether 90 courses of 500 ECTS are taught in these 5 institutions, giving this cluster a unique strength in advance aquaculture and fisheries education. The Erasmus Mundus programme might enhance the development of links to institutions in third countries, where 97% of the World's aquaculture production is taking place.

The partners have laboratories carrying out research in specific topics in aquaculture and/or fisheries, thus up-to-date science in practice can be offered to the students. Good relations with the industry will bring the students closer to the farm or commercial company of their interest and will thus enhance the chance to find a job.

Information: <http://allserv.ugent.be/aquaculture/EU-MS>

- **Title:** *“EUMScWCM: European Joint Master in Water and Coastal Management”*

Co-ordinator:

Universidade do Algarve

Participants in the consortium:

University of Bergen; Universidad de Cádiz; University of Plymouth.

Summary of the proposal:

The objective of the Course is to train managers for Integrated River-Basin and Coastal Zone Management. The admission criteria are a first cycle higher education degree (min.180ECTS) from a European or non-European University in appropriate disciplines such as Hydrology, Environmental and Ocean Sciences. The programme duration is 18 month (90ECTS), consisting of a 1 year (60ECTS) taught course and a 6 months Project and Thesis (30ECTS). The main language of instruction is English. Each university also offers an intensive language school during the summer prior to the programme, as well as local language training during the course.

The size of the student population is 60 students per annum. The professor/student ratio is very high (~1:1) because of the wide choice of modules offered enabling students to pursue fields of particular importance to their professional training. The study programme lectures are grouped into specialist modules on particular fields of expertise in environmental, water and coastal management. The consortium includes leading European Research institutions: the University of Algarve (coordinator); the University of Bergen; the University of Cádiz and the University of Plymouth. This is a subset of an expanding network of European Universities that already collaborate in an Erasmus Masters network. The location of the taught programme rotates every year as it is hosted by different participating institutions in order to promote Teaching Staff Mobility.

Students must gain a minimum of 30 of their credits in a second participating university. The qualification obtained is a European Joint Master Degree in Water and Coastal Management which is awarded by the universities that the student visited as part of the Erasmus Mundus programme. Details of the modules and research projects that were followed by the students are given in a Diploma Supplement.

- **Title:** “*Technology, Management and Policy*”

Co-ordinator:

Technical University of Lisbon.

Participants in the consortium:

Universita di Roma “Tor Vergata”; University Polytechnic Madrid; University of Bergen.

Summary of the proposal:

The Master degree program in TMP aims at training in Europe qualified professionals in technology policy and engineering systems and at promoting the creation and diffusion of knowledge on technology, management and policy. It will contribute to the development of strategic leadership and the implementation of innovation policies, promoting the role of engineering, science and technology in the sustainable development of society. Main competences to be developed include:

- **Infrastructures for innovation**, with attention to be given to telecom, energy, environment and transportation infrastructure, and the related questions of regulation, management, trading, and pricing.
- **Network economies, innovation and productivity**, to complement generic research on how innovation contributes to productivity with specific analysis of information technologies at the firm and sectoral level.
- **Network societies, innovation and the environment**, to improve our understanding of the mechanisms through which environmental concerns lead (if they do) to innovation, making use of critical infrastructures.
- **Network communities, innovation and social cohesion**, in order to develop new competences able to cope with the accelerated rate of social exclusion and to improve the potential demand for innovations.

Emphasis will be given to emerging topics, such as

- Management of innovation and technical change
- Risk management, sharing and public regulation;
- Mobilizing the information society: Network economies and digital communities
- Managing critical infrastructures

To achieve these objectives, the TMP Master program includes the following two main parts: 1 initial year for course work, making a total of 60 ECTS; and 1 year for thesis development and writing-up. The scheme includes one residence in each year, bringing together all the students from the various institutions, in a way to promote exchange of experiences and an integrated approach for all the students enrolled in the programme independently of their institutions.

Action 4 application:

Action 4 of the Erasmus Mundus programme of the European Commission is aimed at activities that enhance the attractiveness of European Higher Education. One of the activities that is eligible for funding is 'promoting European higher education in the world'. Support may be given to the creation of information and dissemination tools. At the Utrecht network meeting in Vilnius, Lithuania, on the 8 May 2004 it was decided to apply for funding in this programme as Utrecht Network.

- **Title:** *"EXAMPLE: Promotion of Selected Examples of Attractive European Master programmes to the Wider World".*

Co-ordinator:

Utrecht University.

Participants in the consortium:

Utrecht Network members.

The outline of the application is as follows:

Title	"EXAMPLE: Promotion of Selected Examples of Attractive European Master programmes to the Wider World".
Objective	To promote high quality 'Bologna proof' European Master's degree programmes to non-European students. Goal is to increase the number of non-EU students in example master programmes in Europe.
Specific target	Increase of number of non-EU students in UN-Master's degree programme by 50% in three years.
Justification of appropriateness for funding in Erasmus Mundus Actin 4 programme	<ul style="list-style-type: none"> • Utrecht Network is Europe in a nutshell. • Utrecht Network provides high quality, 'example'-programmes, most of them linked with research. • Utrecht Network has a positive reputation outside Europe (high ranking on World list of universities) • Utrecht Network is a reliable network with longstanding management. • Utrecht Network has marketing expertise, needed to do the job. • Utrecht Network is a pragmatic, flexible and open network, used co-operate with non-European partners. • Utrecht Network is aware of Lisbon process.
Work plan (activity list)	<ul style="list-style-type: none"> • development of UN marketing strategy • development of UN communication plan • Production of UN brochure • Production of UN website

	<ul style="list-style-type: none"> • Participation at 3 fairs per year • Targeted yearly distribution of brochure
Envisaged outputs	<ul style="list-style-type: none"> - marketing and positioning strategy - communication plan - distributed brochures - website - participation at fairs
partnership	A Karl-Franzens-Universität Graz B Universitaire Instelling Antwerpen CH Universität Basel CZ Masarykova Univerzita D Ruhruniversität Bochum D Universität Leipzig DK Aarhus Universitet E Universidad Complutense de Madrid F Université des Sciences et Technologies de Lille F Université Strasbourg 1 F Université Strasbourg 2 F Université Strasbourg 3 FIN Helsingin Yliopisto GR Aristotéleio Panepistimio Thessaloníkis H Eötvös Loránd Tudományegyetem I Università degli studi di Bologna IRL National University of Ireland - Cork IS Háskóli Íslands Reykjavík LT Vilniaus Universitetas LV Latvijas Universitāte M L-Università ta' Malta N Universitetet i Bergen NL Universiteit Utrecht NL Hogeschool voor de Kunsten Utrecht P Universidade de Coimbra PL Uniwersytet Jagiellonski Kraków S Lunds Universitet SLO Univerza v Ljubljani UK The Queen's University Belfast UK The University of Hull
Duration	3 years (September 2004 – August 2007)

Realising that the Utrecht Network is representative for European Higher Education it decided to take up the challenge to act as a partner in the Lisbon strategy ("to become the most competitive and dynamic knowledge based economy in the world"). A project was formulated with the overall aim to contribute to the attractiveness of Europe as destination for non-European, top quality students, who will later contribute to the knowledge-driven economy.

The Erasmus Mundus application objectives are to:

- Promote selected examples of attractive European Master's programmes to the wider world.
- Increase the number of non-European enrolled Master's students at the participating universities.
- Increase the number of European alumni and ambassadors for Europe in the wider world.
- Gain experience and trust in Europe oriented promotion activities in order to be able to continue the activities after the funding period.

The following types of activities will take place:

1. Development of a Utrecht Network marketing strategy.
2. Development of a Utrecht Network communication plan.
3. Development of Utrecht Network Master's web site.
4. Development of Utrecht Network Master's brochure.
5. Visits to international fairs in Thailand, India and Mexico.
6. The production of a 'dissemination report' for use by other European university networks.

It is expected to increase the number of non-EU students enrolled at Utrecht Network Master's programmes with 30%-50% during the project, and to reach a sustainable growth rate of about 10% per year at the end of the project.

5. The EUA Doctoral Programmes Project 2004/2005: Advocating graduate schools for Europe?

In the Bologna process 1999 – 2004 the focus has been on the “two-tier structure” of the academic degree system in Europe, namely the Bachelor and Masters degrees. In the discussions of the European Higher Education and Research Areas it was recognised by the EUA that doctoral programmes are essential to the realisation of these objectives. In the Berlin Communiqué the Education Ministers adopted a greater focus on doctoral programmes as the tenth objective in the Bologna process:

“Ministers state that networks at doctoral level should be given support to stimulate the development of excellence and to become one of the hallmarks of the European Higher Education Area”

This new action line defines doctoral programmes as the third cycle in the Bologna process.

The European University Association (EUA) is the main voice of the higher education community in Europe. As part of their mission to promote the development of a coherent system of European higher education and research, the EUA invited institutions in the EU and its associated countries to participate in a Doctoral Programmes Project.

In 2003 the EUA took an initiative towards the Socrates Programme to launch a “Doctoral Programmes Project” to “examine the development of doctoral programmes in view of the increasing demands and challenges in Europe.” To address the needs of research training in a rapidly transforming knowledge society, it is important to look carefully at the existing structures of doctoral programmes. The primary objectives of the EUA Doctoral Programmes Project were to look carefully at the existing structures of doctoral programmes and to help European Universities to improve the quality of these programmes by:

- Identifying the essential conditions for research training in the context of career development of young researchers.
- Supporting institutional development.
- Identifying and exchanging examples of (innovative) good practice.
- Promoting inter-institutional cooperation and mobility.
- Contributing to the next phase of the Bologna Process – seminar on doctoral programmes in the EHEA, Salzburg, February 2005.
- Redefining/inventing a “Euro PhD”?

Six networks were proposed to analyse institutional practice and to compare the policy and practice of network partners. Two main projects were proposed:

- To identify essential conditions for successful doctoral programmes in Europe
- To promote cooperation in the development of doctoral programmes at a European level

The following six themes were defined for the EUA project by the deadline 15 March 2004:

- Theme 1: Structure and organisation of Doctoral Programmes
- Theme 2: Financing Doctoral Programmes
- Theme 3: Quality of Doctoral Programmes
- Theme 4: Innovative practice for Doctoral Programmes
- Theme 5: Comparative overview of all these aspects (“control network”)
- Theme 6: Joint doctoral programmes established between different universities
 (“Network of networks”)

Out of a total of 143 applicants representing 32 countries, 49 applications were selected and the approved applications were divided into six networks addressing the themes of the project. The University of Bergen (UiB) was one of the institutions selected and will coordinate Network 4, “Innovative practice for doctoral programmes”. Other institutions in the UiB coordinated network include the University of Strathclyde (UK), Université Jean Monnet Saint-Etienne (France), Institut d’études politiques de Paris (France), University of Salford (UK), K.U. Leuven (Belgium), University of Göttingen (Germany), European University Institute Florence (Italy), University of Ljubljana (Slovenia) and University College London (UK).

In the context of the Lisbon and Barcelona goals of increasing investment in research in the EU to three per cent of GNP within 2010, it has been estimated that there is an additional need of some 700.000 researchers in Europe, according to the European Commission Action Plan “More research for Europe; towards the 3% objective”. Research training of high quality is thus a high priority on the agenda. When training these young researchers, the universities will increasingly be confronted with the challenges of a changing labour market and must prepare the young researchers for a wider variety of career opportunities than in the past. Not only academic careers, but also in industry, non-profit organisations, private companies, private and public independent research centres etc. The question in this project is also if these external “stakeholders” in society, who are looking for highly qualified young researchers in their work force, in some way or another should become partners in the training of PhD candidates in a more systematic manner than today. The mapping out of practices of collaboration with external partners in research training, nationally and across borders, is one of the tasks for Network 4 in this EUA project.

6. Potential for further Latin American collaboration

Traditionally the Latin American academic ties have been strong at universities in Portugal, Spain, Italy and France, and to less extent at universities in northern Europe. The recent developments in European higher education and research show, however, that this picture may change in the years to come. EU's increased interest for scientific co-operation with nations and institutions outside of Europe contributes to an increased interest for Latin America among many Europeans.

EU's launch of the Erasmus Mundus programme this year reflects the importance that is now placed on developing higher education linkages with students, teachers and researchers outside of Europe in a context of institutionalised linkages. There is no doubt that a primary goal with the Erasmus Mundus programme is to attract students and academics from non-European countries to take part in high quality European master programmes. However, at the same time Erasmus Mundus is also regarded as a tool for developing partnerships with universities outside of Europe in connection to these joint European master degree programmes. For instance Action 3 in the Erasmus Mundus scheme provides earmarked funding for establishing partnerships with third-country higher education institutions for selected Erasmus Mundus masters consortia. Partnership activities may include teaching assignments at a partner institution, teachers' exchanges, development and dissemination of new methodologies in higher education, development of co-operation schemes with third-country higher education institutions etc. Also in EU's 6th Framework Programme for Research non-European academics and institutions are invited to join and be part of applications submitted by their European partners to EU for funding. This new openness for direct non-European participation in EU funded research and educational programmes, is a new concept that should be explored by Latin American universities in the future.

At the University of Bergen there is a strong interest for Latin America among students and staff. The Department of Romance Languages offers a combination of Spanish language training and Latin American culture, history and literature. This is by far the largest department for Spanish and Latin American studies of all higher education institutions in Norway and is also the second largest "language" department at the University of Bergen (only passed by the English department). Many Bergen students go on exchange and study abroad to universities all across Latin America to integrate courses with a Latin American "flavour" as part of their degree studies at home. These students represent a variety of disciplines in humanities, social sciences and natural sciences. At the same time an increasingly number of Latin American students come to Bergen to pursue a master degree in one of the many master degree programmes taught in English offered at the University of Bergen. Thanks to a committed scientific staff most of the Latin American students will also have access to a Spanish speaking supervisor during his/her study. The experience so far is that some of our Latin American master students continue to pursue a doctoral degree at the University of Bergen and, thus, turn out to be driving forces in developing the University's research collaboration with Latin American universities. It should also be mentioned that there is already a considerable research collaboration with Latin American institutions in several strategic areas for the University of Bergen, for instance in fisheries and aquaculture, climate and geological science, social sciences, poverty research, cultural and heritage research etc.

The University of Bergen is a member of several distinguished European university networks. Some of these networks, like the Coimbra Group and the Santander Group, offer excellent

opportunities for networking with Latin American universities. The Latin American Task Force of the Coimbra Group is the example of an active and important body for enforcing the European-Latin American linkages of the member universities in the Group. The energetic work of the Coimbra Group's Latin American Task Force to promote the establishment of a network of Latin American universities for a structured discussion and planning of collaborative activities between those institutions and the Coimbra Group universities is highly appreciated by the Group's member universities. The successful launching of a Coimbra Group scholarships programme for young professors and researchers from Latin American universities is an evident example of the good work performed by the Latin American Task Force.

The potential for bringing the University of Bergen's Latin American collaboration a leap forward is obvious. For this reason a discussion has just started aiming to identify a strategy for strengthening the University of Bergen's institutional linkages and collaborative activities with current and new Latin American partner institutions. With the Bologna process in Europe as background, complemented by the inclusive policy of third-countries in the EU's new research and educational programmes, the timing seems appropriate for a re-thinking of the University of Bergen's policy towards Latin American university collaboration. Performance of joint research, increased mobility of students, young researchers and academic staff, development of new joint doctoral and master degree programmes are all areas of academic activities that should be explored further from both sides. The University of Bergen thinks its membership in European university networks like the Coimbra Group and our attendance at European-Latin American university conferences like the one in Belo Horizonte provide good opportunities for encompassing a Latin American "profile" in teaching and research at the University of Bergen for the future.

7. Discussion and Perspectives

This paper argues that international collaboration between universities for joint degree study programmes is strongly advocated in the Bologna process. A further discussion of joint degrees will come up during the next Ministerial meeting in Bergen, Norway, in May 2005 since one of the recommendations given at the Stockholm Bologna follow-up conference in May 2004 was that the signatory states should provide incentives to universities for making them able to develop and operate joint degrees effectively.

We have furthermore argued that the Erasmus Mundus scheme is a powerful instrument that will enhance the development of joint degrees in Europe and worldwide with partner institutions in third countries. In the first application round of the Erasmus Mundus programme in May 2004 there were 128 applications submitted for Master programmes and scholarships under Actions 1 and 2, and 57 applications submitted under Action 4 for enhancing attractiveness of European Higher Education. Perhaps not more than 12-15 contracts will be awarded, meaning that Erasmus Mundus will be a highly selective programme. Christian Tauch of the German Rector's Conference recently stated that Erasmus Mundus is "the icing of the cake" among the European Union Programme, indicating that Erasmus Mundus will be highly competitive. Erasmus Mundus will thus adhere to a recent trend of the European Union: to be very selective in higher education programmes. In the last endeavour for getting the "ECTS-label" and the "Diploma Supplement Label" only 10 and 28 European institutions were approved for the two labels respectively. The potential danger in this exclusiveness on part of the EU Commission is that such practice may create "European programmes for the few" and thereby alienating European institutions from participating. Or even worse, provoking disinterest among European universities for these programmes and thereby dismantling 15 years of hard work to get a broad mobilisation of institutions to participate in the ERASMUS-SOCRATES programme. Eventually, this will lead to a greater pressure on the Bologna signatory states to seek out co-ordinating measures themselves not involving the European Union, including funding schemes, for increased international cooperation according to the Bologna objectives.

Latin American universities should be aware of the late trends and new policy taking place in the EU's higher education and research area towards third-countries, and to take advantage of the possibilities offered for establishing partnerships for joint research and joint degrees. There is no doubt that the so called Bologna process is putting a high pressure on European Ministers of Education to revise and change their higher education systems in concordance with the main principles of the Bologna declaration. The next Ministerial meeting in Bergen, Norway, in May 2005 will be important for putting the question of European universities' legal delivery of joint degrees at the top of the agenda. More than ever before it is important for Latin American universities to explore the possibility of establishing mutual beneficial partnerships with European counterparts. The University of Bergen will make every effort to be a good European partner for Latin American Universities in this respect.

APPENDIX I: Recommendations on Joint Degrees made to Ministers in Berlin

Berlin Conference of European Higher Education Ministers, 19 September 2003

Recommendations of the working group “Joint Degrees: A Hallmark of the European Higher Education Area”

Chair: Professor Roderick Floud, Vice-Chancellor, London Metropolitan University, EUA Board member

The working group, attended by a mixed group of governmental, university and student representatives was informed by presentations of the EUA Joint Masters Project by David Crosier and the perspective of ESIB (National Unions of Students in Europe) by Birgit Lao. The discussions reached the following recommendations which were reported to Ministers in the final plenary session:

1. Ministers should endorse the ENIC/NARIC proposals to supplement the Lisbon Recognition Convention to define and incorporate joint degrees. This implies that all Bologna countries should now ratify the Lisbon Convention and modify it according to the ENIC/NARIC proposal.
2. In most countries, amendments to legislation will still be required to permit the awarding of joint degrees. We recommend that Ministers should take immediate action to do this. This will avoid in future the current situation in which several degrees may have to be awarded to a student for the same programme of study.
3. We recommend that Ministers should encourage joint degrees where they offer added value above single institution programmes. However, Ministers should recognise that development and maintenance costs are high and will need support. Ministers should consider mechanisms to assess and cover these additional costs. Such assessment needs to be done on a transnational scale to ensure that resourcing is roughly similar in all participating institutions.
4. Mobility is expensive for individuals as well as for universities. We ask Ministers to support the portability of grants and loans for students and the transfer of social benefits for staff. This may require action by other ministries, such as those concerned with social security.
5. We consider that joint programmes are not required in all fields. Ministers may wish to work with universities to identify specialist fields in which the European need and benefit is particularly strong, but where only a small number of people will participate in each country: an example is the successful Masters course in International Humanitarian Assistance. Other examples are likely to be in similar professional or vocational areas, where student mobility may be limited. We therefore have to be flexible in determining periods of study abroad, while recognising that study in other learning environments is a major benefit of joint degree programmes.
6. We therefore urge Ministers to define the "European dimension" in terms of meeting the European need for educated, trained and employable people. This links with the need to develop European scientists to meet the requirements of the ERA. It also requires specific encouragement to develop joint degrees, on a basis of equal partnership, with countries in central, eastern and south-eastern Europe."