Global Regionalisms and Higher Education: Mapping Projects, Challenging Concepts

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Panel: ‘Regional Harmonisation & Bologna’

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Outline

1. *Mapping* - regionalisation projects

2. *Challenging* concepts – region building, inter-regionalism, de/nationalisation, de/sectoralisation,
‘Mapping’ Regionalisation Projects
### Examples of Emerging and/or Increasing Powerful Actors in Global Higher Ed & Research

<table>
<thead>
<tr>
<th>PRIMARY SCALES OF OPERATION</th>
<th>ACTORS</th>
<th>GOALS/LOGICS</th>
<th>TEMPORAL HORIZON</th>
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<tbody>
<tr>
<td>Regional and Interregional</td>
<td>Regional Institutions (e.g., EU, ASEAN, APEC, ASEM)</td>
<td>Regional integration and development. Funding for programs and projects, alumni associations, benchmarking, etc.</td>
<td>1-5-10 years</td>
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<td>Regional Associations of Universities and HE Institutions (e.g., EUA, Coimbra, Association of Universities Grupo Montevideo; Asia Pacific Association of International Education)</td>
<td>Regional integration and development, policy-making capacity, lobbying capacity, enhanced mobility, best practices sharing.</td>
<td>1-3-5 years</td>
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<td>Regional and Interregional</td>
<td>Regional Discipline- and Field-specific Associations and Accreditors</td>
<td>Quality assurance, regional identity formation and/or protection</td>
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<td>Regional and Interregional</td>
<td>Regional Funding Councils (e.g., ERC, ESF)</td>
<td>Regional integration and development, capacity building, mobility, preventing brain drain, global challenges, Global research infrastructure Joint calls for proposals, joint review procedures</td>
<td>1-3-5 years</td>
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‘Modernizing’ Europe’s Universities
Geo-economic “Echoes” of Bologna
Bologna’s “echoes” TUNING Latin America
Inter-regionalisms and Bologna

1. **Central Asia** - Tempus Project - 11 Kyrgyz higher ed institutions linked to 2 European universities (instruments such as Tempus, Bologna + Tuning)

2. **Euro-Mediterranean Partnership** - Catania Agreement 2006 - working toward a Euro-Mediterranean Area (includes Egypt, Lebanon, Tunisia, Jordan)

3. **Euro-Africa** - Bologna a model for regional collaboration using colonial ties;
   - *Afrique francophone* (Conference held in Senegal, 2005; Morocco, 2006; Congo, 2007)
   - *African Lusophone* - (Angola)

4. **Mahgred region** - Morocco, Tunisia and Algeria (Middle East and North Africa)

5. **Lusophone Higher Education Area** (ELES)

6. **EU-LAC Common Area - EU-Latin American and Caribbean** - included Tuning Latino Americana (181 LAC universities involved so far) as well as mobility and scholarship instruments (e.g. Erasmus Mundus, Apha)

7. **Asia-Link/ASEAN Initiatives** (2006-) - China and other Asian/regional economies - workshops on Bologna, deploying mobility and scholarship instruments
The Structured Framework for Regional Integration in Higher Education in SEA: the Road towards a Common Space

• ASEAN Quality Framework and Curriculum Development;
• Student Mobility;
• Leadership;
• E-learning and Mobile learning; and
• ASEAN Research Clusters
Mobility of academics, students and labour

‘Quality’ and Attractiveness of EHEA

Mechanism of Cooperation, Learning

state building strategy

globalising through ‘regions’
ALBA Education Space: Context, Dimensions & Institutions

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Institutions</th>
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<tbody>
<tr>
<td>1 Politico-ideological</td>
<td>ALBA Houses. TELESUR. RADIOSUR. GNP ALBA-Cultural. GNE ALBA Cultural Fund.</td>
</tr>
<tr>
<td>2 Cultural</td>
<td>TELESUR. ALBA Houses. RADIOSUR. Bookshops of the South.</td>
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<tr>
<td>3 Energy</td>
<td>PETROAMERICA (PETROANDINA, PETROSUR, PETROCARIBE), OPPEGASUR. South American Energy Council. GNEs, e.g. GNE-Petroalba, GNE-Petrosuramerica, GNE-Energy.</td>
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<tr>
<td>4 Economic-Industrial</td>
<td>Social Production Companies (SPEs) chains and networks. Recuperated Factories. Mixed Companies. GNP's and GNEs.</td>
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<td>6 Military</td>
<td>South American Security Council.</td>
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<tr>
<td>7 Education &amp; Knowledge</td>
<td>GNP ALBA-Education. GNP Literacy and Post-Literacy. UNIALBA (University of the Peoples of ALBA), UNISUR (University of the Peoples of the South), Latin American School of Medicine (ELAM), Latin American Agro-Ecological Institute “Paulo Freire” (IALA), ALBA Energy Training Centre.</td>
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<tr>
<td>8 Environmental</td>
<td>Mission Energy Revolution International. ALBA Environment GNP’s.</td>
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<td>9 Social-Humanitarian</td>
<td>Health, food, and housing missions. GNE ALBA-Foods. GNE-Soya. PETROAMERICA (social &amp; humanitarian funds, e.g. PETROCARIBE Fund).</td>
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<tr>
<td>10 Legal</td>
<td>A supranational legal framework and governance structure (SUCRE common currency, recognition of diplomas and titles, legal democratic norms (the promotion of direct democracy and participatory democracy)).</td>
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(Source: Thomas Muhr, 2010)
New Conceptualisations

1. Regions/inter-regionalisation
2. Significance of the ‘extra-regional’
3. Transformation of the ‘national’ in higher education
Regionalism: The “structures, processes and arrangements that are working towards greater coherence within a specific international region in terms of economic, political, security, socio-cultural and other kinds of linkages” (Dent, 2008: 7)

‘New regionalism theory’ argues that regions are socially re/constructed (Hettne, 2003)
‘Waves’ or ‘Generations’ of Regionalisms?
(Soderbaum and Langehove, 2006)

1. The idea of ‘generation’ refers to empirical rather than historical location.

2. In this way it avoids the dichotomy between ‘old’ and ‘new’ which suggests periodisation (e.g. end of second world war, and those since the mid 1980s).

3. Enables us to see the way that regionalism is related to inter-regionalism.
‘Generations’ of Regionalisms

1. First Generation - often have narrowly defined objectives; focused on trade or security; introverted (e.g. free trade areas and common markets in Africa, Asia and the Americas. These are still growing phenomena. In 2002 there were 172 regional trade agreements).

2. Second Generation - more complex, comprehensive with political ambition to establish coherence. Close inter-sectoral connections; trade, social policy, security, justice etc; more extroverted (The number, scope and diversity of regional projects has grown and they are no longer simply replicas of Europe. National states continue to play a major role; multi-level governance; new modes of governing)
‘Generations’ of Regionalisms cont:

3 Third Generation - much stronger external orientation of regions, in which regions play a more important role world-wide in extra-regional affairs on a series of fronts;

(i) global international regimes and organizations
(ii) towards other regions
(iii) towards other countries in the rest of the world

Implies external operations that can span the whole world
‘Generations’ of Regionalisms cont:

3 Third Generation - continued

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

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

As regions consolidate and become stronger they are also likely to turn outward. Hence, it is to be expected that they will find it attractive to relate to other regions, because this will be both effective, and at the same time increase the legitimacy of their ‘actor-ness’ as regions. … to a certain extent, regions need to respond to the sheer momentum of inter-regionalism which, in turn, is advanced by the regionalist movement itself.

(Soderbaum, 2005: 377)
The importance of the EU in this process cannot be overstated. In many ways contemporary inter-regionalism is triggered and promoted by the EU. For many regions, the EU is perceived as model and it provides a map, or a ‘how-to’ guide for regional integration and (now) inter-regionalism. This is, in turn, applauded by the EU itself, especially European Commission representatives, since it enhances the EU’s actoriness and legitimacy.

(Soderbaum, 2005: 377)
The ‘extra-regional’ as dynamic driving European project:

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

Europe’s current moment of regulatory regionalism might best be conceived of as ‘regulatory state regionalism’.
EU’s inter-regionalism (Soderbaum 2005)

1. Dimension of promoting liberal internationalist agenda (human benefits of economic interdependence, freer trade…etc)

2. Promoting EU’s identity as a global actor around the world

3. Promoting EU’s power and competitiveness

BUT

4. Selective (does not include US, Eastern and Central Asia)

5. At present, EU tends to be unfocused, adaptive and pragmatic
Denationalization|Desectoralization of Higher Education

1. The process of reorientation & reframing from the national and international to the global

2. Denationalization process is initiated:
   - Within the nation-state (e.g., a ministry of education or research), and
   - Within other national and sub-national institutions (e.g., a national or regional association of universities)
   - Within emerging regional spaces

3. …that have traditionally focused upon intra-national (or more recently) regional scale developmental dynamics

1. Destabilizing ‘the sector’ via the collapsing of boundaries (e.g. national/regional)

2. Bundling together and greater coherence of institutions and actors (with regard to representation and practice)

3. Destabilisation of meanings and claims that those within ‘the sector’ are able to make.

4. Agenda expansion’ and ‘mission creep’

5. Emergence of an array of new actors in parallel sectors where regulations currently preclude these actors being represented

6. Blossoming of new kinds of authority, including private authority