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The European higher Education Area (EHEA) beyond Europe: notes and discussions on the so-called Bologna Process and its influences

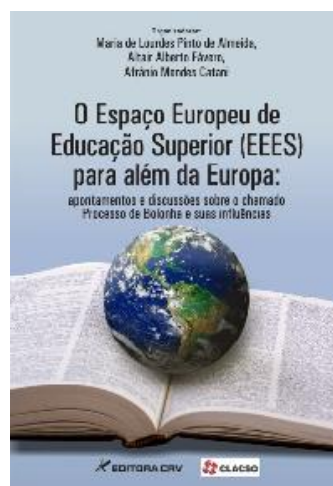
O Espaço Europeu de Educação Superior (EEES) para além da Europa: apontamentos e discussões sobre o chamado processo de Bolonha e suas influências

El Espacio Europeo de Educación Superior (EEES) más allá de Europa: apuntes y discusiones sobre el llamado Proceso de Bolonia y sus influencias

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ALMEIDA, Maria de Lourdes Pinto de; FÁVERO, Altair Alberto; CATANI, Afrânio Mendes. (Org.). **The European Higher Education Area (EHEA) beyond Europe: notes and discussions on the so-called Bologna process and its influences.** Curitiba: CRV; Buenos Aires: Ed. CLACSO, 2015. 269 p. ISBN 978-85-444-0572-7. 16 23 cm.

Discussing the European Higher Education Area (EHEA) and the Bologna Process is very important to understand the dynamics of how this process influences changes and reforms in higher education in other regions of the world. For the specific case of how the influence of this process develops in higher education in Latin America, a reality to which we are inserted, it becomes even more important to know the vision of researchers from different Latin American countries on the repercussions of this process. It is in the context of this discussion that the work "The European Higher Education Area (EHEA) beyond Europe: notes and discussions on the so-called Bologna process and its influences", was prepared and published by Editor CRV (Brazil) in co- Publisher CLACSO (Argentina), in August 2015.

Organized by Professor Maria de Lourdes Pinto de Almeida together with Professors Altair Alberto Fávero and Afranio Mendes Catani, the book aims to present different points of view on the impact of the Bologna Process on Higher Education in Latin America. To that end, the chapters discuss the role of Latin American Higher Education in the context of the EHEA by the Bologna Process.

With clear, objective and coherent arguments, allowing the understanding of the interfaces between the chapters, the book offers the opportunity to know the vision of fourteen researchers on the repercussions of the EHEA and the Bologna Process on the reality of Latin American higher education. With a logical organization, the chapters are arranged so that the central theme of the book is addressed in the European context and then, beyond Europe. Then the Latin American context is approached as a whole. From this moment on, the chapters present approaches starting from the context of each country, followed by Mexico, Chile, Argentina, Colombia, Uruguay and Brazil.

The present work brings together authors'/researchers' texts from Brazil, Argentina, Mexico, Uruguay, Colombia and Chile, presented in the author's language and arranged in nine chapters. In advance of the chapters, a text of presentation prepared by the organizers is presented and, finishing the work is the postscript entitled "The origins of the process of Bologna in Latin America" written by César Geronimo Tello, Argentine researcher who studies for more than ten years the educational reality of the Latin America. At the end of the book, in "ABOUT THE AUTHORS" is presented a brief description of the curriculum and the contact e-mail of each one of the authors of the texts that compose the collection.

The first chapter is titled "European university reform and the construction of the EHEA: from process to implementation" and is authored by Elisabete Monteiro de Aguiar Pereira and Rogério Duarte Fernandes dos Passos. The text presents the questions of the creation of the European Space of Higher Education (EHEA) that happened through the process of Bologna, in which the antecedents of this event are presented, exposing the different processes that occurred in different historical contexts. The authors argue that the EHEA has taken on a political role that has enabled it to announce a process of reform in world higher education.

The second chapter, entitled "The European Higher Education Area (EHEA) beyond Europe: notes and discussions about the so-called Bologna process and its influences", authored by the research professors Mario Luiz Neves de Azevedo and Afrânio Mendes Catani. Azevedo and Catani present the training course of the EHEA that was developed through a Europeanization movement of higher education, highlighting some events that preceded the Bologna Declaration (1999) that proposed goals to be reached by the end of the decade of 2010. The authors emphasize that in all events for the formation of the EHEA since 1988 it is possible to recognize the intention that the whole process lies in making the European Union the most competitive global knowledge economy, a cultural, academic "Europeanization", political and economic that cross the borders of Europe.

The third chapter is entitled "Educational policies, higher education and researchers: some traces to understand the Latin American reality" and is authored by César Geronimo Tello. The text presents the impact of Bologna in Latin America from some axes, which allow us to understand the intricate relationship of European and Latin American higher education to the researchers. For the author, the impact of the Bologna process on higher education in Latin America has generated the development of neoliberalism, called "modernization of education", which in current theoretical thinking becomes an argument that school systems are ineffective and of low quality, compared to the results presented by "first world". The authors argue that the way in which researchers produce knowledge has been transformed by the way they think, perceive and value Latin American social reality. research and the academic habitus, is consciously reflecting, overcoming the existence of academic neoliberalism and hoping that the Latin American university is for Latin Americans.

The fourth chapter is titled "From the Market to Despair. The commodification of higher education within the framework of the Bologna process ". The text, authored by Jaime Moreles Vázquez, of the University of Colima (Mexico), deals with the context of influence that the Declaration of Bologna had on higher education policies in Latin America, particularly in the case of Mexico. The author argues that the influence of the Bologna Process has given guidelines that have been disseminated and promoted for the renewal of concepts and strategies for educational systems; have also had an impact on Latin American debates on higher education policies in the region; such as internationalization, accreditation and quality, are common and repetitive in sector programs and institutional documents (p.103). Finally, he points out that the educational initiatives of recent years are products of the influence of neoliberalism in education and public institutions.

Next, we have the fifth chapter of the work which is written by Oscar Espinoza and Luis Eduardo González. The work entitled "Impact of the Bologna Agreement on the Higher Education System in Chile" aims to determine / present the repercussions of the Bologna Agreement on the Chilean higher education system. For the authors, the most relevant impact of the Bologna Agreement on Chilean higher education was the competency-based learning developed by the TUNING project in Latin America; also point to the adoption of the

transferable credit system, which facilitates the exchange of students, as another repercussion of significant influence.

The sixth chapter is entitled "Higher education in Argentina in the light of the Bologna process." The study is based on Guillermo Ruiz, from the University of Buenos Aires (Argentina). The study starts from the argument that the conformation of the EHEA generated political and institutional expectations due to the possibility of being replicated in other regions. The author reflects on the perspective of higher university integration in the case of Argentina and, to this end, criticizes the lack of a comprehensive and articulated policy for higher education and also the changes undergone by the educational systems of European countries at university level, regional integration in Europe and the prospects for the formation of a common Latin American area of higher education, focusing on the case of Argentina. Olga Cecilia Díaz Flórez, a researcher at the National Pedagogical University (Colombia), entitled "Policies for higher education in Colombia: the effects of the contemporary governmentality", the seventh chapter of the collection. The author points out that reforms such as those arising from the Bologna Process are linked to a new form of government intervention that reorganizes political rationality, reaching the government of economic and social life, where the state is a tool to create market autonomy. In this perspective the text analyzes the results of the reform triggered by the Bologna Process and the policies generated in Colombia and in other countries, presenting the mass evaluation and the orientations by competences, linking the education to the productive sector, as its most visible repercussions.

Continuing the work, the eighth chapter is entitled "The Second Reform" of the University of the Republic (Uruguay, 2006-2014): Ideas and Programs of a Developmental Model. " The study is authored by Nicolas Bentancur of the University of the Republic (Uruguay). The text deals with and discusses the ideas that underlie and guide the planning and implementation of the university reform that occurred in Uruguay in 2006, seeking to clarify the political and institutional rationality and its impact on the University. For the author, it is undeniable that the Uruguayan public universities are indispensable for the economic development of the country, but that the policies implemented from the Bologna process correspond to a developmentalist political-economic sphere, and not to an academic sphere.

The ninth chapter of the work is authored by the research professors Maria de Lourdes Pinto de Almeida, Altair Alberto Fávero and Carina Toniato. With the title "The expansion of higher education in Brazil under the influence of the Bologna Declaration: first approximations," the authors seek to examine the current scenario of expansion of Higher Education in Brazil and whether this scenario reflects the educational guidelines proposed by the Bologna Declaration. Therefore, they develop a critical reflection on the tendency of the Universities to conform to the requirements of the market, seeking to increase their competitiveness. The authors argue that the expansion of Brazilian higher education, guided by private initiative, reflects, albeit partially the proposals of the Bologna Declaration.

Closing the work, the postscript, as already mentioned, is written by César Geronimo Tello and is entitled "The origins of the process of Bologna in Latin America." The text analyzes the origins of the Bologna Process in Latin America from issues such as the impact of neoliberalism on the Bologna process and its repercussion on researchers and internationalization processes. For the author, the Bologna Process is nothing new, since transnationalisation and university exchanges are part of an old process, since the beginning of the European universities of the Medieval era, the difference is that this new transnationalisation is exclusively commercial. With that, he relates that the question to be discussed and that generates difficulties for Latin American universities, are the political purposes involved in the process and in a reflexive way asks: Which university do we want? Who and for whom are Latin American universities?

Finally, from the set of the work "The European space of higher education (EHEA) beyond Europe: notes and discussions about the so-called Bologna process and its influences" it is possible to affirm that the book constitutes an important work of reference in the analysis of higher education policies in Latin America vis-à-vis the Bologna process and the consequent conformation of the EHEA and, therefore, it is a great contribution to the discussion on the directions of higher education in Latin America. Thus, it is an appropriate reading for students, professors and researchers who seek to understand the reality of higher education in Latin America and who intend to contribute to the discussions about the future of the University, being especially recommended to researchers of educational public policies.

Reference

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