

Attempt of Problematizing the Implementation of the European Bologna Process in Higher Education in South Eastern European Countries that are not Members of the European Union

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Abstract: World economic crisis has variously impacted higher education in the countries of the European Union and South East European Countries, which are not members of the European Union (Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, The Former Yugoslav Republic of Macedonia, Turkey). In some countries, there was a significant increase in appropriations for higher education, but in some there was a drastic fall in investment in higher education. In the advanced ICT environment of the South Eastern European countries, countries which are not members of the European Union were given a global technology demand: high quality education, despite high cost and general economic, social and political opportunities. Many countries faced the most growing problems, and it led to a very slow or even stopped process of applying the basic principles of Bologna. South Eastern European countries, to some extent used to the crisis, couldn't sufficiently recognize oncoming dangers they have experienced.

The study

Bologna Process^{*****} has started a new epoch of European education, especially higher education which undoubtedly entails educational reforms of national education programs at lower levels. These reforms are essential for higher education to become more attractive and more competitive for students who will receive an equivalent to a diploma.

In spite of the fact, that the application of Bologna process has not affected the entire European educational space of South Eastern European countries (Oxford, Cambridge and the famous universities in Heidelberg, Paris and others, did not accept the concept of the Bologna), the countries that are not Members of the European Union accepted unconditionally and tended to apply Bologna principles.

The World Market for Knowledge

The globalization of the education market is a direct consequence of the overall development of ICT and the determination of English as the universal language of understanding, especially in science. Undoubtedly,

***** Certainly today, in the University circles and more broadly, one of most mentioned notions is the Bologna Declaration or more precisely the Bologna Process. Officially started with Bologna Declaration on June 19, 1999., the Bologna Process rests on the series of documents and declarations, beginning with Magna Charta Universitatum, on September 18, 1988, in which are given the basic principles of founding, constituting and acting of the Universities, then on the Lisbon Convention, Sorbonne Declaration, Bologna Declaration, Salaman's Convention, Prague and Berlin Communiqué, to the Bergen Conference, Norway, in May 2005.

The essence of the Bologna Process is outlined by the Bologna Declaration, by which 29 European Ministers took the obligation to establish European Higher Education Area all over the world. Only in that way established European Higher Education System can realize desired synergetic effect, by which the increase would be enabled of concurring ability, either in economic and in cultural - educational domain as well, of the mentioned area.

this places education in the same place as the largest industries. According to its investment and rate, it can even overtake the military industry. In a such constellations of relation, universities in countries in transition, actually the countries of Southeast Europe that are not members of the European Union, faced a completely new position overnight. The universities faced a new reality and became totally dependent.

In the advanced ICT environment of the South Eastern European countries, countries which are not members of the European Union were given a global technology demand: high quality education, despite high cost and general economic, social and political opportunities. Otherwise, the national systems and individual institutions will face serious consequences while participating in the global knowledge market. Therefore it is necessary to make changes. They are demanding and painful. This, primarily refers to the organization of classes, in which there has to dominate a new approach to a system that is aimed at students, rather at system focusing on the professor.

South Eastern European countries (Albania, Bosnia and Herzegovina, Cyprus, Montenegro, Serbia, The Former Yugoslav Republic of Macedonia, Turkey), while in the process of transition and the world economic crisis, encountered in own crisis of economic, social and political structures, which has been present since the early nineties of the last century, supported by the negative financial events that have affected the world after failure of Wall Street, in October 2008, faced the most growing problems, and it led to a very slow or even stopped process of applying the basic principles of Bologna. South Eastern European countries, to some extent used to the crisis, especially after the fall of communism, war casualties in the postwar period, are not sufficiently aware of oncoming dangers that have to be confronted not only by the countries of Southeastern Europe, but also members of the European Union. In checking the functioning and implementation of the Bologna Process, based on ten indicators divided into three groups, the countries of Southeast Europe which are not members of the European Union "cling" to final rankings of the European scale implementation of the Bologna principles in the period of 2007 - 2009. Albania, Bosnia and Herzegovina, Montenegro, Serbia, The Former Yugoslav Republic of Macedonia and Turkey are taking last places among last twenty countries on the list of 46 countries that are implementing Bologna. Then, will there be filled a new economic strategy plan "Europe 2020" which aims to increase the number of graduates in higher education institutions from the current 33% to 40% of the desired?

World economic crisis had a completely different impact on higher education in EU countries and countries in Southeast Europe which are not members of the European Union. In some countries, there was a significant increase in appropriations for higher education, and in some there was a drastic fall in investment in higher education.

The fact that Premature Report of the European Commission affirmed that the Bologna process has been greatly in use, and that the basic principles are obeyed in many ways and as such have become the rule in Europe (system based on studies in three cycles and more qualitative standards), does not help the countries of Southeast Europe which are not members of the European Union to overcome difficulties in implementing the Bologna principles.

South Eastern European countries which are not members of the European Union (Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, The Former Yugoslav Republic of Macedonia, Turkey) have a long and rich tradition of education at all levels of education, from preschool to university, and thus good basis for development. Is that enough? Is it possible to live and survive, while the global education market daily develops and brings new challenges? No, not enough, therefore radical changes are very necessary. They will provide global competitiveness on European market, as well as, on the global education market. This is unconditionally suggested by The World Bank's Country Economic Memorandum. These changes can be divided into three levels:

- Change what is taught (Curriculum)
- Change the way of teaching (pedagogy) and
- Change service providers (professors).

Thus, under the new conditions that the time and circumstances dictate, each student during the raising and educational process has special needs that are necessary to determine, and according to these needs react. It can be managed only during lectures aimed at students. Therefore, individualized instruction. The student-centered teaching demands the harmony of internal and external conditions of learning:

a) the external conditions of learning

- Curriculum
- Textbooks and teaching aids
- Teaching competence
- Methods and teaching techniques
- Evaluation

b) the internal conditions of learning (achievements in learning depend on them)

- Background knowledge of students
- Motivation of students and
- Ability (psychomotor and cognitive)

Thus, the teaching focused on students, is a process of harmonization of the curriculum, textbooks, teaching resources, teacher competence, methods and techniques of teaching, evaluation, and at the same time student's background knowledge, student motivation and its psychomotor and cognitive abilities. In such an organized, student-oriented teaching (individualized teaching) students are able to fulfill the holes in education as soon he "enters" to the educational institution.

In the process of student-centered teaching, the two fundamental preconditions are extremely important. They both refer to the one who teaches (the external condition of learning). In fact, it's about a professor who, on one side needs to know each student individually, and on the other hand, needs to be trained to do quality assessment of each student's abilities.

Such kind of student-centered teaching application (support to each student) is widely preferred by Sweden, Denmark and Norway, which are well-known in European pedagogical practices among other European systems.

What does it mean in terms of educational system countries in transition, countries of Southeast Europe which are not members of the European Union?

The dynamization of markets, among others, implies the conclusion which demands changes in the organization of university.

Thus, if we consider the Bologna process as a quality control system, then it assumes the reform of higher education in Europe, whose objectives include, inter alia, promotion of mobility of students, teaching assistants, professors and scientific workers, by establishing a European educational space in higher education which should be completed Scope by 2010.^{****} The Bologna process is based on ISO 9001:2000 standards, therefore it's considered to a guarantee of quality. So it's about quality control, not production (achievements) quality. This is certainly a great challenge for the countries of South Eastern Europe which are not members of the European Union.

European educational space tends to become a club of a knowledge society. It's obvious that "knowledge society" is widespread. It's expected to respond to European challenges that are changing and in the labor market (enlargement of the EU and migration of workforce, the consequences of the recession, etc.). Education must become better and more efficient, while transfer of knowledge should be more effective. In such a relation constellation (migration, unemployment, recession) changes are more common. There is no guarantee for the job. Workers are in constant risk area of social exclusion.

Quality education is a basic prerequisite for the establishment and activity of a knowledge society. The relationship between quality education and social development is very complex (not linear), and there are obstacles (prerequisites) to be overcome while trying to reach to the knowledge society. Great barrier (and not the only) are not components of the national development (including economic, political and cultural dimensions) that interact and evolve, but they are antagonistic (full contradictions and opposites) components of social reality. The way of quality education to the knowledge society is burdened with the constant dilemma of whether the goal of national development is to improve the quality of life in all its levels, or only some.

European educational space with its 46 member countries can be a model, but not universal because it lags for non European educational space, referring primarily to the educational systems in the United States,

^{****} The realization of this idea in praxis should be realized, according already mentioned Bologna Declaration, by:

- Adapting the system of easy understandable and comparable academic titles,
- Adapting the system with two main cycles (undergraduate / postgraduate),
- Establishing of Credit system - ECTS,
- Promotion of the mobility by eliminating the obstacles to effective applying of free movement of the students, lecturers, scientific collaborators and administrative personnel,
- Advancing the European Collaboration and assuring the quality with the goal to develop comparable criteria and methodologies

Canada and Australia. So, from the world's 20 best top ranked universities, none of them is a university of the EU member country.

Even, 17 best top ranked universities in the world are from the U.S., then one from Japan and two from Great Britain (Oxford and Cambridge). As Great Britain isn't a member of the European Union, it is quite clear that none of the "top 20" is not from the European Union.

In the global education market, Proctor European education, which includes 46 countries working on implementing the Bologna principles is significantly behind North American (U.S. and Canada) and the Australian system, although higher education institutions had been set in Europe even before America and Australia were discovered by sailors.

So, what are the causes, if the consequences are very obvious?

The following are some indicators that can be accepted as an answer to the problem:

- The United States allocate 2.7% of the national budget for higher education, unlike European countries, which allocate just 1.1%.
- Investments in students in the U.S. are much higher (2-5 times) than those in Europe
- Students in the U.S. have a lower age limit of those successfully completing their studies than those in Europe
- Nearly half a million scholars from Europe work in the U.S. without thinking of returning
- In the U.S., there are 4 times more patents occurring (scientific discoveries) per capita, than in Europe

*** World "TOP 20" Ranking Universities**

Among The world's "Top 20" ranked, 17 universities are from the United States, 1 from Japan and two from Great Britain (Oxford and Cambridge)

Table 1. **World "TOP 20" Ranking Universities**

World Rank	Institution	Country	Total Score
1	Harvard University	USA	100.0
2	Stanford University	USA	77.2
3	University Cambridge	UK	76.2
4	University California - Berkeley	USA	74.2
5	Massachusetts Inst Tech (MIT)	USA	72.4
6	California Inst Tech	USA	69.0
7	Princeton University	USA	63.6
8	University Oxford	UK	61.4
9	Columbia University	USA	61.2
10	University Chicago	USA	60.5
11	Yale University	USA	58.6
12	Cornell University	USA	55.5
13	University California – San Diego	USA	53.8
14	Tokyo University	Japan	51.9
15	University Pennsylvania	USA	51.8
16	University California - Los Angeles	USA	51.6
17	University California - San Francisco	USA	50.8
18	University Wisconsin - Madison	USA	50.0
19	University Michigan – Ann Arbor	USA	49.3
20	University Washington - Seattle	USA	49.1

*** World "TOP 50" Ranking Universities**

1. Among the World "TOP 50" ranked universities, 40 of them are outside the European educational space, 36 of them are from the USA, two from Japan (Tokyo and Kyoto UNIVERSITY University) and Canada (Toronto University and the University of British Columbia). 10 of them are from Europe: 4 from Great Britain (Cambridge University, Oxford University, Imperial Coll London, Edinburgh University), two from France (University Paris 06 and University Paris 11), and there is one from Switzerland (Swiss Fed Inst Tech - Zurich), Holland (Utrecht University), Sweden (Karolinska Inst Stockholm) and Germany (Munich Tech University). So, in Europe, among the "TOP 50", 10 ranked institutions are from Europe and only 5 of "TOP 50" ranked are from the EU Member States.

2. Among the "TOP 50"^{****} ranked universities, 13 ranked universities are from Europe, with 300 million inhabitants, (8 from the UK, and only 5 from the countries in the EU, for example, while Australia is claimed for six ranked universities (20 million). If we pay attention to relationship, in the context of population, then we can reach different indicators which show that a top ranked university in the "TOP 50" is having 3.3 million Australians, whereas the ratio in Europe is not favorable because a top ranked university in the "TOP 50" is having more than 38 million Europeans.

*** World "TOP 500" Ranking Universities**

1. In the category of "Top 500", again the U.S. is ranked at the first place with 178 universities among 500 universities in the world (35.6%), while the European countries ranked universities are from United Kingdom ,43, from Germany, 41, and from France, 22 universities. Among "500 top ranked" Asian universities, Japan leads with 34, China 19 and Korea 10 universities.

From the region of Southeast Europe, there is no any ranked university among the 500 best universities in the world. There are only two universities from Russia among universities of East European countries (Moscow State University and St. Petersburg State University).

It is very interesting that Belgium has participated with 7 universities ranked among top 500 (University Ghent, Leuven University, University Libre Bruxelles, Louvain University, University Antwerp, Liege University, Vrije University Brussel) and Israel (3.5 million inhabitants), with the same number of universities (Hebrew University Jerusalem, Tel Aviv University, Weizmann Inst Sci, Technion Israel Inst Tech, Bar Ilan University, Ben Gurion University, Haifa University).

****Top 8000 World Ranking Universities**

Table 2. World University Ranking - Albania

WORLD RANK	UNIVERSITY	SIZE	VISIBILITY	RICH FILES	SCHOLAR
4355	University Ismail Oemali Vlore	6,250	5,441	3,014	3,936

Table 3. World University Ranking – Bosnia and Herzegovina

WORLD RANK	UNIVERSITY	SIZE	VISIBILITY	RICH FILES	SCHOLAR
2285	University of Sarajevo	2,293	3,183	2,108	2,062
4410	University of Tuzla	4,886	6,937	1,797	4,247
4562	University of Mostar	5,876	5,116	2,073	7,631
4654	University of Zenica	5,935	6,859	2,827	3,295
4963	Faculty of Electrical Engineering University of Banja Luka	4,892	7,683	3,505	3,317
6217	University of East Sarajevo	7,464	8,690	4,245	3,707
7572	Faculty of Economics University of Banja	9,330	8,961	4,604	5,815

^{****} Howard Davies, Higher Education in Europe: Crisis and Opportunity, Lisbon, 2006

	Luka				
7599	Faculty of Forestry University of Banja Luka	11,548	7,912	10,712	2,509
7923	University Dzemal Bijedic Mostar	6,683	7,391	11,208	8,001

Table 4. World University ranking - Montenegro

WORLD RANK	UNIVERSITY	SIZE	VISIBILITY	RICH FILES	SCHOLAR
-	-	-	-	-	-

Table 5. World University Ranking - The Former Yugoslav Republic of Macedonia

WORLD RANK	UNIVERSITY	SIZE	VISIBILITY	RICH FILES	SCHOLAR
1720	Ss Cyril and Methodius University Skopje	2,533	1,801	1,984	1,739
3821	Saint Clement of Ohrid University of Bitola	6,657	3,486	3,404	4,627
6330	European University Macedonia	6,384	5,524	10,883	5,635
6655	State University of Tetovo	11,828	4,558	7,377	6,429
6987	South Eastern European University	5,326	8,968	5,964	5,761

Table 6. World University Ranking - Croatia

WORLD RANK	UNIVERSITY	SIZE	VISIBILITY	RICH FILES	SCHOLAR
1144	University of Zagreb	894	2,177	4,958	6
2609	University of Zadar	3,851	2,846	2,790	2,517
4188	University of Split	6,725	4,653	2,735	4,500
4221	University of Rijeka	6,631	4,206	2,815	5,618
4675	Josip Juraj Strossmayer University of Osijek	7,662	3,798	4,844	5,655
5006	School of Medicine University of Rijeka	5,314	6,895	2,794	5,078
5277	University of Dubrovnik	6,792	6,629	3,677	4,535
5564	University of Rijeka Faculty of Maritime Studies	5,886	8,368	2,799	4,500
5808	Rijeka Polytechnic	6,584	4,972	6,887	7,631
5892	Josip Juraj Strossmayer University of Osijek Faculty of Mathematics	6,501	10,247	1,924	3,589

Table 7. World University Ranking - Turkey

WORLD RANK	UNIVERSITY	SIZE	VISIBILITY	RICH FILES	SCHOLAR
499	Middle East Technical University*	418	794	315	563
523	Bogazici University	873	498	499	786
607	Bilkent University	421	990	461	641
792	Istanbul Technical University	760	1,346	599	572
865	Ankara University	1,250	1,294	948	347
911	University of Anatolia	1,115	884	1,102	1,119
925	Hacettepe University	895	1,463	655	820
942	Sabanci University*	1,060	1,550	943	381
1017	Gazi University	857	1,868	822	569
1151	Aegean University	1,029	2,007	732	987

Table 8. World University ranking - Serbia

WORLD RANK	UNIVERSITY	SIZE	VISIBILITY	RICH FILES	SCHOLAR
384	University of Belgrade	455	851	212	81
1181	University of Novi Sad	1,185	1,862	714	1,212
1790	University of Nis	3,260	3,438	789	975
2427	University of Kragujevac	3,208	4,601	1,029	1,694
5471	Singidunum University	4,980	9,163	3,293	3,195
6450	Faculty of Economics Subotica University of Novi Sad	7,867	6,906	5,310	6,004
6687	Megatrend University of Applied Sciences	8,264	6,782	5,613	6,507

Conclusion

The efforts of the European Union, to follow and apply changes among countries member of the EU, in the educational sphere the same way as in political, economic and social sphere, and even a step forward, to accelerate fundamental changes of educational strategies, in countries that are not even candidate countries for EU accession (countries South East Europe), after ten years have not brought the expected results.

European University Association (EUA), a leading voice of higher education community in Europe with more than 800 members in 46 countries, is not hiding optimistic that the application of the Bologna principles is going better than expected. But reality of the situation on the ground denies it. The Bologna process is meant to be a unique framework of European higher education, in order to facilitate mobility of students and teachers and validation studies and diploma. In the SEE countries which are not members of the European Union, it is still far from expected. There are various reasons for it is so.

A lack of university professors, a poor space, technological and financial capabilities make universities struggle for mere survival, which is certainly not a guarantee of forthcoming implementation of the Bologna principles. Burdened by the past, more and more confrontations between private - state universities and a modest investment in higher education are slowing down the initial application of Bologna.

The economic crisis in Southeast Europe has also had an impact on enrollment quotas, employment and infrastructure and the continued development of lifelong learning, although the nature of this influence was not identical in all countries.^{§§§§§} *The tendation of Europeization education area (Bologna process) in the SEE*

§§§§§ As the supplement of this list the Prague Communiqué enhanced the following elements important for the field higher education

Lifelong learning

Including the students in all segments of their academic life

countries, which are not members of the European Union (Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, The Former Yugoslav Republic of Macedonia, Turkey), is far (at least for now) than expected.

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