

LEARNING FROM THE PAST, LOOKING AT THE PRESENT, MOVING INTO THE FUTURE

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ABSTRACT

The EU Commission has identified sustainability as a fundamental aspect for the quality and competitiveness of European Tourism. All tourism stakeholders are invited to participate actively in building a stronger bridge between the creation of knowledge, its dissemination and implementation of sustainable and competitive practices (e.g. Universities, NGOs, research institutions, observatories) through existing and upcoming challenges for the sustainability and competitiveness of European tourism and facilitating their cooperation. On 30 June 2010, the Commission published its Communication on «Europe, the world's No 1 tourist destination – A new political framework for tourism in Europe» and proposed several initiatives, drawing in full on the Union's competence in the field of tourism as introduced by the Lisbon Treaty. In this context the recent creation of the EMUNI University (which is one of the six priorities areas of the Union for the Mediterranean) represents a strategic framework in order to set up an Euro-Mediterranean Area of Higher education and Research and clearly define the guidelines for future cooperation among Euro-Mediterranean partners. The EMCT (Euromediterranean Master in Cultures and Tourism) constitutes a valid example of this process supported by academic networks, institutions and NGOs working on increasing the knowledge of the sector by uniting their efforts and acting together, in a more visible and synergic way.

1. INTRODUCTION

The European Commission has identified sustainability as a fundamental aspect for the quality and competitiveness of European Tour-

ism¹. At the end of 2007, the Commission presented a Communication on an *Agenda for a sustainable and competitive European Tourism*, in which it acknowledged that several stakeholders have already recognized the importance of the sustainability challenge and are working to improve their performance.

In order to achieve more significant results, the Commission invited existing – and future – initiatives to unite their efforts and act together, in a more visible and synergic way.

The Commission highlighted also the indispensable role played by small and micro enterprises in European tourism and their possible difficulties – due to their size – in integrating sustainable development aspects and in marketing them as part of their business. It therefore invited the relevant intermediaries to convey the core messages of the *Agenda* to those enterprises in order to facilitate their contribution to its implementation.

¹ Tourism is the EU's third largest socioeconomic activity, accounting for 10% of GDP and 12% of total employment figures. It is a crucially important sector since, in addition to furthering the integration and development of less developed regions, to combine growth with ethical and sustainable development. In the Madrid Declaration (April 2010) the Member States declared to implement specific measures, promoting values such as ethical tourism, protection of the environment, culture and the economic sustainability and, in the Conclusions of Competitiveness Council (October 2010), acknowledged the role of tourism in the EU economy. See Commission Communications entitled: *Basic orientations for the sustainability of European tourism* (COM [2003] 716), *A renewed EU Tourism Policy: towards a stronger partnership for European Tourism* (COM [2006] 134), *Agenda for a sustainable and competitive European tourism – Agenda 21* (COM [2007] 621), *Europe, the world's No 1 tourist destination – A new political framework for tourism in Europe* (COM [2010] 352), *Europe 2020. A strategy for smart, sustainable and inclusive growth* (COM [2010] 2020), *Proposal for a Regulation of the European Parliament and of the Council concerning European statistics on tourism* (COM [2010] 117); Council Conclusions of 12.10.2010 on *Europe, the world's No 1 tourist destination – A new political framework for tourism in Europe* (14944/10); Commission Decision of 9 July 2009, *Establishing the ecological criteria for the award of the Community eco-label for tourist accommodation service* (2009/578/EC); European Parliament resolutions: 8.9.2005 on *New prospects and new challenges for sustainable European tourism*, 29.11.2007 on *A renewed EU Tourism Policy: towards a stronger partnership for European tourism*, 16.12.2008 on *Regional development aspects of the impact of tourism on coastal regions*.

It is one of the European Commission's aims to achieve a better visibility and recognition of good practices by the EU citizens and society and strengthen the knowledge and understanding of practices that link sustainability and competitiveness in a mutually reinforcing way. Furthermore, among the initiatives for mobilizing actors to produce and share knowledge, the Commission announced its intentions to further drive the attention of those actors creating knowledge (universities, research institutes, public/private observatories) towards existing and upcoming challenges for the sustainability of European tourism, to support the strengthening or the creation of platforms – also by using new technologies – where lessons learned by good and bad practices can be exchanged².

On 30 June 2010, the new Communication on *Europe, the world's No 1 tourist destination – A new political framework for tourism in Europe*, encouraged a coordinated approach for initiatives linked to tourism and defined a new framework for action to increase the competitiveness of the sector³ and its capacity for sustainable growth. It therefore proposed a number of European or multinational initiatives aimed at achieving these objectives, drawing in full on the EU's competence in the field of tourism as introduced by the Lisbon Treaty.

² COM (2007) 621: 3.2.1. *Mobilising actors to produce and share knowledge*.

³ To make the tourism sector more competitive, the Commission considers it essential to have a better socioeconomic knowledge base at European level for tourism and its relationship with the environment. In this regard, the ongoing review of Directive 95/57/EC on the collection of statistical information in the field of tourism is an important step, as it will take account of trends in European tourism and the needs of users. In addition, there is a case for going further and encouraging cooperation at European level between Member States, destinations, industry representatives and public and private operators in order to consolidate statistics and analyses relating to the sector. In order to do this while retaining its role in coordinating statistical activity at European level (devolved to Eurostat), the Commission considers it necessary to develop knowledge networks between research institutes, universities and public and private monitoring units, in close cooperation with regional and national authorities, national tourism offices, statistical institutes and European and international organizations, such as the UNWTO and OECD.

In order to set up *Knowledge networks for the competitiveness and sustainability of European tourism*, several calls have been adopted by the European Commission in recent years.

The overall objective of the 1st call for proposals (2009) ⁴ was to provide added value in improving the sustainability and competitiveness performance of European tourism, through the creation of an environment favourable to tourism small and micro enterprises – the main actors in tourism – and to their cooperation on sustainability and competitiveness issues.

The main objective of the 2nd call for proposals (2010) ⁵ was to strengthen the research potential on competitiveness and sustainability tourism-related issues on European scale, in particular by supporting the development, across Europe, of regional «research-driven clusters», associating universities, research centres, enterprises and regional authorities.

In this context the role of the European higher education system and research centres represents a strategic framework in order to set up knowledge networks and clearly define the guidelines for future cooperation also between EU and Mediterranean area.

⁴ See ENT/CIP/09/B/N06S00 Grant Programme 2009. The specific objectives are: to support the creation or to strengthen existing tourism networks (involving either businesses associations / support services or destinations having similar characteristics) which promote the creation of an environment favourable to small and micro enterprises and to their co-operation on sustainability and competitiveness issues; to promote an active participation of the actors who create knowledge (e.g. universities, research institutes, public and private observatories) in those tourism networks; to identify practices and tools that can help small and micro enterprises to be sustainable and competitive, to increase their level of awareness about these good and innovative practices and tools and, therefore, to foster sustainability-driven innovation in the tourism industry.

⁵ See ENT/CIP/10/B/N04S00 Grant Programme 2010. The specific objectives are: to improve cooperation and coordination in research activities related to competitiveness and sustainability tourism-related issues so as to create a more favourable framework for the tourism sector; to foster transnational research activities in the field of tourism with a clear EU added value; and to pave the way for the future constitution of a European knowledge network for the competitiveness and sustainability of European tourism («virtual tourism observatory»).

2. THE EUROPEAN HIGHER EDUCATION AREA AND THE «BOLOGNA PROCESS»

The fundamental orientations of the *Bologna process* were established in the Sorbonne Joint Declaration on Harmonisation of the Architecture of the European Higher Education System, signed on 25 May 1998 by the education Ministers of France, Germany, Italy, United Kingdom. The Sorbonne Declaration was focused on the following principles to: improve the international transparency of programmes and the recognition of qualifications by means of gradual convergence towards a common framework of qualifications and cycles of study; facilitate the mobility of students and teachers in the European area and their integration into the European labour market; design a common degree level system for undergraduates (bachelor degree) and graduates (master and doctoral degrees).

One year later, in June 1999, the Bologna Declaration on the European Higher Education Area (inspired by the previous Sorbonne Declaration) was signed by Ministers responsible for higher education in 29⁶ European countries, in order to establish the general framework for the modernization and reform of European higher education. This process of reform came to be called the *Bologna process* and, the Bologna Declaration indicates the objective of increasing the international competitiveness of the European system of higher education tackling the global evolution. The *Bologna process* promoted a series of meetings of Ministers responsible for higher education in which policy decisions have been taken with the goal to establish a European Higher Education Area by 2010.

⁶ In 1999, the signatory countries included the then 15 EU Member States (Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, Sweden, United Kingdom), plus three EFTA countries (Iceland, Norway and Switzerland) and 11 EU candidate countries (Bulgaria, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia and Slovenia). International institutions such as the European Commission, the Council of Europe and several networks, associations of universities, rectors and European students also participated in drafting the Declaration.

In the Bologna Declaration, Ministers affirmed their intention to: adopt a system of easily readable and comparable degrees; implement a system based essentially on two main cycles; establish a system of credits (such as ECTS); support the mobility of students, teachers, researchers and administrative staff; promote European cooperation in quality assurance; develop the European dimensions in higher education (in terms of curricular development and international institutional cooperation). In May 2001, a new meeting was held in Prague⁷ to establish the main priorities that should drive the *Bologna process* in the years ahead. The higher education Ministers decided to create a Bologna Follow-up Group (BFUG) responsible for the continuing development of the process, composed of the representatives of all signatory countries the European Commission, and chaired by the rotating EU Presidency.

The *Prague Communiqué* focused on three fundamental elements of the *Bologna process*: developing lifelong learning; involving higher education institutions and students; promoting the attractiveness of the European Higher Education Area.

In September 2003, during the Berlin Conference⁸, Ministers charged the BFUG with preparing detailed reports on the progress and implementation of the intermediate priorities and organizing a stock-taking process before the following ministerial conference in 2005. The

⁷ In 2001, 33 countries participated, with Croatia, Cyprus and Turkey accepted as new members. Liechtenstein was also included, having committed to the process between the Bologna and Prague conference; the European Commission also became a member.

⁸ The *Berlin Communiqué* was an important stage in the follow up to the *Bologna process* with the inclusion of seven new signatory countries (Albania, Andorra, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, the Holy See, Montenegro, Russia and Serbia), 40 countries were then involved. In fact, the *Bologna process* gained added value by setting specific priorities: Development of quality assurance at institutional, National and European levels; Implementation of the two-cycle system; Recognition of degrees and periods of studies, including the provision of the Diploma Supplement automatically and free of charge for all graduates as of 2005; Elaboration of a framework of qualifications for the European Higher Education Area; Inclusion of the doctoral level as the third cycle in the process; Promotion of closer links between the *European higher Education area* and the *European research area*.

Ministers responsible for higher education met in Bergen (2005)⁹ to discuss the mid-term achievements of the *Bologna process*, and adopted the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the Framework of Qualifications for the European Higher Education Area (FQ-EHEA).

In the *Bergen Communiqué*, Ministers enlarged their priorities for 2007, which also included: reinforcing the social dimension and removing obstacles to mobility; implementing standards and guidelines for quality assurance as proposed in the ENQA report; developing national frameworks of qualifications in compatibility with the adopted Framework of Qualifications for the European Higher Education Area; creating opportunities for flexible learning paths in higher education, including procedures for recognition of prior learning.

The London Ministerial meeting¹⁰ held on 17-18 May 2007 provided a landmark in establishing the first legal body to be created through the *Bologna process*: the European Quality Assurance Register (EQAR). This was to become a register of quality assurance agencies that comply substantially with the standards and guidelines for quality assurance in the European Higher Education Area (ESG) on the basis of external evaluation. In the *London Communiqué* Ministers agreed to develop a double approach in two main areas (the social dimension with national strategy and action plans and the global dimension with a strategy acting on European higher education).

The Leuven/Louvain-la-Neuve Ministerial meeting, held on 28 and 29 April 2009, took stock of the achievements of the *Bologna process* and laid out the priorities for the European Higher Education Area for the next decade. Looking back to ten years of European higher education reform, Ministers emphasized the achievements of the *Bologna process*, highlighting in particular the increased compatibility of European education systems through the implementation of structural changes and the use of ECTS and the Diploma Supplement. Acknowledging that

⁹ By May 2005, the *Bologna process* extended to 45 signatory countries with the inclusion of Armenia, Azerbaijan, Georgia, Moldova and Ukraine.

¹⁰ The country membership expanded to 46 with the recognition of the Republic of Montenegro.

the European Higher Education Area is not a reality yet, the *Leuven/Louvain-la-Neuve Communiqué* also established the priorities for the decade until 2020. The organizational structures of the *Bologna process* were endorsed as being fit for purpose, and Ministers decided that in the future the *Bologna process* would be co-chaired by the country holding the EU presidency and a non-EU country.

In the *Leuven/Louvain-la-Neuve Communiqué*, Ministers agreed that:

- each country should set measurable targets for widening overall participation and increasing the participation of under-represented social groups in higher education by the end of the next decade;
- by 2020 at least 20% of those graduating in the EHEA should have had a study or training period abroad;
- lifelong learning and employability are important missions for higher education;
- student-centred learning should be the goal of ongoing curriculum reform.

In the *Leuven/Louvain-la-Neuve Communiqué*, the Ministers responsible for higher education in the countries participating in the *Bologna process* identified the following priorities for the coming decade: social dimension, equitable access and completion, lifelong learning, employability, student-centred learning and the teaching mission of higher education, education, research and innovation; international openness, mobility, data collection, multidimensional transparency tools, funding.

To implement the Bologna reforms and make progress in all priority areas, strong efforts will be required especially at national and institutional level (even if these efforts can be supported by joint European action). The recent Budapest-Vienna Declaration on the European Higher Education Area adopted on March 12, 2010, reaffirmed to launch the European Higher Education Area (EHEA) as envisaged in the Bologna Declaration of 1999.

In a unique partnership between public authorities, higher education institutions, students and staff, together with employers, quality assurance agencies, international organizations and EU institutions, the Ministers have engaged in a series of reforms to build a EHEA based on trust, cooperation and respect for the diversity of cultures, languages, and higher education systems.

3. THE «BARCELONA PROCESS» AND THE EURO-MEDITERRANEAN AREA OF HIGHER EDUCATION

3.1. *Excursus*

The European Union and its Mediterranean Partners have long been linked by history, geography and culture. Today, in an increasingly globalised world, the EU remains the main partner of the Mediterranean countries both in trade of goods and services¹¹.

The Barcelona Declaration of November 1995 launched an innovative relationship between the then 15 countries of the EU and 12 countries on the southern and eastern coasts of the Mediterranean, a relationship that works on the basis of partnership, dialogue and joint ownership to advance common objectives. In some ways the evolution of the Euro-Mediterranean Partnership can be compared to the construction of the EU, but with a lot of difficulties. The partnership was organised into three main dimensions, which remain today as the broad working areas of the partnership:

- *Political and Security Dialogue*, aimed at creating a common area of peace and stability underpinned by sustainable development, rule of law, democracy and human rights.
- *Economic and Financial Partnership*, including the gradual establishment of a free-trade area aimed at promoting shared economic opportunity through sustainable and balanced socio-economic development.
- *Social, Cultural and Human Partnership*, aimed at promoting understanding and intercultural dialogue between cultures, religions and people, and facilitating exchanges between civil society and ordinary citizens, particularly women and young people.

While substantial progress has been made towards these ends, much still remains to be done. The *Barcelona process* has established a

¹¹ More than 50% of the region's trade is with the EU, and for some countries the EU represents the destination of more than 70% of their exports. Europe is the largest direct foreign investor (36% of total foreign direct investment) and the EU is the region's largest provider of financial assistance and funding, with almost € 3 billion per year in loans and grants.

comprehensive set of co-operation activities in areas ranging from trade liberalisation, economic reform and infrastructure networks to culture, education and movement of people.

Two major developments have affected the Euro-Mediterranean Partnership during the last years: the persistence of major conflicts in the region and the global economic and financial crisis which burst out in the second half of 2008.

At the European Council of 13 March 2008, the 27 Member States adopted a statement entitled: *Barcelona process: union for the Mediterranean* according to which: «The European Council approved the principle of a Union for the Mediterranean which will include the Member States of the EU and the non-EU Mediterranean coastal states».

The French EU Presidency then organised the Euro-Mediterranean Summit of the Heads of States or Government of 13 July 2008, where a *Joint Declaration of the Paris Summit for the Mediterranean* was adopted by the participants with a view to enhancing multilateral relations, increasing co-ownership of the *Barcelona process*, setting governance on the basis of equal footing and translating it into concrete projects, more visible to citizens.

The *Union for the Mediterranean* brought together in Paris 43 European and Mediterranean States, the EU institutions and a number of regional organisations (Bosnia and Herzegovina, Croatia, Monaco and Montenegro, which have accepted the *acquis of the Barcelona process*, were welcomed as new partners on that occasion).

The Heads of State and Government considered that it was crucial to translate the objectives established by the Barcelona Declaration of 1995 and the Work Program of 2005 into concrete regional projects.

The first six priority projects are ¹²:

¹² The UfM projects have not been implemented yet due to the political stalemate and the lack of concrete financial commitments in the Paris summit and the Ministerial Meeting in Marseilles, even if preparatory meetings have already been held for each project. All the projects are currently in a pre-feasibility study stage (analysis of barriers to their implementation and the necessary regulations) that will be followed by the identification of pilot projects. Only the Civil Protection project (that continue the MEDA regional Program for civil protection 2004-2008, focusing on technical assistance and capacity building) and the project for the de-pollution of

- *De-pollution of the Mediterranean* (including coastal and protected maritime areas, focusing on the «water and waste sector»).
- *Maritime and Land Highways* (including connection of ports, creation of coastal motorways and the modernization of the «trans-Maghreb» train).
- *Civil Protection* (a joint Program on prevention, preparation, and response to disasters).
- *Alternative Energies* (feasibility, development, and creation of a Mediterranean Solar Plan).
- *Higher Education and Research* (a Euro-Mediterranean University, based in Slovenia, with the mission to develop post-graduate and research programs).
- *Mediterranean Business Development Initiative* (aimed at assisting entities in MPCs that already support small and medium-sized enterprises).

The Arab-Israeli conflict blocked the Euro-Mediterranean Partnership for most of the last two years (Euro-Med Committee meetings, the meetings of senior officials and ministerial meetings were either cancelled or postponed).

3.2. *Catania and Cairo Declarations*

Even if the European university landscape is primarily organized at the national and regional levels and is characterized by a very high degree of heterogeneity that is reflected in its organization, governance and operating conditions the EU member countries and the MPCs try to take into account the construction of the *Euro-Mediterranean Area of Higher Education and Research*. Since 1995 they have been convinced that higher education is a major driver for social and economic development in the Mediterranean region and for innovation in an increasingly knowledge-driven world. The few policy initiatives taken are in general not perceived as being very effective. Here the approaches to be followed are as important as the policies themselves. This implies public-

the Mediterranean (continuing the Horizon 2010 initiative agreed by the Euro-Med Ministers for environment during the Cairo meeting of 2006) have made progress towards an operational stage.

private partnerships and a coherent strategic framework, which could involve four distinct types of contribution:

1. innovative projects that prepare for the future by helping to create new forms of specialization and comparative advantages;
2. projects that consolidate regional integration;
3. projects that increase the quality of traditional lines of higher education and improve their access to the global market;
4. projects that create externalities that underpin the external business environment.

Here the concept of a new *Euro-Mediterranean Area of Higher Education and Research* could have an important role to play, not only through the Academic resources that would be able to mobilize but through its expertise in identifying and selecting projects. In this context the two major initiatives taken to affirm and to develop this process in terms of legal framework are: the Catania Declaration (2006) and the Cairo Declaration (2007).

a. *Catania Declaration*¹³: *Euro-Mediterranean Area of Higher Education and Research* – The Higher Education Ministers considered that the Confer-

¹³ The Higher Education Ministers agreed to: Reaffirm the role of education as a key factor for development, social cohesion and prosperity and to establish a basic framework for a partnership in the fields of mutual interest, so as to step up the achievement of the objectives set forth by the Barcelona Conference to «develop human resources and promote better understanding between cultures»; Activate a structured cooperation in order to promote the comparability and readability of higher education systems in the Euro-Mediterranean Area, though preserving each country's individuality; Establish common education and training paths based on a system of transferable credits and on easily readable qualifications and exploitable as well by the labour market, by sharing criteria, evaluation methods and quality assurance schemes in order to facilitate the mobility of students, researchers and professors; these paths will be implemented also through the use of new technologies and of e-learning method; Promote PhD research programmes with a view to encouraging scientific and technical collaboration and to promote competitiveness in the region; Establish Networks of interlinked Universities and well known Centres for high quality Education and Research; Strengthen a distance learning system, in order to encourage the widest possible access to education and training in a perspective of lifelong learning; Set off initiatives in the field of vocational education and training with the aim of developing vocational expertises and diplomas in higher education.

ences held in Catania in November 2003 and January 2005 have set forth the proposal to create a *Euro-Mediterranean Higher Education Area*, laying the basis for a political strategy aimed at coordinating education and training policies of the countries in the Mediterranean basin, so as to offer to the whole area further opportunities of access to knowledge, specifically at higher education level, and more possibilities to study and work in a stimulating multicultural environment. They took into consideration the intense bilateral collaboration relationships already existing between Governments, university institutions and research centres of the Euro-Mediterranean region with the aim of promoting their further development and acknowledging the necessity to structure the collaboration between High Quality Training Institutions and Centres of Excellence in order to uphold the development of a Euro-Mediterranean research area. In a unique partnership between public authorities, higher education institutions, students and staff, together with employers, quality assurance agencies, international organisations and European institutions, the Ministers have engaged in a series of reforms to build a European Higher Education Area based on trust, cooperation and respect for the diversity of cultures, languages, and higher education systems.

In March 2000, the European Union committed itself in Lisbon to the ambitious objective of becoming «the most competitive and dynamic knowledge based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion». European policymakers' intentions took on a more concrete form in 2003 when the goal of raising EU-countries' investments in R&D to 3% of GDP was outlined in Barcelona. However, several years of lagging progress forced policymakers to essentially restart the process by refocusing on broader economic growth and innovation.

It should be also emphasized that the Bologna Declaration and Lisbon Agenda have not been the only influences in changing European higher education institutions. In many (West European) countries a series of reforms were ALREADY underway in the 1980s and many current reform initiatives HAD their origin in this period. The changing role of the state vis-à-vis higher education institutions (i.e. in the form of enhancing institutional autonomy and stressing quality assurance and accountability) are well-known themes of the last two decades.

b. *Cairo Declaration: Towards a Euro-Mediterranean Higher Education & Research Area* – After many years since the launching of the Barcelona Process (which aims at achieving a common area of peace, stability and prosperity, as well as ensuring a better knowledge and promoting mutual understanding among peoples across the Mediterranean basin), the issue of education and RTDI has not received the sufficient attention it merits in the Euro-Mediterranean Partnership. Only at VIIIth Euromed Ministers of Foreign Affairs agreed in Tampere (27-28 November 2006) upon the importance of convening the First Euro-Mediterranean Ministerial Conference on Higher Education & Scientific Research, which represents a landmark step. In this context the Higher Education ministers agreed to:

- build on the objectives and actions stipulated in the Five-Year Work Programme of the Barcelona Summit and on the goals of the Catania Declaration 2006;
- recognise the importance of literacy, primary, secondary, higher education and technical and vocational education and training for the development of the human capital of the region;
- underline the necessity of reducing disparities in educational achievement between Euro-Mediterranean countries under internationally recognized education standards, as well as facilitating the mobility and employability of students and researchers and supporting the economic development of the region;
- emphasize also the urgent need to support a labour market based reform of Education, including Technical, Vocational Education and Training as well as convergence to frameworks of qualifications;
- invest the opportunities provided by new information and communication technologies that allow bolstering distance learning and permanent training systems in the Euromed area;
- acknowledge the necessity to structure the collaboration between high quality training institutions and Centres of Excellence in order to uphold the development of a Euro-Mediterranean research area;
- stress the need to link the industrial and productive sectors through cooperation in the scientific and technological fields, based on the conclusions of the Sixth Euromed Conference of Ministers for Industry, and in particular those related to the promotion of innovation and competitiveness;

- underline the importance of Euromed cooperation in supporting the development and modernisation processes in higher education, especially through the TEMPUS programme, as well as foster the RTDI in cooperation with Mediterranean Partner Countries, in particular through the 7th Framework Programme for Research and Technological Development (FP7);
- welcome the Erasmus Mundus External Cooperation Window and the prospects offered by the Euromed scholarship scheme for university students and higher education staff from Partner countries endorsed by the Euro-Mediterranean Summit in 2005 (in this regard the Slovenian initiative for the establishment of a Euro-Mediterranean University constitutes an important step forward through a cooperation network of existing universities). They also agreed that Higher Education, Research and Innovation should be defined as a priority sector within the new Euromediterranean Partnership (Fig. 1).



*Fig. 1
Union for the Mediterranean partnership.*

Source: Notarstefano, 2010.

4. EMUNI UNIVERSITY AND STUDY PROGRAMMES POLICY

4.1. *Definition and types of EMUNI study programmes*

EMUNI University aims to enhance the cooperation between HE institutions, contribute to the intercultural dialogue, stimulate mobility of students and professors, open learning and teaching opportunities of the Union for the Mediterranean and contribute to the integration of the Euro-Mediterranean Higher Education Area.

EMUNI study programmes need to be innovative and creative (variety of teaching methods), and need to focus on the Union for the Mediterranean Priority Areas.

Study programmes shall be graduate (Master or Doctoral level).

Tab. 1

TYPE	ACCREDITATION	DEGREE/DIPLOMA
1 «New» programme accredited by EMUNI University - single degree.	Programme is accredited by EMUNI University, it is implemented in cooperation with member HEI.	EMUNI University issues a degree (in cooperation with ...).
2 «New» programme accredited by EMUNI University - double/multiple degree.	Programme/s is/are accredited by EMUNI University and member HEI.	HEI involved issue degree/s.
3 «New» programme accredited by EMUNI University - joint degree.	Programme (one) is accredited by EMUNI University and member HEI.	HEI involved issue on or more degrees.
4 «Notified» programme by EMUNI University.	Programme is accredited by EMUNI University and member HEI.	Both HEI could issue a degree.
5 EMUNI «Label» programme.	Programme is not accredited by EMUNI University; it is accredited at member HEI.	EMUNI University can't issue a degree.

Master study programmes should include practical training and (research) project work where possible, while doctoral study programmes need to be scientific oriented. According to the national legislations in different countries, different types of study programmes have to be taken into consideration (*Tab. 1*).

4.2. General characteristics/organization of the study programme

Structure of the study programme – Master programmes should be of 120 ECTS (2 years of full-time study) and Doctoral programmes of 180 ECTS (minimum 3 years of study). Courses can be of 5, 6, 9, 10, 12 or 15 ECTS and modules (2 to 6 courses) should be of 10-30 ECTS. Study programmes will include the programme/module Euro-Mediterranean Studies (10 ECTS). Thesis/research project work is an obligatory element of the programme; it should consist of 30-60 ECTS in master programme and 60 - 90 ECTS in doctoral programme.

Multicultural teaching and learning environment – A minimum of 3 universities from 3 different countries will take part in «conducting» the programme; at least one university needs to be from EU and at least one from non-EU country of the Union for the Mediterranean.

As a rule, each course should involve 2 professors from different universities from different countries. Also other professors-teaching staff with the references in the field can be invited as guest professors taking into consideration that professors from the countries and non-EU countries of the Union for the Mediterranean are involved.

The proposed number of vacancies (in one cohort) is from 20 to 30 for master students (minimum 15) and from 10 to 15 for doctoral students (minimum 8). Programmes shall provide multicultural learning environment, students from EU countries and from non-EU countries (Members of the Union for the Mediterranean) should be involved.

Enrolment conditions – To register in a 2-year master study programme, the candidates have to fulfil the following requirements:

- bachelor degree of at least 180 ECTS or equivalent degree in the study field;

- bachelor degree of 240 ECTS or equivalent degree in the study field – in this case students could ask for enrolment on the 2nd year;
- a good command of the English and French language.

Candidates that graduated from the study programmes that do not meet the criteria mentioned above will need to prove the knowledge through examination. In case of limitation of enrolment, the students will be selected in accordance with the following criteria: grade point average – 50%; an interview – 50%.

To register in a 3-year doctoral study programme, the candidates must have:

- a Master degree of at least 300 ECTS or equivalent degree in the study field;
- a good command of the English and/or French will be required.

Candidates that graduated from the study programmes that do not meet the criteria mentioned above will need to prove the knowledge through examination. In case of limitation of enrolment, the students will be selected in accordance with the following criteria: grade point average and scientific references – 50%; an interview – 50%.

4.3. Implementation of study programmes

General – A range of teaching methods will be applied, including face-to-face tuition, on-line instructions, project work and internship. Programme should be conducted in the form of blended learning (a combination of on-line and face-to-face tuition). Different forms of student assessments will be applied (written exams, oral exams, writing assignments, research projects, etc.), a transparent system of assessment will be ensured. For students' assessment, the ECTS grading scale will be used.

Language of implementation: programme shall be implemented in English and/or French.

Mode of delivery: programmes can be delivered as full time or/and part time programmes.

Programme needs to involve mobility (mobility should be at the end of the programme).

Each student needs to attend courses in at least 1 EU and at least 1 non-EU university (Member of the Union for the Mediterranean). As a rule, the programme/module Euro-Mediterranean studies (10 ECTS) should be delivered in Slovenia.

EMUNI University will prepare the promotion material and will promote (together with all involved HEI) students' enrolment within the Euro-Med area and other parts of the world.

a. *«New» EMUNI study programmes* – The programme shall be jointly developed by at least 3 Universities and lead to single/ double/joint degree. One University shall be the «responsible» University (co-ordinator).

All Universities need to have an active role and each university shall offer 15-40% of the credits necessary for programme implementation. The consortium shall commit to common and transparent standards for admission, a common application procedure and a joint student selection process in accordance with a relevant national legislation in the countries of the participating institutions. As a rule, students will be required to attend the compulsory module Euro-Mediterranean Studies (10 ECTS) at EMUNI University in Slovenia. Students who will successfully complete their obligations will receive single (EMUNI) or more degrees.

b. *Study programmes, «notified» by EMUNI and accredited by member/partner HEI* – These programmes are implemented by EMUNI University and member University; therefore the students can be enrolled (under the same conditions) at both institutions. EMUNI University and partner HEI shall commit to common and transparent standards for admission, a common application procedure and a joint student selection process in accordance with a relevant national legislation in the countries of the participating institutions. Call/tender for enrolment has to be published at least 3 months before the beginning of a new academic year (1st October). Admission to the programme shall be done no later than by 31 October.

25-50% of the programme needs to be conducted in the country of partner HEI.

25-50% of the programme may be done by students at other universities on the basis of the learning agreement between partner HEI and students.

As a rule, students will be required to attend the compulsory module Euro-Mediterranean Studies (10 ECTS) at EMUNI University in Slovenia. Each institution shall issue call/tender for enrolment, enroll students and issue a degree. Students who will successfully complete their obligations (and will be enrolled in 2 institutions) will receive double/two degree/s.

c. *EMUNI «label» study programmes* – For these study programmes EMUNI University cannot issue a degree.

Responsible institution shall launch a call/tender for enrolment, enroll students and issue a degree. University that will issue a degree shall state within the Diploma Supplement that the programme was delivered in cooperation with EMUNI University.

The programme shall be delivered at the location of the university that will issue a degree, part of the programme (minimum 3 weeks) shall be delivered at EMUNI University in Slovenia where students will attend the compulsory module Euro-Mediterranean Studies (10 ECTS) or/and other courses/modules, which are part of the programme.

Standards for admission, application procedure and student selection process shall be in accordance with the relevant national legislation in the country of responsible institution.

4.4. *Finances and Quality assurance*

Tuition and registration fee has to cover:

- implementation of the programme – cost of teaching staff, material costs;
- administration costs (EMUNI University, partner/coordinator and other partners in consortium), cost of programme scientific committee;
- other related costs estimated costs are 200.000 EUR per programme per year.

For supporting the students, EMUNI scholarship fund will be established. Other funds that support mobility have to be used as well (EU funds, foundations, government scholarships).

Special attention will be paid to the quality of institutions involved in the consortium.

Academic staff will have to meet high academic standards, according to the appointment criteria adopted by the Senate of EMUNI University and the senate of partner university.

EMUNI University will also strive to recruit diverse and outstanding students. It will pay attention to the level of required students' and professors' language competences. and the following principles will be taken into consideration:

- The performance of the appointed teaching staff shall be continuously monitored through indicators such as the student's attendance at lectures, success rate at examinations and the number of graduates per year. In addition, each teaching staff shall be evaluated through student's questionnaires, which need to be completed before the examination for the course is carried out. For each study programme, a scientific committee will be set up. Each involved HEI will nominate one expert who will monitor the curriculum and academic standards – the programme scientific committee will report to the Senate Commission for QAA.
- Once a year, the Senate shall confirm an annual report of the University Commission for QAA. EMUNI University needs to establish an internationally comparable system of quality, comprising the self-evaluating procedures as well as external evaluation.

4.5. Study programmes ACCREDITATION procedures (Slovenia)

«Notification» of study programmes that have «already been accredited» by Partner University¹⁴ – Member higher education institutions submit to

¹⁴ In accordance with the amendments of the Higher Education Act (Article 32, ZViS-F, OG RS, no 64/08) EMUNI University can propose in notification study programmes, already accredited in Member States of the EU and other countries if the

EMUNI University study programmes that have «already been accredited» in their country. Adoption of the Already Accredited Study Programmes with EMUNI modifications at the Senate of EMUNI University. Positive opinion has to be obtained by Slovenian university which runs a comparable programme. Notification/accreditation of the study programme at Quality Assurance Agency for Higher Education of the Republic Slovenia. The programme has to enter into the directory of study programmes at the ministry for HE, the decision of enrolment for next academic year and implementation of the study programme.

«New» study programmes – The Senate adopts the decision/the need for development of new study programme, defines responsible institution and the academic coordinator of the programme in the «field».

The coordinator establishes a consortium according to this EMUNI policy and nominates expert team in agreement with the President of EMUNI University. Expert team prepares the expert detailed report and coordinator submits it to the Senate (or to the President). In order to obtain independent expert opinions, the Senate (or the president on behalf of the Senate) nominates 3 experts for evaluating the programme. Adoption of the study programme at the Senate of EMUNI University and accreditation of the study programme at the recognised national centre for recognition of HE in the countries of the consortium. The programme has to enter into the directory of study programmes at the ministry for the HE. The decision of enrolment for next academic year and after implementation of the study programme.

4.6. *The Euromediterranean Master in Cultures and Tourism*

The EMCT constitutes a valid example of this process supported by academic networks, institutions, NGOs, working on increasing knowledge by uniting efforts and acting together.

diplomas issued in the accreditation country have the nature of a public document, provide a verified level of education in this country and a verified title, and are performed in the accreditation country by verified organizations.



UNIVERSITÀ
DEGLI STUDI DI BARI
ALDO MORO



Community of
Mediterranean Universities



Euromediterranean
Jean Monnet
Center of Excellence



FACULTY OF FOREIGN LANGUAGES AND LITERATURES

4TH EDITION MASTER E.M.C.T. 2011-2012

Euromediterranean Master in Cultures and Tourism

«Learning from the past, looking at the present, moving into the future»

The EMCT Master's Degree programme aims to provide students with the necessary knowledge and skills related to take decisions related to the management of tourism, cultures & heritage activities in the Mediterranean area. The Master's Degree courses are open to anybody with a recognized university qualification – non-Italian nationals may need a «dichiarazione di valore» from an Italian Embassy. The EMCT Master is promoted by: Community of Mediterranean Universities, Jean Monnet Euromediterranean Center of Excellence, University of Bari «Aldo Moro», EMUNI University. The aim of the Master is to overcome boundaries and differences; to build mutual understanding among Euro-Mediterranean countries; to create an academic partnership of higher education and research institutions, and to develop a network of specialized postgraduate study programmes for those working and studying in intercultural and touristic fields. International credit comparability and the 1st level Master degree qualification itself are recognized by the EU Higher Education rules. The course also closely follows the IDEA research project, which values «Multilingualism» and «Information Communication and Technology» (ICT) as key factors in improving mutual understanding and creating pan-Euro-Mediterranean values and beliefs. The dissertation will be a research or professional assignment related to one of the programme's course modules, and will be assessed on the student's ability to demonstrate particular knowledge or skills. Courses are taught in English and French. Optionally, some subjects may be taught also in Italian. Deadline for application 31/10/2011.

Structure: 400 hours of lectures with students (10 ECTS will be delivered in Slovenia);
 112 hours of alternative lectures (on-line);
 620 hours of individual research;
 368 hours of stage + study for final thesis.
 Total of 1.500 hours corresponding to the total of 60 ECTS THE FIELDS OF THE MASTER (*Tab. 2*).

Tab. 2

THEMATIC FIELDS	ECTS n.	FRONTAL LESSON hours	ON-LINE LESSON hours	FL + OL hours	INDIVIDUAL STUDIES hours
Cultures & Languages - Tourism Law EU Policy	12	96	30	126	174
Heritage - ICT Quality Management in Tourism Communication	8	64	10	74	126
Euromediterranean Languages, Cultures and Civilisations	10	80	24	104	146
EuroMediterranean International Relations	10	80	34	114	136
Religions, History & Human Rights	5	40	6	46	79
Stage + Final thesis 10 CFU + 5 CFU	15	40	8	48	327
TOTAL	60	400	112	512	988

5. CONCLUSION

In line with the Lisbon Treaty, the main aim of European tourism policy is to stimulate competitiveness in the sector which is closely linked to the 'sustainable' way in which it is developed. This aim is clearly linked to the Union's new «Europe 2020» economic strategy, and in particular the flagship initiative «An industrial policy for the globalisation era».

Moreover, tourism can also contribute to other flagship initiatives, particularly «Innovation Union», «A Digital Agenda for Europe» and «An Agenda for new skills and jobs». In addition, the development of a more active tourism policy, based in particular on fully exercising the freedoms guaranteed by the Treaties, could make a significant contribution to relaunching the internal market. Tourism is currently going through a difficult phase due to the global financial crisis and the economic recession with the result that Governments need to take and make immediate action to forestall short-term negative effects without resorting to «palliative» measures that could have a lasting negative effect.

According to the *Draft Recommendation on the Development of Sustainable Tourism in the Mediterranean Region*¹⁵ and in line with the conclu-

¹⁵ See the *Euro-Mediterranean Parliamentary Assembly. Meeting of the Committee on Economic and Financial Affairs, Social Affairs and Education* (Cairo, 6th March 2009): «1. Calls on the Member States of the Union for the Mediterranean (UfM) to embark without further delay on the implementation of the key initiatives agreed in 2008 in the Paris Declaration as part of the action plan for the UfM, namely prioritizing on the initiative envisaging the de-pollution of the Mediterranean, as well as on the initiatives of the maritime and land highways as a means to improve infrastructure for the sustainable growth of the tourism industry and also on the Mediterranean Solar Plan as a means to increase access to alternative Energy, since all these initiatives can be greatly beneficial for the tourism industry in the region; 2. Urges the Member States of the UfM to set up a body, even within the framework of the UfM, which would promote sustainable tourism in the Mediterranean region, serve to coordinate the marketing of the region as a whole, especially in new markets, and also act as a forum which brings stakeholders together to discuss common problems and exchange best practices and ideas; 3. Calls on the Member States of the UfM to intensify their efforts in exploring niche markets in the industry, such as the cruise liner industry, agricultural tourism or cultural tourism, and other innovative touristic markets, such as ecumenical tourism, whereby their respective countries would enjoy a comparative advantage and ensure that these markets are developed in a sustainable manner and offered as good value for money for tourists; 4. Calls on the member States of the UfM to take urgent measures, notably through increased investment in public infrastructure to address environmental degradation, notably that which is linked to the tourism industry and which may result from it, in order to avoid a situation whereby the growth of tourism undermines the very resources on which it depends. In particular, historical, cultural and natural resources ought to be protected more, particularly against

sions of the EUROMED Ministerial Conference on tourism (April 2008 in Fez) the Member States of the UfM are called to increase investment in human resource development in the tourism sector and thereby further improve the managerial, linguistic and technical skills of operators and employees in the sector and in particular support education initiatives on the importance of sustainable tourism and on the sustainable practices that the tourism industry in the region should apply.

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encroaching urbanisation and the negative effects of increasing the number of visitors to sites whereas synergies with other economic activities, such as agriculture, should also be encouraged; on Member States of the UfM to also further support operators in small-scale private initiatives intended to address their needs for waste recycling, water treatment, water efficiency, energy, investment in alternative energy sources».

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RIASSUNTO

La Commissione dell'UE ha identificato la sostenibilità quale aspetto fondamentale per la qualità e la competitività del turismo europeo. I vari attori sono invitati a partecipare attivamente costruendo legami più solidi in termini di creazione di networks per la conoscenza, disseminazione e implementazione di pratiche durevoli e competitive (ad es. università, ONG, istituti di ricerca, osservatori), cercando di agevolare la cooperazione. La Commissione, con l'adozione della comunicazione del 30 giugno 2010 – «L'Europa, prima destinazione turistica mondiale – Un nuovo quadro politico per il turismo europeo» – e tramite diverse iniziative proposte, intende avvalersi in toto della nuova competenza dell'UE in tema di turismo introdotta dal Trattato di Lisbona. In tale contesto, la recente istituzione della EMUNI University (che rappresenta una delle sei priorità dell'Unione per il Mediterraneo) costituisce un tassello strategico nel quadro della creazione di un'Area Euro-Mediterranea dell'Alta Formazione e della Ricerca, delineando le linee guida della futura cooperazione tra i Paesi Euro-Mediterranei. Il Master EMCT (Euromediterranean Master in Cultures and Tourism) costituisce un valido esempio di tale processo avviato da reti accademiche, istituzioni e ONG internazionali che cooperano nell'intento di accrescere la conoscenza del settore unendo gli sforzi e agendo con maggiore visibilità e in modalità sinergiche.