European Education

Issues and Studies

Vol. 39, No. 4

The Implications of Competition for the Future of European Higher Education (I)

Guest Editors:

Jean-Emile Charlier

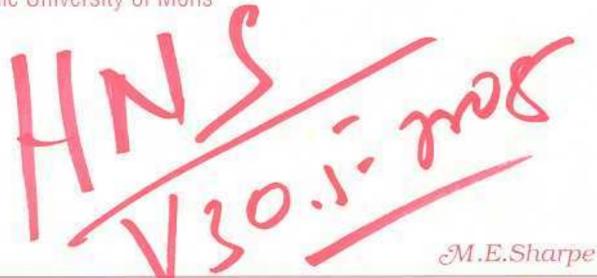
Catholic University of Mons and

Catholic University of Louvain

and

Sarah Croché

Catholic University of Mons



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WINTER 2007-8/VOL. 39, NO. 4

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Item fee code for this publication is: 1056-4934/2008 \$9.50 + 0.00.

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European Education (ISSN 1056-4934) is published quarterly by M. E. Sharpe, Inc., 80 Business Park Drive, Armonk, NY 10504. Subscription rates for U.S. institutions: one year, \$876.00. For foreign institutions: one year, \$960.00. Prices are subject to change without notice. Subscriptions are nonrefundable. Back issues of this journal are available at the subscription price effective on the date of the order. Price information on bulk orders or back volumes of the journal (to Vol. 1, No. 1) is available upon request. For individual subscription rates and other inquiries, please call 1-800-541-6563 or fax 914-273-2106.

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Periodicals postage paid at Armonk, NY, and at additional mailing offices. Postmaster send address changes to European Education, c/o M. E. Sharpe, Inc., 80 Business Park Drive, Armonk, NY 10504.

European Education, vol. 39, no. 4, Winter 2007–8, pp. 43–57. © 2008 M.E. Sharpe, Inc. All rights reserved. ISSN 1056–4934/2008 \$9.50 + 0.00. DOI 10.2753/EUE1056-4934390403

HAMIDOU NACUZON SALL AND BAYE DARAW NDJAYE

Higher Education in Africa

Between Perspectives Opened by the Bologna Process and the Commodification of Education

This paper analyzes in sociological and historical perspective the changes involved in the Bologna process and the commodification of higher education in Africa. The resulting innovations lead to the internationalization of higher education and the provision of online courses, the development of joint programs, and the creation of franchised universities.

Reforms are under way in almost all countries on the African continent. All universities and higher education institutions feel compelled to adopt the Bologna process, especially the conversion to two-semester academic years, three-cycle studies known as LMD (License, Master's, Doctoral degrees) as well as the division of curricula into credits.

In addition to these reforms, an increasing number of countries welcome North American (United States and Canada) and European private higher education institutions. These new entities and public universities also offer joint programs most often with northern institutions or within the framework of international cooperation networks such as the academic agency of Frenchspeaking countries (AUF).

The competition among these public or franchised universities is reflected

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through their determination to meet the Berlin or Shanghai ranking criteria. The first part of the article traces the adoption of the international higher education system by African universities and focuses in particular on the historical foundations behind the current reforms toward the bachelor's, master's, and doctoral degree scheme. It also considers new criteria to ease comparison among African universities. The second part deals with the globalization and commodification of education and their effects on higher education in Africa.

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The articles in this journal are indexed/abstracted in Education Resources Information Center (ERIC), Educational Research Abstracts Online, International Bibliography of Periodical Literature on the Humanities and Social Sciences (IBZ), Sociology of Education Abstracts, and Wilson Education Index.