HIGHER EDUCATION AFTER BOLOGNA

Challenges and Perspectives
In this chapter we present the figure of the international student and how they are perceived by the university institutions and the States. Specifically in the European Union, and based on the division of the European countries in the world-system as semi-peripheral, peripheral and central countries, we analyse the academic mobility data before and after the implementation of the Bologna process. Synchronically, we present the mobility student profiles of a university located at a central country and a semi-peripheral country, respectively the University of Groningen, in the Netherlands, and the University of Coimbra, in Portugal. The methodology used was the questionnaire and a correlational descriptive analysis. The student flows are identified with the colonial past, the neighbouring relations and the demand for central countries.
Introduction

Apart from the traditional roles of teaching and research, universities are currently under pressure to respond to local and transnational problems, in hopes of a prospective answer to still emerging problems. Universities are the product of a geopolitical web of knowledge at a global and local scale (Dale, 1998; Martins, 2005). Turned into companies and managed according to the market, they have a direct responsibility over the country’s competitiveness, where innovation is not enough and the scientific outputs must have market value and must be tradable (Oliveira, 2000). In Sousa Santos’ vision, “the world-system’s central countries moved into a pluriversity knowledge, this being a contextual knowledge in a sense that the organizing principle of its production is its application” (Santos, 2005, p. 29). This means that universities are moving towards being Mode 2 institutions, as defined by Gibbons:

The thrust of the new mode of knowledge production is that research in many important area is cutting loose from the disciplinary structure and generating knowledge which so far at least does not seem to be drawn to institutionalise itself in university departments and faculties in the conventional way. At times, it often seem that research centers, institutes and ‘think tanks’ are multiplying and the periphery of universities, while faculties and departments are becoming the internal locus of teaching provision. (Gibbons, 1997, p. 7).

The large European universities of the central countries, such as the UK and Germany, try to follow a model that, among other measures, promotes an outreach, universities providing services and responding to the commercial needs. Universities in semi-peripheral countries, although they tend to follow the same paths as those in central countries, are limited exactly due