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REPORT OF THE 2012-2015 BFUG WORKING GROUP ON MOBILITY AND INTERNATIONALISATION

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PART I: EXECUTIVE SUMMARY

Background

Mobility and internationalisation have been among the central objectives and main policy areas of the Bologna Process and the European Higher Education Area (EHEA) from the very beginning. The Bologna Declaration (1999) set out “the objective of increasing the international competitiveness of the European system of higher education” and pointed out the need “to ensure that the European higher education system acquires a world-wide degree of attraction”.

In the 2009 Leuven/Louvain-la-Neuve Communiqué, the Ministers responsible for higher education of the countries participating in the Bologna Process declared international openness to be one of the higher education priorities for the coming decade. The Leuven/Louvain-la-Neuve Communiqué furthermore states that: “In 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad”.

At the Bucharest Ministerial Conference 2012 the EHEA Strategy “Mobility for Better Learning” was launched. Its 10 themes, including the improvement of quality mobility, increasingly mobility into and out of the EHEA and the further internationalisation of the EHEA are the basis for the terms of reference (work plan) of the Bologna working group on mobility and internationalization (M&I WG).

Moreover, to exchange information and to provide assistance in facilitating the portability of grants and loans, the Network of Experts on Student Support in Europe (NESSIE) was set-up as a sub-structure to M&I WG.

About This Report: Results

The M&I WG devoted special interest to the following issues: Staff mobility, mobility of teacher training students, quality in mobility, common description of study programmes, portability of grants and loans, a potential target for incoming students to the EHEA, quality assurance of joint programmes, mobility of underrepresented groups and a general review of the 2007 “EHEA in a global setting strategy”. For each topic, separate papers with observations, recommendations and in some cases guidelines were produced. The respective documents are listed in the annex to this report.

The M&I WG ranked the importance of the different issues with a view to the Yerevan Communiqué. Thus, **staff mobility** has been prioritized as highly pertinent within the mobility strategy according to the Bologna agenda. The decisive aspect in this context is the definition of staff mobility which includes all groups of staff in higher education systems –

the academic as well as the administrative and technical staff. With its recommendations to enhance staff mobility, the working group pays tribute not only to individual mobility but also to the international quality of the higher education institutions as learning institutions in a process of continuous development.

The mobility of teacher training students is of similar importance and it should clearly be a political priority: with regard to the key role of teachers, the working group came up with a paper appealing for measures to facilitate and support the mobility of this particular group of students. Such a focus takes into account the importance of understanding and promoting the concept of internationalization in the classroom, also based on personal experience.

Quality in mobility was ranked next as mobility is undoubtedly one of the main pillars of the European higher education area. Based on the European Quality Charter for Mobility recommendations have been worked out to further develop good practice and to promote dialogue within the EHEA. The invaluable horizontal and academic skills and competences to be acquired through mobility experiences by students, teachers, researchers, and staff need to be secured through the best-possible information services, as well as mentoring and support measures before, during, and after the mobility period. The recommendations do not constitute an exhaustive list of the projects and actions which exist but are meant to raise further political and institutional awareness of what quality of mobility means.

The recommendations on the **description of study programmes** were adopted. One of the main messages of the document is the need of harmonization of the structure of the provision of information on study programmes within the EHEA based on national¹ databases. The idea is to propose a common structure of national data bases giving useful information to cover the complete journey of a potential international student from the very first contact with the EHEA and national HE systems through admission and enrolment, learning and teaching processes and finally information on further studies and work opportunities.

A target on incoming mobility of students from outside the EHEA into the EHEA was discussed to enhance the attractiveness and to increase the diversity of the European higher education area. The discussion brought to the fore that a concerted action would be difficult just because of the diversity of higher education systems and the cultural settings. The idea now is to ask the EHEA countries to work out national targets for incoming students from outside the EHEA. At the same time Eurostat and national data collection agencies are called upon to collect relevant data on incoming degree and credit mobility.

¹ In this report, "national" might refer to the regional level in the case of federal states where higher education is a shared or exclusive competence of the regional level entities.

Overcoming underrepresentation in student credit mobility is another challenge which needs to be met to avoid the loss of much-needed talent in fighting future problems such as sustainable sources of energy, inter-cultural conflicts, or changes in demographic development, etc. An Austrian study has identified 3 groups: older students, students from a low parental educational background, and students with delayed transition into higher education. Relevant data need to be collected and further groups of underrepresented groups, e.g. students with migrant background or “second-chance” students need to be identified and remedial measures ought to be taken.

The discussions about the **portability of financial student support** culminated in guidelines for further implementation. Their aim is the full portability of financial student support within the EHEA based on a fair sharing of financial costs between the home and the host country of a student. The guidelines offer an orientation framework, focusing primarily on learning from best practice on a voluntary base.

Proposals for consideration for the 2015 Yerevan Communiqué

The results of the working process on “Mobility and Internationalization” will feed into the following proposals for the 2015 Yerevan Communiqué:

Staff Mobility

We recommend that the Ministers aim for a paradigm shift towards a more supporting environment for staff mobility on the base of the attached guidelines, because high quality mobility of staff contributes to develop research, teaching and learning and to modernise management and administration. Staff mobility comprises all groups of HEIs personnel – academic, administrative and technical staff. It helps the EHEA to flourish through international cooperation and it is an opportunity to generate expertise and new added value services within institutions. Therefore, there is a need to make this mobility an everyday reality and to turn it into an integral part of human resources development in our higher education institutions.

We recommend asking Eurostat to improve data collection on staff mobility in order to better assess its quantity and quality. On this basis, the BFUG should be asked to monitor progress in the field of staff mobility and to report on it at the Ministerial Conferences.

Mobility of teacher training students in the EHEA

We recommend that the Ministers commit to improving the framework conditions for teacher student’s mobility in our national systems. Teacher training students will eventually become teachers. They will therefore serve in future as role model and educators for future generations. There is a need to encourage our Higher Education Institutions to facilitate

mobility in teacher training by inter alia designing curricula with mobility windows, offering joint programmes, ensuring smooth and fair recognition of periods spent abroad as well as professional recognition. Funding programmes for the exchange of teaching assistants will be promoted.

Quality in Mobility

We recommend that the Ministers support the comprehensive internationalization of higher education institutions, with mobility being one of its major pillars. To promote quality in mobility the institutions must give students guidance before, during, and after mobility by taking into account tailored personal needs and recent technical developments so as to develop further mentoring, support, reintegration guidance and feedback between all stakeholders involved. Mobility as a means for the acquisition of competences such as foreign language knowledge, intercultural awareness, and other soft skills must be integrated in all programs.

Recommendations for overcoming underrepresentation in student credit mobility

We recommend that the Ministers are aware of mobility obstacles for underrepresented student populations. Great talents are lost, for example, from students with an immigrant background, who might be brilliant but do not have the linguistic skills to fully participate in study programs, or "second chance" students, who for reasons other than lack of scholastic aptitude could not follow a traditional learning path; therefore, we commit to support research to understand these phenomena in greater detail and to better adjust our actions for overcoming them.

Data should not only focus on academic mobility but also on traineeships, summer schools and other forms of mobility including non-formal education. Analyses should include older students, students from a low parental education background or those with delayed transition into higher education.

Description of study programmes in the EHEA

We recommend that the Ministers acknowledge the need to improve information about study programmes as a means to increase mobility and attractiveness of the EHEA. There is a need to pursue in our countries the recommendations adopted by the BFUG on a common structure of national data bases describing the EHEA and national HE systems, including institutions, study programs and student support services and structures. The structure of the information should help data providers, data collectors and HE institutions to increase transparency.

A target on incoming mobility of students from outside the EHEA into the EHEA

We recommend that the Ministers, aim to increase the number of students enrolled in the EHEA who have obtained their prior qualification outside the EHEA. To this end we propose call on all EHEA countries to consider setting a national target for such incoming student mobility and define measures to reach these targets as part of their internationalisation strategies.

We recommend to ask Eurostat, in cooperation with the relevant national data collectors, to collect and report on data on incoming student mobility for degree as well as credit purposes from outside the EHEA on an annual and standard basis.

Portability of financial student support - Guidelines for further implementation

Acknowledging the importance of portability of financial student support to promote learning mobility we propose that the Ministers commit to follow the guidelines and recommendations on the subject adopted by the BFUG, namely that financial student support granted in an EHEA's member country to cover living expenses should be portable to other EHEA countries. Member countries as well as Higher Education Institutions should provide adequate information on the portability of financial student support as well as on the conditions to be fulfilled. The implementation of these guidelines should be covered in the next Implementation Report.

I.II ABOUT Mobility and Internationalisation WG

Mandate and Membership

To reflect the diversity of the EHEA all the Bologna countries, the BFUG Secretariat, the European Commission and the Consultative members were invited to participate in the M&I WG activities. Some 40 BFUG members and consultative members have participated in the work of the M&I WG and the full list of members is provided in ANNEX II.

The specific nature and the precise tasks of the WG were outlined in the ToR of M&I WG:

- To contribute to the implementation of the EHEA Strategy “Mobility for better Learning” at national and European level and to assist in the reporting to Ministers in 2015 on the progress made;
- To support countries in their national implementation efforts regarding the mobility strategy;
- To contribute to the evaluation of the strategy “EHEA in a Global Setting” and to the further internationalisation of the EHEA;
- To review the Bologna Policy concept with the aim of further improving policy dialogue with non-EHEA countries.
- To propose to the BFUG guidelines on staff mobility, including a definition of “staff” and an analysis of current barriers to staff mobility, as well as a set of potential measures to overcome them;
- To contribute to the national implementation of selected measures of the mobility strategy by facilitating peer learning, exchange of good practices and regional cooperation;
- To examine ways of overcoming existing mobility obstacles, such as the application of transparency instruments and practices relating to joint programmes;
- To explore options of improving the information on study programmes and admission systems in the EHEA (measure 8 of the mobility strategy);
- To explore whether a common approach on the portability of grants, loans and scholarships is feasible and to be recommended;
- To contribute to the reporting exercise on the implementation of the mobility strategy, in particular by assisting the WG on reporting in drafting a suitable questionnaire as well as by proposing conclusions on the progress made and further action;
- To examine options of assessing and improving the international attractiveness of the EHEA inter alia by examining whether a target on mobility into the EHEA is feasible and to be recommended;
- To propose to the BFUG guidelines for further internationalisation developments in the EHEA.

Relationship to other EHEA WGs

The M&I WG cooperated with all BFUG WGs, most ad-hoc WGs and Networks. Links were established with the WG on Reporting on the Implementation of the Bologna Process in order to liaise with stocktaking and data collection. With regards to data on staff mobility as well as input related to the questionnaire. A draft questionnaire on mobility and internationalisation was prepared and addressed to the WG on Reporting on the Implementation of the Bologna Process.

Several consultations were held with the Structural Reforms WG to avoid the overlap of work done by two WGs. Meanwhile, the BFUG appointed an ad-hoc group to make proposals concerning the quality assurance of joint programs and degrees. In cooperation with the SR WG the M&I WG recommended that the BFUG considers adoption of the proposal.

The representative of the ad-hoc WG on the Revision of the ECTS User's Guide actively participated in the discussions on the description of Study Programmes, in order to avoid double work on the issue. Moreover, to discuss the mobility of doctoral candidates and exchange information on priorities of each WG a joint session of M&I WG with the ad-hoc WG on Third Cycle was held.

In addition, the work of the WG has been accompanied by and benefited from several inputs and relevant mobility seminars organized by different stakeholders, e.g. the DAAD conference "The External Dimension of Bologna Process".

PART II 2012-2015 MOBILITY AND INTERNATIONALISATION WG: SPECIFIC POLICY AREAS

II.I MOBILITY

Staff Mobility

The M&I WG recognizes that the role of "staff" is not yet sufficiently investigated when it comes to the Mobility Strategy and there is a need for clear definition of staff mobility. Thus, the guidelines include a clear definition of "staff" and an analysis of current barriers to staff mobility, as well as a set of potential measures to overcome them.

The M&I WG has concerns on legal barriers for short-term and long-term mobility (e.g. strict immigration rules) in the EHEA. Moreover, while family members of researchers should have access to the labour market in the host country, the host institution should provide linguistic and intercultural support for incoming mobile staff. Hence, the quality of the support provided to mobile staff and researchers should be improved through trainings (e.g. linguistic trainings).

The M&I WG acknowledges the following important points:

- Permanent mobility, including changing of the employer can be counted as "mobility";
- It is unrealistic to have a European benchmark on "staff mobility" (however benchmarks could be defined for its sub-categories such as the academic mobility);
- High importance should be given to cross-border and physical mobility as one of the main focus areas;
- The teaching and learning mobility should not be separated, as both are aimed at circulation of knowledge;
- HEIs have an important role to play in incentivising and monitoring staff mobility, and should do so in a way that is fit-for-purpose and in line with their own international objectives.

The definition of staff mobility should be as follows: "Staff mobility comprises all groups of staff - academic, administrative and technical staff - that is mobile either between higher education institutions or between a higher education institution and a research institution, an enterprise or another organisation. The mobility may take place on a temporary basis, i.e. with an intended return to the home institution or for an indefinite period, i.e. including a change of employer".

Last but not least, it should be underlined that the “Recommendations to enhance staff mobility in the European Higher Education Area (EHEA)” focus on how to promote and encourage staff mobility and its quality such as creating a supporting environment for staff mobility and encouraging and supporting staff mobility and its appreciation.

The Portability of Grants and Loans

During its meetings the M&I WG agreed to re-title the work on the portability of grants and loans to “Portability of financial student support”, thereby avoiding the distinction between grants, loans and scholarships. In addition, different socio-economic starting points of the EHEA countries were considered. Furthermore, the situation in non-EU as well as EU countries should be appropriately covered.

e The research done by the M&I WG showed that some Eastern European countries haven’t adopted the portability of grants and loans for fear of brain drain. However, the advantage of such a system should be demonstrated to all the member countries. Mainly, portability might seem expensive in the short term, but usually countries benefit on the return of qualified specialists. Moreover, while some EHEA countries didn’t provide any information on portability of grants and loans (e.g. Russia, Ukraine), others do not offer portable grants but instead mobility support schemes. In some EHEA countries the accommodation support is not yet portable.

The guidelines aim at a fair balance of financial support between the home and host countries. Thus, the home country should in principle cover the living costs of the student and the host country should finance the study courses. If the funding of home country is not enough to cover living expenses, the host country could compliment it up to the real costs. Bearing in mind the above mentioned, the financial support should not be granted twice for the same cause within the EHEA.

Quality in Mobility

The European Quality Charter for Mobility² was used as basis for the discussion of the respective issue because many of its proposals have not been properly implemented and heeded. The WG agreed to create a non-exhaustive list of good practice examples on the basis of recommendations included in the Charter to generate a few specific cases of quality mobility and how those cases are defined and implemented on institutional level. The representatives of DAAD, CoE and EC volunteered to follow this initiative.

The M&I WG arises the following important points to be addressed to responsible bodies:

² <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32006H0961&from=EN>

- There is a need to differentiate between the quality of mobility proper and the academic quality of the programs and/or institution, whereby the latter is secured through the established quality assurance mechanisms. That said, the role that mobility plays in quality assurance (what elements are considered) should indeed be discussed;
- Ensuring the quality of the mobility experience should address the full life-cycle of mobility, from promoting and preparing it, to monitoring academic quality, to ensuring student services, to general evaluation of students and staff participating;
- Incoming students and teachers play an important role in internationalisation at home;
- A tool for monitoring the quality of partnership between HEIs could be created;
- The institutions should internationalize more, to improve students' soft skills and to increase their employability through the acquisition of intercultural competences;
- Evaluations of the mobility experience should be public.

Mobility can be divided into three stages: pre-mobility, the actual mobility period and post-mobility stage. The overall quality of a mobility activity is determined by the quality of the services offered along these stages, as well as, naturally, by the quality of the study and research programs, internships, etc. and the quality of the teachers. During the pre-mobility stage students, professors or researchers should have access to information on hosting institution and the learning plan. The linguistic, intercultural and other necessary preparatory measures, such as finance must take place at this stage.

At the second stage of mobility the provision of logistic support is essential. Thus, not only the host institution should take care of the person being mobile, but the sending institution itself should keep contact with student or staff in order to ensure proper mentoring. After the mobility experience there are several relevant issues to be considered, among them recognition, reintegration into the study, research and the study or work environment at home. It is also important to commit people to share their mobility experience with those who are going to become mobile and also those who may not have a chance to embark on an international experience ("internationalization at home").

Mobility must be structured, well prepared and quality assured. The learning plan, being a responsibility of the academic coordinator as well as the student, should be automatically recognised once all learning activities in the host institution are agreed. A learning path that fits the personal needs of students or staff should be set up. Moreover, relevant mobility information should be included in the Diploma Supplement.

There is a wealth of good practice at institutional level regarding how quality of mobility can be defined and improved. The document drafted by the M&I WG simply summarizes some of these practices and attempts to raise political attention to the issue.

Teacher Student's Mobility

The issue of teacher student's mobility was discussed with teacher students. High importance should be given to teachers as multipliers and motivators for their students to understand the advantages of intercultural competences, which can only be acquired by personal experience. Fair and transparent recognition (proper credit transfer) is still a problem, and curricula are generally too restricted. The new ERASMUS+ programme can be important in facilitating more work and study related stays abroad.

The international mobility of teacher-training students should be improved. The further goal of the work accomplished by the M&I WG should be the enhancement of the international dimension of teacher-training and support the mobility of teacher-training students, with the aim of proposing resolutions for the Yerevan Communiqué on how to particularly target the mobility of teacher training students.

While the mobility of teacher training students carries a great potential for future generations of pupils and students, they belong to the least mobile groups. The idea of the paper is to recommend and promote the mobility of all teacher-training students.

However, teacher training students and prospective language teachers in particular should be clearly distinguished. Teachers of the native language for foreigners should have experience of study in the country of the language taught. It is important to encourage HEIs to recognize school work internships related to the teaching subject that were completed abroad in the framework of the study exchange programme. Development of international faculties in HEIs should be encouraged.

The final text proposes actions for teacher training students in general as well as for prospective language teachers, including mobility windows, fair and transparent recognition procedures, and joint programmes.

Mobility of underrepresented groups and balance of mobility flows

M&I WG acknowledges that a lot of talent is lost in higher education because many students from underrepresented groups find it difficult to become mobile. A study on the access to mobility of underrepresented student groups and on imbalanced mobility in Europe was analysed by the WG. According to the results of the analysis the WG members recognized the importance to come up with recommendations for underrepresented groups on how to

gain more access to mobility and to raise the awareness of this situation in the academic community. Moreover, in terms of imbalanced mobility the WG members shared experiences and learned more on the present situation.

There are three underrepresented groups in mobility identified on the basis of existing and latest European data: students with a low parental educational background, students with delayed transition into higher education (later than 2 years after completing secondary education), and older students.

The WG acknowledges the necessity for providing better data and the main obstacles for underrepresented groups to be addressed. Other categories of underrepresented student groups should also be considered, in addition to the ones identified in the study, namely second-chance students, handicapped students, students with a migrant background, etc.

The responsible authorities should acknowledge that:

- It is desirable that (information on) mobility is already offered in secondary education;
- Visa issues at times hinder mobility for underrepresented groups with migrant background;
- More financial support is needed to increase the mobility of underrepresented groups.

The mobility of underrepresented groups should be considered as an added value. Thus, the WG recommends further research on the main obstacles of mobility of underrepresented groups and to develop a mobility strategy for those groups. Meanwhile, different countries should make up their own policies, depending on which groups of underrepresented students they are primordially dealing with. Further relevant data on the national and European level are necessary to be able to better identify the student groups underrepresented in mobility as well as the actions and means to satisfy their needs.

II.II Internationalisation

Description of Study Programmes

The ToR of the M&I WG include the specific task, “to explore options of improving the information on study programmes and admission systems in the EHEA”, also addressed in point 8 of the Mobility Strategy for Better Learning adopted in the Bucharest Ministerial Conference, as a means to increase mobility through improved information on study programs. Thus, the main goal of the WG has been to develop a system for the standardized description of all study programmes offered across EHEA and propose changes to the structure of programme descriptions.

The already existing European, national and institutional tools should be reviewed to create common standards for the description of study programmes. The existing EHEA and EU tools, such as the credit system, the learning outcomes, the QFs should be used as instruments to achieve common standards. Nevertheless, the university web-sites should be considered as one of the main sources of information.

Taking into account that some EHEA member countries study programmes or universities are not well known, steps could be taken to eliminate disadvantages of information accessibility. On the other hand, it will be a real challenge to collect and update information from up to five thousand universities under one platform.

Following the outcomes of the discussion of the WG to promote a standardized approach to programme description at national level in the EHEA countries the group discussed draft guidelines on the description of study programmes in the EHEA with recommendations on a common structure at national level. The group decided to further develop the guidance including a template for a possible database structure at national level.

The aim of the M&I WG was not the proposal of a structure for a common database for the EHEA run by a single unit, but a common structure of the existing national/regional databases. It was underlined that the recommendations should take into account and be consistent with the checklist for the description of study programs included in the recently approved ECTS User’s Guide.

The proposed structure of the recommendations on the description of study programmes covers the complete journey of a potential international student from the very first contact with the EHEA and national HE systems through admission and enrolment, learning and teaching processes and finally information on further studies and work opportunities. One of the main messages of the document is the need of harmonization of information provision on study programmes within the EHEA.

A recommendation on a common structure of national databases describing study programmes was adopted, including recommendations on how to present attractive information to recruit international students at institutional level.

Revision of the “The EHEA in a Global Setting Strategy”

The revision of the 2007 Global Setting Strategy of the EHEA focuses on the overall development of the following five policy areas: Information on the EHEA, promotion/attractiveness, partnership, policy dialogue and recognition. The Strategy review is not a comprehensive mapping but a selective review attempting to capture some general trends at European and national level. It is based on contributions received from WG members of examples under the five priority areas of the Strategy.

Attractiveness of the EHEA (Target for Incoming Mobility)

The WG agreed on a set of indicators to assess the attractiveness of the EHEA, such as the share of students and first-year-students in the EHEA who have obtained their prior qualification outside the EHEA as well as their study success and stay rates after graduation. Although quality, diversity, openness and comparability of degrees are widely known as the indicators of the EHEA attractiveness, students usually also consider safety, employability and good reputation. Nationality data of students who have obtained their prior qualification outside of EHEA could be collected.

The M&I WG emphasises the following important points to be addressed:

- EHEA membership could help smaller countries to promote their educational systems worldwide;
- Quality assurance is one of the attractiveness indicators of EHEA;
- Incoming student mobility should be increased in EHEA, however different countries may have different needs and targets;
- Data should be collected and reported to assess the attractiveness of EHEA on a regular basis.

There are many difficulties in attracting mobile students, e.g. national language regulations in smaller countries of the EHEA. A common target for incoming mobility could be meaningless as only three European countries (Germany, France and UK) account for 60% of EHEA incoming mobility. Thus, considering the diverse situation in the EHEA, national targets for incoming mobility could be more useful. Countries should address the topic in their international strategies and set national targets for incoming student mobility from

outside the EHEA. It is important to call upon all EHEA countries to consider making an increase in incoming student mobility from outside the EHEA an objective in their internationalisation strategies.

While increasing the international attractiveness of the EHEA is an important and desirable aim, setting a target for incoming mobility may not be an adequate objective for reaching it.

Bologna Policy Forum

Based on the experience from the Third Bologna Policy Forum (BPF), one of the main tasks of the M&I WG was to assist the BFUG Secretariat and the Armenian Ministry of Education and Science in organizing the fourth edition of the Bologna Policy Forum.

Mainly, it is recommended to follow a regional approach to start a dialogue with one or two regions of the world before the Bologna Policy Forum. The main idea of BPF should be the intensification of cooperation of the chosen region with EHEA countries. Thus, Regional integration could become a core theme for the 4th BPF.

Based on the experience of the three previous BPF the importance of more interaction between the participants of the 4th BPF should be highlighted. Hence, the agenda should avoid too many, as well as lengthy presentations. Moreover, the ministers should have a chance to exchange ideas and to bring about significant decisions, rather than endorse formulations drafted before the Forum. It is also important that more international press is invited.

A concept note on BPF was prepared within the WG. The WG realizes that there are difficulties to get the EHEA ministers to engage/participate in the discussion with the non-EHEA partners. This issue was partly solved by having the two parallel forums in Bucharest, instead of back to back. Moreover, the issue of diverse group of partners (different aims, different relationship with EHEA, different levels of education systems) is one of the main challenges.

The M&I WG recognizes that the focus on specific regional cooperation areas – such as the Asia/Pacific, Africa and Southern Mediterranean regions is very important. Though, there should be a clear explanation on the concept of selecting these regions. In this regard, the organizers should guarantee that a partnership based dialogue between non-EHEA and EHEA countries takes place. Moreover, continuity between the BPFs is needed. In this purpose, it could be useful to widen the scope of meetings between EHEA and non-EHEA countries (e.g. meetings could take place once a year parallel to the BFUG meetings).

The Concept Note proposing a regional approach focused in the South Mediterranean area and a list of topics to be proposed to these countries was proposed to the BFUG Board in Athens.

Furthermore, the issue of recognition should be a point for discussion during the BPF as a core element of student mobility. Nevertheless, the non-EHEA countries could also propose topics for discussion. The BPF Steering Committee could propose a list of topics for discussion for the Ministers to choose.

PART III APPENDICES

ANNEX I

Terms of Reference of the Mobility and Internationalisation Working Group

Working Group on Mobility and Internationalisation
Contact person Peter GREISLER – Germany (peter.greisler@bmbf.bund.de) Gottfried BACHER – Austria (Gottfried.Bacher@bmwf.gv.at) Luis DELGADO – Spain (luism.delgado@meecd.es)
Composition The group will be made up of a wide range of countries and should be balanced with regard to EU and Non-EU Bologna countries, geography and size. The group should include members of the 2010-2012 working group as well as new members. The following countries and organisations expressed their willingness to participate in the WG: Armenia, Belgium/Flemish Community, Belgium/French Community, Cyprus, Denmark, France, Hungary, Ireland, Italy, Kazakhstan, Lithuania, Moldova, Netherlands, Poland, Romania, Slovenia, Turkey, UK, Council of Europe, EC, ENQA, ESU, EUA, EI, EQAR, Business Europe.
Purpose and/or outcome <ul style="list-style-type: none">➤ To contribute to the implementation of the EHEA Strategy “Mobility for better Learning” at national and European level and to assist in the reporting to Ministers in 2015 on the progress made,➤ To support countries in their national implementation efforts regarding the mobility strategy,➤ To contribute to the evaluation of the strategy “EHEA in a Global Setting” and to the further internationalisation of the EHEA,➤ To review the Bologna Policy concept with the aim of further improving policy dialogue with non-EHEA countries.
Reference to the Bucharest Communiqué Paragraphs 23-28. Mobility Strategy 2020 for the EHEA «Mobility for better Learning»

Specific tasks

- To propose to the BFUG guidelines on staff mobility, including a definition of “staff” and an analysis of current barriers to staff mobility, as well as a set of potential measures to overcome them,
- To contribute to the national implementation of selected measures of the mobility strategy by facilitating peer learning, exchange of good practices and regional cooperation,
- To examine ways of overcoming existing mobility obstacles, such as the application of transparency instruments and practices relating to joint programmes,
- To explore options of improving the information on study programmes and admission systems in the EHEA (measure 8 of the mobility strategy),
- To explore whether a common approach on the portability of grants, loans and scholarships is feasible and to be recommended,
- To contribute to the reporting exercise on the implementation of the mobility strategy, in particular by assisting the WG on reporting in drafting a suitable questionnaire as well as by proposing conclusions on the progress made and further action,
- To examine options of assessing and improving the international attractiveness of the EHEA inter alia by examining whether a target on mobility into the EHEA is feasible and to be recommended,
- To propose to the BFUG guidelines for further internationalisation developments in the EHEA,
- Consider and make proposals concerning joint degrees and programmes on the basis of suggestion by a small ad-hoc group reporting to the working groups on Mobility and Internationalisation and Structural Reforms,
- Help identify and set priorities for peer learning activities concerning mobility and internationalisation.

Reporting

Minutes of working group meetings will be made available to the BFUG in the restricted area of the website (by the Bologna Secretariat).

BFUG should also receive regular reports and updates.

To allow for good communication with the BFUG as a whole and for the necessary consultations, progress reports should be submitted at least two weeks before each BFUG meeting. In between BFUG meetings, updates can be circulated by the Bologna Secretariat via e-mail.

The working group may focus its activities on a selection of the above mentioned tasks if it becomes apparent during the working period that some of the tasks do not have the

potential to be pursued. In this case the Co-Chairs will inform the BFUG.

Meeting schedule

- 6-7 December, 2013. Berlin, Germany.
- 15-16 April, 2013. Berlin, Germany.
- 21 October, 2013. Madrid, Spain.

Liaison with other action lines

Cooperation with other working groups, in particular those on reporting on the implementation of the Bologna Process, on the social dimension and life-long learning as well as the structural working group will be organized in the relevant context.

Additional remarks

ANNEX II

List of members of the M&I WG

Co-Chairs of the M&I WG

Austria	Gottfried Bacher
Germany	Peter Greisler
Spain	Luis Delgado

Members of the M&I WG

Armenia	Angelina Hovhanissyan
Belgium/Flemish Community	Magalie Soenen
Belgium/French Community	KevinGuillaume
Businesseurope	Irene Seling
CoE	Jean-Philippe Restoueix
Consultative expert	Siegbert Wuttig
Consultative expert	Bernd Wächter
Consultative expert	Irina Ferencz
Cyprus	Christos Pouyioukkas
Denmark	Maisa Mahmutovic
EC	Ragnhild Berg
EC	Simon Roy
EI	Riku Matilainen
ENQA	Maria Kelo
EQAR	Eric Froment
ESU	Erin Nordal
EUA	Elizabeth Colucci
EUA	Michael Gaebel
Eurostat	Shubila Balaile
France	Patricia Pol
France	Yves Vallat
France	Hélène Lagier
Germany	Kathleen Ordnung
Germany	Anna Fleischmann
Germany	Katrin Fohmann
Hungary	Gábor Dobos
Ireland	Gerry O'Sullivan
Italy	Marzia Feroni
Kazakhstan	Nurbek Sayasat
Lithuania	Jolita Butkienė
Moldova	Ludmila Pavlov
Poland	Anna Majda
Romania	Luminita Nicolescu
Slovenia	Alenka FLANDER
the Netherlands	Ms Jolien van der Vegt
UK	Ian Crombie
Bologna Secretariat	Gayane Harutyunayn
Bologna Secretariat	Hayk Sargsyan

ANNEX III

Staff mobility in the European Higher Education Area (EHEA): Recommendations to enhance staff mobility

Mobility of all groups of staff (academic, administrative, technical) in higher education institutions is a key factor when it comes to internationalising higher education systems and institutions. Mobility of staff is related to knowledge circulation and pursues a variety of general aims. Depending on the position and the field of work of a member of staff as well as the type of receiving institution, some aims can differ.

From the perspective of the European Higher Education Area (EHEA), the general aims of **academic staff mobility** are to assure and increase the quality of education and research. Staff mobility fosters learning mobility as well as sustainability within exchanges between institutions and has a multiplier role for the overall mobility of students and staff. Staff mobility in the EHEA plays a crucial role in the exchange of knowledge and ideas, encourages the personal and professional development of staff and is a necessary condition for internationalisation at home. It contributes to foreign language proficiency, furthers intercultural skills and strengthens employability of students and staff. Mobility is essential for sustainable international networks and cooperation and makes the EHEA more attractive and competitive. A mobility period of academic staff at a higher education institution abroad increases the quality of teaching and helps to integrate the global dimension in the curricula. When academic staff undertake a mobility period at a research institution, enterprise or other organisation abroad, this may facilitate working relations between academia and businesses or research institutions and lead to new placement/research opportunities for students.

The mobility of **administrative or technical staff** increases and assures the quality of administration, management and student services. It provides help to better understand different administrative structures and thus to overcome existing barriers for mobile staff.

The following recommendations serve to promote and encourage staff mobility. They are directed towards all member countries of the EHEA, higher education institutions as well as academic, administrative and technical staff at higher education institutions.

1. Definition of staff mobility

Staff mobility comprises **all groups of staff** - academic, administrative and technical staff³ - that are mobile either **between higher education institutions** or between a **higher**

³ Academic staff are staff mainly engaged in teaching and/or research which is also the purpose of mobility. Administrative or technical staff are mainly engaged in administration, governance and/or management or carry out technical tasks. The purpose of mobility is linked to those fields of activity.

education institution and a research institution, an enterprise or another organisation. Those guidelines refer to mobility of staff as **physical cross-border mobility**. The mobility may take place on a **temporary basis**, i.e. with an intended return to the home institution or for an **indefinite period**, i.e. including a change of employer.

2. Recommendations to enhance staff mobility

2.1 All member countries of the EHEA are called upon to

- **Ensure that the national legal framework encourages staff mobility**
 - National immigration laws should support the mobility of staff, for instance by allowing partners or family members of mobile staff to obtain visas and to have access to the labour market while accompanying mobile staff.
 - For mobility periods which include a change of employer, mobile staff should have the possibility to have their time abroad recognised for pension purposes as if he/she had been working at the home institution.

- **Encourage and support staff mobility and appreciation of its value**
 - Include staff mobility in the national internationalisation strategies for higher education.
 - Include in institutional evaluations the achievements made on staff mobility through strategies and action plans set up by HEIs.
 - Provide funds for institutions and agencies promoting staff mobility, mobility programmes and their outcomes as well as positive examples, especially for administrative and technical staff.
 - Encourage the use of existing networks in this area and assess if they could be extended to other member countries of the EHEA.
 - To ease financial difficulties at the institutions when staff is abroad, staff mobility could be included in the agreements on financing of higher education institutions.
 - Provide appropriate funds for mobility of academic, administrative and technical staff, taking full advantage of European funding sources, e.g. ERASMUS+.
 - A sufficient offer of places at international schools for children of mobile staff should be provided. This is particularly relevant for longer mobility periods.

- **Encourage attractive and transparent working conditions as well as transparency of opportunities and of selection procedures for staff at national and international level**

- **Improve data collection on staff mobility in order to better assess its quantity and quality**

- Invite Eurostat in cooperation with the relevant national data collectors in the EHEA to develop and establish a coherent system of data collection based on the above mentioned definition on staff mobility. This also includes defining the technical conditions for data collection, e.g. the minimum duration of the mobility period.
- Encourage higher education institutions to collect data on staff mobility based on the Eurostat parameters as well as their own specific indicators.

2.2 All higher education institutions in the EHEA are called upon to create a supporting environment for staff mobility by

- **Providing information on mobility opportunities for staff**, taking into account the individual needs of staff and the fact that staff mobility is to a high extent life-cycle dependent. Outcomes of staff mobility as well as positive examples can be helpful in this context.

- **Ensuring a high quality and a maximum impact of the mobility period**

- Evaluate the mobility period as well as the existing partnerships and monitor them.
- Define the purpose and aims of staff mobility in cooperation with the receiving institution as well as the mobile staff before the mobility period.
- Encourage managers to ensure that the mobility period has clear objectives.

- **Ensuring framework conditions conducive to staff mobility and create a culture of welcome** Embed staff mobility in a comprehensive institutional strategy for internationalisation with the aim that the institution takes the initiative for mobility, not only the staff. The institutional strategy should also allow for individuals to be mobile on their own initiative and ensure a better internal communication on staff mobility. Measures of this institutional strategy may be to:

- Create the necessary financial means and capacity for staff mobility in relation to the institution's profile.
- Make better use of existing international cooperation in the field of student mobility and extend them to staff mobility.
- Look for flexible solutions to replace mobile staff without negative consequences for the students. One possibility could be to introduce windows of mobility for staff to allow them to have enough time for mobility. This should be taken into account in the human resources planning.

- Develop a service-oriented approach towards incoming and outgoing staff:
 - Establish adequate and efficient structures and processes to minimise the administrative and organisational burden.
 - Provide welcome and support structures and make them known.
 - Establish a language policy and provide courses for foreign languages and intercultural competence to ensure the smooth integration of mobile staff at the host institution.
- **Integrating staff mobility into career management and development**
 - Include international activities in human resources development plans.
 - Cooperate with the respective partner institution to ensure that mobility has a positive impact on career management.
 - Provide information and offer support on dual career opportunities⁴.
 - In order to increase the personal motivation and the interest of academic, administrative and technical staff for a period of mobility, develop incentives such as career opportunities, recognition of teaching/working abroad and, if applicable, performance-based salary components. Positively reflect staff mobility in professional appraisals.
 - Advertise job offers for academic, administrative and technical staff internationally, for example through EURAXESS.

2.3 Academic, administrative and technical staff in higher education institutions are called upon to:

- **Show more openness towards international activities and use the existing opportunities for mobility.**
- **Act as multipliers to promote the benefits of mobility among fellow staff and students**
 - Share experience via workshops, reports in magazines of the higher education and research institution, including inter-disciplinary exchange.
 - Join and actively participate in existing networks.
 - Provide practical information to colleagues.

⁴ Dual Career opportunity refers to a situation in which, both, the mobile staff and his or her partner are in a position to shape and develop their individual careers.

ANNEX IV

Mobility of teacher training students in the EHEA

The mobility of teacher training students carries a great potential for our joint efforts to encourage student mobility throughout the EHEA. Still, teacher training students are among the least mobile student groups in Europe today.⁵

Teacher training students will eventually become teachers and thus serve as role models for new generations of pupils and students. They should be mobile because they are going to “explain” the world to future generations. Hence they must have experienced it themselves. They should themselves have benefitted from the positive effect that the exchange with people from different cultures has on the development of a student’s personality.⁶ Young adults who have studied abroad become more self-conscious and are able to better handle criticism. These are competences which are desirable in particular in teachers. Furthermore, teachers in our more and more globalized society are increasingly facing pupils with an international background. In this regard, the personal experience of cultural differences could prove as an important advantage to better understand and deal with an intercultural context also outside the classroom.

For these reasons, we need to particularly target teacher training students in our European endeavours to support and facilitate student mobility. Such targeted action by the EHEA Ministers could include:

- an acknowledgement of the importance of this particular student group as well as a commitment to improving the framework conditions, such as national regulation which may hinder the mobility of teacher training students;

- an encouragement to HEIs to
 - Recognise study periods abroad;
 - Recognise foreign qualifications in accordance with the Lisbon Recognition Convention;
 - Include mobility windows into teacher training curricula;
 - Offer joint programmes in the field of teacher training;

⁵ EUROSTUDENT IV database, <https://eurostudent.his.de/eiv/report/>.

⁶ Such as Zimmermann et al.: They say there is evidence that young adults having studied abroad become less fearful and irritable while at the same time more self-conscious and are able to handle criticism. In: Do We Become a Different Person When Hitting the Road? Personality Development of Sojourners, Journal of Personality and Social Psychology 2013

- Promote exchange programmes, such as ERASMUS +, that offer funding for internships as a teaching assistant abroad.

Prospective language teachers are a group to which mobility is of even greater importance. Teacher training students that aim to teach a foreign language should spend at least one semester in a country where that language is commonly spoken. Teacher training students that aim to teach their native language as a foreign language should spend at least a mobility period of one semester in a country where that language is not commonly spoken. Higher Education Institutions should include such semesters abroad in the curricula of their programmes for prospective language teachers.

ANNEX V

Quality in Mobility - Selected Recommendations and Good Practice based on the European Quality Charter for Mobility and the Mobility Strategy for better learning

General Remarks:

Mobility is one of the main pillars of the European higher education area, and an indispensable ingredient of internationalization strategies. Although many initiatives have been taken to improve the mobility of students, researchers and staff, little attention has been given to the quality-related aspects. There is a considerable value-added effect of high-quality mobility, such as personal improvement of the overall competence level, tolerance, refined intercultural competences, enhanced foreign language and awareness of democracy skills. Nevertheless, it has been shown that a mere study stay abroad without the proper anchoring does not necessarily lead to enhanced competences. Mobility must be focused, structured, promoted, well-prepared, guided, documented and quality assured.

Quality assurance and accreditation measures (e.g. European Standards and Guidelines) and bodies (ENQA; EQAR; national QA agencies) must be applied to all academic programs which are part of the international exchange experience. Yet, overall quality assurance should not only cover the curricula as well as teaching and training aspects of mobility. It has to start in the planning stage and continue during the stay abroad proper well into the post-mobility periods with its evaluation and recognition procedures.

Mobility activities and the respective general conditions should be reflected both within the overarching institutional strategy and the respective departmental policies (as part of the institution's internationalization strategy). Such conditions include focused target countries, selected cooperation partners at academic and labor market level as well as thoroughly designed mobility windows in the academic and professionally-oriented curricula.

A prerequisite for making an informed choice of study destination is the transparent and comprehensive provision of information on the rights and duties of mobile candidates. The meaning and the goals of mobility must be clearly communicated to all candidates. This includes proper preparation (e.g. clear contracts with cooperation partners, adequate timing, guaranteed recognition, including recognition of prior learning).

The proper reflection of the mobility experience is an important success factor in this respect. Skills, knowledge and experiences acquired abroad by students, researchers and staff shall be strategically assessed (e.g. evaluation and impact for the home institution) and the results spread upon return to the home institution. The needs of international

candidates should be catered for by ensuring that staff has relevant training, expertise and language skills to provide such services. Following these principles, the quality assurance of the mobility experience can be properly implemented and sustainability be guaranteed.

Mobility for staff and researchers should be promoted and valued as it contributes to a more international outlook within the institution, providing staff with relevant experience needed for internationalization at home and creating opportunities for further international cooperation for the students and institution.

The specific needs of candidates with disabilities must be taken into account by governments, higher education institutions and student unions also in terms of quality of teaching and support.

Financial support is crucial for fostering mobility and sustaining high-quality study or working conditions at home as well as abroad. It should be available on all levels: institutional, state, and federal. Concerning students, portability of scholarships, grants and loans should be possible, especially for students with disadvantaged backgrounds and/or disabilities.

The European Quality Charter for Mobility, but also the Council Recommendation 2011 on "Youth on the move", and the Mobility Strategy 2020 for the EHEA, which covers all 47 EHEA countries, serve as backdrop for a non-exhaustive collection of recommendations on how to provide quality before, during and after the mobility experience. At a later stage quantitative indicators should be established to check on the quality, and thus on the successful implementation of the overall mobility/internationalization strategy.

Every HEI should have an ERASMUS CHARTER for higher education (ECHE) – or equivalent - - as this document sets the basis for many of the recommendations on how to improve quality in mobility. Non EU-countries are invited to follow the recommendations set out in the ECHE as closely as possible.

The recommendations' addressees are all persons and institutions involved in planning, counseling, accompanying, recognizing and supporting all types of mobility. They should benefit students, staff, teachers and researchers in planning and realizing their individual mobility activities.

Quality-enhancing measures in the different stages of mobility

- 1.** Choice of cooperation partners: *Within both the HEI's over-arching institutional strategy and the respective departmental policies indications should be clear about which cooperation partners are contributing an added value to the HEI's own strengths, needs, and competences.*

Recommended measures:

- a) Self-assessment of the own HEI (e.g. material and human resources) in order to find adequate and attractive cooperation partners for enriching the study programs offered.
 - b) Mobility partners should be chosen on the basis of content offered by the partner institution: complementarity of study programs or on the other hand expertise in certain research fields.
 - c) Mobility partners should be chosen by taking into account various types of mobility: learning or professional mobility, physical or virtual mobility, mobility (not) related to qualifications; intra- or intersectoral mobility; credit or degree mobility.
 - d) Mobility partners should be chosen by taking into account various types of mobility duration: short, mid- or long-term. Referring to "fitness for purpose", different types and durations require different quality tools and measures.
 - e) Proper reflection of mobility partners also in terms of support for candidates with disabilities (e.g. check list on Accessibility and International Student Mobility for Exchange Students and Higher Education Institutions by CIMO: <http://www.cimo.fi/services>)
 - f) Training for enhancing regional competences within the EHEA: the HEI's own staff and service department should be trained towards a common understanding of internationalization and intercultural competences as well as know-how, also in relation to specific target countries (see DAAD trainings for HE staff).
2. Recognition: *if periods of study or training abroad are an integral part of a formal study or training program, recognition aspects and considerations need to be taken into account before, during and after mobility. Basically, the learning plan has to mention any kind of mobility, and participants should be provided with assistance regarding recognition and certification. For a proper understanding of recognition, it is expected that all HEI and their staff do have knowledge on the Lisbon Recognition Convention and current implementation handbooks for the EHEA. For other types of mobility, and particularly those in the context of non-formal education and training, certification by - appropriate documents, such as those belonging to Europass, is necessary.*

Recommended measures in order to enhance transparency and recognition in mobility:

- a) Regular training and exchange of experience for all staff connected with questions of recognition and/or ECTS Credits (and the implementation of respective conventions, legal papers, guidelines (e.g. ECTS Users' Guidelines, practical guidelines for recognition by national bodies, and handbooks (e.g. EAR/European Area of Recognition manual, also in accordance with information and advice provided by the National Academic Recognition Information Centers (ENIC-NARICs).
- b) The recognition of learning activities carried out abroad should be based on the learning outcomes achieved by the students and follow the principles of flexibility and trust

(Lisbon Convention). Before departure of the student the sending institution should formally commit itself in the learning agreement that, upon successful completion of the agreed program of study, it will fully recognize and use towards the home degree all the credits gained abroad without any further requirements on the part of the student. The learning agreement will be devised and signed by both the academic advisor and the student. Once the participants have proven the successful completion of learning activities abroad through certification, the home institution is responsible for all procedures related to recognition.

- c) Provisions should be made for the case that certain agreed lectures are not available (checklist). In case of study periods abroad, it is extremely important to deal with curricular changes after the learning agreement was signed, as these changes are a frequent reason for non-recognition. Candidates need to know the contacts in charge, and flexible solutions need to be found at the earliest point possible.
- d) The mobility experience and the newly acquired skills and competencies coming along with it must be added within the diploma supplement.

3. Information and guidance: *every candidate for mobility should have access to clear and reliable sources of information and guidance on mobility and the conditions in which it can be taken up, including details of the roles of sending and hosting organizations*

Recommended measures:

- a) Improving the information for students, academic and administrative staff about the goals and benefits of mobility.
- b) Improving the information on study programs and admission systems (e.g. outgoings folder, transparent and clear information on curricula that include obligatory mobility). Improving the information on timing and appropriate or efficient preparation as soon as a decision on mobility is taken by the student.
- c) Cutting down administrative procedures and requirements as much as possible.
- d) Establishing simple communication channels and clearly designated contact partners for both incomings and outgoings, in order to accordingly respond to short-notice changes in the academic, organizational and infrastructural context.
- e) Identifying academic staff with mobility experience who act as advisors for strategy and/or for "distance support" when needed.
- f) Match homecomings with future outgoings for an exchange of information.
- g) Many of these activities can be planned and organized by Offices for International Relations, but should always be in accordance with other relevant Service Offices (e.g. Marketing and Communication, Student Service Point), Academic and Managing authorities at the respective HEI.

4. Learning plan: *a plan is drawn up and signed by the home and host institutions and participants before every stay for education or training purposes. It must describe the objectives and expected outcomes, the means of achieving them, an evaluation, and must also take account of reintegration issues*

Recommended measures:

- a) The statutory learning plan should also describe extra-curricular and training activities and related assessment.
- b) The learning plan should be developed in the most flexible way in order to fit the personal (individual) learning path of the mobile student.
- c) Apart from courses directly relevant for the individual study program (those included in the learning agreement), further optional courses should be included in the mobility workload to allow for additional personality-enhancing and cross-disciplinary competences.
- d) A learning agreement, signed by the home and the host institutions as well as the student, serves to guarantee transparent recognition.

4. General preparation: *before departure, participants should receive preparation tailored to their specific needs and prior experiences, covering linguistic, pedagogical, legal, cultural, and financial aspects*

Recommended measures:

- a) Coordination between all the stakeholders involved is essential. This is especially important when it comes to partnership agreements between the sending and the host institution. This agreement should focus on providing the best possible framework conditions for a successful completion of a study/research/teaching stay abroad.
- b) Adequate foreign language skills make for more effective learning, better intercultural communication and openness, and a deeper understanding of the host country's culture. Arrangements could include a pre-departure assessment of language skills, the possibility of attending courses in the language of the host country and/or language learning and linguistic support and advice on site. Proper linguistic preparation should be provided by the home institution but should also be initiated by the individual, and continued in the host country.
- c) Using virtual tools (e.g. distance learning, e-learning or blended learning offers, social media, interactive information tools, chat rooms, video-instructions) can support the candidates' preparation for the mobility stay.

5. Logistical support: *providing participants with information and assistance concerning travel arrangements, insurance, portability grants and loans, residence or work permits, social security and any other practical aspects*

Recommended measures:

- a) Restrictive immigration rules are one of the legal barriers for mobility in the EHEA. All EHEA member states are therefore strongly invited to adopt more flexible regulations regarding immigration and residency laws for both short and long term mobile persons.
 - b) For a student to be independent in the host country, adequate access to the labor market and, at the same time, to social security benefits should be provided.
 - c) Timely payment of financial grants is essential to avoid financial bottlenecks.
 - d) Portable loans and grants should be available to all mobile participants in the EHEA.
-
6. mentoring: *the hosting organization should provide tailored mentoring to advise and help participants throughout their stay, also to ensure their integration*

Recommended measures:

- a) Social and cultural field activities for mobile students/staff/researchers with the involvement of national students/staff/researchers and former outgoings should be organized. Many institutions use "International Weeks" for this purpose.
- b) A Buddy System should be standard for all incomings to provide organizational help in the first weeks, to further the integration process and to reflect on the mobility experience. This could be a major contribution to easing the acculturation process. Especially former mobility candidates serve as ideal buddies, since they can share their own experiences made abroad. Training and proper preparation for all these activities are essential. As for staff and researchers involved in a buddy system, further financial or administrative incentives (work leave) might be motivating.
- c) In-tandem learning is a perfect enhancement of the buddy-system and extremely helpful in steering an international student through a new and unknown study/working/academic system.
- d) Host institutions could provide virtual platforms or newsletters connecting mobile participants with their own staff and students in order to support exchange on local activities or academic culture. The sending institution and the mobile student can stay in touch via blogs, moodle, e-mail, skype, facebook, intercultural diaries or regular reports, especially in case of an internship where technical training aspects are relevant.

A (quality) code of conduct provides favorable and foreseeable conditions for incomings. One example is the "German National Code of Conduct on Foreign Students at German Higher Education Institutions":

http://www.hrk.de/uploads/media/Text_Code_of_Conduct.pdf

- e) Incomings should, wherever possible, have the same rights and access to the same services as national students/staff and researchers, as well as be offered additional special services.

7. Reintegration and evaluation: *on returning to their country of origin and home institution, participants should receive guidance on how to make use of the competences acquired during their stay and, especially following a long stay, any necessary help with reintegration. Evaluation of the experience acquired should make it possible to assess whether the aims of the learning plan have been achieved. Returning candidates should be invited to share their experience via feedback and evaluation forms and should be engaged as promoters for further mobility activities.*

Recommended measures:

- a) There should be an evaluation option which would help future participants to find out whether the host was helpful and to identify areas of improvement.
 - b) The evaluation should include measuring the students' academic and intercultural competences before and after the mobility experience.
 - c) Results of the mobile participants' feedback should be consulted in accordance with quality assurance standards, when mobility partners, curricula, or mobility windows are re-designed.
 - d) A post-mobility analysis of the experience should be made, in the form of presentations, seminars or discussions, with a thorough reflection of the experience and the learning outcomes. The acquired skills and competences should be concretely named, e.g. "I have become more flexible in stress situations".
 - e) Use of the "homecomings" for "Internationalization at Home" activities or for the international "Welcome Week".
 - f) An e-portfolio or e-newsletter could serve as reference for future outgoings.
- 8. Commitments and responsibilities:** the responsibilities arising from these quality criteria must be agreed and, in particular, confirmed in writing by all parties (sending and host institutions as well as participants).

ANNEX VI

Overcoming underrepresentation in student credit mobility

Student mobility is one of the key topics in European higher education policy and the data base is still somewhat sketchy and insufficient, especially on underrepresented student populations. Simultaneously, awareness of unequal chances of participation has risen, which is why also the interest for subjective and structural obstacles to mobility is increasing (see European Commission 2011, BFUG 2012).⁷ The exclusion of underrepresented student groups from mobility leads to the loss of much talents and expertise which are necessary to cope with the challenges of today and tomorrow, and it is of utmost importance to take remedial measures.

The major outcomes of the study „Mobility in the EHEA: Underrepresentation in student credit mobility and imbalances in degree mobility“ (2014)⁸ show that:

- Across Europe, there are primarily three groups underrepresented in temporary enrolment: students from a low educational background, students with delayed transition into higher education and older students;
- Financial issues are the most obstructing ones for students across Europe, for older students it is more their living conditions (family/ partner/ children) that are hindering a temporary enrolment abroad.

Further obstacles to mobility have been outlined and analyzed in “The EHEA 2012: Bologna Process Implementation Report”⁹ regarding funding, recognition, languages, curriculum/study organization, legal issues, lack of information and encouragement, student’s personal situation. However, apart from information considering “students who have not been enrolled abroad considering financial insecurities as (big) obstacle to an enrolment abroad by social background”, there is hardly further comparable data available. Only a few countries have prepared specific reports and surveys analyzing obstacles to underrepresented students’ mobility. There is still considerable room for action at national level to support research to understand these phenomena in greater detail.

⁷ European Commission (2011): Supporting growth and Jobs – an agenda for the modernisation of Europe’s higher education systems. Brussels. Weblink: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF> and Bucharest Communiqué 2012: Making the Most of Our Potential: Consolidating the European Higher Education Area. Weblink: [http://www.ehea.info/Uploads/\(1\)/Bucharest%20Communique%202012\(1\).pdf](http://www.ehea.info/Uploads/(1)/Bucharest%20Communique%202012(1).pdf)

⁸ Angelika Grabher, Petra Wejwar, Martin Unger, Berta Terzieva (2014): Research Report: „Student mobility in the EHEA. Underrepresentation in student credit mobility and imbalances in degree mobility“, Institute for Advanced Studies. Weblink to the results of the study: http://www.equi.at/dateien/Student_mobility_in_EHEA.pdf

⁹ The EHEA in 2012: Bologna Process Implementation Report. Obstacles to Mobility, pp. 165, Weblink: [http://www.ehea.info/Uploads/\(1\)/Bologna%20Process%20Implementation%20Report.pdf](http://www.ehea.info/Uploads/(1)/Bologna%20Process%20Implementation%20Report.pdf)

These results underpin the mobility aims and targets formulated in the Mobility strategy 2020 for the EHEA¹⁰ (Bucharest 2012), most prominently;

- that “[the European ministers responsible for higher education] will give extra attention and opportunities to under-represented groups to be mobile and recognise the importance of adequate student support services to this end”;
- “[...] where applicable, EHEA countries in co-operation with the European Commission and Eurostudent shall develop and provide data on the social dimension of mobility”;
- “We call on higher education institutions to pay attention to the mobility and international competence of their staff, in particular to give fair and formal recognition for competences gained abroad, to offer attractive incentives for their greater participation in internationalisation and mobility measures as well as to ensure good working conditions for mobile staff”.

Better data to address the problem of underrepresentation

All EHEA-member countries should identify the underrepresented groups in their higher education systems, the reasons which prevent them from being mobile, and the remedial actions to be taken.

Data should not only focus on credit mobility but also on traineeships and other forms of mobility to be able to analyze questions like the following: Who chooses which type of mobility and why? Are there specific obstacles which prevent certain groups from being mobile or using other forms of mobility?

Data should not only include the groups identified in the Austrian study but should cover others, such as students with children, working students, students with disabilities, students from ethnic minorities or students with migration background, “second chance students”, etc.

Addressing the main obstacles

Most of the obstacles to mobility identified in the study “Mobility in the EHEA: Underrepresentation in student credit mobility and imbalances in degree mobility” have already been addressed by the Ministerial Conference (Bucharest 2012).

¹⁰ Mobility strategy 2020 for the European Higher Education Area (EHEA), 2012: Link: [http://www.ehea.info/Uploads/\(1\)/2012%20EHEA%20Mobility%20Strategy.pdf](http://www.ehea.info/Uploads/(1)/2012%20EHEA%20Mobility%20Strategy.pdf). Further statistical collection on mobility and underrepresented groups has been made by Eurostat and OECD.

It is inevitable to take regional differences into consideration. According to the data of the study, there is a general picture of underrepresented students: students from low education background, students with delayed transition into higher education and older students.

These three groups are often intersectional: Older students have often started a working career after graduating from secondary school and found their way into higher education more than two years after graduation from secondary school. As students from lower education background are more likely to choose a non-traditional education track or to enter higher education at a higher age and with a delay between secondary school and tertiary education.¹¹

Funding and therefore financial issues are still and by large the biggest obstacle to student mobility in general, and for students from socio-economically disadvantaged backgrounds in particular. Especially Students from Southern and Eastern European countries, in comparison with Northern European countries, rate financial and also structural obstacles higher than other obstacles. In Northern European countries students stated personal reasons more often than other obstacles, in relation to other countries. Therefore financial and structural barriers are smaller in Northern European countries. This is also reflected by the generally high affinity towards enrolment abroad in Northern countries.

The perception of obstacles to mobility often varies considerably between (i) countries and (ii) types of students within these countries. European-level policies designed to remove a certain obstacle might thus benefit students in certain countries, while being irrelevant or even inadvertently harmful to students in others. Similarly, national measures might help certain – perhaps already privileged – groups of students, while not reaching out to others. It can thus be argued that more differentiated analyses are needed, which point out where factors deterring students from gaining study-related experiences resemble each other and where they differ between countries and types of students within these countries.¹²

A Look at the broader picture

While degree and credit mobility are the main forms of mobility, other forms should not be forgotten. Mobility encompasses a wide range of short-term provision such as traineeships, research stays, summer schools, language courses and voluntary work.

¹¹ Angelika Grabher, Petra Wejwar, Martin Unger, Berta Terzieva (2014): Research Report: „Student mobility in the EHEA. Underrepresentation in student credit mobility and imbalances in degree mobility“, Institute for Advanced Studies.

¹² Nicolai Netz / Dominic Orr / Christoph Gwośc / Björn Huß (2012): What deters students from studying abroad? Evidence from Austria, Switzerland, Germany, The Netherlands and Poland.

Statistical data on these types of mobility are, however, not collected at European level, even less in relation with underrepresented groups. Still, shorter mobility activities and offers might be more attractive to underrepresented student groups.

Focusing only on mobility and financial shortcomings is not enough. A good and productive study environment, supportive guidance by the home higher education institution and good social framework conditions are also inevitable requirements for the possibility and willingness to go abroad. If studying at home is hardly manageable due to personal or work reasons, there won't be a great inclination to going abroad. Therefore, improving the social dimension in higher education in general has to be prioritized.

Better data on mobile degree students is needed

As a minimum, all member countries of the EHEA should report data on degree mobility to the UNESCO Institute of Statistics (UIS) – currently 40 out of 47 do that. However, the quality of the data is also important. The UIS definitions and guidelines should be followed in detail – which seems currently not to be the case in the data of all reporting countries (e.g. genuine mobility vs. foreign students).

Nevertheless, the current UIS-statistics allow only for a small snapshot of student mobility. A deeper look in general, particularly at under-represented groups or imbalanced flows is not possible. EHEA member countries should start an initiative for more detailed data in the UNESCO statistics (at least for all EHEA-members) or by any another data provider. Data should at least include information about mobility by field of study and type of program (Bachelor, Master). International degree mobility of doctoral candidates could be covered as well, but will be difficult for short-term stays abroad.

Collecting data is the indispensable starting point for improving the access of underrepresented groups to mobility. Therefore it is of utmost importance that all mobility related data collected nationally for international statistics covering degree and credit mobility are valid, comparable and as complete as possible.

Further Recommendations

European-level policies designed to remove a certain obstacle might benefit students in certain countries, while being irrelevant or even inadvertently harmful to students in others. The EHEA Members should therefore develop and implement a national or even regional strategy which includes underrepresented students' mobility.

The provision of timely and relevant information on how to organize mobility as well as on its merits needs to be improved, e.g., by adequate counselling already at the end of secondary education, before young people enter higher education.

There is an opportunity to deliver greater efficiency and effectiveness in the support of student mobility through the sharing of best practice as well as through greater inter-institutional collaboration.

As countries cannot afford to leave young people behind in higher education and as they should do everything to harness talents otherwise lost, they should be encouraged to conduct further research to identify the groups of underrepresented students and to work out recommendations on better access.

ANNEX VII

Recommendations on a possible common structure at national level for the description of Study Programmes in the EHEA

The EHEA is an attractive destination for international students, mainly due to the common structure of study programmes and the quality assurance systems in place¹³. However there is an increasing competition at global level for recruitment of the best international students and some surveys at National and European level show new areas and criteria in the international students' choices that have to be attended at both institutional and national levels.

At institutional level¹⁴ the ECTS Course Catalogue within the ECTS User's Guide includes a check list that is widely used by HEI, providing a suitable and consolidated framework for programmes description in the EHEA. However, at national¹⁵ level there is still a lack of such a standardized approach providing aggregated information to international students.

The Mobility Strategy 2020 for the EHEA¹⁶ encourages to the national HE systems to improve information about study programmes as a mean to increase mobility by facilitating short response times for international applicants and setting up or improving national websites providing information on study programmes and student support structures.

1. Purpose and Structure of the Recommendations

These recommendations are first addressed to national authorities encouraging the provision of official information on national study programmes targeted to international students. It is up to the national authorities to adapt them to the national specific context or to use them or not. They can also be useful for data bases providers and data collectors.

The recommendations relies on the considerable good practice at national level in the description of study programmes to improve international recruitment as well as on the national study portals providing basic country specific information¹⁷. They intend to provide an EHEA-wide set of shared and common principles and standards by providing guidance on a possible common structure for national databases facilitating exchange of information and advice among countries to improve the quality of information in due time to international

¹³ Education at a Glance 2013. OECD

¹⁴ ECTS User's Guide. 2009. EUA Master Study. 2009.

¹⁵ In this report, "national" might refer to the regional level in the case of federal states where higher education is a shared or exclusive competence of the regional level entities.

¹⁶ Mobility strategy 2020 for the European Higher Education Area. Mobility for Better Learning

¹⁷ Study in Europe. <http://ec.europa.eu/education/study-in-europe/>; Study Portals: <http://www.studyportals.eu/>

students interested in studying in any EHEA country, as well as to open opportunities for international collaboration on for instance joint study programmes.

2. Structure of information

The information should follow a student oriented approach, facilitating useful information to potential international students mainly outside but also inside the EHEA from the very first contact with the EHEA and national HE systems through admission and enrolment processes, learning and finally into further studies and work opportunities. It should allow for informed decision making when choosing a university course.

Information providers should promote an inclusive environment considering the needs of international students alongside with the national students in an integrated way, ensuring the provision of clear and easily accessible information at all stages of the student lifecycle, providing ways to get student's feedback and considering this feedback for continuous improvement of the provision of information. They should include information not only on the academic description of the programmes but also on supporting services provided to international students at national and institutional level.

3. Common structure of National Data Bases

Normally national on-line databases¹⁸ provide information on HE institutions, degree programmes, doctoral studies and international partnership and frequently this information is provided in the National language of the country and in English. National databases on study information should provide at least information on the following:

- Studying in the EHEA;
- National accredited universities and other HE institutions, provided directly by the institutions and updated on an annual basis;
- General information about the country;
- Pre-enrolment, enrolment and admission;
- Extensive and detailed information on degree programmes in the first two cycles;
- Contact information for students advice at institutional level;
- Information on doctoral studies;
- Partnerships between National and foreign institutions;
- Graduation, departure and further studies;
- Work opportunities.

¹⁸ HRK Hochschulkompass

Basic **information on the EHEA** should be provided since the very first contact of a potential applicant providing general principles and information on studying in the EHEA. This is important not only for the student's experience but also for the international reputation of the EHEA in other regions of the world. The information provided should give a fair picture of the EHEA, including at least the following:

- Overview of the EHEA principles: structure of studies;
- Qualifications frameworks (EHEA-QF & links to NQFs);
- Overall view on different tracks of HE study programmes according to subject areas and jobs sought after;
- Bologna tools: ECTS credit system, Diploma Supplement;
- Quality assurance;
- Lisbon Convention: recognition of study periods and degrees;
- Living in the EHEA (different cultures, different living costs (average and range), visas and Schengen area or not, etc.).

This part should clearly inform on the common characteristics of the national HE systems within the EHEA. It should be emphasized the compatibility and comparability of the different national HE systems concerning qualifications, learning outcomes, teaching and learning methodologies, quality assurance, etc., while keeping the diversity of the different countries and institutions within the EHEA.

Links to all **universities and HE institutions in the country** should be provided with reference to other national and international sources of information including links to relevant websites. In addition potential applicants should be informed that acceptance into a course does not guarantee successful completion, or permanent residence and employment after graduation.

The information provided by HE institutions should be reviewed on a regular basis to ensure that it remains continuously updated and that opportunities for the students to obtain in due time further and deeper information is in place at institutional level.

Information on **degree programmes** should include:

- Basic orientation information for interested students edited at National level;
- General search functionality offering a preliminary overview of programmes and institutions. The fields addressed could be the name of the study programme, the subject and the area of specialization;
- Advanced search functionality offering in depth information on institutions and programmes based on:

- i. Study type and field of study;
- ii. Geographical area or region of interest;
- iii. Programme characteristics;
- iv. Institutional characteristics;
- v. Subject Group, Subject Field and Field of Study with predetermined list for choice.

The results of the search should include a list with information on modes of study (presence, distance, part time, international course, etc.), institutions offering the course, location and study type (first or second cycle).

Details of the search should include all available information on field of study, degree and other programme characteristics, admission prerequisites and restrictions, tuition fees, dates and deadlines for enrolment, registration and application, contact for further enquiries and advice service, subject and area of specialization.

Relational databases and Graphical User Interfaces for data input entry and updating should be used with HE institutions loading and updating their information on-line at the backend of the database. Concerning the database fields to be filled in by the institutions themselves, some of them could be mandatory while other could remain on a voluntary basis, though institutions should be encouraged to provide all the database fields, including at least the following;

- Field of study;
- Degree;
- Presence teaching degree y/n;
- Standard period of study;
- Mode of study;
- Primary language of instruction;
- Mode of admission;
- Admission semester & requirement;
- Subjects;
- Target group (2nd cycle);
- Accreditation;
- Location;
- Tuition fee;
- Fields / areas of specialization;
- Possibility of international joint / double degree;

The adoption of this possible common structure for national databases would facilitate exchange of data using common data fields while allowing for collection of data input and standardized editorial content at national level.

ANNEX VIII

Portability of financial student support – Guidelines for further implementation

Portability of financial student support constitutes an important means to promoting student mobility. Bearing in mind that national student support systems contribute to equity of access to higher education for all students, receiving sufficient financial support is also one of the essential prerequisites for mobility. Such mobility should pursue educational goals such as enhancing the competences, knowledge and skills of the student. Portability secures financial continuity. It ensures that all groups of the student body are able to participate in mobility and thereby contributes to our joint efforts to take account of the social dimension as well as towards reaching the mobility targets agreed upon in the European Higher Education Area (EHEA). It may eventually be desirable to expand portability to a global scale.

Portability as a concept encompasses a number of different aspects. It requires a national financial student support system which allows for the financial support to be taken abroad whereas it is insignificant whether the support carries the same name, whether it is given under exactly the same conditions or even whether the amount is exactly the same. Financial support comes in the form of grants and loans. While **grants** are non-repayable public aid for students, **loans** must be repaid. Still, loan schemes may differ in terms of repayment plans and subsidies given for a part of the loan. In general, financial support can be either merit- or need-based or it may even be given to every student in the country. Portability usually includes the costs for **living expenses and health insurance** and, in some cases, also covers **tuition fees**. Also, additional **mobility support** which is granted exclusively to mobile students to cover the costs incurred in conjunction with their mobility, i.e. travel expenses, language classes, extra costs for health insurance abroad, forms part of the overall concept of portability. In addition, some countries grant financial support to parents of students, such as in the form of family allowances or tax relief.

Recalling the continued commitment to full portability by the EHEA Ministers as well as the European Agreement on continued payment of scholarships to students studying abroad by the Council of Europe¹⁹, the following guidelines are addressed to the governments of the EHEA countries. Their aim is a fair sharing of financial costs between the home and the host country of a mobile student within the EHEA while bearing in mind that portability of financial student support is closely linked to the overall funding of national higher education systems as well as to the economic situation of a country. Hence, countries may – in order to secure the sustainability and the functioning of their system – see the need to limit

¹⁹ <http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?NT=069&CL=ENG>

financial support and may define requirements for a sufficient link between the student and the country granting the portable support.

The primary responsibility for financial student support to cover living expenses should in principle remain with the home country of a mobile student. The primary responsibility for securing the funding of study programmes should in principle remain with the host country. For the purpose of these guidelines we will consider the home country to be the country of which a student is either a national or a permanent resident or to which s/he has a genuine link before becoming mobile. The host country will be considered the country where the mobility period takes place.

I. Financial student support granted in a member country of the EHEA to cover living expenses should in principle be portable to other EHEA countries.

1. It should be portable irrespective of whether it is need or merit-based or granted to every student who is eligible.
2. Portability schemes should cover study-related mobility periods abroad – in the best of cases no matter whether these are spent as a part of the student’s study programme (credit mobility) or aim at a full degree abroad (degree mobility).
3. When putting portable support schemes into place, governments may wish to define conditions in order to ensure the quality of the study programme as well as its benefit to the student. Such conditions may even be desirable in the light of the goals and basic principles of the EHEA such as quality assurance and transparency of achieved learning outcomes. They should include criteria such as:
 - a. The study programme is offered by a public or officially recognised Higher Education Institution of the host country;
 - b. The study programme attended in the host country is quality assured in accordance with the European Standards and Guidelines;
 - c. Recognition of the study-related mobility period is guaranteed in line with the Lisbon Recognition Convention²⁰, where applicable by a learning agreement.
4. New portability schemes could initially be established based on bilateral agreements.

II. If the host country offers financial support to its students for tuition fees it should consider applying the same criteria to incoming students from other EHEA countries.

Granting of financial student support for tuition fees is a means of funding the Higher Education Institutions in the respective country. Hence, tuition fees are closely linked to the national funding system for higher education.

²⁰ http://www.coe.int/t/dg4/highereducation/recognition/lrc_EN.asp

III. Additional mobility support may complement portable financial student support to cover living expenses.

Mobility often causes additional costs, such as travel expenses, support for higher living costs in the host country, additional health insurance costs and costs for language classes, which would not otherwise be incurred by the student. Consequently, they are usually not included in the financial support given to students staying in the country. However, support given for additional costs is of great importance as it truly enables mobility and a participation in mobility for those who depend on financial support. Their mobility is rendered possible through the coverage of additional costs and is therefore desirable.

IV. Double funding should be avoided within the EHEA

1. Double funding refers to a situation where a student who is studying in a country other than his or her home country receives financial support from the host country and the home country for the same costs of a study-related mobility period. While the financial continuity secured by portability serves as an important vehicle to promote mobility, double funding should be avoided. Bilateral solutions could be sought by the home and the host country if problems of double funding persist between them.
2. If a mobile student is eligible for financial student support in the host country, this eligibility must not be used as an argument by the home country to withdraw portable financial support. If the support from the home country is not enough to cover a student's living expenses, the host country could provide supplemental funding earmarked for this purpose.

V. Financial student support to parents of students, such as in the form of family allowances or tax relief, should in principle be granted irrespective of whether the student undertakes studies in the home country or abroad.

If an EHEA country offers financial support to parents of students in the home country, there should be no disadvantage if the student undertakes his or her studies abroad. This does not prevent the home country from defining other requirements which would apply also to purely domestic cases, such as a requirement to reside in the parents' household.

VI. EHEA countries as well as their Higher Education Institutions shall provide adequate information on the portability of financial student support as well as on the conditions to be fulfilled.

The realisation of these guidelines should be covered in the next Bologna Process Implementation Report. EHEA countries are encouraged to participate in the Network of Experts on Student Support in Europe (NESSIE) in order to exchange information and benefit from each other's experience in this field.

ANNEX IX

The EHEA in a Global Setting: 2014 Strategy Review²¹

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Introduction

The global impact and implications of the Bologna Process is a subject that has received considerable attention over the past decade. This has ranged from intrigue about the promise of harmonized higher education (HE) systems across Europe, to skepticism about the compatibility of the European degrees with those of other countries and regions. Some countries applauded Bologna, and emulated it through like-reforms in their own systems, while others were more interested in the tools that it was developing for recognition and exchange and how these could enhance collaboration. To address these interests and concerns in a more concerted manner, the *Strategy for the European Higher Education Area in a Global Setting* was agreed by ministers in 2007. It concentrates on five core policy areas:

- 1) Improving Information on the EHEA;
- 2) Promoting European Higher Education to enhance its world-wide attractiveness and competitiveness;
- 3) Strengthening Cooperation based on Partnership;
- 4) Intensifying Policy Dialogue; and
- 5) Furthering Recognition of Qualifications in a global context

Since the development of this strategy, Communiqués of subsequent Bologna ministerial summits have reinforced commitment to global engagement and to better understanding the impact of European higher education reform on partner countries and regions. The 'global dimension' has also been addressed in a specific strategy EHEA strategy for mobility

²¹ Please note that the report is still in working progress.

– *Mobility for better learning* (2012)²² – that emphasizes the need to enhance mobility into and out of the EHEA and to improve targets and data accordingly.

With regards to European Union policy, there are many important overlays; EU programmes for higher education have played a significant role in both shaping and implementing Bologna within Europe and in promoting its main features and tools globally. The current EU policy lines for higher education (EU2020, *the Modernization Agenda for Higher Education, Rethinking Education*²³) stress international mobility in particular as the key to developing the skills relevant for today's fast changing labour market and to cultivating global citizens. Funding has increased for mobility of various types and in all directions (into and out of Europe) under **Erasmus+**, the new umbrella programme for Education, Training, Youth and Sport 2014-2020 and the programme has generally opened up its actions to participation of 'Partner countries' around the globe. Internationalisation of European higher education is a key focus, as is partnership and capacity development. This is underpinned by the 2013 EU Communication entitled **European higher education in the world**²⁴, which underlines the need "promote global awareness of the high quality and the rich cultural and linguistic diversity of European higher education." It recommends that member states and HEIs develop internationalisation to sharpen their global presence; engage in strategic global partnerships and utilise ICT to this effect.

Beyond the European context, a variety of national policies and initiatives and have also followed suit. This has occurred in the backdrop of the accelerating internationalisation of the HE sector and a number of technological, economic and trade considerations that have underpinned Europe's global connectivity. For example, European countries are increasingly developing strategies for higher education and research internationalisation and investing, to a certain degree, in student and researcher recruitment, international talent retention, and strengthening the presence of research and training centres abroad. This is often seen as critical component in creating knowledge societies, redressing economic stagnation and countering demographic decline. Emerging global economies have been a clear focus in this regard, for higher education institutions as they pursue global partnerships and for governments.

In 2009, a report²⁵ was delivered to the BFUG that summarized some of the developments in the five policy areas of the Global Setting strategy and cited accomplishments. It also provided recommendations for further action targeted at the Bologna Secretariat, EHEA national governments and stakeholder organisations. Since this twenty page report, no further attempt has been made to trace the impact of the Global Setting Strategy and assess its current relevance.

Between the period 2012 and 2015, the Internationalisation and Mobility Working Group (I&M WG) – the successor of the 'Global Setting' working group (2010-2012) of the BFUG - established as one of its tasks "to contribute to the evaluation of the strategy 'EHEA in a Global Setting' and to the 'further internationalisation of the EHEA'. It was agreed that the review of the Global Setting Strategy would be a modest endeavor that would attempt to **capture some general trends at European and national level with regards to the five core policy areas**. It would not be a comprehensive mapping, but rather select specific initiatives and cases and cite certain relevant reports and studies that give a picture

²² [http://www.ehea.info/Uploads/\(1\)/2012%20EHEA%20Mobility%20Strategy.pdf](http://www.ehea.info/Uploads/(1)/2012%20EHEA%20Mobility%20Strategy.pdf)

²³ http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/ef0030_en.htm,
http://ec.europa.eu/languages/policy/strategic-framework/rethinking-education_en.htm

²⁴ http://ec.europa.eu/education/policy/international-cooperation/world-education_en.htm

²⁵ <http://www.ehea.info/article-details.aspx?ArticleId=20>

of the achievements of the strategy and also of its potential pitfalls. It would also make suggestions for a potential update of the strategy in order to guide the Bologna Process going forward, particularly regarding the internationalisation and global engagement of the EHEA countries.

The following report is based on contributions provided by members of I&M WG that substantiate progress made under each of the five core policy areas. It has been compiled by the European University Association (EUA), consultative member of the BFUG, with the support of the Spanish Ministry for Education, the co-chair of the I&M WG. To further elaborate and take stock of some of the policy areas, the author has solicited additional information from select countries, higher education institutions and stakeholder organisations. The Bologna Secretariat, hosted by Armenia, has also provided considerable input.

The report is structured in five sections, each corresponding to a policy area of the Global Setting Strategy. A direct reference to the Global Setting Strategy and the actions it foresaw is provided at the beginning of each section followed by a snap-shot assessment of developments and progress made in the policy area at hand. This is followed by a selection of specific cases and examples from EHEA countries, the European Commission and stakeholder organisations, as provided by the I&M WG members. At the end of each section, conclusions are made on the policy area and the extent to which certain objectives have been realised. In addition, an annex to this report is included that provides an 'outside view' on the EHEA; the author has invited international (primarily non-EHEA) higher education experts from ministries, higher education institutions and relevant organisations to reflect on the EHEA 15 years on, and to provide brief comments on how it is perceived and what impacts it has had globally. The feedback is provided in the form of quotations. Finally, in the concluding section, reflections are offered on the overall progress of the Global Setting Strategy and whether this strategy should be revised for the future of the Bologna Process.

Improving information on the EHEA

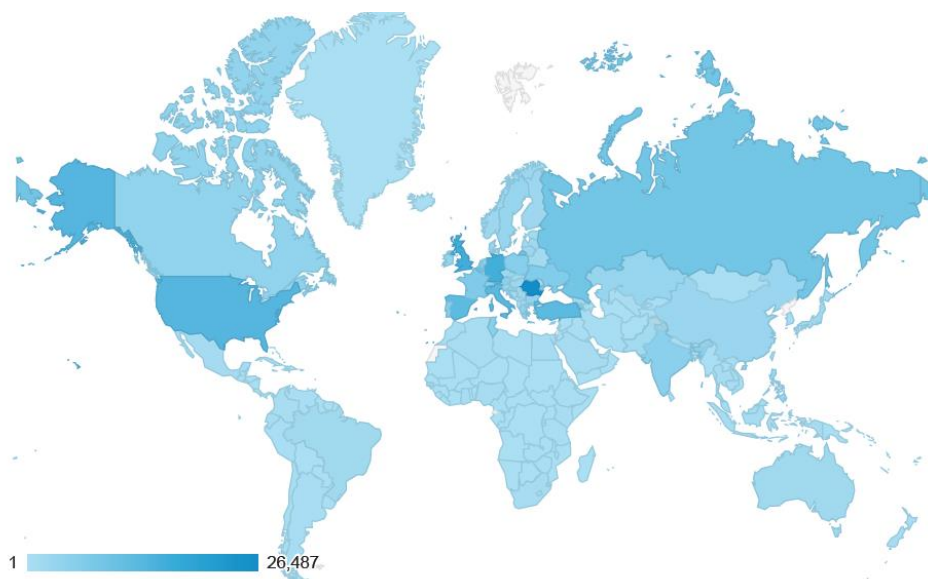
"The Bologna Process has a higher degree of visibility outside the EHEA. However, this does not mean that all relevant stakeholders outside of Europe know enough about the key elements of the Bologna Process...It is therefore necessary to monitor the global perceptions and assessment of the Bologna Process and provide correct information about the EHEA."

Actions: Official Information leaflet on the Bologna Process, Web-based information on Bologna for an International Audience, Bologna Information Points

Almost 8 years into the process, Bologna still did not have an **official website**. No promotional materials had been developed to describe the Process in a commonly agreed and consistent way, and most documentation of the Process was drafted for the eyes of senior officials in ministries and was hardly palatable for the wider public. This was somewhat odd, given the vast amount of attention that Bologna had received from the global higher education community, and the fact that it had become the subject of extensive academic research. In past six years, this has changed radically. The current website for the Bologna Process – www.ehea.info – now has a permanent domain and has been increasingly professionalized by the Bologna secretariat. Contrary to in the past, when every secretariat created its own website, ehea.info is now sustained, its maintenance shifting from one secretariat to the next; the first website 'handover' has taken place successfully between

the Romanian and Armenian secretariats in 2012. The extensive internal documentation of the Process has been distilled down and presented on this website in a way that is digestible for an external user. A calendar function tracks the various meetings of the process and milestones, outputs, related events and relevant links are also advertised. To increase visibility, the official website has also been registered in major search engines. In the period of October 2013 to July 2014, it received 250,000 page views, 78% of which were new users. The majority of the visits still come from within EHEA countries (with the exception of the USA, which interestingly ranks 4th in terms of number of hits), though there has been an increase in the number of visits coming from outside the EHEA and the countries represented (China, Brazil, Australia, Japan, Pakistan and Mexico all registered over 100 hits in this time period).

Figure 1. Density of ehea.org web traffic between July 2012 and November 2014



With regards to the development of promotion material on the EHEA, the results have been mixed. The report of 2009 cites the launch of an official **information brochure**, however this has not been updated nor reprinted in the last four years. It is also not clear to what extent such a brochure is needed currently or whether previous brochures were in fact used (and if so, for what purpose). EUA, which developed a brochure in 2006 (the first of its kind, summarizing the Process in a concise way) has not revised or reprinted it, mostly due to the fact that the information publically available on the EHEA website has improved considerably and the perception that the information needs of the wider public regarding the Process may have evolved.

Regarding the specific promotion of the EHEA to a non-EHEA audience (namely students and other international HEI), in 2011, a pilot promotion network of national agencies was established as a sub-initiative of the Global Setting working group of the BFUG. Heterogeneous in nature, the '**Information and Promotion Network (IPN)**' consisted of agencies and organisations that market their national HE systems. They were gathered on several occasions to discuss potential common messages regarding the EHEA and to develop promotion material that could be utilized in their national campaigns. This followed

a previous effort of the European Commission to brand 'Study in Europe'²⁶ and create a common marketing platform for European higher education. The core messages developed by both initiatives were never extensively taken up by national promotion agencies, however, nor disseminated systematically to European HEIs. Regarding the BFUG experiment of the IPN, it was concluded that while it was indeed fruitful to bring national promotion agencies together and to discuss the extent to which the concept of the EHEA factored into their national promotion activities, the network was too heterogeneous to be consolidated and sustained. Furthermore, resources were too limited to develop and disseminate common EHEA promotion materials with unifying messages.

That said, evidence suggests that several country-level promotion campaigns and individual HEIs organically reference either the EU, the EHEA or both when promoting their institution or system. This may or may not be linked to the above mentioned initiatives, and has never been comprehensively mapped. It could thus be an area of future study.

Relatedly, another recommendation from the 2009 report is the need to provide **better and more structured information on study and research opportunities in EHEA countries**. This point will be specifically addressed below under 'Attractiveness/Promotion'. It was also recommended to set up 'national databases with a view to creating an EHEA-wide online information system on scholarships'. This, and the notion of developing a **common admission system for study in the EHEA**, has been discussed the Mobility working group of the BFUG (2010-12). The German Federal Ministry hosted a seminar on the very topic in 2012 to look at different national and other collective admissions systems and to assess the feasibility for the EHEA. The event concluded that while some countries have developed centralized means of processing foreign student applicants, an EHEA-wide system would be far from feasible. However, other measures could be taken, e.g. information on admissions procedures could be streamlined and centralized.

General remarks:

Increasing information available on the EHEA and Bologna has improved considerably. An EHEA website is in place, though its information provision still seems more focused on the needs of the BFUG than those of external users. This is reflected in the statistical use of the website, which demonstrates that most 'hits' come from within the EHEA. This being said, no assessment has been made of who the users of this website are, and to what extent their needs are met through the site. Non-EHEA organisations, institutions, policy makers, researchers and students would indeed have different needs and it would be interesting to study where these different groups obtain their information (and to what purpose). This has been beyond the scope of this report, though perhaps a subject of for a future study.

In terms of whether and how different EHEA countries (via national agencies) promote information on the EHEA, this clearly has its limits. The main question continues to be *who* promotes and provides information on the EHEA, and to what extent this information can and should be harmonized. When it comes to national promotion agencies, like those that the IPN has brought together, it is clear that that promoting the EHEA as a study destination, versus communicating certain aspects of the EHEA and how it is governed as a European inter-governmental process, are distinct. Agencies of the IPN were more concerned with the former. Regarding the latter, this is relevant for policy dialogue, which will be elaborated in the fourth section of this report.

²⁶ The Global Promotion Project (GPP) a two project funded by the European Commission to develop common marketing messages on study in Europe, a Study in Europe web portal and a pilot promotion network for study in Europe in non-European countries.

In general, every national system has experienced the Bologna Process in a different way, thus harmonizing messages on the EHEA can be challenging. That said, it is important that the EHEA Secretariat continues to maintain fairly standardized, commonly agreed information on the core of the EHEA, what it has accomplished and how it strives to develop in the future. This can at least serve as a reference point for different 'users' within the EHEA and for non-EHEA individuals and organisations that may receive competing and even contradictory information about what the EHEA is and how it functions.

Promoting European Higher Education to enhance its worldwide attractiveness and competitiveness

"Europe must make concerted efforts to increase its international attractiveness to students, teachers and researchers across the world. To this end, all Bologna countries should designate an organisation as having prime responsibility for coordinating efforts for the international promotion of HE systems and institutions..."

Actions: Designation of national higher education promotion organisations, European higher education portal, information and promotion tools, European higher education fairs, media campaigns and branding, Network of 'Bologna promoters'

Given that enhancing the attractiveness of Europe as a study destination has been a core priority of Bologna from the start, it is natural that this point has featured in the Global Setting Strategy. Actions taken in this field at both the European and national level have been ongoing both prior to and in light of this strategy, a reaction to progressive internationalisation of the HE sector and growth in international student mobility in the past two decades. In particular, **nationally supported promotion campaigns** for attracting students have gained traction; large investments to this effect have become a characteristic of many continental European countries where the words 'marketing' and 'higher education' were never previously juxtaposed. Various attempts have been made to map and eventually link European national promotion campaigns, including in the context of the EC 'Study in Europe' portal (<http://www.studyineurope.eu/>), which provides direct links to the websites of national agencies with 'Study in' websites. This portal has attracted more than a million visits from 244 countries since its launch in April 2008. It is currently undergoing a revision. The Academic Cooperation Association (ACA)²⁷ unites national agencies for higher education internationalisation, which, in most cases, oversee promotion. However, who develops national (and sometimes regional) attractiveness campaigns and in what fashion depends very much on the specific national structures, priorities and funding.

Already existing national agencies have established or enhanced their marketing departments, such as the German Academic Exchange Service (DAAD) with a promotion alliance called 'Gate Germany', to which universities subscribe directly, for example. In several countries, new agencies for higher education exchange and promotion have been established, e.g. Fondacion.es in Spain (which is currently transforming due to funding cuts), 'Flanders Knowledge Area' and Wallonia-Brussels Campus in Belgium and 'Campus Hungary', supported by European Structural Funds. In some cases, trade organisations or private entities have taken this up, in others, the national Erasmus Agency, and still in others, the ministry. Most new agencies have been created with the support of higher education institutions and even governed to a large extent by them.

²⁷ www.aca-secretariat.be

There has been some degree of turnover in these national and regional agencies, given that many enjoy a considerable amount of public funding and are to some extent dependent on political and economic developments. Nuffic²⁸, in the Netherlands, for example, has experienced considerable budget cuts in the past two years, and closed several of its overseas offices ("NESOs"). Regardless, the interest in national and regional promotion of HE sectors has not diminished. Some current examples are provided below by the BFUG.

While national, regional and even city-level²⁹ campaigns are platforms for promotion, higher education institutions develop their own brands and recruit/promote internationally through various channels. More resourced institutions open their own offices abroad and/or work with recruitment agents. Others have established overseas centres or even campuses (which are rapidly evolving in terms of their nature and financial model), and still others are starting to provide free online courses (MOOCs) for international students³⁰. Nonetheless, regional and national promotion is still a significant way of achieving economies of scale and international visibility when it comes to HEIs, however. The Annual EAIE Conference³¹, for example, once a distinctly European initiative, is now a meeting place for universities worldwide and a forum for institutional partnership development and promotion. Universities often choose to feature their institution in a stand at a country 'pavillion' in the expo hall and initiate country-level networking activities. This is particularly true for smaller countries with less global visibility, where collective marketing is deemed more essential. Other universities have grouped themselves to engage certain emerging countries and have developed platforms and initiatives to this effect: BAYLAT³², for example, is a Bavarian platform for collaborating with Latin America.

Relatedly, **national and regional study portals** have continued to evolve and improve³³. At European level, in addition to 'Study in Europe', a number of private endeavours have entered the market, some short-lived whereas others enjoy relatively wide institutional support (Study Portals (<http://www.studyportals.eu/>), for example, which began as an EU project). The recent M&I WG of the BFUG had taken up this issue in its terms of reference, and developed a proposal for a common check-list of information that national study portal should contain. This has been cross-checked with the revised ECTS User's Guide, which has also developed a comprehensive list of information that students should know when studying abroad and that HEIs should provide when benefiting from the Erasmus programme. Further work will need to be done in the next round of Bologna to promote these initiatives to national promotional agencies and to HEIs.

Education Fairs also remain a consistent way to raise visibility abroad. The European Commission has funded '**European Higher Education Fairs** (EHEFs)', an initiative that has been carried out since 2005, mainly with the support of agencies like DAAD, Campus France, Nuffic and the British Council. Such fairs provide a 'European' umbrella for promotion in different parts of the world, albeit with varying levels of participation of

²⁸ <http://www.nuffic.nl/>

²⁹ www.academicstockholm.se is an example of a campaign to promote university and HEIs in the Stockholm region on a common platform.

³⁰ A study published by the European University Association demonstrates that the majority of European university that have MOOCs are interested in using them for international visibility: *E-Learning in European Higher Education Institutions*, EUA Publications, 2014

³¹ <http://www.eaie.org/home.html>

³² <http://www.baylat.org/start.html>

³³ The forthcoming Bologna Implementation report for 2015 provides information on countries in the EHEA that report that national study portals and attractiveness campaigns are currently being developed.

European countries and institutions. EHEFs have had local permutations: 'Europogrados'³⁴ fairs have been branded in a number of Latin American countries and have enjoyed varying support from European Delegations and other foundations and private donors. Further EHEFs have been partially or fully funded by both the Directorate general of Education and Culture of The European Commission and the Directorate for Development Cooperation.

Beyond portals, study campaigns and fairs, other developments worth noting in the last five years include the steady rise in **English language taught programmes**³⁵ and the burgeoning use of **social media** by HEI. In addition, the advent of distance learning and particularly of 'MOOCs' has also been linked to HE attractiveness. A recent EUA study on e-learning in European Higher Education Institutions found that the majority of respondents interested in developing a MOOC cite enhancing attractiveness and reputation globally as a primary motivation³⁶.

On the science front, mention should also be made of the EU supported '**SFIC**' (Strategic Forum for International S&T Cooperation)³⁷, an advisory body to the EU Council and Commission which coordinates the international collaboration of the European Research Area (ERA). It provides opportunities for Member States to join efforts in scientific cooperation with strategic emerging countries and has facilitated several 'road shows' for European Science cooperation in target countries.

Examples from Bologna countries and stakeholders:

European Commission: *The European Union has financed a number of projects aimed at enhancing the attractiveness of Europe as a study destination, notably through its Erasmus Mundus programme. The Erasmus Mundus joint programmes on master and doctoral level have enabled consortia of Higher Education Institutions to offer high quality joint programmes to students and staff from both inside and outside of the EHEA - so far some 16,000 excellent students, 1,000 doctoral candidates, and 3,000 academic staff from all over the world have been awarded EU-funded scholarships to take part. An **alumni organisation** was created in 2006, one of the main outcomes has been a large network that support the promotion of the programme and European higher education worldwide. The joint programmes continue at the Master's level under Erasmus+, the goal is to award 30000 scholarships until 2020, approximately 75% of these to students from Partner Countries. The consortia themselves must include HEIs from different EU countries, and may include those from other countries.*

Germany: *In 2001 the DAAD and the German Rectors' Conference (HRK) jointly established GATE Germany, a consortium for international higher education marketing. The consortium actively helps German HEIs to position themselves successfully in the international higher education market and to promote their programs internationally. Higher education institutions profit from the DAAD-network with 15 DAAD offices and 55 information centres around the world. All marketing measures undertaken by GATE-Germany are accompanied by the world-wide image-campaign "Study in Germany - Land of Ideas". Services include comprehensive support of H.E.I. to professionalize their international marketing (DAAD organizes about 350 events per year, in about 80 countries, in different formats (national,*

³⁴ <http://www.europosgradados.org/>

³⁵ English-Taught Programmes in European Higher Education. The Picture in 2007: Wächter, Bernd & Maiworm, Friedhelm. Bonn: Lemmens, 2008. ISBN 978-3-932306-89-1. ACA is publishing an update of this in 2014*

³⁶ E-Learning in European Higher Education Institutions, EUA Publications, 2014

³⁷ <http://www.consilium.europa.eu/policies/era/sfic>

bi-national, European & international). In addition, the **International Student Barometer**³⁸ is the largest study of mobile students and graduate students worldwide and allows the participating HEI comparative insights into the expectations and decisions of this group.

In 2009 GATE presented a **Code of Conduct for German HEI regarding international students**³⁹. The Code aims to ensure that students from abroad receive the quality of support and advice needed when studying in Germany by defining common minimum standards in the fields of information and marketing, admissions, supervision, support and advice, plus follow-up services for international students.

Under the brand "**Research in Germany**" several German organisations, such as the Alexander von Humboldt Foundation, the German Academic Exchange Service, the German Research Foundation, the Fraunhofer-Gesellschaft and the International Bureau of the BMBF organize communication activities and events to present German innovation and research in key international markets. Some highlights of the activities are: the information portal "Research in Germany", brochures offering an overview of the research landscape and funding opportunities in German, more than 30 information sessions for young scientists worldwide and presence at international careers fairs for instance in China and the US. Furthermore die DAAD invites every year scientists and administrators to participate in a Science Tour through Germany and hosts a press tours for German and foreign journalists.

France: As of 2010, the Campus France agency⁴⁰ is a new public institution, supervised both by the ministry for foreign affairs and by the ministry responsible for higher education and research. It is responsible for promoting French higher education, informing international students on study opportunities and centralizing applications and study visa requests for French HEIs. It is supported by a network involving more than 200 CampusFrance centres and platforms abroad; In 2013, 56 promotion events were organized by CampusFrance round the world in order to further encourage foreign students to come and study in France. Targeted information about France and the assets of the French higher education system is now available on the CampusFrance website, together with various foreign students' success stories about their positive learning period in France.

Austria: The Austrian HE systems continues to be promoted through the OeAD (The Austrian Agency for Internayional Cooperation), which, in addition to managing EU higher education programmes, carries out a number marketing campaigns and promotional campaigns for the Austrian HE sector. Recently, advances have been made in promoting Austrian scientific opportunities in particular. Austria has established Offices of Science and Technology in Washington and Beijing, that - in addition to the traditional tasks of Science Diplomacy - offer support to expand and maintain the network of Austrian researchers in these countries and provide advice and support in initiating and building S & T cooperation between Austrian and partner institutions in the target countries.

Denmark: The Danish Government has launched a two-part action plan for increased internationalisation of the higher education institutions in Denmark. The first part⁴¹ of the action plan, 'Enhanced insight through global outlook' launched in June 2013, focuses

³⁸ <http://www.gate-germany.de/angebote/expertenwissen/international-student-barometer.html>

³⁹ <http://www.hrk.de/positionen/gesamtliste-beschluesse/position/convention/nationaler-kodex-fuer-das-auslaenderstudium-an-deutschen-hochschulen/>

⁴⁰ <http://www.campusfrance.org/en/page/promoting-french-higher-education>

⁴¹ <http://ufm.dk/en/publications/2013/english-summary-enhanced-insight-through-global-outlook>

primarily on the effort to strengthen the international competences of Danish students as well as the international learning environments at Danish higher education institutions. The goal is more students studying abroad, stronger international learning environments and better foreign language skills. To realise the vision, the first part of the action plan comprises 31 concrete initiatives. The second part of the action plan 'Denmark – an attractive study destination'⁴², launched in April 2014, focuses on how Denmark can attract and retain talented international students and create growth and employment in Danish businesses. It is aimed at accomplishing the following objectives by 2020: 1) Denmark must attract the most capable international students (attract a greater numbers of talented, tuition fee paying students, the drop-out rate among international students must be brought into line with that of Danish students) and 2) International graduates must be retained in Denmark (International graduates who remain in Denmark must have the same employment to population ratio as Danish graduates).

As part of this second action plan, the Government has launched a **scholarship programme** to which it will allocate DKK 25 million during 2015-2017. The programme will see 60-65 grants being awarded to particularly talented international students from non-EU/EEA countries. The recipients will also have ties to a Danish company during their education. The programme will be geographically focused at students from non-EU countries where Denmark has established innovation centres. These include Brazil, India, China, South Korea, the USA and also Japan. Furthermore, the second part of the action plan is proposing a number of concrete initiatives to **ease the international graduates' transition to the Danish labour market**. A new scheme will for instance be set up under which international graduates completing a Danish MA or PhD degree will be able to obtain an establishment card. Holders of establishment cards are exempt from work permit requirements and may also start up their own business.

The Netherlands has recently launched its 'Vision' on the International Dimension of higher education and VET. This conveys that internationalisation is crucial for the acquisition of knowledge, skills and professional competencies. It is based on the analysis and recommendations of the universities of applied sciences and the Ditch research universities. This vision commits to a scholarship programme of 5 million Euros to attract top talent every year, and will also aim to send 10,000 Dutch students abroad every year. These scholarships will be co-financed by the Dutch institutions. The vision also aims to improve the retention of top talent in the work force, improve information on study opportunities within the Netherlands and for Dutch students to study abroad and facilitate transnational education by easing regulations for delivering programmes abroad. Finally, it targets the internationalisation of the VET sector as an important factor in upscaling certain professions that require an international outlook (tourism, for example) and sets a benchmark for VET student mobility.

Ireland receives international students from over 140 countries comprising approximately 8% of the student population. International mobility supported through a range of scholarship programmes, some of which focus on emerging economies beyond Europe: For example, the Irish Universities Association (IUA) partnered with the Chinese Scholarship Council (CSC) to fund 54 Chinese Ph.D. students to spend a year in an Irish university over a three-year period. In the area of graduate education, the Irish Universities Association

⁴² <http://ufm.dk/en/publications/2014/denmark-an-attractive-study-destination>

(IUA)'s Fourth-Level Ireland portal has raised the profile of Ph.D. provision internationally, along with the Dublin Region Higher Education Alliance (DRHEA)'s Graduate Education project, both of which initiatives were SIF funded. Cognisant of the fact that 'Ireland, as a small, open European economy, relies fundamentally on international engagement', the **Irish Government's International Education Strategy 2010–15** outlines a range of targets and ten 'strategic actions' to build on these achievements, with the primary objective of ensuring that 'Ireland will become internationally recognised and ranked as a world leader in the delivery of high-quality international education'. Among the strategic actions are 1) The Education Ireland brand will be redeveloped and national promotion and marketing will be strengthened, 2) Quality will be at the heart of Ireland's international education offering, 3) Ireland's visa, immigration and labour market access policies will be strong and competitive, 4) Outward mobility by Irish staff members and students will be encouraged 5) North–South and EU co-operation will enhance Ireland's international education performance.

Lithuania is increasingly investing in branding itself as a destination for study. Of note, funds for the European Social Funds (ESF) have been committed to a project "**Development of Internationalization of Higher Education**" (September 2010 – June 2015, 6.6 million Euros). This supports the development of a national portal (www.studyinlithuania.lt), Lithuanian university participation in educational fairs abroad, promotion events for international students, the development of promotional material for studying in Lithuania and additional scholarships for outgoing Erasmus students.

It should be noted that in the original Global Setting Strategy, attractiveness and competitiveness is also associated with '**facilitating the granting of visas, facilitating social security coverage as well as the granting of work permits of staff**'... an area not in the remit of ministers of higher education but nonetheless critical in the pursuit of attracting high skilled students and academics. While few advances have been made collectively in this field, some developments are worth mentioning which demonstrate steps in the right direction:

- The European Scientific Visa⁴³ has been officially adopted in 2013. It is recognised in all Schengen states and is intended to facilitate visa procedures for researchers intending to reside in EU countries. Much work still has to be done, however, to promote it and encourage its use.
- Two notable studies have been done on the portability of grants and loans in higher education in the EU (by Eurydice and ACA)⁴⁴. These studies raise awareness for the extent to which national financial support can be carried over to other HE systems. The NESSIE network, which reports to the M&I WG of the BFUG tracks developments in portability of grants and loans. The M&I WG has subsequently developed a paper encouraging Bologna countries to free up financial student support in the interest of promoting mobility.

⁴³ <http://ec.europa.eu/euraxess/index.cfm/services/scientificVisa>

⁴⁴ *Portable State Grants and Loans An overview and their contribution to outgoing student mobility* (ACA, 2013): <http://www.aca-secretariat.be/index.php?id=4> and *Towards a Mobility Scoreboard: Conditions for Learning Abroad in Europe* (Eurydice, 2014): http://eacea.ec.europa.eu/education/eurydice/thematic_reports_en.php

- Several countries have made advancements in simplifying visa procedures for international high skilled students staff and researchers. This is often linked to the interest to retain high skilled students in the labour market, for example, upon graduation (The example of th recent Danish strategy is provided in the examples above)

General Remarks:

The need to raise the global profile of European higher education remains a steady imperative, albeit with different national and institutional investments. European national and regional platforms remain important, however, institutions are faced with a growing number of tools and choices by which to profile themselves and raise visibility. It is no surprise that **technology and social media** are central to this movement, and have created a need for institutions to professionalise their ICT infrastructure and digital competency. The possibilities offered by technology in order to advance European internationalisation will be a cross-cutting theme in Erasmus+ programme going forward as well as in a number of national policies and investments. This is an important element to be considered for the Global Setting Strategy in the future.

The 2009 report on the Global Setting Strategy keenly observes that while there is a trend to use the Bologna Process and its various tools to enhance the attractiveness and competitiveness of national systems, “the focus of these activities lies on individual systems as part of the EHEA and not on the EHEA as such”. In order to understand how the EHEA is currently being communicated internationally, the Information and Promotion Network (IPN) Steering Committee conducted a survey in 2011 on whether and how individual signatory states of the EHEA promote the EHEA⁴⁵ as part of their national and institutional marketing activities. Survey respondents came from ministries, universities, and national agencies. The survey found that while aspects of the EHEA (and ‘Europe’ more generally) are considered in some marketing campaigns, they are not explicitly promoted (e.g. the EHEA is often referenced as a backdrop, but specific promotion material on the EHEA is not distributed).

The question remains **to what extent national campaigns should and need to promote the EHEA**. The perception is that this tends to happen organically in countries where there is an added value in stressing the EHEA umbrella and rather not in countries that have a distinct HE profile without the EHEA context. That said, the specificities of the EHEA, namely the common credit transfer systems, recognition tools such as the Diploma Supplement, common standards for quality assurance, etc should continue to be communicated and promoted as *consistently* as possible. Ensuring continuity of international promotion can indeed be supported by the Bologna Process itself; it requires coordination between the ministries, national promotion agencies, HEIs represented through stakeholder organisations and also other networks and associations engaged in internationalisation. While the IPN did not succeed as an independent structure, it would be important to encourage the cooperation and communication of national agencies around this issue in the future. It would also be essential to monitor and support countries that do not have centralised HE promotion and/or agencies to support the visibility of their HE sector. Understanding the strategic needs and interests of these countries and their institutions would be a task for both the Bologna Process and future European projects and studies. It would also be important to engage these countries and institutions in EHEA visibility

⁴⁵<http://www.ehea.info/Uploads/presentations/IPN%20Survey%20Report%2025%20March%202011.pdf>

initiatives. This is an area where the **EU/EHEA divide** may be problematic; EU funded EHEFs, for example, do not include countries in the EHEA beyond the EU. Given that the Bologna Process itself has limited resources, the further development of the 'European' umbrella as a marketing platform is dependent on committed resources at the EU level (in the context of EHEFs and other EC financed 'attractiveness' projects).

As a final thought, it must be considered that Europe's attractiveness is no longer solely dependent on its capacity to reach out and engage other countries and regions. To a large extent, other emerging countries and regions are reaching to Europe (as well as to North America, Asia and to each other) and doing so on their own terms and with their own funds. This is particularly apparent with the Brazilian Science without Borders programme (SwB)⁴⁶, a large-scale initiative of the Brazilian government to send 100,000 students abroad which has now been renewed with the new mandate of Dilma Rousseff. In what was an impressive mobilisation of resources, the Brazilian government has since 2011 progressively signed agreements with different countries all over the world, including most European countries, to send their students abroad for credit mobility at primarily bachelor level and to complete PhDs. This has put Europe to a large extent on the receiving side; the rules of cooperation were dictated by Brazil and each country was left to its own bi-lateral negotiations regarding entry requirements and recognition of qualifications. The fact that the management of SwB has been done in a rather discordant way across Europe countries, based on bi-lateral relations, and that established European mobility tools (like learning agreements, diploma supplement, etc) are not always applied, demonstrates the **limitations of the EHEA's global engagement as a collective partner**. While such scholarships programmes are clearly more feasibly managed at the national level in Europe at present, it is important that European national agencies and HEIs share practice when it comes to cooperation with emerging countries such as Brazil. There is a need to promote the common agreed tools and standards of the EHEA in their 'external' cooperation and even develop common initiatives and projects to this effect⁴⁷.

Strengthening Cooperation based on Partnership

"There is a need for enhanced higher education cooperation with non-EHEA countries in a spirit of partnerships and solidarity...this extends to all regions of the world, covering highly developed, emerging and developing countries alike...Cooperation with institutions of higher education in developing countries has and must remain an important task of EHEA countries in order to build capacity in higher education, which is a crucial condition for socio-economic development."

Actions: Measures aimed at institutional development and capacity building, Mobility programmes between the EHEA and non-EHEA countries, foreign language learning, joint research initiatives

Strengthening cooperation based on partnership has recently been emphasized in internationalisation strategy development at the EU and national level. It is increasingly seen as an imperative in the attractiveness agenda, for example, but also as crucial means to deliver education and research that is responsive to global development needs and

⁴⁶ <http://www.cienciasemfronteiras.gov.br/web/csf-eng/>

⁴⁷ A current Erasmus Mundus funded project 'ALISIOS (Academic Links and Strategies for the Internationalisation of the HE Sector) is providing a platform for national agencies managing SwB in Europe to come together and share practice: <http://www.alisios-project.eu/about>

challenges. At the same time, autonomous higher education institutions are widening and deepening their portfolio of partnerships for student and staff exchanges, programme delivery, joint research and even international industry cooperation. Higher education organisations, such as university associations, student associations, university networks and quality assurance agencies have also increased their global outreach and sought strategic partnerships with similar organisations as a means to support higher education development. The following outlines some noteworthy trends.

European and national level

European governments and the European Union are developing strategic partnerships with industrialised, emerging countries and even LDCs⁴⁸, in which higher education and research cooperation are growing in significance. These agreements are often economic nature, and e.g. a product of shifting trade relations, or motivated by development goals, which consider capacity building, human capital and 'brain circulation' as a means reinforce countries and regions in the partnership. They comprise scholarship programmes and staff exchange and also different types of partnership programmes for higher education institutions (involving joint projects, joint study and research centres, management capacity development, exchange of practice, etc.). On the research side, sector specific research platforms and 'research alliances' have been on the rise, particularly with the BRICs (China, Brazil, Russia, India and South Africa) in which, for example, doctoral education is increasingly being targeted as a point of collaboration⁴⁹. And on the development cooperation side, system/sector support (ie. building higher education and research systems and structures in partner countries) is also being prioritised by international organisations and some national governments, as the acknowledgment of the role of higher education in development has grown steadily.

On the European level, it is noteworthy that for almost two decades, the European Union has funded a number of actions aimed at strengthening cooperation between higher education institutions in EU and non-EU countries, including the developing world. The growth in **joint and collaborative degree programmes**, for example, is particularly noteworthy and has been a preoccupation of the European funding programmes since the advent of Erasmus Mundus in 2003. Initially viewed as a vehicle for internal European HE programme integration, joint degrees are now increasingly seen as a means to link European institutions to partner country institutions. The fascination with joint degrees is often taken as a strong indication of the European commitment to partnership; joint degrees are highly integrated, favour collaborative curriculum development and two-way, structured mobility of students and staff. The success of the Erasmus Mundus programme, premised on these types of study programmes, has contributed to the thinking around the recent EU strategy '*Higher Education in the World*', which also stresses partnership and capacity development as one of its core facets, alongside competitiveness and attractiveness.

In terms of higher education programmes specifically targeted at fostering development cooperation partnerships, the mobility cooperation 'windows' under Erasmus Mundus (funding large scale mobility partnerships with institutions in developing countries- formerly known as Erasmus Mundus Action 2), the Tempus programme for cooperation with countries neighbouring the EU⁵⁰, the Alfa, Edu-link and Asia-link programmes, supporting

⁴⁸ Lower Developed Countries

⁴⁹ See 2012 report by the EUA 'Cooperation on Doctoral Education between Europe, Latin America, Asia and Africa': <http://www.eua.be/codoc.aspx>

⁵⁰ Many of them also EHEA members

cooperation and capacity development projects with Latin-America, Africa and Asia, respectively, have been particularly successful. These programmes have co-funded inter-university and inter-organisational projects that promote, amongst other purposes, the use and understanding of European study structures and tools such as ECTS, quality assurance frameworks and integrated study programmes. Several of the funding programmes have had a strong regional dimension; that is to say, priority is given to enhancing cooperation between higher education institutions within the region (Latin America, Africa and Asia) and with the EU. Regional higher education convergence, based to a large extent on the European experience, is a strong facet.

Given the success and popularity of these programmes, *Erasmus+* (2014-2020)- the successor programme - will continue to have a strong focus on higher education partnerships between EU and 'Partner' countries (globally and within the EHEA) – notably through its Capacity Building action, but also through the opportunity for Programme and Partner country HEIs to exchange students and staff on a bilateral basis (global credit mobility). The fact that funding will be allocated for EU students to study in Partner countries (as opposed to just within Europe) is a novelty and a welcome development. The budget awarded for such activities will remain consistent with past programmes and mainly be derived from the different development cooperation funding instruments of the EU (EDF, ENI, etc). It has yet to be seen whether the rules of participation for these actions allow HEIs to truly develop their internal partnerships in a flexible manner.

In addition, the EU has funded since 2010 a network of '**Higher Education Reform Experts**' in Tempus countries which build expertise in higher education reform processes such as Bologna and advise in the development of their national systems. The EC is currently renewing funding for support of this network through 2017. This can be seen not only as a means to support partnership with neighbouring countries, but also to promote European HE reforms to partner countries and strengthen policy dialogue on various levels (see next section on policy dialogue).

At the **national level**, countries have developed a variety of funding programmes dedicated to enhancing partnership between institutions. This has ranged from building large international research alliances to encouraging joint campuses and centres between domestic and emerging country HEIs. Several examples are listed in the text boxes below. There has also been a trend towards incentivising joint programmes and a movement to change legislation to permit **joint degrees**. Of note, several countries indicate an objective of increasing the number of joint degrees on offer in their national internationalisation strategies for the higher education sector (Germany, Lithuania, France, Spain and the Netherlands, to name a few).

*As of September 2014, the **United Kingdom** launched the second application cycle of the Global Innovation Initiative (GII), a higher education grant competition created to strengthen higher education research partnerships between the United States, the United Kingdom and four other countries: Brazil, China, India, and Indonesia. This initiative provides grant opportunities for post-secondary educational partnerships on topics of global significance in the fields of science, technology, engineering and mathematics (STEM) in the following areas: energy, climate change and the environment; urban development; agriculture, food security and water; and global health. Accredited U.S. post-secondary educational institutions are invited to apply for one of approximately six grants of up to \$200,000 each, and must apply together with at least one higher education partner in the*

UK, and one in Brazil, China, India, and/or Indonesia. The GII was created to support multilateral research collaboration to address global challenges⁵¹.

Ireland: As per the seventh 'strategic action' recommended in the International Education Strategy, the Government of Ireland's International Scholarships were launched by the Minister for Education and Skills in 2013. With the aim of fostering 'cultural and diplomatic links with emerging markets', these scholarships provide a bursary of €10,000 to high-performing final-year undergraduate or postgraduate students from Brazil, India and China to enable them to undertake one year's study in Ireland, for which fees and registration charges are waived. Links with emerging markets are also being developed through the Brazilian Government's 'Science Without Borders' (Ciência sem Fronteiras) initiative, managed within Ireland by the HEA, which is supporting approximately 1,200 students from Brazil to spend a year studying science and technology in an Irish higher education institution.

The **Lithuanian** government, under its Action Plan for the Promoting the International Dimension in Higher Education (2013-17) has set a target for 'number of successfully implemented joint study programmes'. They wish to have 30 such programmes in 2020. Up until present, 15 joint programmes have been accredited and 18 programmes funded from the European Social Funds (ESF).

France: Beyond regular bilateral calls for joint Master degrees or "cotutelles de thèse" (joint supervision of thesis) with main European partners, many joint degrees were developed on a multilateral basis under the Erasmus Mundus programme between French institutions and institutions in North America, Mexico and Latin America (Brazil, Columbia, Peru, Chile, Argentina), North Africa and South Africa, China and India, and Australia. Outside the EHEA, France is also active in increasing HE partnerships on a bilateral basis. From this perspective, the main countries where concrete programmes have been launched are Mexico, Argentina, Colombia and Chile. 'Partnerships for excellence' are further funded with the USA ("Tocqueville-Fulbright" chairs for example) and countries in Asia (like in South-Korea, Singapore, with support to university and scientific projects; or Taiwan and Japan, with pluridisciplinary meetings for early-stage researchers). Generally speaking, partnerships involve an increasing focus on student mobility at master and doctoral levels.

Germany: In Germany, there have been a number of initiatives to enhance partnership with non-EHEA institutions, specifically through joint-study programmes. ASEMUNDUS/Euro-Asia.net was a joint European project, coordinated by the DAAD, on promoting European-Asian joint study programmes and mobility partnerships (using the Erasmus Mundus programme as best practice) - <http://www.asem-education-secretariat.org/en/12184/>. The DAAD has also financed Integrated International Double Degree Programmes between German institutions and institutions around the globe, providing additional scholarships for German students to participate in such programmes and undertake a credit mobility abroad.

Austria: Austria has established a number of bilateral agreements and Memoranda of Understanding targeting countries worldwide. Out of the 20 currently active agreements nine are with EU member states, four with associated countries and seven with third countries. In general these agreements are implemented via bilateral calls and cover

⁵¹ <http://global-innovation-initiative.org/about-the-initiative/>

mobility costs for cooperation projects and aim at enabling new project cooperations and networks. The main funded target groups are researchers within the higher education system, as being based at a university, university of applied sciences or public research institute is an eligibility criterion. In 2013 254 projects with around 1400 in- and outgoing researchers have been funded in total.

Spain: Spanish universities are involved in Joint Master degrees developed under the Erasmus Mundus and Mediterranean Office for Youth programmes with universities of non EHEA countries, mainly Latin American and Southern Mediterranean countries. In addition within the Spanish excellence programme 'International Campus of Excellence' (2009 – 2011) specific funding was allocated to establish strategic partnership with foreign universities and centres of excellence worldwide, in countries like USA, China and Latin America. The Spanish Conference of Universities Rectors (CRUE) has established an Observatory on University Cooperation for the Development, accounting for all the university partnerships with third world universities.

Higher education partnerships have also become a feature of development cooperation programmes at national level in several systems. Many European countries now see higher education capacity development as a component not just of development aid, but of the internationalisation of their own HE sectors. This remains true in the Nordic countries – Finland and Norway being current and well-defined examples - and in Germany, where institutional partnership for capacity development has a long tradition and is also a clear strategic objective in the new federal government strategy for HE internationalisation⁵². These strategies are realised through a number of programmes (for collaborative masters and PhDs and joint institutional projects cultivating long-term partnership). The Netherlands and Belgium also continue to invest in such programmes, albeit with some funding cuts, as does the UK and Ireland⁵³. France is one of the largest contributors to higher education capacity development, particularly in the form of scholarships for students from the developing world, co-tutelle in doctoral education delivery and other structural support measures primarily in Francophone countries but also farther afield. Incentivising more 'South-South' cooperation is also an emerging trends; the DAAD, which administers a range of university development cooperation and partnership programmes, funds a scholarship programme for African students to take up a study or research period in another African country. Switzerland has funded distinct measures for research collaboration, innovation and 'south-south' university-industry partnerships with certain emerging countries.

Despite the fact that development cooperation via institutional partnership has continued to evolve, some countries have seen cuts in these types of programmes, a worrying development. This has been particularly true in light of economic stagnation (the grand majority of Spanish funding for HE development cooperation has been cut, for example). However, the picture is a hazy one, as the final balance sheet depends very much on how the budgetary lines between development cooperation and economic partnership are

⁵² cite

⁵³ The Netherlands Initiative for Capacity development in Higher Education (**NICHE**) is a Netherlands-funded development cooperation programme for university partnerships. By sustainably strengthening higher education and technical and vocation education and training (TVET) capacity in partner countries, it contributes to economic development and poverty reduction. The **VLIR-OUS** and the **CUD** of the Flemish and Francophone communities of Belgium fund similar programmes, one of which supports 6-12 year institutional partnerships: <http://www.vliruos.be/en/project-funding/>. Programme budgets in both the Netherlands and Belgium have decreased in the past two years.

conceived; international cooperation in higher education with BRICs and MICs, for example, is increasingly seen as an economic opportunity. The extent to which this will divert funding from least-developed countries has yet to be seen. It is notable that many countries develop more strategic approaches in choosing the partner countries with which they cooperate in the development sector, reducing them, developing country strategies and focusing on impact.

An information group called the '**Donor Harmonisation group**', bringing together national agencies in Europe funding higher education development cooperation programmes has met annually since 2010, supported to a large extent by Nuffic, SIU (Norway), DAAD and the VLIR-UOS (The development cooperation branch of the Flemish Rectors' Conference). Annual meetings have been an occasion to share trends in higher education development cooperation programmes, map regions where funding is committed and different cooperation models and discuss synergies between countries.

Germany: *The DAAD supports Specialized Partnerships with Development Countries as well as a number of structural support measures for HEIs and HE systems in developing countries. One example of the is the DIES programmes, which has been applied in Eastern Africa and Southeast Asia to build quality management capacity in HEIs and quality assurance agencies.*

Institutional level

At the institutional level, partnership has become a cornerstone of internationalisation strategies. In a 2013 EUA survey on Internationalisation Strategy Development⁵⁴, 73% of the respondents said that they had 'developed institutional partnerships with new regions and countries' as result of their international strategies. 61% said they are developing more joint and double degree programmes. Whereas universities have in the past collected a large number of fairly dormant 'MoUs' with partners, these partnerships are becoming more strategic in nature. Many institutions report that they are in fact reducing the number of partnerships they have in the interest of enhancing quality, and ensuring that such partnerships are active. Institutions are also increasingly committed to demonstrating that such partnerships are reciprocal and entail mutual benefits, a cornerstone, of their success rate and sustainability. This has been the premise of the 2010 White Paper 'Africa-Europe Higher Education Cooperation for Development: Meeting Regional and Global Challenges'⁵⁵, developed jointly by EUA and the Association of African Universities.

Ireland: *With alumni in over 80 countries, a university in Bahrain, two medical schools in Malaysia (at Perdana University and, jointly with University College Dublin (UCD), at Penang Medical College), and an institute in Dubai, the Royal College of Surgeons in Ireland (RCSI) undoubtedly has the strongest international presence among Irish higher education institutions. However other higher education institutions are also developing a significant global footprint: for example, UCD provides internationally accredited degree programmes in partnership with providers in Spain, China, Singapore, Malaysia and Sri Lanka; has international offices in New York and Beijing; is partnering with Shenzhen University (SZU) in southern China to establish the Dublin–Shenzhen Institute of Health Science and Innovation, and with Beijing University of Technology (BJUT) to establish the Beijing–Dublin*

⁵⁴ <http://www.eua.be/publications/eua-reports-studies-and-occasional-papers.aspx>

⁵⁵ <http://www.eua.be/publications/eua-policy-positions.aspx>

International University; and hosts the UCD Confucius Institute for Ireland in partnership with the Office of Chinese Language Council International and Renmin University of China. Dublin Institute of Technology offers a range of undergraduate and postgraduate programmes in partnership with higher education institutions from across the world; and Dublin City University's Ireland India Institute 'aims to support collaboration in education, research and knowledge exchange between Ireland and India' through initiatives such as the Ireland India Institute Research Fund and the Ireland India Institute Scholarships. Trinity College Dublin has Country Advisors based in India and North America, and has signed a partnership agreement with Beihang University in China to support cooperation in teaching and research, as well as the exchange of staff and students.

France: *One interesting example of institutional collaboration is the USTH University in Hanoi (USTH standing for "Université scientifique et technologique d'Hanoi"): More than 60 French institutions (universities, "grandes écoles", and research institutes) gathered in the consortium are setting up co-accredited Master's degrees with the USTH in Vietnam; additionally, they are committed to welcoming more than 400 doctoral candidates in their research laboratories, before these PhD candidates become Senior Lecturers in the USTH University.*

European organisations

Organisations like EUA, ENQA, ESU and EURASHE have also increasingly developed international partnerships with non-EHEA organisations in other regions. This deserves mention, as they often contribute to both the governmental and institutional cooperation agendas in the HE sector. Projects have focused on a range of Bologna-related topics, such as a quality assurance capacity development, supporting the development of qualifications frameworks, regional mobility and recognition, joint degrees, doctoral education. In general, the premise has been to share the European experience and European tools but also to learn about developments in other systems and how they relate to Europe. Projects have also provided opportunities for policy dialogue and institutional networking and partnership development.

ASEA-QA is a collaborative project carried out by the DAAD, HRK, the ASEAN University Network (AUN), the Regional Centre for Higher Education and Development in Southeast Asia (SEAMEO RIHED), ENQA and AQAN (ASEAN Quality Assurance Network). It serves as a platform for exchange on internal and external QA procedures and as a means to strengthen regional QA structures in the ASEAN countries. The primary aim of ASEAN-QA Phase I was to assure and enhance the quality of study programmes and to facilitate the recognition of credits and degrees based on shared quality assurance principles and standards. The project Phase I included multi-part training courses which were directed at QA coordinators at universities and officers of QA agencies in the ASEAN region. Both groups were trained by a team of international trainers from Europe and Asia. Similar activities and further consolidation of the regional QA framework in ASEAN will be implemented through Phase II. www.asean-qa.de

Alfa PUENTES was a three year structural project on the Alfa programme that brought together 23 university associations in Latin America and Europe in a collaborative platform to support higher education integration Latin America. Coordinated by the European University Association (EUA), the project carried out three "sub-regional" initiatives which resulted in a draft higher education qualifications framework for Central America, a pilot joint-programme accreditation process for the Andean countries and mobility strategy for Mercosur. European experience within the EHEA was shared throughout the course of the

project and partnerships between European and Latin America associations were fostered. www.alfapuentes.org

General remarks:

Cooperation based on partnership is no doubt a cornerstone of the EHEA. What has been initially 'European' programmes and tools for cooperation, such as ECTS, the Erasmus programme and joint degrees, have increasingly 'gone global'. This is a reflection of the need to foster more globally-oriented partnership for the overall enhancement and competitiveness of European higher education, and to underpin economic and social development objectives. Of importance, development cooperation and capacity building have not been forgotten in this endeavor, and remain a feature of current European and some national strategies and funding programmes. There is worry, however, that development cooperation partnerships may not get enough public support at national level, and more dependency on EU programme funding will arise. Many HEIs already complain to this effect, and are weary about the competitiveness of the forthcoming Erasmus+ calls for Capacity Development. In addition, funding for partnerships seems to focus increasingly on countries that are emerging economic stars, such as the BRICs. From a political perspective, HE partnership is logically linked to current economic interests and can underpin trade relations and foreign policy interests. However other less-developed economies should not be neglected, given the urgent need to develop their HE sectors and also the rapidly changing geopolitical landscape. Some universities are recognizing this, and hence developing truly strategic research and teaching partnerships with less-developed countries in Africa, Latin America and South East Asia. However, national political priorities do not always follow-suit. The extent to which national political priorities and funding programmes for HE cooperation enable autonomous HEIs to develop strategic academic and research partnerships is indeed an interesting and important trend to track. A recent report from EUA on alignment of national and institutional mobility policies provides reflections on three countries: France, Lithuania and Hungary.⁵⁶

Funding partnership is a complicated matter, and should entail a variety of investors beyond the public purse. This is also critical for the ultimate sustainability of partnerships. A recent report on Erasmus Mundus Joint programmes, for example, cites financial sustainability as key concern, particularly given that such programmes relied to a large extent on the EU scholarships awarded to students⁵⁷. This is one issue to examine going forward. Different and innovative funding models should be shared across the EHEA.

Of note, partnership between higher education organisations, networks and representative bodies is an essential piece of the picture. It creates the conditions and the dialogue necessary to build institutional partnerships and contribute to system development. With EU support, this activity has flourished in the past five years but results need greater visibility. Thus beyond institutional partnerships, the EHEA and subsequently national governments should consider how best to enable stakeholder organisations in the HE sector to contribute to the global partnership agenda. The possibility for associations, organisations and networks within Europe to partner with like-bodies in other parts of the world and support policy dialogue and institutional networking should remain, for example, a feature of the Erasmus+ programme.

⁵⁶ Colucci, Ferencz, Gaebel, Waechter, 'Connecting Mobility-Policies and Practice: Recommendations and observations on national and institutional developments in Europe', EUA Publication, 2014.

⁵⁷ Joint international masters programmes; the first generation (2014):

http://eacea.ec.europa.eu/erasmus_mundus/tools/publications_en.php

In terms of the Global Setting Strategy, partnership should clearly remain a frontal feature, yet it is not clear how and to what extent the EHEA as such can support and monitor partnership in its multitude of forms, beyond what is already being accomplished via European programmes and institutional strategies. This requires a clear understanding of the types of partnerships that exist – whether they be political, organizational or institutional – the levels at which they operate and how they benefit in the HE community. Most importantly, examples of both national policies favouring partnerships and institutional practices should be brought to the surface and shared. This would enable greater synergies between national funding programmes targeted at certain Partner countries and regions. It would also help to demonstrate the current experimentation and innovation with regards to different partnership models and their effect on higher education institutions in the EHEA and beyond.

Finally, the dynamic nature of partnerships must be studied going forward; institutions are no longer simply partnering with each other in a global context, but also with multi-national companies, international organisations and other entities. Delivering higher education and research through such dynamic arrangements will be an important development to consider in the EHEA global setting agenda in the future.

Intensifying Policy Dialogue

"It would be useful to systematise and broaden policy dialogue already initiated with non-EHEA country governments and stakeholders regarding the introduction of higher education reforms and innovation in order to exchange new ideas and share good practice."

Actions: Creation of a higher education policy forum, Participation of international participants in Bologna seminars and conferences, Bologna consultation and advice

For this particular aspect of the Global Setting Strategy, the objectives are quite broad; however the recommended actions are rather specific. While policy dialogue on higher education can and does take place in a range of fora, various measures have taken place specifically in the Bologna Process context: Three Bologna Policy Forums (BPF) have been organised in conjunction with the ministerial conferences of 2009, 2010 and 2012. Organised by the Bologna Secretariats, in consultation with the BFUG, education ministers from around the globe have been invited to attend and even observe the deliberations of the Bologna Process ministerial summits, celebrate the launch of the EHEA and dialogue on current issues of mutual interest. While the BPF have been relatively popular in terms of participation, one could dispute their actual impact. They have been exclusive, invite-only events, targeting both ministers and senior officials in partner countries with an interest in Bologna. Stakeholder organisation participation from non-EHEA countries has been limited (though encouraged when inviting ministerial delegates). The format has varied, though efforts have been made to maximise contact between EHEA and non-EHEA ministers and to select a number of key themes for discussions. Three declarations have been produced, albeit rather general in nature. They have basically stressed the need for increased dialogue and heightened participation of non-EHEA officials and stakeholders in Bologna related events. Little follow-up has taken place, despite the efforts of the Bologna Secretariat to maintain a list of contact points in non-EHEA ministries. Some discussion has taken place in the BFUG as to how and in what capacity non-EHEA experts and individuals should be invited to official Bologna seminars and even to BFUG working groups, for example, but this is still not done systematically. While seminars are consistently published on the EHEA website, participation beyond Europe has been limited. A handful of 'global dialogue' events

have been organised in the Bologna framework, including an international conference on quality assurance organised by the European Commission and the Flemish ministry of education in 2011.

However, global policy dialogue is by no means scarce; a tremendous amount has happened at the EU, stakeholder and national government level, albeit in different concentric and sometimes overlapping circles. The policy dialogue component of the Global Setting Strategy thus needs to be evaluated on multiple levels, beyond the simple organisation of Bologna Policy Fora and related Bologna events.

European level

In the past five years, the Directorate General of Education and Culture of the European Commission has initiated a number of bi-lateral policy dialogues with countries and regions outside the EU, including Australia, Brazil, China, India, Mexico, South Africa, South Korea and Africa (as a regional dialogue). Several policy dialogue events have taken place, targeting senior officials from education ministries and select stakeholders. Priorities for cooperation have been defined and the various EU higher education programmes have been used as tools to follow them up. The EU uses these dialogues to understand where policies align, exchange best practice, increase cooperation and, in some cases, support the partner country or regions in their efforts to reform higher education. It is intended that EU policy dialogue in higher education should pave the way for increased cooperation and mobility between the EU and partner countries/regions⁵⁸.

Beyond, higher education has increasingly featured in general bi-regional dialogue processes that the European Union entertains with other regions, an element of its external relations. This includes, for example, the EU-CELAC process⁵⁹, the Euro-Mediterranean Partnership⁶⁰ and the EU-Africa Strategic Partnership⁶¹. In the latter, for example, the EC and the African Union Commission, in partnership with stakeholders, have organised specific 'side-events' on higher education the run up to the 2010 and 2013 summits. The focus has been on regional integration in HE, and more specifically on sharing experience and building capacity on issues like joint quality assurance frameworks and aligning course curricula (such as via the 'Tuning' initiative).

Relatedly, the Asia-Europe Meeting Process (ASEM Process) launched in 2009 an official sub-track, the '**ASEM Education Process**'⁶², which consists of bi-annual summits gathering education ministers. An **ASEM Education Secretariat (AES)** was also established and hosted by DAAD until 2013, before being handed over to the Indonesian ministry. In this context, various events have been organised on European-Asian higher education cooperation, including on such priority themes as credit transfer, recognition conventions, vocational training, university-business collaboration, mobility and lifelong learning. The ASEM-Education Process has designed a roadmap with well-identified priority areas of cooperation for which ASEM-Education countries volunteer to contribute. However, challenges remain, in particular in terms of the consistency of the commitments taken by those countries that are engaged in various cooperation processes. This is especially the

⁵⁸ For further info, see http://ec.europa.eu/education/policy/international-cooperation/world-policy-dialogue_en.htm

⁵⁹ http://www.eeas.europa.eu/lac/index_en.htm

⁶⁰ http://eeas.europa.eu/euromed/index_en.htm

⁶¹ <http://www.africa-eu-partnership.org/>

⁶² <https://www.daad.de/miniwebs/asem/en/24366/>

case for EU Member States, who are engaged in both in the Bologna Process and the ASEM-Education Process.

National Level

At the national level in Europe, policy dialogues have also been initiated to prepare, support and evaluate intergovernmental agreements on higher education and research. Below are several examples:

France: *Policy dialogue based on cooperation with partner countries and regions round the world is a long tradition for France and has often targeted Francophone countries and regions. With Africa, the main action line for cooperation is capacity building. One of the main challenges for France is to welcome students from Africa (nearly 1/2 foreign students is African while EHEA foreign students in France are represent only one quarter). Over the last 10 years, an increasing focus has been on "BRICS" countries, and with the Mediterranean region as well. Student mobility, degree recognition and scientific exchanges are the main pillars of this policy dialogue in higher education.*

Ireland: *Ireland's Presidency of the Council of the European Union (January–June 2013) provided an opportunity to build on this leadership and to promote the European Higher Education Area (EHEA). The key higher education events of the 2013 Irish Presidency, which were opened to a global audience, were: 'Rankings & the Visibility of Quality Outcomes in the European Higher Education Area' international conference, 30th–31st January, 'Integration, Innovation and Improvement: The Professional Identity of Teacher Educators' conference, 18th–19th February, 'Quality Assurance in Quality Frameworks' conference, 12th–13th March□□*

Level of European organisations

Higher education organisations and networks have also convened policy dialogues with partners across the globe in an attempt to define cooperation agendas and influence political processes. EUA, for example, has organised bi-regional meetings with different national and regional university associations across the globe for more than a decade, targeting university leadership and covering a range of topics of mutual interest. One current example is the **Arab Europe Higher Education Conferences (AECHE)**⁶³, organised with the Association of Arab Universities in 2013 and 2014. The most recent meeting focused on the role of mobility programmes in fostering regional integration and has set as one of its objectives the eventual establishment of an internal Arab country mobility scheme, based on the European experience. In partnership with the European Commission, EUA has also supported the organisation of university leadership dialogue with both Brazil and China, events that have taken place in conjunction with high level political dialogue between the EU and these countries

ENQA participates in global policy dialogue between quality assurance agencies and has also been engaged in a number of projects furthering this aim. For example, The *QACHE* project⁶⁴ (carried out with the national QA agencies of the UK, France, Spain, Germany,

⁶⁴ <http://qache.wordpress.com/>

Australia and the QA Network of Arab countries- TEQSA and the Asian Pacific QA Network) aims to address, in terms of information and practical support, the quality assurance of cross-border higher education (CBHE) by looking closely into different ways in which European QA agencies and HEIs address the accreditation and quality assurance of the programmes delivered outside of their countries. It is creating a common European quality assurance approach to cross-border higher education which will contribute to the promotion of European higher education in other parts of the world. One of the main components of the project is to enhance policy dialogue within European countries and between Europe and other world regions on quality assurance of CBHE, and enhance thus mutual understanding of different approaches to CBHE and different methods in quality assurance.

General remarks

Policy dialogue is key to both communicating European higher education reform in the world and to seeking common approaches with non-EHEA partner countries, regions and institutions. It also underpins partnership and recognition, two other pillars of the EHEA Global Setting Strategy. In the context of the Bologna Process as such, focus has been placed on the Bologna Policy Forum, a high-level event that intends to bring ministers from non-EHEA countries into the EHEA ministerial summits. However it is clear that this type of policy dialogue has its limitations and is only one piece of a multi-faceted policy dialogue process that has to take place a various levels- European, national and stakeholder level. If the Bologna Policy Forum is to continue and remain a feature of the EHEA in a Global Setting Strategy, then it must be considered what value it adds to existing policy dialogue that already is taking place, driven on European level by the EU and European-level stakeholders. The proposed regional focus on the Southern Mediterranean in the upcoming BPF in 2015 in Yerevan would have been a good start, however it has been reported that such a targeted geographic approach will unfortunately not be pursued in the end. Beyond specific bi-regional dialogue, focusing on topics that are specific to the EHEA and to Bologna as a regional integration *process* would be a means to ensure the BPF are distinct and do not replicating other high-level global fora for political dialogue on HE, of which there are many. It could have been an excellent opportunity to use the upcoming Yerevan Summit to contextualise European cooperation with the Southern Med region that is already taking place (for example, the European Commission's Southern Med dialogue and the Arab-Euro Higher Education Conferences (AECHE), a forum university leaders). Optimising policy dialogue synergies in the future - with or without the existence of BPF - will be essential if they are to have a larger and sustained impact.

Recognition of Qualifications

"Developing policies and practices furthering the recognition of qualifications is a key element of the European Higher Education in a Global Setting Strategy."

Actions: Promoting understanding of the overarching framework of the EHEA in other parts of the world, promoting cooperation between ENIC/NARIC networks and networks from other regions, revision of regional recognition conventions, promotion of use of compatibility of European tools, enhancing readability of national quality assessment documents and decisions, intensifying cooperation regarding cross-border education

Recognition is perhaps one of the most challenging elements of the Global Setting Strategy. Already between EHEA countries, recognition agreements and principles have been far slower to realise in practice than hoped or intended. Though structures have been put in place to facilitate recognition of degrees and credits across borders, recognition decisions are taken in different ways across different countries and institutions. In a global context, this becomes even more complex. At the macro-level, recognition conventions exist, however are often loosely applied in practice. In addition, there is a growing trend to develop tools to potentially enhance the transparency of systems and facilitate recognition, such as qualifications frameworks (QF). QFs for the entire educational cycle and in some instances just for higher education have been developed in different countries and regions over the past years, many of which have taken some inspiration from the European model yet also been inspired by other models. A number of international projects and events have facilitated this: The European Training Foundation (ETF) is currently supporting the development of national qualifications frameworks (NQF) in partner countries with a specific focus on vocational training, learning outcomes, labour market insertion and lifelong learning. The Australian/New Zealand development cooperation has supported ASEAN countries to develop an ASEAN Regional Qualifications Reference Framework⁶⁵. This will be further evaluated and piloted with the support of European Commission funds between 2015 and 2018 in a development cooperation project entitled EU-SHARE⁶⁶. In Central America, the Central American University Council (CSUCA), in the context of the EU-supported/EUA coordinated project Alfa PUENTES, has developed a proposal for a higher education QF for the region that it will be further piloted in conjunction with the national university associations⁶⁷. The European Commission has facilitated a number of policy dialogue events on QFs, as well as a Joint study with Australia in 2011 exploring the similarities and differences between EQF and the AQF⁶⁸. QFs have clearly gained global interest as they create a framework for classifying degrees and also create transparency between systems. That said, it still remains to be seen to what extent they facilitate recognition of degrees and credits in practice.

However, a number of concrete initiatives and projects have also been carried out to support recognition on the ground, between HEIs and systems around the globe. For example, in the context of the ASEM Process, an **Information guide on "Quality Assurance and Recognition"**⁶⁹ was produced by the ASEM Education Secretariat that includes glossaries, institutions, principles, and procedures for recognition in both regions. In addition to this, and in order to meet the demand of transparency of existing credit systems in ASEM countries, a guide was produced on **"Credit Systems and Learning Outcomes in ASEM Member Countries"**⁷⁰:

⁶⁵ <http://www.asean.org/news/asean-secretariat-news/item/asean-develops-framework-to-facilitate-movement-of-skilled-labour-and-professionals>

⁶⁶ Currently being contracted to a consortium consisting of British Council, DAAD, Nuffic, Campus France, EUA and ENQA. The project is three years (2015-2018) and will facilitate capacity building in developing QFs, a regional QA framework, a regional credit transfer system and a regional mobility programme.

⁶⁷ <http://alfapuentes.org/portal/node/829>

⁶⁸ http://ec.europa.eu/education/library/study/2011/australia_en.pdf.

⁶⁹ <http://www.asem-education-secretariat.org/en/24903/>

⁷⁰ http://www.asem-education-secretariat.org/imperia/md/content/asem2/events/asemme3/reader_credit_systems_and_learning_outcomes_may_2011.pdf

Beyond, the Bologna Experts in various countries as well as the network of Higher Education Reform Experts (HERE) in Neighboring countries have also worked on this issue. Several country and regional seminars have been held to the effect⁷¹.

ENIC/NARICs – a network of national recognition centres - continue to be active and have been instrumental in promoting recognition within the EHEA and globally. The refreshed website of the network provides extensive information on different world regions, the recognition conventions that govern them as well as useful links and contact point on recognition matters (<http://www.enic-naric.net/>). Through several NARIC projects funded by the European Commission as well as initiatives taken by individual centres, new instruments and tools have been recently developed to implement the main principles of the Lisbon Recognition Convention. The EAR Manual (<http://eurorecognition.eu/manual>), for example – solicited directly by European Ministers in the Bucharest Communiqué – is a recent advancement. On the global front, it is worth underlining that the Networks have improved their outreach to the various stakeholders involved in recognition, in particular HEIs, professional bodies, employers, etc and continue to intensify their cooperation with other regions. Since 2010, experts from outside Europe are systematically invited to ENIC/NARIC events to present their HE system, their recognition procedures and practices as well as the recent developments in HE (China, India, Mexico, South Africa, Brazil, Jordan, etc.). Several projects have been launched to support the establishment of similar recognition centres in partner countries⁷². The Networks are also contributing to the current discussions on the possible development of a Global Convention on Recognition under the UNESCO coordination.

At the level of **institutions**, recognition with non-EHEA countries is being advanced in various ways, albeit often via bi-lateral and somewhat truncated approaches. For example, there are examples of national rectors conferences that are signing recognition agreements with sister organisations in specific countries where degree recognition in particular has been identified as problematic. The HRK (German Rectors' Conference) has concluded **Framework Agreements for Cooperation in Higher Education**⁷³ with partner organisations in 11 non-European countries that contain mutual recommendations regarding the admission and enrolment of students at different levels of study and access to doctoral degree programmes. In 2012 the HRK (through its project Nexus) also published guidelines for HEI on how to implement the principles of the Lisbon Recognition Convention in institutional recognition procedures⁷⁴. Bi-lateral recognition agreements have also been concluded between the French Rectors Conference and the rectors' conferences/QA authorities of Colombia, Argentina and Mexico. The Portuguese Rectors' Conference (CRUP) has sought for quite some time to solve problems regarding the recognition of the three years bachelor in Brazil and the subsequent access of Brazilian first cycle graduates to the second and third cycles in Portugal. An agreement was recently signed between CRUP and the Association of Federal Universities in Brazil (ANDIFES) whereby recognition in certain programmes, once agreed between one Portuguese and one Brazilian federal university, would be agreed by all in CRUIP/ANDIFES membership. Agreements of this nature have had some tangible impacts when it comes to university cooperation and student exchange. The fact that they are owned by the rectors' conferences implies a more direct institutional buy in. Though the agreements are applied to

⁷¹ See <http://www.bolognaexperts.net/portal/dashboard>

⁷² The 'RecNow' project, funded by the European Commission Tempus Programme and coordinated by University of Bologna, is one example. It targets Jordan and Palestine.

⁷³ <http://www.hrk.de/hrk-international/mobility-and-mutual-recognition/framework-agreements-for-cooperation-in-higher-education/>

⁷⁴ http://www.hrk-nexus.de/uploads/media/nexus_Leitfaden_Anerkennung.pdf

varying degrees, they are an important first steps in addressing problems that can arise between two specific systems.

Of note, recognition is also being tackled in the context of **joint programmes**. For example, the former Erasmus Mundus Action 2 funded large consortia of institutions in Europe and other targeted world regions to exchange students and staff in a structured manner. The pre-conditions for the exchange were that recognition of credits should be guaranteed amongst the institutions in the partnership. This has helped to build trust and recognition between a number of European institutions and their non-European partners.

France: France is developing bilateral recognition agreements with EHEA countries and with countries outside the EHEA. Among these, there are EU partners (Portugal, Germany, Spain ...), EHEA partners (Russia), and other countries around the world (for instance, with Columbia, Mexico, Argentina). One concrete project has been with the French "ENIC-NARIC" that actively contributed to the creation of the "MERIC" network - recognition/information centres in countries around the Mediterranean Sea.

Ireland: Ireland's National Framework of Qualifications (NFQ; www.nfq.ie) facilitates the international recognition of Irish qualifications. As per the Qualifications and Quality Assurance (Education and Training) Act, 2012, the newly formed Quality and Qualifications Ireland (QQI)'s statutory responsibilities include establishing a code of practice for the provision of programmes of education and training to international learners; and authorising the use of the international education mark (IEM) by a provider that complies with the code of practice. These developments promise to make an important contribution to the promotion of Ireland as a destination for international students.

General remarks:

Recognition is a complex component of the Global Setting strategy in that it requires actions at the level of countries (regarding regulatory reforms), national recognition centres/networks (like the ENIC/NARICs), university associations that engage in bi-lateral recognition agreements, and individual institutions that have in many cases distinct internal procedures for recognition and a variety of international partnerships. More work should be done to cross-promote and link the actions of the various levels and actors, as they are in many ways interdependent. In first instance, it would be helpful to have a mapping of different country-level/bi-lateral recognition agreements at the level of institutions (and their national representative bodies) and to understand their impact.

The work done via the ENIC/NARIC networks and other entities (such as in the context of ASEM) to promote the development of like-recognition networks and structures in other parts of the world is crucial. The advances regarding the user-friendliness of the ENIC/NARIC website must also be further promoted to international, non-European partners and to HEIs themselves.

Ultimately, advancing the recognition agenda *within Europe* cannot really be separated from the "global dimension" of recognition as it is described in the Global Setting Strategy; global partnerships and global student and staff mobility are accelerating and thus require global solutions to recognition issues. This must be a core concern of the EHEA going forward, irrespective of the Global Setting Strategy and its specific future.

Conclusions

The Global Setting Strategy of the EHEA consists of five core policy areas, each of which remains relevant eight years on and each of which has been subject to progress. However, one important question to pose is to what extent has the EHEA (and its global strategy) has been a catalyst for these developments. Is it rather that advancements made in promotion, partnerships and policy dialogue, for example, are independent initiatives of countries/institutions within the EHEA, reacting to the necessities of internationalisation more generally? And if so, what is particular to the EHEA Global Setting Strategy – in terms of both cause and impact - that can be advanced in the context of the Bologna Process as it carries on in the future? This will be an important question to answer in forthcoming BFUG discussions and in the context of the Yerevan Ministerial Summit.

Throughout the report, general remarks have been provided on the specificities of the policy areas, and the extent to which they have been realised. The below points summarise this and provide some future orientation, to help fuel the discussion:

- **Providing information** on the EHEA (i.e., common messages, communication points and a centralised website) has advanced since their earlier days of Bologna when documentation on the process itself remained fairly Euro-centric and inaccessible/unreadable to different potentially interested parties both from within Europe and outside. The development and maintenance of the current website (www.ehea.info) should continue to be a matter for Bologna Secretariat, supported by the BFUG and in close consultation with stakeholders. Tracking the users of the site would be important going forward, particularly as is it not clear to what extent it has advanced the informational objectives of the Global Setting Strategy. The website and its commonly agreed communication points regarding Bologna would have to continue to be referenced and promoted globally, via policy dialogue, project work and other channels. This is a collective task for governments, national agencies, European HE organisations and individual HEIs. Beyond the official EHEA website, it will be important to get a better understanding of where non-EHEA governments, institutions, researchers and organisations obtain their information on Bologna and how this information relates to a centralised, commonly agreed communication policy that is underpinned by the EHEA website.
- **Promotion of higher education institutions and systems** will always have a prominent national dimension. However European projects and initiatives, platforms and portals can help to make the EHEA more navigable as a study destination and bring forward certain countries that may be less globally visible. More work must be done to support certain EHEA countries that do not yet have national promotion infrastructure or resources. Such countries should be encouraged to learn from existing practice within the EHEA regarding promotion and attractiveness campaigns and should be further supported to develop meaningful national mobility targets (a recommendation of *Mobility for Better Learning*). The Bologna Process and its governance structure should continue to provide a forum for sharing practice on national policies and targets for attractiveness, mobility and internationalisation and for understanding how they relate. It should not, however, assume the work of national agencies/promoters or a marketing function for study in the EHEA. This has been attempted in past rounds of the BFUG with limited success (e.g. the IPN Network). Focus should rather be placed on whether policy intervention at European level in terms of promotion and attractiveness can have an added value.

- **Partnership** should continue to be a core feature of the EHEA in a global setting. The EU programmes have had an undeniable role in fostering this. Different countries are following suit as they realise the importance of investing in global HE partnerships, both from an economic and an academic perspective. Institutions are carving out their own models for cooperation and focusing increasingly on 'strategic partners' as opposed to ever more partners. However, this is not really an area of action for the BFUG and Bologna beyond practice sharing, peer learning and understanding where government support and investment can be of added value, both to institutions and to political-economic objectives. It is important to monitor trends, particularly regarding how governments and institutions are funding and designing partnerships and the extent to which this is sustainable. **Development cooperation** must continue to be stressed to this effect, as it is essential not just in building the capacity of least-developed countries around the globe but in internationalising European higher education.
- Regarding **policy dialogue**, the BPF may be continued, however focus must be placed on its added value. Expectations should also be tempered; the BPF should be seen as one of many valuable policy dialogue events that take place at different levels. Greater attention should be drawn to the range of policy dialogue that takes places at national, European, government and stakeholder level and the extent to which they intersect. The BPF, if further organised, should optimise these synergies, and also promote the EHEA as the result of a unique process, that may have important lessons for other regions engaged in harmonisation.
- Real progress in **recognition** between EHEA and non-EHEA countries is taking place 'on the ground' in the context of projects, joint programmes and bi-lateral agreements of governments and university associations for example. It has also been advanced by the important ENIC/NARIC network. The Bologna Process should renew its focus on recognition, taking into consideration concrete problems that still exist within the EHEA itself as part and parcel to the global dimension. Bi-regional dialogue can promote tools and structures, but bi-lateral/bi-national dialogue seems to be needed to flesh out concrete, system-specific solutions. Further developments in NQFs and regional QFs in a global context must be monitored and should be the subject of European cooperation projects and policy dialogue. The global engagement of the ENIC/NARICs must also continue and be better promoted to the university sector.

Are all five elements of the Global Setting Strategy still relevant? The evidence of this report and the discussion of the BFUG would indicate that this is indeed so. However, the more nuanced question is to what extent these five areas should features in a distinct strategy of the EHEA going forward and whether/how they should be monitored. This would be an important question to address in the post-2015 Bologna agenda and the subsequent structures for the process that are put in place.

**ANNEX: Feedback on the EHEA from international, non-EHEA experts and partners
(to be further developed)**

The Bologna Process has had a great impact in Africa, especially in Francophone countries. It has also created a desire to create a similar process in the African region, although real work has not yet started. The idea is not to replicate the Bologna Process in Africa but do adapt it to African conditions. The Bologna Process has also helped in enhancing collaboration between Europe and Africa. The fact that the European Union and the African Union Commission are working together to promote some of the elements of the Bologna Process (notably QA and Tuning). Another excellent example is the collaboration between EUA and AAU in promoting Quality in African higher education. Enhancing policy dialogue has also been very successful. In Africa, the Bologna Process has provided an example of how governments, institutions and organisations can work together to achieve the same objective of improving higher education; and this in some way also covers the third pillar.

-Goolam Mohamedbhai, former Secretary General of the Association of African Universities

En las instituciones de educación superior centroamericanas y sus espacios de debate y colaboración en América Central, el proceso Europeo de Boloña en educación superior ha sido visto como una fuente de inspiración, como un marco o punto de referencia y como una fuente de experiencias concretas, que nos han ayudado a enriquecer nuestros debates en torno a necesarias reformas en la educación superior centroamericana orientadas a mejorar e innovar lo que hacemos y a crear el espacio centroamericano de la educación superior, con una perspectiva de integración regional. Esto en muchos temas: enfatizar en competencias y resultados de aprendizaje, definición comun de crédito académico y sistemas de transferencia de creditos, suplemento al diploma, necesidad de acortar y racionalizar las carreras o programas educativos ofrecidos, marcos de cualificaciones, evaluación y acreditación de calidad, movilidad académica y estudiantil, etc.

-Francisco Alarcon, Academic Director, Central American University Council (CSUCA)