

European Higher Education in a Global Setting

A Strategy



NORWEGIAN MINISTRY
OF EDUCATION AND RESEARCH

Preface

In the Bergen Communiqué in 2005, the Bologna ministers stated that *“the European Higher Education Area must be open and should be attractive to other parts of the world”*. In order to share experiences with non-European countries within a satisfactory framework, they asked the Bologna Follow-up Group (BFUG) *“...to elaborate and agree on a strategy for the external dimension”*. A BFUG Working Group with representatives from 11 Bologna states and 8 organisations made a proposal for a strategy document entitled *“European Higher Education in a Global Setting. A Strategy for the External Dimension of the Bologna Process”*. The strategy was approved by the Bologna ministers at their meeting in London in May 2007.

As a contribution to the follow-up work, Norway will provide a reprint of the Strategy together with the document *“Elements for possible future actions”*. The latter was also prepared by the above mentioned BFUG Working Group, but has not been discussed or approved by the ministers.

Finding good practice for collaboration with the rest of the world will be one of the most important issues within the Bologna Process in the years to come. I wish all the best for the future achievements.

Oslo, September 2007



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European Higher Education in a Global Setting. A Strategy for the External Dimension of the Bologna Process.

1. Introduction

The Bologna Declaration (1999) sets out “the objective of increasing the international competitiveness of the European system of higher education” and points out the need “to ensure that the European higher education system acquires a world-wide degree of attraction”, a goal which has been further pursued in the Ministerial Meetings of Prague, Berlin and, in particular, Bergen. This has also been an important issue in a European Union context, as reflected in the European Council Conclusions of Lisbon (2000) and Barcelona (2002). In the Bergen Communiqué (2005), the Ministers described the *European Higher Education Area (EHEA) as a partner to higher education systems in other regions of the world, stimulating balanced student and staff exchange and cooperation between institutions of higher education. They also asked the Bologna Follow-up Group (BFUG) to elaborate and agree on a strategy for the External Dimension of the Bologna Process.

In many parts of the world, ‘the European reform model’ has created considerable interest. It has a strong – and growing – appeal in other parts of the world, as described in Professor Pavel Zgaga’s report on the External Dimension of the Bologna Process. In some countries, it has even been debated if ‘Bologna’ or Bologna-like reforms should be adopted in the context of domestic higher education reform processes, and whether ‘Bologna’ should be used to establish convergence at a regional (supranational) level. The Bologna Process has also stimulated a discussion between European and international partners about mutual recognition of qualifications. All this suggests that the Bologna Process is already helping to enhance the attractiveness of Europe as a destination for students and scholars from other parts of the world.

It is important for Europe to use this momentum and to respond to the global interest in its reforms by formulating and agreeing on a strategy for the External Dimension of the Bologna Process. This reconfirms the timeliness of the Ministers’ request in Bergen for the development of a Strategy for the External Dimension. The present paper is a response to that request. It proposes key elements for a Strategy which takes both competitiveness and cooperation into account, identifying **guiding principles of the Bologna Process** and **five core policy areas**. The idea is that all actors at the European, national and institutional levels need to pursue the strategy together. These policy areas (Improving Information on the EHEA; Promoting European Higher Education to enhance its world-wide attractiveness and competitiveness; Strengthening Cooperation based on Partnership; Intensifying Policy Dialogue; and Furthering Recognition of Qualifications) are described in Section 3 of this document.

As a prerequisite for being an attractive partner world-wide, the European reform process needs to continue a coherent implementation of the Bologna Process. The Internal and External Dimensions are interlinked. The strength of the Bologna Process rests on the voluntary cooperation of 45 countries to create a European Higher Education Area by converging important structural features of their national systems of higher education. For the External Dimension Strategy of the Bologna Process to succeed, and to enhance Europe's attractiveness and competitiveness, it is of the utmost importance that all the objectives and instruments of the EHEA, e.g. the new degree structure and the development of qualifications frameworks, quality assurance, ECTS or the Diploma Supplement, be implemented across all Bologna countries in a coherent and compatible way.

As the term "External Dimension" has been deemed confusing, the title has been changed to a "Strategy for the European Higher Education Area in a Global Setting", and is referred to simply as 'the Strategy'.

2. Guiding principles

As an integral part of the Bologna Process, the Strategy for the European Higher Education Area in a Global Setting shares its key principles, and broader political and cultural context. As for other aspects of the Bologna Process, this strategy relies on a balanced mix of institutional, national and European policies within a common overall framework. This acquis should be observed in the implementation of the Strategy. It is enshrined in the following guiding principles.

2.1 European heritage and values

The Bologna Process includes the goal of sustainable innovation for European higher education and contributes to responding to the developmental challenges of the societies in which we live. Innovation and renewal can, however, only be successful if they build on an awareness of traditions and values. Like the European Higher Education Area as a whole, also in its global setting it should build on Europe's heritage, values and achievements, while adapting to changing circumstances across the world.

The Strategy for the European Higher Education Area in a Global Setting reconfirms the centrality of the principles of institutional autonomy and academic freedom. It endorses the principle that, in all matters related to higher education, academic values should prevail. It is built on a firm belief in democracy, human rights and the rule of law. It is based on the ideas of cultural and religious dialogue and tolerance.

2.2 Stakeholder participation

One of the success factors of the Bologna Process so far has been the close cooperation demonstrated by all higher education stakeholders in an atmosphere of trust. One of the greatest strengths of the Bologna Process is that governments have joined forces with institutions of higher education and their national and European associations, as well as with students and staff and international organizations and institutions. A successful

Strategy must rely on the same model and is therefore contingent on full commitment on the part of all stakeholders.

3. Geographical scope

The Strategy does not exclude any region or country of the world. Meanwhile, individual European countries have strong links with specific regions or countries outside Europe, and they may want to develop those links further. The diversity of the international cooperation activities of individual nations and institutions of higher education across the world should be perceived as strength and an asset for the EHEA, rather than as a disadvantage.

Core policy areas

The Strategy for the European Higher Education Area in a Global Setting encompasses the following 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;
5. Furthering recognition of qualifications.

These five core policy areas provide a common strategic framework to which all stakeholders in the Bologna Process can make their full contribution. Every country in the European Higher Education Area should endorse these policy goals and decide on appropriate measures for their implementation, in the light of national priorities. Therefore, the emphases which a specific country will set might justifiably differ from those of the next. And, evidently, not all measures and initiatives may be suitable and appropriate to implement for all partner countries and regions.

3.1 Improving Information on the EHEA

The Bologna Process has a high 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. In many cases, there are even important misperceptions ('Bologna myths'), which need to be rectified. It is therefore necessary to monitor the global perception and assessment of the Bologna Process and to provide correct information about the EHEA.

3.2 Promoting European Higher Education to enhance its world-wide attractiveness and competitiveness

To increase the attractiveness and competitiveness of the EHEA, providing information on the Bologna Process will not in itself be sufficient. Europe must also 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 organization as having the prime responsibility for coordinating efforts for the international promotion of their higher education systems and institutions.

The goal of a European Higher Education Area in which students, staff and holders of qualifications are able to move freely cannot be reached through measures of higher education policy alone. This important goal equally depends on facilitating the granting of visas and on facilitating social security coverage, as well as on the granting of work permits for staff. While these measures are outside the competence of Ministers responsible for higher education, they are within the competence of the governments of the Bologna countries. All Bologna countries commit themselves to work within their respective governments for decisive progress in this area by 2010.

3.3 Strengthening Cooperation based on partnership

Apart from the above information and promotion activities intended to showcase and strengthen Europe's attractiveness, there is a need for enhanced higher education cooperation with non-EHEA countries in a spirit of partnership and solidarity, aiming at mutual benefit on all levels and covering the full range of higher education programmes, including lifelong learning. This need for cooperation and partnership extends to all regions of the world, covering highly developed, emerging and developing countries alike. However, cooperation with institutions of higher education in developing countries has been and must remain an especially important task of the EHEA countries in order to build capacity in higher education, which is a crucial condition for socio-economic development. Individual EHEA countries are already deeply committed to and engaged in this task. European institutions of higher education should also contribute to their national development strategies, for example, in the context of the Millennium Development Goals. All players should join forces to provide the requisite framework conditions, including balanced exchanges or capacity-building measures to counter-act brain drain.

3.4 Intensifying Policy Dialogue

It would be useful to systematize and broaden the policy dialogue already initiated with non-EHEA country governments and stakeholders regarding the introduction of higher education reform and innovation in order to exchange new ideas and share good practice. The participation of non-EHEA country stakeholders in Bologna seminars is one approach in this respect. Joint conferences and seminars on issues of mutual interest and in different languages are another possibility.

Wherever possible, the policy dialogue should be based on already existing and well-functioning fora. Policies should be tailor-made for each region and take due account of relevant European Union policy.

3.5 Furthering recognition of qualifications

The recognition of qualifications is a key element in facilitating mobility to, from and within the EHEA. Developing policies and practice furthering the fair recognition of qualifications

is therefore a key element of the Strategy for the European Higher Education Area in a Global Setting.

Within the EHEA, the recognition of qualifications is based on the Council of Europe/UNESCO Recognition Convention (1997) and its four subsidiary texts. This legal framework is implemented through policy and practice developed at national level including, from 2007 onwards, national action plans in the Bologna Process and in particular for the ENIC and NARIC Networks, coordinated jointly by the Council of Europe, the European Commission and UNESCO-CEPES. In particular, insofar as the recognition of qualifications for the purpose of further study is concerned, institutions of higher education bear a prime responsibility.

Two important features of the current policy developments are, first, a shift of emphasis from the procedures and formalities of higher education to learning outcomes and, second, the developing of a better common understanding of the concept of 'substantial differences', i.e. differences between qualifications that may lead to partial recognition and non-recognition. The recognition of prior learning should also be given increased priority.

4. Conclusion

The success of the Strategy for the European Higher Education Area in a Global Setting is contingent on full commitment on the part of all stakeholders.

Institutions of higher education bear a major responsibility for the implementation and further development of the Strategy. The involvement of students and academic and administrative staff is of crucial importance to this process. Governments have the responsibility to provide the framework conditions as appropriate.

In a document entitled "Elements for possible future actions" possible measures for each of the five core policy areas have been listed. Most of the proposed actions are already undertaken to a certain extent by some of the Bologna stakeholders. For each measure, Bologna stakeholders should - depending on their own priorities - decide if and how they will implement it - individually or jointly with other partners in the process.

ELEMENTS FOR POSSIBLE FUTURE ACTIONS

Action	Description	Possible mode of delivery	Existing Initiatives/ work in progress
3.1 Improving information on the EHEA			
Official information leaflet on the Bologna Process	A concise description of the key points in the Bologna Process in widely spoken languages, including non-European languages	Updating/ translating of existing information materials by Bologna Secretariat with partners	EUA Bologna Leaflet and Handbook
Web-based information on the Bologna Process for an international audience	An extension of the official Bologna website	Bologna Secretariat with partners	Current Bologna web site maintained by the Bologna Secretariat. See also web sites managed by the European Commission, the Council of Europe, EUA, ENIC-NARIC, ESIB and others
Bologna Information Points	A set of Bologna information points in major partner regions and countries	Dissemination of Bologna Information via HE information points of Bologna Member Countries	
3.2 Promoting European Higher Education to enhance its world-wide attractiveness and competitiveness			
Designation of national higher education promotion organisations	Coordinating efforts for the world-wide promotion of the country's higher education system and institutions	National ministries designate an appropriate organisation	Some Bologna countries already have such structures
European higher education portal	European platform linking and building on existing websites and including an inventory of European 'flagship products' such as joint and double degree programmes, programmes taught in widely spoken languages, and major European and national scholarship programmes	Collective examination of options for developing and implementing the portal by European Commission, national ministries (expression of interest from Greece), national promotion organisations, and key academic stakeholder bodies	<ul style="list-style-type: none"> • Erasmus Mundus Global Promotion Project Lot 1: "Study in Europe" website for international students (links with key European, national and institution websites) • Ploteus study opportunities website (underpinned by Euroguidance network)

Action	Description	Possible mode of delivery	Existing Initiatives/ work in progress
			<ul style="list-style-type: none"> • European Researcher Mobility Portal • European HE Fairs website • EURES employment portal • national promotion organisation websites • Websites of HE Institutions
Information and promotional tools	Information and promotional tools produced at institutional, national and European level, in widely spoken languages	National promotion organisations HE institutions and networks European Commission	<ul style="list-style-type: none"> • Existing tools produced by HE institutions and national promotion organisations • Erasmus Mundus Global Promotion Project Lot 5: Information and promotion tools and materials
European higher education fairs, media campaigns and branding	European higher education fairs in major non-EHEA countries, accompanied by media campaigns for European higher education, preferably based on a 'European higher education brand' which is to be developed	National promotion organisations HE institutions and networks European Commission	<ul style="list-style-type: none"> • Organisation of Fairs: <ul style="list-style-type: none"> ◦ European HE Fairs in Asia (funded via European Commission – Asia-link) ◦ European HE Fairs in Russia and Brazil (Erasmus Mundus Global Promotion Project Lot 4) ◦ national promotion organisations • Participation in Fairs: <ul style="list-style-type: none"> ◦ HE institutions ◦ national promotion organisations

Action	Description	Possible mode of delivery	Existing Initiatives/ work in progress
			<ul style="list-style-type: none"> o European Commission) • Development of European brand: Erasmus Mundus Global Promotion Project Lot 1 • European media campaigns: Erasmus Mundus Global Promotion Project Lot 5
Network of 'Bologna promoters' and European education advisers	Progressive development of a world-wide Network of 'Bologna Promoters' and European education advisers	Delivery mode to be determined in the light of feasibility studies and pilot projects	<ul style="list-style-type: none"> • European Education Adviser Network: Erasmus Mundus Action 4 project "Promoting European HE through European Education Adviser Network" • Erasmus Mundus Global Promotion Project Lot 2 (feasibility study for European Information Offices; feasibility study and pilot project Mexico for European Education Advisers)
3.3 Strengthening cooperation based on partnership			
Higher education consortia	Strengthening established and creating new consortia of institutions of higher education and stakeholder organisations in the EHEA and non-EHEA countries to encourage systematic and integrated cooperation	EU Programmes National programmes and funding agencies Higher education institutions' and organisations' initiatives	EU Programmes National programmes and funding agencies Higher education institutions' and organisations' initiatives
Joint study programmes	Programmes developed jointly by HE	EU Programmes	EU Programmes

Action	Description	Possible mode of delivery	Existing Initiatives/ work in progress
	institutions in Europe and other world regions, comprising integrated mobility phases in partner countries	National programmes and funding agencies Higher education institutions' and organisations' initiatives	National programmes and funding agencies Higher education institutions' and organisations' initiatives
Measures aimed at institutional development and capacity building,	Such measures should include human resource development and curriculum development, especially with a view to development cooperation	EU Programmes National programmes and funding agencies Higher education institutions' and organisations' initiatives	EU Programmes National programmes and funding agencies Higher education institutions' and organisations' initiatives
Mobility programmes between EHEA and non-EHEA countries	Such programmes should normally aim at achieving the most balanced exchanges possible, based on a review of existing programmes and on best practice, including the possible pooling of current EU programmes or national funding mechanisms	EU Programmes National programmes and funding agencies Higher education institutions' and organisations' initiatives	EU Programmes National programmes and funding agencies Higher education institutions' and organisations' initiatives
Foreign language learning	Initiatives for enhancing European competence in a wide range of languages spoken by our partners world-wide	EU Programmes National programmes and funding agencies Higher education institutions' and organisations' initiatives	EU Programmes National programmes and funding agencies Higher education institutions' and organisations' initiatives
Joint research activities	Such activities should include the possibility of joint research-based degree programmes	EU Programmes National programmes and funding agencies Higher education institutions' and organisations' initiatives	EU Programmes National programmes and funding agencies Higher education institutions' and organisations' initiatives
3.4 Intensifying policy dialogue			
Creation of a higher education policy forum	An umbrella for meetings, workshops and seminars involving representatives of EHEA and non-EHEA governments, as well as higher education stakeholders	To be facilitated via governmental and organisational initiatives and programmes with equivalent partners in other regions	Policy dialogue initiatives of Council of Europe, ENIC/NARIC, ENQA, ESIB, EU, EUA, EURASHE, UNESCO (Global forum) etc.
Bologna visits for international participants	Funding to enable participation from other parts of the world in selected Bologna-related conferences and seminars in Europe	To be facilitated by the respective organisers of conferences and seminars	Some Bologna Countries and partners in the Bologna Process have already provided

Action	Description	Possible mode of delivery	Existing Initiatives/ work in progress
Bologna consultation and advice	Advisory service for non-EHEA countries considering the introduction of Bologna (or Bologna-like) measures	Provision of expertise by individual Bologna Countries and partners in the Bologna Process	Individual Bologna Countries and partners in the Bologna Process have already provided expertise.
3.5 Furthering recognition of qualifications			
Promoting understanding of the overarching framework of the EHEA in other parts of the world		All Bologna stakeholders and their international partners ENIC-NARIC Networks, in cooperation with similar structures in other regions	ENIC-NARIC Networks; ENIC-NARIC web site ACA, EAIE, EUA and National Rectors' Conferences
Promoting cooperation between the ENIC and NARIC Networks and networks from other regions	Intensified cooperation in particular with a view to the development of a common understanding of recognition criteria, procedures and practices	UNESCO-CEPES, the Council of Europe and the European Commission	MERIC Network (Mediterranean Recognition Centres)
Revision of other regional recognition conventions		UNESCO in cooperation with the Council of Europe	
Electronic and other information	Development of electronic and other information	ENIC and NARIC Networks	ENIC-NARIC web site
Promotion of use and compatibility of European tools	Encouraging the use of such tools as the European Credit Transfer System and the Diploma Supplement outside Europe, and the compatibility of these tools with similar instruments used in other parts of the world, in order to increase the transparency of qualifications world-wide	All Bologna stakeholders and their international partners	
Enhancing readability of national quality assessment documents and decisions	Translating the relevant texts into languages that are widely spoken across Europe and in other parts of the world	National ministries and organisations	Several language versions of some of the relevant documents are available on the Europa web site
Intensifying cooperation	This work should focus in particular on issues	Cooperation between the	Erasmus Mundus Global

Action	Description	Possible mode of delivery	Existing Initiatives/ work in progress
<p>regarding quality provision of Cross-Border Education</p>	<p>relating to the award of qualifications under borderless higher education arrangements</p>	<p>ENIC/NARIC Networks and networks in other regions on the basis of the OECD/UNESCO Guidelines on Quality Provision of Cross-Border Education Feasibility studies launched by interested stakeholders at European, national or institutional level</p>	<p>Promotion Project Lot 2 (feasibility study for transnational higher education including offshore campuses)</p>

Published by:
Norwegian Ministry of Education and Research
<http://www.regjeringen.no>

Additional copies may be ordered from:
Government Administration Services
e-mail: publikasjonsbestilling@dss.dep.no
Fax: +47 22 24 27 86

Publication code: F - 4240 E

Printed by: Government Administration Services - 10/2007 - 300