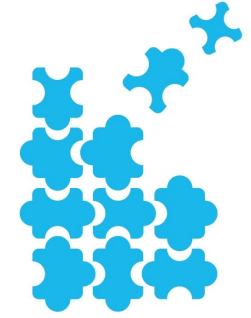




Annex 1: EHEA slide pack



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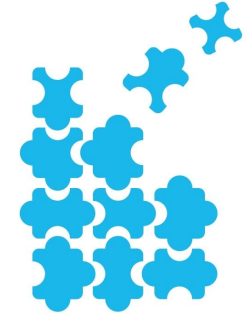
The European Higher Education Area (EHEA), the Bologna Process and the search for Global Policy Dialogue

COORDINATION GROUP ON GLOBAL POLICY DIALOGUE, BOLOGNA FOLLOW UP GROUP

Ann Katherine Isaacs, Orla Lynch, Andreas Snildal, Michael Roither,

Jon Vercellono, Bruno Castro, Melanie Rosenbaum

Colloquium “Strengthening Global Policy Dialogue on Higher Education”, 5 December 2022



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The EHEA in a nutshell: What, why, when and how

Ann Katherine Isaacs

Co-Chair, Coordination Group in Global Policy Dialogue (CG GPD)

Co-Chair, Bologna Implementation Coordination Group (BICG)

k.Isaacs@unipi.it



EUROPEAN HIGHER EDUCATION AREA (EHEA)

- 49 members (countries)
- European Commission
- 8 consultative members
(European and international
higher education
organizations including
UNESCO)



THE EHEA IS THE RESULT OF THE “BOLOGNA PROCESS”



Beginning with the [Bologna Declaration of 1999](#) (signed by 29 countries), a “loose intergovernmental cooperation”, based on consensus, working to create:

- compatible HE **degree structures**
- enhanced **quality** and **relevance** of learning and teaching
- **tools** and bases for the **trust** necessary for academic cooperation and **recognition** of study periods and qualifications earned abroad
- **forum for dialogue** on higher education reforms and shared academic principles

EHEA

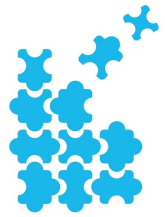
officially launched
in 2010

Three “Key Commitments” (Peer Groups to assist and ensure full implementation):

- **Three-cycle** higher education system using correctly the Qualifications Framework and the European Credit Transfer and Accumulation System (ECTS)
- **recognition of qualifications** and learning periods according to the Lisbon Recognition Convention, and correct use of the Diploma Supplement (DS)
- a system of **quality assurance** in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)



BOLOGNA FOLLOW-UP GROUP (BFUG)



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BFUG :

- official representatives of all members (countries) and consultative members meet in plenary at least once a semester
- working groups

BFUG working groups:

- Bologna Implementation Coordination Group
- Learning, Teaching and Assessment,
- Social Dimension
- Fundamental Values (academic freedom, institutional autonomy, public responsibility),
- Linking Teaching and Research
- Monitoring
- etc.

...and the Coordination Group on
Global Policy Dialogue and the Global Policy Forum

Ministerial Conferences every 2 or 3 years

assess progress and decide on new goals
finalise and approve the Ministerial Communiqué
next: Tirana, 2024; with Global Policy Forum

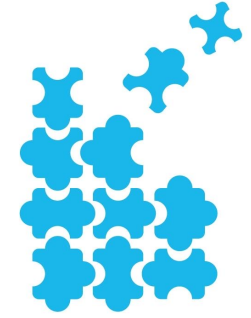
Between the Ministerial Conferences, the BFUG

- Oversees the implementation of the Ministerial Communiqués
- Develops new strands of the Bologna Process

website: <http://www.ehea.info/>

Rome Communiqué:

http://www.ehea.info/Upload/Rome_Ministerial_Communique.pdf



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Educational structures and mobility in the EHEA: common frameworks and ECTS

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Communication, University of Applied Sciences Burgenland, Austria

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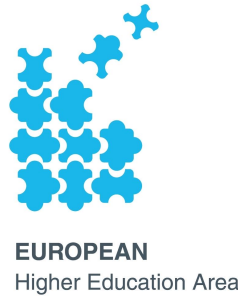
ECTS: A KEY TOOL OF THE EHEA



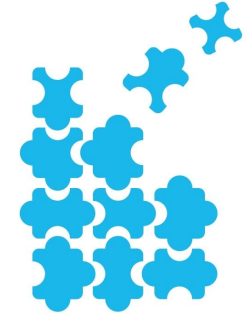
- In 1999 the **Bologna Declaration** proposed the adoption of a system ‘such as’ the **European Credit Transfer System (ECTS)**. ECTS is now one of the most important tools of the Bologna Process, giving substance to **Student-Centred Learning (SCL)**. Based on ‘learning time’, not on ‘teaching time’:
 - It facilitates the **recognition of prior learning and experience** and encourages a **higher level of completion and wider participation** in lifelong learning;
 - It establishes a **closer link between educational programmes and societal requirements** and enhances **interaction with all stakeholders**, including the world of work and wider society;
 - It facilitates **mobility** within an institution or country, from institution to institution, from country to country, and between different educational sectors and contexts of learning (i.e. formal, non-formal, informal and work-based learning), **through recognition and credit transfer**.
- In national legislation the use of ECTS can be a **requirement for accreditation of higher education programmes** or qualifications.



QUALIFICATIONS OF THE EUROPEAN HIGHER EDUCATION AREA (QF-EHEA)



- The Framework uses **learning outcomes** to **describe qualifications** (e.g. Bachelor, Master, Doctor), is **compatible with others** as far as Higher Education is concerned and covers qualifications at ISCED (International Standard Classification of Education) levels 6, 7, 8.
- In the QF-EHEA, **three main cycles**, as well as an optional **short cycle**, are identified and described by the so-called **Dublin Descriptors**, in terms of: applying knowledge and understanding, making judgments, communication skills, and learning to learn. Credit ranges:
 - Short cycle qualifications typically include approximately 120 ECTS credits.
 - First cycle qualifications typically include 180 or 240 ECTS credits.
 - Second cycle qualifications typically include 90 or 120 ECTS credits, with a minimum of 60 ECTS credits at the level of the second cycle.
 - The use of ECTS in the third cycle varies.



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Recognition and Mobility: The Lisbon Recognition Convention (LRC)

Jon Vercellono,

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LISBON RECOGNITION CONVENTION



- Main legal instrument for recognition of qualifications in Europe and includes North America.
- Adopted in 1997 – over 50 countries have currently ratified.
- Drafted by the Council of Europe in cooperation with UNESCO
- Holders of qualifications from signatory countries may seek assessment in a “fair, flexible, and transparent” manner except in the case of “substantial differences” from national qualifications.
- Set up the ENIC NARIC Charter of Activities and Services in 2004 to provide national information points concerning qualifications. HEI’s also may have a role in recognition as may national “Competent Authorities”



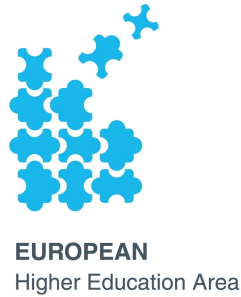
LISBON RECOGNITION CONVENTION



- Promotes adoption of national qualification frameworks to facilitate the recognition process.
- Promotes adoption of the Diploma Supplement also to facilitate the recognition process.
- Provides for procedures concerning recognition of qualifications of persons in a “refugee or refugee like” status.
- Provides for assessment procedures concerning “transnational education”



MOBILITY WITHIN AND BEYOND THE EHEA



Today mobility is not only physical, but also virtual or blended. The Rome Communiqué (2020) describes the EHEA vision for the future:

*.. at least 20% of those graduating in the EHEA should have experienced a study or training period abroad, and [we] further commit to enabling **all learners** to acquire international and intercultural competences through internationalisation of the curricula or participation in innovative international environments in their home institutions, and to experience some form of mobility, whether in physical, digitally enhanced (virtual) or blended formats.*

The EHEA promotes mobility not only among its member countries, but also both to and from countries outside the EHEA

To accomplish this, **recognition is key.**

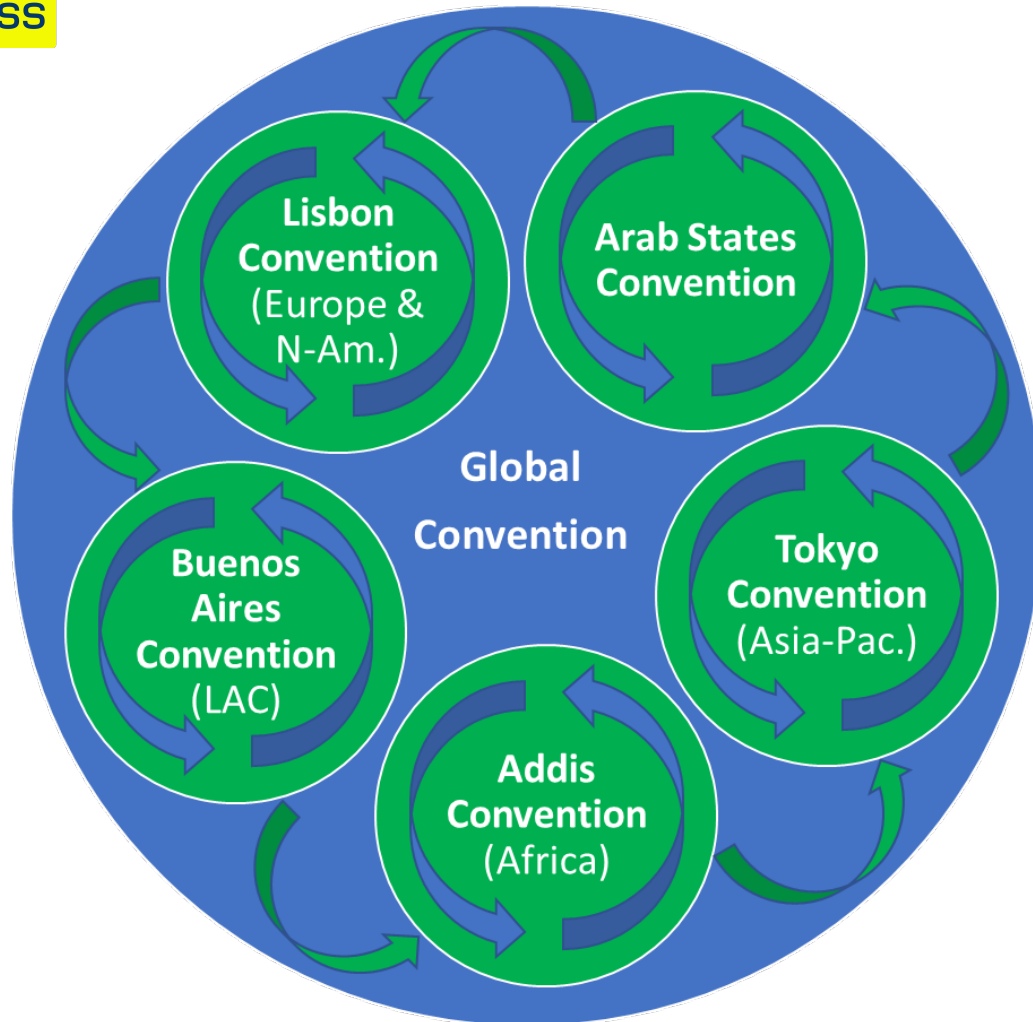


Macro-regions and the UNESCO Global Recognition Convention

Andreas Snildal

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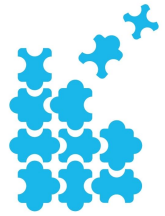
A GLOBAL ECOSYSTEM FOR RECOGNITION OF QUALIFICATIONS



- The Global Convention, adopted at UNESCO's General Conference on 25 November 2019, **builds on and complements the five regional recognition conventions.**
- Promotes and supports **interregional mobility** of students and qualification holders.
- 20 States Parties - **will enter into force in March 2023**, becoming a legally binding instrument.



THE GLOBAL CONVENTION – PRINCIPLES AND OBLIGATIONS



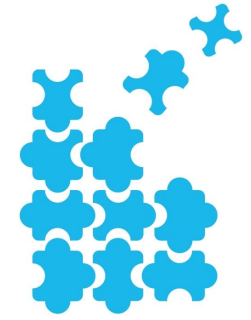
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Extends the regional recognition conventions' core principles of **fair, transparent and non-discriminatory recognition** to the **global level**, including provisions on:

- **Recognition as the main rule**, unless the recognition authority/university can prove **substantial differences** between a foreign qualification and corresponding national qualifications;
- The **right to appeal** recognition decisions;
- Recognition of **partial studies, prior learning and refugees' qualifications**.
- **Information provision and networking** among competent recognition authorities.



EU support for the EHEA and policies towards Latin America and the Caribbean



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Bruno Castro Benito

Policy Officer for Latin and North America, Directorate General
for Education, Youth, Sport and Culture (DG EAC) of the European Commission

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ERASMUS+



The Erasmus+ Programme provides support to the implementation of commitments made within the Bologna Process through:

- targeted calls for project proposals
- EHEA streamlined in Erasmus+ actions which facilitate transparency and recognition of skills and qualifications, as well as the transfer of credits

Some tools developed and funded by the EU are:

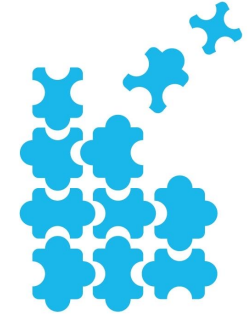
- Europass (including European Digital Credentials for Learning),
- Youthpass
- European Qualifications Framework (EQF)
- European Skills, Competences, Qualifications and Occupations classification (ESCO)
- European Credit Transfer and Accumulation System (ECTS)
- European Quality Assurance Reference Framework (EQAVET)
- the European Quality Assurance Register (EQAR)
- the European Association for Quality Assurance in Higher Education (ENQA)
- EU-wide networks in the field of education and training supporting these tools, in particular the National Academic Recognition Information Centre (NARIC), Euroguidance networks, the National Europass Centres and the EQF National Coordination Points.

ERASMUS+ & MSCA IN LAC

- EU support towards LAC channeled through funding programmes: **Erasmus+** and **Marie Skłodowska-Curie Actions**
- **EUR 158 million** for the LAC region in the period 2021/2027

Erasmus+ EU-LAC mobilities since 2015	Learners	Staff	Total
Incoming (to the EU)	3 538	4 063	7 601
Outgoing (from the EU)	1 491	3 509	5 000
Total	5 029	7 572	12 601

- Bottom-up programmes, but some priorities: green, digital, inclusion, skills, regional integration.
- >2,000 Erasmus Mundus scholarships, 108 capacity-building projects, 17 Jean Monnet Chairs.
- 9 new Erasmus+ National Focal Points (all Mercosur members included).
- >5,100 MSCA research exchanges and fellowships.



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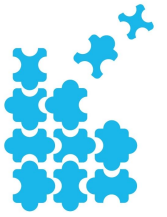
Inclusion: the social dimension of Higher Education, and adapting to new challenges

Orla Lynch

Strategic Policy Adviser, Department of Further and Higher Education,
Research and Innovation, Irish Ministry of Education, representative of Ireland
Orla_Lynch@dfheris.gov.ie



WHY EHEA VALUES THE SOCIAL DIMENSION



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The composition of a student body entering, participating in and completing higher education reflecting the heterogeneous social profile of society at large, the creation of inclusive higher education environments and taking a joined up approach across laws, policies and practices will ensure:

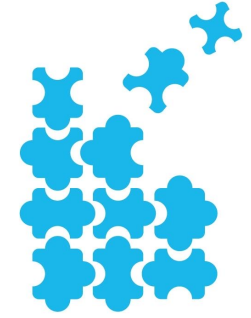
- Growth in talent, innovation, personal autonomy and capacity
- Improved health outcomes
- Better employment prospects
- Stronger and more effective community engagement
- Long term lifelong learning skills
- Increased intergenerational social capital for learning
- Sustaining cohesive, democratic societies where social justice, public good, public responsibility and social mobility prevail
- Accelerating progress in the achievement of the SDGs



INTERNATIONAL DIALOGUE IS NECESSARY



- Higher education institutions operate in an international cross-border space.
- Social inclusion and widening participation in higher education is a shared commitment throughout the world.
- International students and disadvantaged groups, including migrants and refugees, face additional challenges to succeed.
- In their vital local civic role, globally together higher education institutions can help to build social cohesion by providing students with values, skills and aptitudes that promote civic participation, social inclusion, sustainability and global citizenship.
- We invite countries to express their interest to hold high level workshops to continue the dialogue on social inclusion and the wider role of higher education.



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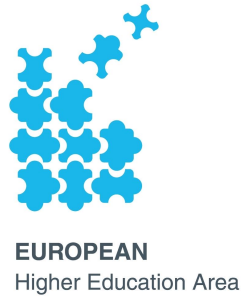
Autonomy, quality and trust: shared goals for future cooperation

Melanie Rosenbaum

Head, International Center for Recognition (ICR) of the Holy See,
Dicastery for Culture and Education,
melanie.rosenbaum@dce.va



THE EHEA – A EUROPEAN SUCCESS STORY?



Common structural reforms, shared key values, shared tools, to facilitate mobility and employability, ensuring and increasing the quality and relevance of Higher Education ➡ DIALOGUE ➡ TRUST

... within the 49 countries of the EHEA and between the EHEA and other countries and macro-regions ...

... through exchange of knowledge and cooperation ...

... with the aim of addressing overarching issues more effectively.

OVERARCHING AND COMMON ISSUES

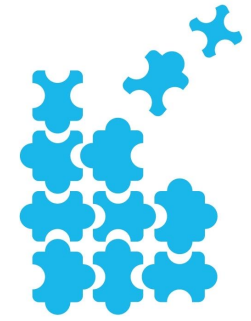
- **Quality education for all:** Achieve the United Nations SDGs by 2030 at global level, including greater awareness of the various vital roles of HE, such as the societal role of higher education (e.g. to foster effective inclusion and inclusive mobility of learners, regarding access, retention, success and employability);
- Create **contacts** and **more in depth collaboration** between the EHEA and other macro-regions:
 - Share best practices of the *transparency and quality (assessment) tools* necessary for advancing mobility and facilitating recognition throughout the continents;
 - Support reciprocal referencing the overarching *Qualifications (Reference/Assessment) Frameworks* now functioning or being prepared, harmonize requirements for *supplementary documents*;
 - Promote *student-centered learning* and understanding of *credit systems or credit reference systems* based on Learning Outcomes and student time;
 - Develop dialogue about the challenges and opportunities offered by the shift towards *digital learning environments*, in part triggered by the pandemic, and *innovative modes of learning and teaching*;
 - ...



Thank you!
Let's share ideas!

www.ehea.info

in-global@cimea.it



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Co-funded by
the European Union

with the support of the IN-GLOBAL project



IN • GLOBAL
Enhancing Knowledge of the
EHEA and Global Dialogue

**The Coordination Group on Global
Policy Dialogue, BFUG, EHEA**