

ON EHEA INTERNATIONAL COOPERATION FINAL REPORT



WORK PLAN 2015-2018

ON EHEA INTERNATIONAL COOPERATION

FINAL REPORT

Advisory Group I

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I. Organisation and remit

1.1 Advisory Group 1 on International Co-operation was established by the BFUG following the communiqué from the Yerevan Ministerial Conference in 2015. It was tasked with developing proposals for enhancing a more “outward-looking” EHEA. Its remit was to define a roadmap to advance a policy dialogue with non-EHEA countries and to develop a co-operation strategy based on shared values and issues. AG1 was also asked to organise the 2018 Bologna Policy Forum and outline a sustainable approach for its future.

1.2 The Yerevan Statement of 14-15 May 2015 identified policy dialogue and co-operation between the EHEA and countries of the Middle East, North Africa and Asia as a priority. In an update on progress in February 2016, AG1 redefined its geographic scope as Latin America, North America, Africa, Asia, Middle East and the Mediterranean countries. Given the challenge of the remit and the timescale available unfortunately the group did not manage to engage effectively with Regional Associations from North America or Australia.

1.3 AG1 has met seven times - in Paris (January 2016), London (May 2016), Nizhny Novgorod (October 2016), Madrid (January 2017), Paris (June 2017) Brussels (July 2017) and Berlin (October 2017) and is due to meet in Brussels in December 2017 and in London in February 2018. In addition there was a meeting of a smaller task force set up to move forward recommendations in 2016.

II. Membership and Operation

2.1 The international dimension is now an integral part of most aspects of the Bologna process and it was particularly important for AG1 to work closely with other groups in its transversal role. Consequently, AG1 worked closely with the WG2 on Implementation and WG3 on New Goals since the international and spatial dimension formed a key part of the work of these groups. The co-chairs attended the joint co-chairs meetings and shared progress with other groups via the Board and some of the AG1 members attended other Working and Advisory groups.

2.2 As with other groups the composition of AG1 was a combination of country appointees and representatives from European bodies (*see appendix 1 for a full list of members*). From the outset it was recognised in AG1 that we needed to enhance the work of the group by strengthening the representation from international and global actors. This would help to increase the collective knowledge and ensure that the EHEA would enhance rather than duplicate the work of the many regional groupings, associations and networks that already operate in the international realm. An early proposal by AG1 to incorporate a number of international and global associations (ACA, AUF, EAIE, IAU, OECD, and the UfM) into the Group as Experts was ratified by the BFUG in March 2016.

2.3 Most of the country appointees and representatives of European and international organisations attended all the meetings and engaged in the discussions. So the group benefitted from a wide range of expertise and insights. It was however a special challenge for the Co-Chairs to keep track despite of personnel changes in some countries and organisations as well as the continuous absence of a few members. In some cases it was difficult to build on the *acquis* of the group from one meeting to the next.

2.4 The group benefitted from a student voice at all meetings – which was important given the centrality of a student centred perspective to future work. The academic perspective was well articulated through representatives from intermediary organisations although direct academic practitioner expertise around the table was limited. This sometimes meant that the feasibility of suggestions was not always fully tested. The secretariat provided invaluable support, guidance and insight throughout the process. This has been particularly helpful as there has been some turnover in the co-chairing of the group – although the UK co-chair remained constant.

III. The international context

3.1 Since the inception of the BFUG there has been an intensification in the internationalisation process with new states and regions becoming international providers of Higher Education. Mobility of both staff and students has increased exponentially worldwide with Europe continuing to play a key role. The growing importance of international league tables to measure an ever widening range of metrics, although fiercely contested, has helped to contribute to more competition amongst countries and regions. Within this more competitive environment Governments and Universities aspire to international best practice in teaching, learning and the student experience. We have also seen the increased importance of international partnerships and collaboration. The recognition of the need to have global solutions to challenges such as migration, climate change and sustainable use of energy has also opened up new roles for universities and specialist international networks. Within the EHEA the response to this has been an internationalisation of European mobility programmes and scientific projects

3.2 In recent years the benefits of international cooperation and globalisation are being questioned by the rise in nativist and identity politics. Populist movements and parties typically challenge the “benefits for all” of internationalisation and globalisation across Europe and beyond. This makes the role of the EHEA as a positive agent for internationalisation and with all its benefits and values even more important and it is vital for the EHEA to articulate and communicate this both to its own members and internationally.

3.3 Since Yerevan the scale, pace and complexity of internationalisation has impacted specifically on Higher Education. South East Asia, Africa and Latin America have become more actively engaged in the development of Regional Associations or at least in the design of specific national or regional integrative instruments (such as quality frameworks, credit transfer and qualification frameworks) to strengthen intra-regional recognition and mobility. Although there is still work to be done across the EHEA on reaching inter-operability in all areas of pedagogy the model of the EHEA of voluntary mutual adjustment among members is a compelling one. So while it is the case that the EHEA is no longer the only paradigm to emulate it still has a very important role to play in raising quality and is seen worldwide as a repository of good practice both in its policies and practice. Historically the BPF helped to make the EHEA a point of reference for converging national reforms through regional approaches, now it is important that the forthcoming BPF outlines a new vision for the international role of the EHEA post 2020.

IV. Methodology and Approach

4.1 The early approach of AGI was to become as informed as possible about the international and global HE landscape so that it could articulate and structure the added value that the EHEA could bring. Initially it undertook a mapping exercise of the remits of key international and regional organisations, and the reach of major projects and networks, using the knowledge and contacts of the Group members (the European Commission, EAIE, EUA and ENQA were key in this exercise). This was a useful but complex piece of work which revealed the sheer volume of actors, the overlap and in some cases duplication of activity and interests. Activity could range from EU Policy Dialogues with individual countries, practitioner communities in specialist areas such as Doctoral Training spanning several regions, spatially defined networks such as HE in remote locations or specialist Research Networks on, for example, Water or Climate Change. This increasingly level of international network activity and the growth of Regional Associations affords the EHEA many opportunities to play a key role. However the picture is very complex and identifying and communicating the added value of the EHEA is not easy.

4.2 Early discussions and debate in the Group also looked at whether we should focus on a spatial approach, for example, an EHEA/Latin America policy dialogue, or on topics of common international concern such as digitalisation or inclusivity. The second (London) meeting interrogated this by having a number of topic based presentations – on digitalisation- (FutureLearn, FUN and the AUF), the role of HE in societal development (British Council) and the changing learning landscape as well as a deeper dialogue with the UfM. It became clear that a dual track of working with regional blocks on common priorities would be the most fruitful approach. This was confirmed in the Nizhny Novgorod meeting where presentations from UNESCO and ASEM helped to articulate the intersection between the local, regional and global and the need for ambition in addressing global issues. The working paper produced after the Nizhny Novgorod meeting summarises this approach (*see Appendix 2*).

4.3 Over the six meetings the group also had informed discussions with ASEAN (through ASEM and SHARE) the Arab and North African Universities (AArU, ANQAHE), the AUF, Russia, the Mediterranean region (UNIMED and UfM) and bodies representing Latin American Universities (CCA, FAUBAI, OEI, OBIRET, UDUAL). We also had considerable email exchange with African regional associations but unfortunately only the *Agence Universitaire de la Francophonie* was able to attend meetings. Several other regional associations could not attend for financial reasons and our group had no budget for external partners.

V. Inter-regional Dialogues

5.1 The AGI meeting in Madrid attracted representatives from Latin America, North Africa and the Mediterranean area and gave us an opportunity to test various approaches of the EHEA and the feasibility of new proposals with the Regional Groupings. During the detailed discussions it became clear that conforming to the EHEA standards and guidelines and participating in the EHEA process was not only a mechanism for reform for other Regions but also a driver for developing coherence and collaboration within their own networks. While other regional associations appreciated a collaborative approach from the EHEA there was still a desire to learn from good practice in the EHEA in areas such as governance, mobility and collaboration.

5.2 In these debates and workshops the Group gained a clearer understanding of both the potential and limitations of cross national and inter-regional collaborations. There was considerable agreement between the EHEA and other regions on issues of common concern- such as migration and access to HE, the skills agenda, youth unemployment, and social inclusion (including refugees). While the EHEA manages to provide an overarching framework for its member states other regions, such as Latin America, had numerous associations representing them. While members of the EHEA do not always promote the EHEA in their international and global transactions the EHEA remains an important exemplar of good practice. Other regions still place a high value on co-operation with the EHEA but there were often unrealistically high expectations about its capacity and funding.

VI. Governance and Organisation

6.1 Throughout the meetings there was considerable discussion about the Governance and organisation of the EHEA. Several AG members felt that the efforts of the EHEA to advance discussions and actions in areas of common interest was made more challenging by the fact the EHEA is not an international organisation as commonly understood with a full-time permanent secretariat, a budget and fixed headquarters. But as with the Bologna process, the voluntary nature of its recommendations and status and its wide ranging scope can be its strength. It was noted that the EHEA has enjoyed many successes within its own diverse membership since the beginning of the Bologna Process in 1999 and has also been a beacon for change in non-EHEA countries. The next challenge for the EHEA is to replicate this success and engage in a meaningful policy dialogue with other Regional Higher Education Areas and with global HE organisations.

6.2 There was a divergence of views in the group about whether the EHEA should become a more formal organisation with associate members from outside the EHEA. However, the majority of AG1 members felt that this was at present premature although it was agreed that it should remain on the agenda as a future development. There was agreement about the need to shift the focus of the BPF to engage in a wider policy and stakeholder dialogue designed to establish joint transnational actions to tackle global issues in HE. In the EHEA post 2018 academic practitioners and other stakeholders should play a bigger role in the design and implementation of initiatives.

The BPF

There was considerable discussion about the role of the BPF going forward. Members generally agreed that a one-off meeting of the BPF every 2-3 years was unsatisfactory as a means of communicating the value of the EHEA globally. Integrating the 2018 BPF into the Ministerial Conference will give it greater visibility and impact. The draft agenda proposed for the 2018 BPF resulted from a rich and very active discussion around the concept of inclusiveness in higher education.

The focus of the Paris BPF on issues that resonate with universities world-wide such as widening access, social inclusion and the role of universities in civil society demonstrate the wide ranging value of the EHEA in an international context. A consensus was established on having a key note speaker from outside EHEA, and on trying to invite Helen Clarke.

Conclusions and recommendations

CONCLUSIONS

There is an important role for the EHEA to play in the international arena as a value driven network, a beacon of good practice and a framework for common policy dialogue on issues of global concern for Higher Education. For non-EHEA countries associating with the EHEA is a statement of shared agreement on values and principles, such as university autonomy and good governance, the freedom to study teach and research and student participation. These principles are integral features of a 21st century education sector that supports equality and equity of access.

It is important for the EHEA to listen to and learn from the world and engage on common problems. On a global level these include mobility and migration, social inclusion, youth employment, the challenges and benefits of digitalisation, cross border education, quality assurance and the status and autonomy of universities. The new vision for the EHEA post 2020 will demonstrate its role in finding common solutions to these issues.

The international activity of the EHEA should be forward looking and intellectually path breaking. Although work still needs to be done within the EHEA to complete the inter-operability of degree cycles, credit transfers and prior learning it also needs to be a thought leader and innovator in the areas of pedagogy. This means exploring inter alia new ways of teaching and learning, the benefits and challenges of the digital revolution, links between teaching and research and addressing the skills agenda.

Ensuring attendance and continuity in working and advisory groups across 2/3 years is a big ask and the BFUG should revise its operational model post Paris. In particular, it should try to ensure that member countries take representation seriously and consider whether more short term focused task groups that include practitioners might be a better option for developing and taking forward an internationally relevant work programme for 2018-2020.

The BPF should be integrated into the Ministerial in 2018 with a focus on the two key issues of inclusivity in higher education and the civic and social role of universities in a global context.

RECOMMENDATIONS

Ministers should strongly support the continuing role that the EHEA can play in a globalised world where education and particularly Higher Education and research are so central to future prosperity, peace and progress.

We recommend the establishment of a new Global Working group to consider the international agenda of the EHEA post 2020, building on the work of AG1.

The EHEA will run two peer learning global seminars on “Inclusive HE” and the “Social and Civic role of Universities” in an International Perspective for the 2018-2020 period. The BFUG is asked to invite applications from countries to lead on these two projects that will take up the themes of the BPF.

Appendix 1: Full list of members of Advisory Group 1 and list of acronyms

Members of AGI:

Full members: Azerbaijan; Belgium VL; Cyprus; EI/ETUCE; ENQA; Estonia; ESU; EU Commission; EUA; France; Germany; Greece; Ireland; Kazakhstan; Lichtenstein; Montenegro; Romania; Russian Federation; Serbia; Spain Chair; UNESCO; United Kingdom

Experts from International and regional organisations:

ACA; AUF; EAIE; IAU; OECD; UfM

List of Acronyms:

AARU: Association of Arab Universities

ACA: Academic Cooperation Association

ANQAHE: Arab Network for Quality Assurance in Higher Education

AUF: Agence Universitaire de la Francophonie

CCA: Consejo Centroamericano de Acreditación

EAIE: European Association For International Education

EUA: European University Association

ESU: European Students' Union

FAP: Foro Académico Permanente ALC-UE

FAUBAI: Brazilian Association for International Education/UNESP/Universidade Estadual Paulista

IAU: International Association of Universities

OBIRET: Observatorio Regional sobre Internacionalización y Redes en Educación Terciaria en América Latina y el Caribe

OECD: Organisation for Economic Co-operation and Development

OEI: Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura

SEGIB: Secretaria General Iberoamericana

UDUAL: Union de Universidades de America Latina y el Caribe

UfM: Union for the Mediterranean

UNIMED: Union des Universités de la Méditerranée

Appendix 2: Advisory Group 1 EHEA International Cooperation

Bologna Policy Forum “Task Force”¹ **BPF Working Paper**

For discussion in Nizhny-Novgorod
October 2016

SUMMARY

The origins of the Bologna Policy Forum

Facts and figures about the four Bologna Policy Fora

Lessons learnt / next challenges

Revisiting the BPF

Annex

¹ The BPF task force has been decided in the London meeting (May 2016). It is composed of representatives of ACA, Belgium (Flemish Community), European Commission, ENQA, ESU, EUA, France, Romania and United Kingdom. It is chaired by France and UK.

THE ORIGINS OF THE BOLOGNA POLICY FORUM

After four Ministerial conferences dedicated to structuring the EHEA and designing the main architecture and common tools, the Ministers asked the BFUG to make proposals for a more outward looking EHEA and to integrate the **Bologna Process in a global setting**² (Bergen, 2005). A *Strategy for the European Higher Education in a Global context was adopted in London* (2007)³, around five core policy areas

- Improving information of the EHEA
- Promoting European higher education to enhance its world-wide attractiveness and competitiveness
- Strengthening cooperation based on partnership
- Intensifying policy dialogues
- Furthering recognition of qualifications

For each policy area, *Elements for possible future actions* were proposed (**Annex 1**).

The Bologna Policy Forum was created to “intensify policy dialogues”. It has been conceived as a way of increasing cooperation with Non Bologna countries, and to foster mutual understanding and learning in the field of higher education. The BPF has been described as “*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, based on the existing initiatives of the Council of Europe, ENIC/NARIC, ENQA, ESU, EU, EUA, EURASHE, UNESCO, etc.*” (Elements for possible future actions, p. 4-5, London 2007).

FACTS AND FIGURES ABOUT THE FOUR BOLOGNA POLICY FORA

In 2009, at the Leuven Ministerial Conference, the first **Bologna Policy Forum** engaged 14 non-European countries, and international organisations and NGOs. In 2010, 23 and 2012, 19 non-EHEA countries were represented. The biggest countries in terms of student population and internationalisation were present at each forum until 2012 (Australia and New Zealand, Canada and the United States, China, Japan and Brazil).

The level of representation at ministerial level has been decreasing since Vienna where it was the highest (12 ministers upon 23 participants in Vienna, 5 ministers upon 19 participants in Bucharest, 0 in Yerevan) – (**Annex 2 BPF: participation**).

The BPF programme has either been organised after the main Ministerial conference (Leuven) or in parallel (Vienna, Bucharest and Yerevan), the adoption of the Policy statement being discussed jointly after the Communiqués (**Annex 3 BPF: organisation**).

2 Zgaga, P. (2007), the Bologna process in a global setting.

3 <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/WGR2007/Strategy-for-EHEA-in-global-setting.pdf>

In 2014, following the dynamics of the “Arabic springs”, the BFUG agreed on the proposal for a **regional approach focused on the South Mediterranean area**. Armenia, wishing to take into account its neighbouring countries, chose a compromise inviting MENAAS countries (Middle East, North Africa and Asia). Indonesia and Kyrgyzstan, as non-EHEA countries participated in the Yerevan conference in 2015.

The four Policy statements try to find a balance between general principles on the benefits of cooperation and the role of higher education in key societal challenges and concrete proposals on specific topics. After Vienna, a list of EHEA and non-EHEA contacts was supposed to initiate a follow-up with the non-EHEA countries between two conferences but it has not been activated since 2012.

LESSONS LEARNT/NEXT CHALLENGES

The BPF, as it has been conceived until now, is one element of the strategy for “**EHEA in a global setting**” implemented to promote the international prestige of the Bologna Process and to increase the worldwide influence of the European Higher Education Area in a context where competition was increasing very fast. Through sharing best policy practices and understanding, the BPF helped to make **EHEA a point of reference** for harmonising national systems of Higher Education through regional and cooperative approaches.

The interest in the Bologna Process outside Europe, as a new and unique process in the world, was very high until beginning of 2010s. For some countries, such as Canada, United States⁴ and Australia, it was important to follow carefully the Process since this strong potential of cooperation at European Ministerial level was supporting the development of European “norms” likely to compete with the international ones dominated by the Anglophone systems. For other countries (Francophone African countries for instance), Bologna is an incentive to implement national reforms compatible with the EHEA tools (three cycle reform-LMD⁵, Standards for quality assurance, qualification frameworks). For Latin American stakeholders, it has been an incentive to implement for example, credit systems and, quality assurance mechanisms within networks of institutions or regional organisations⁶.

Since then, the international cooperation’s context has changed reshaping the relations between global, regional and national priorities;

As a matter of fact, Higher Education is now on different international or global agendas.

- It is part of the UN Sustainable Development Goals agenda for 2030 (SDG4⁷). The Incheon Declaration (May 2015) states on a framework for action “*towards inclusive and equitable education and lifelong learning for all*” with different proposals for Higher Education. After having initiated “regional conventions” since 1976, in all the regions of the world, UNESCO is now working on a **Global convention for the recognition of studies, diplomas and degrees**.

4 Adelman, C. (2009), The Bologna Process for US eyes: Re-learning Higher Education in the age of convergence”.

5 Licence, Master, Doctorat following the French LMD reform (2002).

6 See Arcu-Sur in Mercosur (www.edu.mercosur.int/arcusur) or the Central American Quality Assurance system (SCUCA).

7 <https://sustainabledevelopment.un.org/sdg4>

- **Education** came back on the G7 agenda in 2016 (after 8 years of absence), and within the Science and Technology G7 Forum dialogue, the role of higher education is part of the discussions. It is as well on the APEC (Asia Pacific Economies Cooperation) and BRICS agendas.
- Several global or inter-continental initiatives have been taken by different higher education institutions and students stakeholders. For instance, the second global dialogue will be organised in Mexico in January 2017, the first Higher Education Forum for Africa, Asia, Latin America (HEFAALA), a South Global initiative, was launched in Durban in August 2016. ESU is involved in a global dialogue for students.

Many regions are actively engaged in the construction of **Regional Higher Education Areas** (ASEAN, Africa, East Africa, Francophone Africa⁸...) or at least in the design of specific integrative instruments, (regional quality frameworks and qualification frameworks). Since 2012, the European Commission supports such development and is engaged in **policy dialogues** in collaboration with other European or national stakeholders (EUA, ENQA, DAAD, NUFFIC, Campus France, etc.) in particular with ASEAN, Africa, Latin America, South Mediterranean⁹. The experience of 20 years of cooperation in the European Higher Education Area, through the Bologna Process, becomes therefore very useful.

At the same time, national and institutional strategies for internationalisation have also been addressed in many countries as encouraged by the European Commission strategy in 2013¹⁰. However, where internationalisation is about increasing market share and, attracting the best global talent, it could raise tensions between national goals and European approaches.

Moreover, the world is faced with common interdependent societal and technological challenges such as climate change, poverty, terrorism, digitalisation and Higher Education plays an important role in contributing to find common answers to produce knowledge and train responsible global citizens and good professionals.

Within this changing context, the next challenges for the Bologna Policy Forum are

- To strengthen the position of EHEA in a global setting and gives perspectives beyond 2020
- To bring added value to the existing regional policy dialogues
- To mobilise ministers on concrete actions relevant to address common challenges for Higher Education
- To ensure a sustainable international partnership policy

8 See Zgaga.P report as mentioned above and Pol. P. (2016) "Beyond 2020: imagine a bridge of academic and scientific solidarities around the world", EAIE Conference Starter, p5-11, Liverpool.

9 See the report of the first Advisory group « EHEA international cooperation » meeting in Paris on January 2016. www.ehea.info

10 **European higher education in the world**, European Commission, April 2013.

REVISITING THE BPF

Different scenarios for the future have been discussed by the BPF task force since the last AG1 London meeting. While the task force has agreed on common principles it now wants to open the discussion on specific issues during the meeting in Nizhny.

Possible scenarios for the future

- A **Global EHEA Ministerial Conference**: the non-EHEA voluntary partners are integrated in all the discussions and there is no more BPF as such. The aim of the conference is to arrive to a common statement including proposals for a changing governance to cooperate on a sustainable basis with non-EHEA countries.
- **Towards a EHEA-Regional Higher Education Area** in particular with the Mediterranean countries, becoming members of the Bologna Follow Up Group.
- **Towards a EHEA-Regional Policy Dialogue** without excluding any regions, with the aim to decide on joint concrete actions to increase transparency, mobility and employability between voluntary regions (development of compatible EHEA tools such as credit systems, qualification frameworks, standards and guidelines for quality assurance, charter for transnational education, etc).
- The BPF remains a **specific event** with the aim to focus on targeted topics in line with the priorities of the 2018 Ministerial Conference and the international agendas for Higher Education and Research, likely to lead to a joint plan of actions

Proposal of agreed principles for 2018

- Finding a good balance between the BPF's purpose to strengthen the **influence of EHEA** in the world and the necessity **to listen and learn from the world** to take joint decisions
- Keeping a specific event (that might be renamed¹¹) appears to be the most realistic option, since the EHEA still has to solve inward issues in terms of implementation and new goals.
- Situating the dialogue on a political and not technical basis to attract ministers and not only high-level representatives of the administrations, higher education institutions and regional organisations and be able to involve them in future actions.
- Finding a way to integrate more the BPF in the general conference
- Designing a common "statement" including a plan of action
- Continuing the partnership and links with the Ministers of Higher Education initiated by AG1 with regional stakeholders without excluding any bilateral approach.

¹¹ Global Higher Education policy forum/summit, International Bologna Policy Forum...

Issues open to the discussion

Topics

Considering the priorities of working group 2 (Implementation) and working 3 (New goals), and the willingness to strengthen Higher Education on a global and inter-regional agenda, selected topics are proposed as a basis for consultation and decision to arrive to one main orientation

- **Regional development of Higher Education Areas**
Learning policies on strengths and weaknesses of such regional areas in a changing global context.
Which fundamental values and common or compatible tools can be developed between regional areas?
- **Sustainable development goals**, *“Ensure inclusive and equitable quality education and promote lifelong learning for all”*
How regional actors are contributing to this and what synergies can be found?
- **Higher Education for societal challenges in a changing global context**
The role universities in changing economies and societies
Policy measures and tools to answer migration caused by crisis,
- **Which governance of higher education in a changing global context?**

Format

Taking into account that the Ministers can't afford to stay more than 1,5/2,5 days including travel and that we aim at more mutual learning, understanding and decisions, the program has to be elaborated in close cooperation with the whole Ministerial Conference program.

However, different levels of integration can be considered according as well to the main orientation we want to give this international “event”:

- **Focused integration:**
A specific time (half a day for instance after, before or in-between) is dedicated to the topic selected with a discussion on the statement and the roadmap.
- **Broad integration**
 - A first part of the Ministerial deals with the issues of EHEA implementation and non-implementation (the non EHEA ministers can be invited (?)) but the decisions will be at EHEA ministers level only
 - A second part focuses on the “new goals” and includes in the discussions the non-EHEA Ministers and Regional representatives
 - A third part includes the discussions for the communiqué (s)

Other organisation can be proposed according to the organisation and the main priorities of the general conference.

A draft programme will be proposed in May 2017.

Partnership

Since 2016, under the approval of the Amsterdam BFUG, the co-chairs and AG1 members have initiated a first dialogue with regional organisations much interested in the Bologna Process and in an active participation in the next Bologna Policy Forums.

- Mediterranean countries: the Union for the Mediterranean is part of AG1, and is involved in programmes on migration and mobility, euro-Mediterranean university; UNIMED plans a workshop on the state of art of the Bologna process in the Mediterranean countries on 21st October 2016 and will launch a survey on this issue,
- Asia (with ASEAN), AG1 members (Flemish Belgium and Germany) are part of the ASEM dialogue,
- Africa (African Union, Inter-university council for East-Africa, Association of African university),
- Latin America (Organisation of Ibero-American States).
- Countries and regions part of Agence Universitaire de la Francophonie: AUF is part of AG1 and is chairing a new platform to develop a digital francophone area for higher education involving 33 ministers of education in the francophone area (<http://www.idneuf.org>).

Annex 3 presents a draft timeline for regional dialogues and events

These contacts have to be consolidated, enlarged to other stakeholders and regions (North America, Pacific).

AG1 “EHEA international cooperation”, with the support of the Secretariat, goes on acting at regional higher education area levels and national levels with the support of AG1 members and the French Ministry of Higher education and research.

Formal invitation will be sent to the Ministers at a later time (see **Annex** draft timeline BPF organisation 2015-2018).

ANNEX

Annex 1: Elements for possible future actions in Strategy for the external dimension the Bologna process (2007) :

http://media.ehea.info/file/WG_External_dimension/34/3/ExternalDimension_report2007_581343.pdf & http://media.ehea.info/file/20070305-06_Berlin/52/3/BFUG10_4e_ExternalDimensionStrategy_Draft.2_585523.pdf

Annex 2: The Bologna policy Forum: participation and organization :

https://media.ehea.info/file/AG1_20160722_Brussels/05/5/AG1_2016_07_22_Annex2_627055.pdf

Annex 3: Draft timeline regional dialogues 2016-2018 :

https://media.ehea.info/file/AG1_20161014_Nizhny-Novgorod/16/2/BPF_draft_Timeline_Regional_dialogues_07092016_640162.pdf

Annex 4: Draft timeline BPF revision and organisation 2015-2018 :

https://media.ehea.info/file/AG1_20161014_Nizhny-Novgorod/16/4/BPF_draft_Timeline_BPF07092016_640164.pdf

Background documents

Bologna Policy Forum Communiqué:

- Louvain-la-Neuve (2009) <http://www.ehea.info/article-details.aspx?ArticleId=44>
- Vienna (2010) <http://www.ehea.info/article-details.aspx?ArticleId=44>
- Bucharest (2012) <http://www.ehea.info/article-details.aspx?ArticleId=44>
- Erevan (2015) <http://bolognayerevan2015.ehea.info/files/FourthBolognaPolicyForumStatement.pdf>

The EHEA in a Global Setting: 2014 Strategy Review (2015) in Report of the 2012-2015 BFUG WG on Mobility and Internationalization, Annex 9 (BFUG document)
<http://bologna-yerevan2015.ehea.info/files/MI%20WG%20Report.pdf>

Beyond the Bologna Process: Creating and connecting national, regional and global higher education areas Background paper for the Third Bologna Policy Forum Bucharest, April 27th, 2012 (2012) (BFUG document)
http://conference.osp-ua.info/materialy/BPF%20Background%20Paper_FINAL%20VERSION.pdf

The European Higher Education Area (EHEA) in a global context (2009) (BFUG document)
http://media.ehea.info/file/2009_Leuven_Louvain-la-Neuve/90/6/2009_EHEA_in_global_context_594906.pdf

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