

Basic overview Communiqués

| Topic/year                        |                          | 2009<br>Leuven/louvain la Neuve<br>Communiqué | 2010<br>Budapest-Vienna<br>Déclaration | 2012<br>Bucharest<br>Communiqué | 2015<br>Yerevan Communiqué |
|-----------------------------------|--------------------------|---|--|---------------------------------|----------------------------|
| Mobility of students and teachers |                          | x   | x                                      | x                               | x                          |
| Structural reforms                | A three cycles system    | x   |  | x                               | x                          |
|                                   | Lifelong learning        | x   |  | x                               | x                          |
|                                   | Qualifications Framework | x   |  | x                               |                            |
|                                   | Quality Assurance        | x   |  | x                               | x                          |
|                                   | Use of credits           | x   |  | x                               | x                          |
|                                   | Learning Outcomes        |   |  | x                               | x                          |
| Recognition                       |                          |   |  | x                               | x                          |
| Implementation/Non-implementation |                          |   |  | x                               | x                          |
| Values                            |                          | x   |  | x                               | x                          |
| Social dimension                  |                          | x   | x                                      | x                               | x                          |
| Link with research                |                          | x   | x                                      | x                               |                            |
| Teaching and learning             |                          | x   |  | x                               | x                          |
| Employability                     |                          | x   |  | x                               | x                          |
| Internationalisation              |                          | x   | x                                      | x                               | x                          |
| Funding                           |                          | x   |  | x                               | x                          |
| Governance of the EHEA            |                          | x   |  | x                               | x                          |

| Main structure of the Communiqués  | 2009<br>Leuven/Louvain la Neuve<br>Communiqué  | 2010<br>Budapest-Vienna Déclaration  | 2012<br>Bucharest Communiqué   | 2015<br>Yerevan Communiqué   |
|------------------------------------|--|--|--|--|
| <b>Structure of the Communiqué</b> | Preamble<br>Articles 1 to 19<br>I. Achievements and consolidation<br>II. Learning for the future: higher education priorities for the decade to come<br>-social dimension<br>-lifelong learning<br>- employability<br>- student-centred learning and the teaching mission of higher education<br>- Education, research and innovation<br>- International openness<br>-Mobility | Articles 1 to 13   | Investing in higher education for the future<br>The EHEA yesterday, today and tomorrow<br>Providing quality higher education for all<br>- widening access<br>- student-centred learning<br>- quality assurance<br>Enhancing employability to serve Europe's needs<br>- employability<br>- research<br>- learning outcomes<br>- qualifications frameworks<br>- professional qualifications<br>Strengthening mobility for better learning<br>- learning mobility<br>- portability<br>- recognition<br>- balanced mobility<br>- joint programmes and degrees<br>- international openness<br>Improvement of data collection and transparency to underpin political goals<br>Setting out priorities for 2012-2015 | A renewed vision: our priorities<br>- Enhancing the quality and relevance of learning and teaching<br>- Fostering the employability of graduates throughout their working lives<br>- making our systems more inclusive<br>- Implementing agreed structural reforms<br>The governance and working methods of the EHEA must develop to meet these challenges.<br>Appendix<br>I. Policy measures adopted<br>II. Commitments |
| <b>Taking note/stock of</b>        | Take stock of the achievements of the Bologna process and establish the priorities for the European Higher Education Area (EHEA)   | Take note of the independent assessment and the stakeholders' reports.<br>Welcome Kazakhstan | Take stock of the achievements of the Bologna Process and agree on the future priorities of the EHEA.  | Take note with approval of the reports by the working groups on Implementation, Structural reforms, Mobility and internationalization, and the Social dimension and lifelong learning, as well as the Pathfinder group on automatic recognition.<br>Welcome Belarus  |

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| Mobility of students and teachers |                          | Benchmark of 20% by 2020 for student mobility<br>Career structures should be adapted to facilitate mobility of teachers  | Students benefiting from mobility with smooth and fair recognition of their qualifications, can find the best suited educational pathways. | Explore ways to achieve automatic recognition of academic qualifications<br>Adopt the strategy "Mobility for Better Learning" including its mobility target.  | To promote the mobility of teacher education students<br>Cooperation for mobility and joint programmes and degrees are the foundations of the EHEA.<br>To promote staff mobility   |
| Structural reforms                | A three cycles system    | Possibility of intermediate qualifications linked to the first cycle   |  | Salzburg II recommendations and the Principles for Innovative Doctoral Training<br>Explore how to promote quality, transparency, employability and mobility in the third cycle.<br>Explore further possible common principles for masters programmes.<br>Examine national legislation and practices relating to joint programmes and degrees. | A common degree structure<br>To include short cycle qualifications in the overarching framework of qualifications for the EHEA   |
|                                   | Lifelong learning        | Lifelong learning as a public responsibility implying flexible learning paths (formal, non-formal and informal) and requiring strong partnerships<br>Procedure for recognition of prior learning |  | Enhance employability, lifelong learning and entrepreneurial skills through improved cooperation with employers   | to provide relevant learning activities [...] for different types of learners, including lifelong learning.  |
|                                   | Qualifications Framework | National qualifications framework by 2012  |  | New roadmap for countries that have not established a national QF   |  |
|                                   | Quality Assurance        | Quality as an overarching focus for EHEA   |  | To revise ESG for adoption in 2015<br>Allow EQAR registered agencies to perform their activities across the EHEA  | Common quality assurance standards and guidelines<br>To use a suitable EQAR registered agency for external quality assurance process   |
|                                   | Use of credits           | Continuing implementation of Bologna tools   |  | Ensure that Bologna tools are based on learning outcomes<br>Clear reference to ECTS [...] in the European Commission's proposal for a revision of the EU Directive on the recognition of professional qualifications.   | A common [...] credit system   |
|                                   | Learning Outcomes        |  |  | To consolidate the EHEA, meaningful implementation of learning outcomes is needed.  | Transparent description of learning outcomes.  |
|                                   | Recognition              |  |  | Fair academic and professional recognition, including recognition of non-formal and informal learning is the core of the EHEA.<br>Reference to Lisbon Recognition Convention and EAR Manual<br>Support the work of a pathfinder group of countries exploring ways to achieve the automatic recognition of comparable degrees.                 | To fully comply with the Lisbon Recognition Convention reporting to the Bologna Secretariat by the end of 2016 + ENIC NARIC have to prepare an analysis of the reports by the end of 2017.   |
| Implementation/Non-implementation |                          | [Implementation report]  | [Implementation report]  | "For 2012-2015, we will especially concentrate on fully supporting our higher education institutions and stakeholders in their efforts to deliver meaningful changes and to further the comprehensive implementation of all Bologna action lines."  | Ask the BFUG to review and simplify its governance and working methods, to involve higher education practitioners in its work programme and to submit proposals for addressing the issue of non-implementation of key commitments in time for our next meeting.<br>BFUG will report in the implementation of the [Belarusian] roadmap in time for the 2018 ministerial conference. |

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| Values                 | The necessary ongoing reform of higher education systems and policies will continue to be firmly embedded in the European values of institutional autonomy, academic freedom and social equity  |  | Support the engagement of students and staff in governance structures at all levels and reiterate our commitment to autonomous and accountable higher education institutions that embrace academic freedom.  | Engaged in a process of voluntary convergence and coordinated reforms of our HE systems. This is based on public responsibility for HE, academic freedom, institutional autonomy, and commitment to integrity.<br>To build inclusive societies, founded on democratic values and human rights [...], support and protect students and staff in exercising their right to academic freedom and ensure their representation as full partners in the governance of autonomous higher education institutions. |
| Social dimension       | National targets for the social dimension to be measured by 2020<br>Students to become active and responsible citizens in a democratic society<br>Equal opportunities to quality education<br>To promote the cultural and social development of our societies.  | Underline the role the higher education institutions play in fostering peaceful democratic societies and strengthening social cohesion.<br>To increase our efforts on the social dimension in order to provide equal opportunities to quality education, paying particular attention to underrepresented groups. | Strengthen policies of widening access and raising completion rates.   | Making our systems more inclusive is an essential aim for the EHEA as our populations become more and more diversified, also due to immigration and demographic changes.<br>Enhance the social dimension of HE, improve gender balance and widen opportunities for access and completion, including international mobility, for students from disadvantaged backgrounds.<br>To make our higher education more socially inclusive by implementing the EHEA social dimension strategy.                      |
| Link with research     | HE should be based at all levels on state of the art research and development thus fostering innovation and creativity in society.  | By continuously developing, enhancing and strengthening the European Higher Education Area, Europe will be able to successfully face the challenges of the next decade.  | Higher education must ensure a stronger link between research, teaching and learning at all levels.<br>Education and training of doctoral candidates has a particular role in bridging the EHEA and the European Research Area.                                    |   |
| Teaching and learning  | Up to 2020 realising a Europe of knowledge that is highly creative and innovative<br>Student-centred learning requires empowering individual learners, new approaches to teaching and learning.   |  | Promote student-centred learning in higher education, characterised by innovative methods of teaching that involve students as active participants in their own learning.  | Support higher education institutions and staff in promoting pedagogical innovation in student-centred learning environments and in fully exploiting the potential benefits of digital technologies or learning and teaching.   |
| Employability          | (art. 13) Call to work on employability<br>Institutions to be more responsive to employers needs and employers to better understand the educational perspective.  |  | Enhance the employability and personal and professional development fo graduates throughout their careers.<br>Meet the needs of a changing labour market.  | Fostering the employability of graduates throughout their working lives in rapidly changing labour market is a major goal of the EHEA.<br>To ensure that competence requirements for public employment allow for fair access to holders of first cycle degrees  |
| Internationalisation   | Call institutions to further internationalise their activities.<br>The attractiveness and openness of European HE will be highlighted by joint European actions. Competition on global scale will be complemented by enhanced policy dialogue and cooperation based on partnership with other region of the world, in particular through the organisation of Bologna Policy Fora, involving a variety of stakeholders.<br>Transnational education in line with ESG and UNESCO/OECD Guidelines for Quality Provision in Cross-Border Higher Education. | Considerable interest in other parts of the world [to make] European Higher Education more visible on the global map. Intensify our policy dialogue and cooperation with partners across the world.  | Cooperation with other regions of the world and international openness are key factors to the development of the EHEA.<br>The Bologna Policy Forum will continue as an opportunity for dialogue and its format will be further developed with our global partners. | The EHEA has opened a dialogue with other regions of the world and is considered a model of structured cooperation.<br>To pursue common goals and in dialogue with partners around the globe.   |
| Funding                | Confirm that public funding remains the main priority to guarantee equitable access and further sustainable development of autonomous higher education institutions.  |  | To secure the highest possible level of public funding for higher education and draw on other appropriate sources, as an investment in our future.<br>Open a dialogue on funding.<br>Full portability of national grants and loans across the EHEA.                | Strong public funding.<br>To promote the portability of grants and loans  |
| Governance of the EHEA | Co-chair by EU country and no-EU country.<br>BFUG is asked to prepare a work plan up to 2012  |  | Encourage the development of a system of voluntary peer learning and reviewing in countries that request it.   | Renew our original vision and consolidate the EHEA structure.   |